

MOOCs4inclusion

Catalogue of Free Digital Learning Initiatives for Migrant and Refugee Inclusion

Updated September 24th, 2021

www.moocs4inclusion.org



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www.cardet.org

The MOOCs4inclusion project was designed and funded by the European Commission's Joint Research Centre on behalf of EC DG-EMPL.



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Introduction

Overview

This document presents the catalogue of initiatives prepared for the 2021 update of the MOOCs4Inclusion study, financed by the Joint Research Centre (JRC) of the European Commission. This third study is coordinated by Dr Charalambos Vrasidas and the CARDET team. The information provided online (www.moocs4inclusion.org) describes free digital learning (FDL) initiatives. This version, developed as part of the third study, updated on 24/09/2021 contains two types of initiatives:

- Initiatives identified in 2019 that were updated and validated by their providers, as well as new initiatives identified in 2021 (Updated and Validated Initiatives)
- Initiatives which have not been updated or validated but whose links and contact information continue to function (Functioning Initiatives)

FDL initiatives listed in this Catalogue vary quite a bit in nature and magnitude. However, attempts have been made to categorise them according to 'purpose', the type of resource or technology they use, whether they are 'blended' approaches or only online/digital, and the extent to which they are ongoing or forthcoming (awaiting launch), and whether they provide information regarding the basic Europass specifications (title, organisation, location, thematic area, learning outcomes). These labels will be further described in the next section. Some fields have been left blank due to lack of public information.

This version of the Catalogue includes the list of additional resources relevant for migrant and refugee digital education identified in the previous study which are still functioning, as well as one new resource.

Purpose

Initiatives have been sorted according to their intended purposes, namely:

- Higher Education (formal, with the intention to obtain a degree or credits)
- Primary-Secondary education
- Social inclusion
- Language learning
- Employment
- Teacher training
- Infrastructure
- Support personnel
- Other

Most of these categories have been inspired by the indicators for measuring integration that have been agreed by the European Union in the Zaragoza Declaration. These indicators are social inclusion, education, and employment. For the sake of classifying FDL initiatives, all initiatives contributing towards a formal education degree have been put under 'formal higher education' or 'primary/secondary education'. Initiatives (often in the form of Apps and online courses) that aim at providing instruction on civic integration, such as vocabulary for navigating health or social security systems, or courses related to democratic values, fall under 'social inclusion'. FDL explicitly for language learning has been separated into the 'language learning' category, though this can also overlap with 'social inclusion'. FDL initiatives that aim at teaching employability related skills fall under 'employment'. A separate category has been created for 'teacher training' since there are a handful of initiatives that aim to train teachers that work with migrants or /refugees, via FDL. Additionally, another category that was added during the second study was 'Infrastructure' to document those

initiatives that provide technical support and access to infrastructure. While updating the catalogue, we identified the need to add the new category “support personnel” with which we tag initiatives focusing on preparing personnel working with refugees and migrants (e.g. volunteers, lawyers, social workers, psychologists etc.).

Status

Initiatives are split into either “ongoing” or “forthcoming” as viewed from the learners’ perspective. Although some projects may be completed, their resources are still on offer. Thus, they were labelled as “ongoing”.

Type of resource/technology used

This is generally described according to the following categories:

- App
- Digital resources
- Electronic handbook
- MOOC
- Lesson plans
- Online course
- Online learning portal
- Online simulation game
- Online webquest integration resources
- Policy Paper
- Video
- Other

Some initiatives use various types of technology and resources. Specifications regarding the technology and/or pedagogy used can be found in the description of the initiative.

‘Blended’ versus ‘Online (OL)’

This categorisation has been added so that users will be able to search for initiatives that may have a ‘blended’ approach, namely those that combine online/digital learning with some sort of face-to-face learning and support. Other FDL offers are purely online/digital. Some of the projects mentioned in the Catalogue piloted the online resource at hand through a blended approach (teaching users how to use it through workshops, for example), but now that the project is completed the FDL offer remains an online resource only. This categorisation is better visualized through ‘tagging’ on the MOOCs4inclusion website. In some instances, initiatives are double and triple tagged with they fall into several categories. This enhances the search functionality.

Europass

“The Commission has developed the Europass Learning Model to describe learning opportunities, qualifications, credentials and accreditations. The model aims to capture the results of any non-formal, informal and formal learning across Europe. It is designed to provide a single format to describe certificates of attendance, examination results, degrees and diplomas, diploma supplements, professional certifications, employer recommendations and any other kind of claims that are related to learning.” Read more, [here](#). The current updated Catalogue includes a field that describes whether initiatives include the basic Europass fields of title, organisation, location, thematic area, and learning outcomes.

Note on Costs

When the catalogue was initially created, all the initiatives were free as declared by their developers. In this follow-up version of the catalogue, the information was updated by the initiative developers which replied and validated

their initiatives. For the remainder of the initiatives which did not reply to update and validate their initiative, but which have functioning materials, the research team tried to confirm whether the materials were free. In most cases, materials appear free. The research team also sent all initiatives a follow-up email asking for confirmation that their initiatives are completely free, asking them to specify whether there is any cost for any reason (e.g., for example related to extended participation or to obtain a certificate). Adjustments to the catalogue were made depending on the response we received from providers.

Updated and Validated Initiatives

Higher Education (formal)

Borderless Higher Education for Refugees (BHER)

Title	Borderless Higher Education for Refugees (BHER)
Date launched	August 2013
Status (Ongoing, forthcoming)	Ongoing (August 2013 to present)
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Blended Learning (online courses through eClass, KUSOMI) and face-to-face intensive sessions (pre-COVID)
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Higher Education (formal) – Certificates, diplomas, undergraduate degrees, graduate degrees
Online or blended	Blended
Learning outcomes	<p>The BHER Project began with a focus on improving the quality of primary and secondary education in the refugee and host communities of Dadaab through the provision of higher education. This aim also evolved to include a focus on training a cadre of refugee and local action researchers who are able to identify, think critically and produce knowledge on local issues impacting their communities. As such, the learning outcomes of the BHER project include:</p> <ul style="list-style-type: none"> ● Improved student-centred and inquiry-based teaching practices ● Greater awareness and implementation of gender-sensitive strategies in the classroom ● Deeper knowledge and understanding of subject areas, educational strategies ● Improved collaboration between male and female students

	<ul style="list-style-type: none"> ● Contribute to local knowledge and practices as action researchers and educationists
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The BHER Project aims to provide internationally recognized university education programs to refugees and locals based in Dadaab, Kenya. The innovation of the BHER project rests in the population it serves, the model it uses and the institutional policies and practices it enriches. This project focuses primarily on education for refugees caught in extended exile in the global South for more than 15 years, living in an underserved region where resources and supports for education are scarce. In the context of increased calls to provide higher education for refugees, BHER is one of the few projects that offers programs and contributes to community capacity building in situ.</p> <p>The BHER project combines the expertise of Canadian and Kenyan universities which in the course of 10 years have amassed unique knowledge and experience in delivering university education onsite and online in the context of insecurity and marginalization. Working with and beyond individual institutional practices, we have modelled programming on the specific needs of refugee populations; used various pedagogical tools and training, as well as modes of content delivery, including the creation of opportunities for BHER students for intercultural learning with their Canadian peers through blended course delivery; adapted course content to the local context; and responded proactively to changes in Kenyan legislation regarding teacher education. The cornerstone of BHER programming is stackability (allowing students to stop at any one level of programming), portability (enabling students to continue studies wherever they go), gender equity and inclusivity (taking all necessary measures to ensure participation of women, ethnic, religious, and linguistic minorities, as well as students with disabilities in all academic programs), and peaceful co-existence with the host community (at least 25% of BHER student body is from local sites). All academic programs are offered free to the refugee and local students serviced by BHER.</p>
<p>Target group</p>	<p>Refugee and local populations of Dadaab, Kenya</p>
<p>Evaluation results/ monitoring plan</p>	

Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Accredited university certificates, diplomas, degrees (BA, BEd, BSc, MEd)
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The first five years of the BHER Project were financed by Global Affairs Canada (2013-2018). Following the GAC grant, the project was supported by Open Society Foundations (2018 – 2021) and York University (2018 – present).
Lead Organization	York University In collaboration with, Kenyatta University, Windle International Kenya, Lutheran World Federation, United Nations High Commissioner for Refugees, Moi University (2013-18), University of British Columbia (2013-18) British Columbia (Vancouver)
Contact details	E-mail: bher@yorku.ca
Link/ website	http://www.bher.org/

Jesuit Worldwide Learning - Higher Education at the Margins (JWL)

Title	Jesuit Worldwide Learning – Higher Education at the Margins (JWL)
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Date launched	2010
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course, Digital Learning Platform
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Higher education (formal), Higher Education preparedness – English Language
Online or blended	Blended eLearning
Learning outcomes	<p>To support students in their journey of life-long learning and the realisation of their goals, JWL offers a stackable learning path. All programmes have been developed within the framework of Jesuit education which seeks to develop the whole person and with learning structured around the concept of personal/community context and experience, reflection, action and evaluation.</p> <p>JWL programmes includes a BA in Sustainable Development, a foundational (first year of university) Certificate in Liberal Studies, professional certificate programmes (Learning Facilitator, Peace Leader, Youth Sports Facilitator, Creative Writing and Design, E-Commerce and Entrepreneurship, Ecotourism, eEducation Tools), and a Global English Language programme which serves as a steppingstone to access these and other academic programmes.</p>

Description of resource

(300 words, overview, content, methods, etc.)

Jesuit Worldwide Learning (JWL) provides equitable, high quality tertiary learning to people and communities at the margins of societies - be it through poverty, location, lack of opportunity, conflict or forced displacement - so all can contribute their knowledge and voices to the global community of learners and together foster hope to create a more peaceful and humane world.

JWL overcomes barriers to provide refugees and other youth at the margins with quality, higher education programmes that are accredited/certified by universities, through blended eLearning – combining both online and onsite support.

Through our very own Learning Management System – JWL HeLP (Humanitarian eLearning Platform) which has an online/offline component, students are able to study anytime, anywhere, with a wealth of resources at their fingertips.

Students from different cultural backgrounds come together at the local and global level through the global virtual classroom, engaging in discussions which promote tolerance and open minds. They become leaders that also give back to their communities, and inspire others to do the same, fostering a more peaceful and equitable world.

Students are organised into virtual global classrooms, with 25 students for each course. Each global classroom encompasses students from 8 to 10 countries with diverse backgrounds (Muslim, Christian, Buddhist, and other religions represented). As students learn together in the virtual classroom, the curriculum transformation integrates authors and literature representative of middle-eastern thought, western ideas, African theories, Asian principles, Latin American wisdom, etc. Two academic programmes were initially developed to serve students: The Diploma of Liberal Studies and Community Service Learning Tracks (CSLTs). These programmes were developed through input from refugees and host community members, and with input from faculty and partnering universities. Starting in 2010 these courses were piloted in the Dzaleka refugee camp in Malawi, Kakuma refugee camp in Northwest Kenya, and in the city of Amman, Jordan. As of 2021, JWL is present in 54 Community Learning Centers in 19 countries

Target group	Refugees and other potential higher education learners ‘at the margins’
Evaluation results/ monitoring plan (if applicable)	<p>Since 2010, JWL has grown to over 54 learning centres across 19 countries, and reached more than 10,000 students. In 2021, JWL has enrolled 4,000 students, 58 % of whom are female, in more than 8,000 courses which are accredited by academic institutes from around the world. The goal is to ensure retention and completion rates of 80% or above with less than 10% attrition due to reasons other than resettlement.</p> <p>An alumni programme is established, and the alumni activities, employment and further learning are reported on in the annual report. End of course evaluations are embedded into each JWL course for feedback from students and faculty. Course evaluation is one part of the JWL research agenda.</p>
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	<p>JWL academic programmes include both credit-bearing and certificate level courses. Credit-bearing courses are offered with XIM University (India), for the BA in Sustainable Development and Certificate in Liberal Studies, with Regis University (USA) for the Diploma in Liberal Studies. JWL also works with partnering universities to develop vocational curricula that are awarded certificates based on the UNESCO standard of Technical Vocational Education and Training (TVET).</p>
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with all basic Europass fields

<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Most JWL are supported by private funding (European Foundations) and to a lesser extent government funding and UNHCR.</p> <p>Annual reports are published online and financial reports can be requested.</p>
<p>Lead Organization</p>	<p>Jesuit Worldwide Learning – Higher Education at the Margins (JWL)</p>
<p>Contact details</p>	<p>Email: jwlinfo@jwl.org</p>
<p>Link/ website</p>	<p>https://www.jwl.org/en/home</p>

Primary-Secondary Education

Amala

<p>Title</p>	<p>Amala Education</p>
<p>Date launched</p>	<p>2016</p>
<p>Status (Ongoing, forthcoming)</p>	<p>Ongoing</p>
<p>Type of Resource (MOOC, App, Digital Learning Platform, etc.)</p>	
<p>Purpose (Language learning, formal HE degree, civic integration, employability related...)</p>	<p>Secondary Education, civic integration, life skills</p>
<p>Online or blended</p>	<p>Blended</p>

Learning outcomes	Amala’s mission is to use transformative education to create opportunities and inspire positive change in the lives of refugees and their communities. Through Amala’s high quality education programmes, out-of-school displaced youth and members of their host community are able to complete their secondary education, develop life skills, access further opportunities and contribute to their community.
Description of resource (300 words, overview, content, methods, etc.)	<p>Amala offers two core programmes; Short Courses and a High School Diploma. Short courses, in areas such as “Peacebuilding”, “Social Entrepreneurship” and “Maths for Change”, run for 10 weeks and consist of 60 hours of in-person class time and 40 hours of online study. Short courses can also be delivered through an online-only model.</p> <p>The Amala High School Diploma is the first international high school diploma for displaced youth. The programme is typically run over a fifteen month period and includes ten Amala courses, a personal interest project and a pathways advising programme. The time commitment for students is 20 hours per week; 12 through synchronous in person sessions and 8 through online independent work. The High School Diploma is currently available in Amala’s Jordan and Kenyan hubs.</p> <p>Both programmes have flexibility at their core and are designed to fit around the daily lives of students. They are delivered by facilitators, who are trained and given ongoing support by the Amala team. Facilitators usually come from the local community (some are also Amala lumni) and have a deep knowledge of their contexts, enabling them to adapt the curriculum accordingly. Learning at Amala involves shifts in thinking and behaviour which result in an increased capacity to have a positive impact on the world. The curriculum was developed collaboratively with 150 educators and refugee students from around the world, and is designed to build agency, develop competencies, be contextual inclusive, create community and support facilitators. Both programmes are currently available in English and are free for students.</p>
Target group	16-25 year old refugees, internally displaced, asylum seekers, as well as students from the host community.
Evaluation results/ monitoring plan	

<p>Learning assessment</p>	<p>Amala short courses are not assessed. Students graduate from the 10 week programme if they have engaged in class discussion and independent learning and have a good attendance record.</p> <p>The Amala High School Diploma takes a competency-based approach to assessment. There are no exams, rather, throughout the programme, students provide evidence of their learning in order to meet Amala’s seven key competency areas: sustainable innovation, resourcefulness, leading change, self-navigated learning, understanding self, other people and cultures, technical, scientific and numerical literacy and problem solving and critical thinking. These competencies are converted into credits towards the High School Diploma, which feature alongside a portfolio of work on our digital transcript through our partner, the Mastery Transcript Consortium.</p>
<p>Recognition or certification of learning</p> <p>(how done and by who, free or fee...)</p>	<p>Upon completion of an Amala short course, students receive a certificate from Amala and our partner school UWC South East Asia.</p> <p>Amala is currently in the early stages of gaining CIS accreditation for the Amala High School Diploma.</p>
<p>Europass</p> <p>(If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model</p> <p>(who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>The Catalyst Foundation for Universal Education, Kahane Foundation, Emergence Foundation, Horizon Foundation, British and Foreign Schools Society, Allen & Overy Foundation, Private donations</p>
<p>Lead Organization</p>	<p>Educational Partner: UWC South East Asia</p> <p>Implementing partners: Solidarity Now, Wave Thessaloniki</p> <p>Technology partner: AULA</p>

Contact details	Email: hello@amalaeducation.org
Link/ website	www.amalaeducation.org

Amala

Title	ODISSEU: Online gaming and Digital tools to promote the asylum seekers Integration and increase awareness amongst schools of the refugees' crisis in Europe
Date launched	01/09/2018
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Online Simulation Game Mobile App
Purpose (Language learning, Formal HE degree, civic integration, employability related...)	Primary-secondary education Teacher Training
Online or blended	Blended
Learning outcomes	<p>The ODISSEU project aims to achieve the following goals:</p> <ol style="list-style-type: none"> 1. Develop, adapt and transfer an innovative online simulation game to increase understanding and raise awareness of refugee issues amongst secondary school students while developing life skills. 2. Develop online education resources to support secondary school teachers to engage young people in informed discussions about Migration and Asylum in the EU. 3. Promote positive interactions and the active participation of asylum seekers and refugees by engaging them to participate in the local community's life by telling their stories and helping others to understand their perspectives.

	<p>4. Enhancing young people’s critical thinking and media literacy skills, particularly in regards to Internet and social media use, in order to develop resistance to discrimination and indoctrination.</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>IO2: Curriculum and Story boards</p> <p>The ODISSEU Curriculum goes hand in hand with the Online Game and provides the teacher with a background about the educational frameworks used during the development process of both the tool and the curriculum, and an overview of the learning outcomes. It also provides teachers with practical classroom activities and resources that can be used in conjunction with the Online Game.</p> <p>https://odisseu-project.eu/en/learning-materials/odisseu-curriculum</p> <p>IO3: Digital Manual for teachers</p> <p>The digital manual will be used by secondary school teachers and will contain practical participatory tools to inform, raise awareness and empower schools to fight hate speech towards asylum seekers and students with a migrant background.</p> <p>https://odisseu-project.eu/en/learning-materials/digital-manual-teachers</p> <p>IO4: Online Simulation Game</p> <p>ODISSEU presents a game in the form of an interactive storytelling experience for secondary students. The game follows a young person’s journey from oppression in their home country to exile in a country of asylum. The story aims to increase understanding and raise awareness of refugee issues amongst secondary school students while developing life skills.</p> <p>https://odisseu-project.eu/en/online-game</p> <p>IO5: E-library of real life stories how to create impact through storytelling</p> <ul style="list-style-type: none"> ● Provides asylum seekers and refugees with new competences, fostering their intercultural self-awareness in order to become educators and agents of change ● Innovative tools to increase the capacity of organizations and associations working in the reception and integration field to support the empowerment and integration of asylum seekers and refugees ● A unique counter-narrative that challenges both the stereotypes of asylum seekers and refugees (illegal, welfare fraudster, foreigners taking jobs, invader) and counter-stereotypes (victims, isolated, vulnerable without protection)

	https://odisseu-project.eu/en/toolkit https://odisseu-project.eu/en/real-life-stories
Target group	<ul style="list-style-type: none"> ● Secondary school teachers ● Secondary level students ● Asylum Seekers and/or refugees ● In-service teachers ● Members of local organizations dealing with refugee and asylum seeker integration ● Other educational stakeholders
Evaluation results / monitoring plan	
Learning assessment	We have added an evaluation assessment after participants complete the interacting storytelling game.
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the	This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

plans for future financing, sustainability, etc.)	
Leading organization	OXFAM - ITALY
Contact details	<p>Contact Person: Emilia Torrisi</p> <p>Email: emilia.torrisi@oxfam.it</p> <p>Website: www.oxfamitalia.org</p>
Website	<p>https://odisseu-project.eu/en/</p> <p>Mobile app:</p> <p>Google Play Store:</p> <p>https://play.google.com/store/apps/details?id=org.cardet.odisseu</p> <p>Apple App Store:</p> <p>https://apps.apple.com/us/app/odisseu/id1548486378</p>

Social Inclusion

Blend-In

Title	Blend-In
Date launched	November 2016
Status (Ongoing, forthcoming)	Ongoing 14 November 2016 – 13 November 2018
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Handbook
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion Support Personnel

Online or blended	Online
Learning outcomes	The aim of the project is to develop the social, civic, and intercultural competences of the young refugees and migrants resettled in a host country, inform them on their rights and promote their autonomy, active citizenship and participation in social life and labor market. In this way, it is anticipated that the project will join efforts to prevent the target group's social exclusion, combating discrimination and segregation by facilitating their smooth cultural and social integration in the host community.
Description of resource (300 words, overview, content, methods, etc.)	This resource offers a handbook for operators with good practices towards the successful integration of refugees and migrants. It offers useful information to assist young refugees settle into a new community and move towards independence, self-sufficiency, active citizenship and participation. At the same time, this app enhances the role and efficiency of refugee integration workers. The countries of reference are: Italy, Greece, Malta & Cyprus.
Target group	Asylum seekers, refugees and professionals working with them at community level as well as in shelters.
Evaluation results/ monitoring plan	Not available yet
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all	Aligned with basic Europass fields

above fields are met, please write “Aligned with all basic Europass fields”)	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus + European Commission
Lead Organization	Anziani e Non Solo (Italy)
Contact details	Contact form: http://blend-in.eu/en/
Link/ website	http://blend-in.eu/en/

ENTRADA

Title	ENTRADA: Using Challenge - based Learning to Support the Civic, Social and Economic Integration of Migrant Communities
Date launched	01/09/2019
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	<ul style="list-style-type: none"> ● Online Webquest Integration Resources ● Electronic Handbook ● Online Learning Portal ● Policy Paper
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion Support Personnel
Online or blended	Both
Learning outcomes	Online Webquest Integration Resources making a lasting impact on the target group in all partner countries and building key competences that

	<p>are essential for sustainable civic, social and economic integration.</p> <p>In-Service Training Programme and Handbook, ensuring that educators are confident working in these environments, and allowing for on-going impact and positive implications for the provision of adult education to the most marginalised groups in society</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>Online Webquest Integration Resources</p> <p>The online webquests that comprise this innovative learning resource have been developed to support the acquisition of competences in civic, social, and economic areas. In each thematic area, resources will address 4 topics at three different skill levels, namely: introductory, intermediate and advanced.</p> <p>In-Service Training Programme and Handbook</p> <p>Partners developed a bespoke in-service training programme to ensure that</p> <ul style="list-style-type: none"> ● adult educators and migrant support workers are fully trained to harness the potential of the new online webquest integration resources ● the online platform to help migrant target group members develops the key competences that are essential for sustainable integration in their new host country <p>Online Learning Portal</p> <p>The online learning portal as a one-stop-shop provides instant access to the full suite of online webquest integration resources developed. The platform supports a wide range of innovative online courseware. It incorporates a learner tracking mechanism to enable adult educators and migrant support workers to monitor the progress of learners through the various different resources provided. It also supports the delivery of the in-service training programme.</p> <p>Policy Paper</p> <p>Presents the findings of the consortium.</p>

Target group	<ul style="list-style-type: none"> ● adult educators and workers in migrant support organization who will be the focus of the in-service ● members of the migrant community who are interested in building their key competences to achieve integration with their new host communities.
Evaluation results / monitoring plan	We are tracking the registrations in the platform and evaluating the progress of the participants.
Learning assessment	After the completion of each thematic area (Social Integration, Civic Integration & Economic Integration) we have added an evaluation
Recognition or certification of learning (how done and by who, free or fee...)	We have embedded badges on the eLearning platform that are given to participants after the completion of the online Webquest Integration Resources
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Co - funded by the Erasmus + Programme of the European Union
Leading organization	SOLUCIONES TECNO-PROFESIONALES COUNSULTING - SPAIN
Contact details	<p>Contact Person: Marta Munoz</p> <p>Email: mmunoz@stpeuropa.eu</p> <p>Website: www.stpeuropa.eu</p>

Website	https://entradaproject.eu/ Platform: https://elearning.entradaproject.eu/login/index.php
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Guide with information for migrants living in Greece

Title	Guide with information for migrants living in Greece
Date launched	2013
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Electronic handbook Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social inclusion
Online or blended	Online
Learning outcomes	The aim of this initiative is to support migrants in their process of integration to the Greek society. Migrants can learn about how the Greek state is organized and which are their rights and their responsibilities. In addition, they can learn about the Greek culture and traditions.

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>This guide has been developed in order to provide information to migrants who live in Greece, about the everyday living conditions. The guide can be a useful tool for migrants that want to understand how the Greek state is organized regarding its services and its mentality. The guide is available in Greek but also in 8 additional languages which are the most common languages that Third Country Nationals speak. The guide consists of 6 Units and each Unit is presented in a dialectic form of questions and answers, short texts and images. The Units were selected according to the learning needs that migrants stated they have and they have been highlighted as important. Migrants, by entering the online platform can learn more about the governance system, the geographical location of Greece, the Greek culture and tradition, the Health, Labour and Education system in Greece, the migration policy and about the services, institutions and advice about their staying in Greece.</p>
<p>Target group</p>	<p>Migrants in Greece</p>
<p>Evaluation results/ monitoring plan</p>	<p>N/A</p>
<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>N/A</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")</p>	<p>Aligned with basic Europass fields</p>

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The project which developed this "Radio broadcasts on issues related to immigrants, reproduction and wide distribution of structured printed, audio and audio-visual material" was funded by 95% by Community Funds and by 5% by National Resources"
Lead Organization	Bee Group https://www.bee.gr/
Contact details	Palaiologou Str. 19, 2410 554045, Larissa Ferron Str. 16, 210 8838540, Athens Koleti Str. 24, 2310547180, Thessaloniki Fax: 2410 550333 https://www.bee.gr/
Link/ website	http://www.learnaboutgreece.gr/

Information about Sweden

Title	Information about Sweden
Date launched	2010
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social inclusion Language learning Employment
Online or blended	Online

Learning outcomes	For migrants and refugees to have an easy overview of Swedish society and how to navigate in it.
Description of resource (300 words, overview, content, methods, etc.)	Information Sweden is a platform that collects information for migrants and refugees on: e.g. housing, education, employment, integration, community, health, residence permit and the civic society. The intention has been to create a “one-stop-shop” for all types of information relevant for integration and inclusion. It also includes a language introduction to the most useful terms for the newly arrived who have to navigate the system, from the legal obligations to civic information. Teaching material for those who teach migrants and refugees is also available. The portal intends to make it easier for the newly arrived to Sweden, and for them to find answers to questions on how Swedish society works and which authorities to get into contact with upon arrival. There is a step-to-step guide on how to get a residence permit and how to engage in Swedish society and to find a job or an education. The portal has been developed in cooperation with reference groups and contains different digital resources. The information is available in several languages: Swedish, English, Somali, Arabic, Dari, Persian, Russian, French, Spanish, and Tigrinya. The initiative has both information and learning objectives.
Target group	Migrants and refugees in Sweden
Evaluation results/ monitoring plan	The platform has around 400 000 views a month, and has been ‘liked’ on Facebook by 14 000 people. The use of the platform is continuously being monitored and up-dated/developed.
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>The development of the platform was originally co-funded by many different sources: Public authorities in Sweden: the Swedish Employment Services, the Swedish Social Services, the Swedish Migration board, municipalities, EC funds: European Social Fund and the European Refugees Fund, and private partners: Ikea. It has now become an integrated part of the workplan of the County Administrative Boards of Sweden and builds on a close cooperation between different public authorities. The platform is funded by the Swedish government.</p>
<p>Lead Organization</p>	<p>County Administrative Boards of Sweden</p>
<p>Contact details</p>	<p>Email: info@informationsverige.se</p>
<p>Link/ website</p>	<p>https://www.informationsverige.se/sv</p>

IntegrAction

<p>Title</p>	<p>IntegrAction: Action for socio-economic integration of refugees and asylum seekers</p>
<p>Date launched</p>	<p>01/10/2019</p>
<p>Status (ongoing, forthcoming)</p>	<p>Ongoing</p>
<p>Type of resource (MOOC, App, Digital Learning Platform, etc.)</p>	<p>Electronic Handbook</p>

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion Language Learning Employment
Online or blended	Both (online and blended)
Learning outcomes	Integration makes available a variety of learning resources to facilitate the integration of refugees, entrepreneurial learning - entrepreneurship education, and the development of Key Competences including mathematics and literacy. As such, it does not define concrete learning outcomes.
Description of resource (300 words, overview, content, methods, etc.)	A collection of digital tools and instruments for literacy and the strengthening of linguistic skills, as well as a manual designed to become a guide for migrants, refugees, and asylum seekers in order to understand the steps necessary to create their own business. A third type of resource is the Migrant Diaries, to allow an intercultural meeting between people with a migrant background and local people, creating occasions of mutual understanding.
Target group	<ul style="list-style-type: none"> ● Migrants, refugees, asylum seekers ● Local communities
Evaluation results / monitoring plan	The quality, progress and achievement of the project activities are evaluated through questionnaires distributed to participants, stakeholders, and project partners.
Learning assessment	Not foreseen
Recognition or certification of learning (how done and by who, free or fee...)	Not foreseen
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The initiative is financed by EACEA as an Erasmus+ Key Action 2 (Adult Education) project. Future financing and sustainability will be decided in the course of the project, with initial plans including the uptake and involvement of local authorities.
Leading organisation	Anolf Marche
Contact details	info@integraktion.eu
Website	www.integraktion.eu

NOW: New Opportunities for Women

Title	NOW New Opportunities for Women
Date launched	01-04-2020
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Digital Learning Platform / MOOC – www.nowmooc.eu
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion Employability
Online or blended	Online but supports a blended train the mentor and mentoring programme
Learning outcomes	This online space has been designed to enable women to access a range of educational materials, videos and support, all of which will support women leaders and migrant women to recognise their strengths and

	<p>qualities as leaders, and to develop their own leadership skills. The materials included on this platform will inspire and encourage migrant women to take the next steps into leadership roles in their own lives; to take ownership of their lives and their careers, and to gain the skills and support they need to achieve their goals.</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The NOW online platform provides learning materials for personal and professional development, and tips and advice on how migrant women can develop their professional and personal leadership skills. Our aim is to inspire them to achieve more.</p> <p>The NOW project supports all women with a special focus on migrant women due to the additional challenges they face. Whether you are a leader, aspiring to be a leader, or just want to be in control of achieving your personal goals then this programme will help.</p> <p>Resources and topics are:</p> <ul style="list-style-type: none"> ● Personal development - improving yourself. Identify your own strengths, abilities, values, and perceptions of yourself. Topics: Strengthening Myself and Managing My Emotions ● Social Empowerment: recognise what you can do to support other women and to advance the empowerment of women in their own households, families, networks and communities. Topics: Influencing Others and Promoting Gender Equality ● Leadership Assets: identify the skills, attitudes, and assets you should develop if you want to take on a leadership role. These learning materials will inspire you to develop your leadership 'toolkit' so that you can reach new heights and achieve your personal and professional goals. Topics: Inspiring Others and Reaching Goals ● Inspiring Female Role Models – 16 videos profiling successful female leaders. Some are business leaders, some are activists, some are leading change in their local communities. Regardless of the different leadership roles they have, all the women on this page are inspiring.

	<ul style="list-style-type: none"> ● Mentoring – guidelines and documents we have prepared if you are interested in offering your time and experience as a mentor, but if you feel that you would need some additional support and training first, please visit the Train the Mentor section. Learning resources included: Mentoring Cycle and Train the Mentor programme
Target group	<ul style="list-style-type: none"> ● Migrant women who wish to receive mentoring ● Women leaders ● All women ● Women and men interested in becoming mentors to migrant women ● Anyone interested in mentoring, personal development, leadership, community development, migrant integration
Evaluation results / monitoring plan	<p>The programme will continue to be monitored by the lead organisation – Evolve Global Solutions Ltd. Country partners will be the ‘hub’ for their countries and will continue to report to the lead.</p> <p>All country partners will continue to evaluate and monitor to ensure quality and quality improvement as part of the continued programme implementation. Trainees and mentees will continue to be consulted as this is part of the programme. All participants and interested parties will also be encouraged to join our LinkedIn Community of Practice group.</p>
Learning assessment	There are self-directed quizzes available on the online resource. Learning of mentors is assessed via the Train the Mentor programme trainers and mentoring supervisors
Recognition or certification of learning (how done and by who, free or fee...)	<p>A local certificate of attendance can be issued by the country partner organization leading the Train the Mentor training.</p> <p>The materials and certificate are free to access</p>
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write	Aligned with all basic Europass fields

“Aligned with all basic Europass fields”)	
<p>Financing and sustainability model</p> <p>(who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Financed through Erasmus Plus Project: 2019-1-UK01-KA204-061406</p> <p>Free to use for all</p> <p>All project partners (UK, Cyprus, France, Greece, Iceland, Ireland, Portugal and Spain) have committed to continue the development and implementation of the programme until 2024 (and likely beyond)</p> <p>Future financing has not been sought but this will not affect the delivery of the programmes as partners believe this programme to align with their organisation goals and services.</p>
Leading organisation	Evolve Global Solutions Ltd
Contact details	Afshan Baksh – afshan@evolveglobal.co.uk
Website	http://nowmooc.eu/

MEET-Meeting the Health Literacy Needs of Immigrant Populations

Title	MEET-Meeting the Health Literacy Needs of Immigrant Populations
Date launched	2015
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social inclusion
Online or blended	Online

Learning outcomes	The aim of the online training course is to strengthen the health literacy skills among immigrant people through the presentation of the Model of the Community Health Educator. Migrant people will develop awareness on how to protect themselves and their families from health risks, such as HIV or health risks during pregnancy.
Description of resource (300 words, overview, content, methods, etc.)	The project MEET aims to strengthen the recognition of diversity and multiculturalism and include migration-related competences in the health care services by adapting and developing an innovative community health education model and a professional development programme for social and health service providers. It is addressed to migrant associations, community leaders, and cultural and linguistic mediators in the host country. In this context it aims to build the capacity of people with a migrant background as Community Health Educators, who can then support other community members in developing their own capacities, for tackling health issues. The CHE model aims to raise awareness of particular health issues and to bring about behavioural changes among members of their communities.
Target group	Migrants (all ages)
Evaluation results/ monitoring plan	The project developed a set of evaluation tools e.g. semi-structured interviews and reflective evaluation workshops to capture the functional and pedagogical value of the training contents of the pilot course in respective countries and to formulate benchmark standards for the newly emergent European standard of delivery for the CHE model.
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	The training was developed based on 2 ECTS (European Credit Transfer System) - reflects 50 hours of in-class and out-class training
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all	Aligned with basic Europass fields

above fields are met, please write “Aligned with all basic Europass fields”)	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	This project has been funded with the support of the European Commission.
Lead Organization	OXFAM ITALIA http://www.oxfamitalia.org/
Contact details	info@cardet.org
Link/ website	http://migranthealth.eu/etraining/

OEAD4Refugees

Title	oead4refugees
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social inclusion Higher education (formal) Language learning
Online or blended	Online

Learning outcomes	Assist refugees in Austria in accessing higher education, via language learning courses, validation of prior degrees and information on starting a study programme.
Description of resource (300 words, overview, content, methods, etc.)	<p>This portal aggregates information about:</p> <ul style="list-style-type: none"> ● Language courses ● Access to selected academic courses for refugees ● The validation of academic degrees ● The start or continuation of a study programme in Austria <p>The content of the page will be updated continuously and new information will be added on a regular basis.</p>
Target group	Refugees and those who have granted subsidiary protection in Austria, principally interested in higher education.
Evaluation results/ monitoring plan	N/A
Learning Assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The initiative is funded by the OEAD, Austria's Agency for Education and Internationalisation
Lead Organization	OeAD-GmbH – Austria's Agency for Education and Internationalisation
Contact Person	Mag. Martina Laffer Email: martina.laffer@oead.at Tel: +43 1 534 08-403i
Link/ website	https://oead.at/en/to-austria/oead4refugees/

Silver Service

Title	Silver Service: SENIORS Supporting Migrant Integration
Date launched	02/09/2019
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Online Learning Portal
Purpose (Language learning, Formal HE degree, civic integration, employability related...)	Social Inclusion
Online or blended	Blended
Learning outcomes	The specific objective of the project is to provide a wide range of support for those working for adult education, volunteerism, and migrant

	<p>inclusion, and will help foster wider engagement with the interactive digital infrastructures created, and aims to:</p> <ul style="list-style-type: none"> ● Provide a supportive online digital environment where senior volunteers can remain active contributors to societies and where migrants can build key skills that will help them achieve integration ● Help achieve integrated migrant communities that are appropriately informed to participate fully in the social civic life of their new country ● Provide clear evidence that senior citizens can be retrained to address persistent social issues in their communities and that they have a profound role to play in the Europe of tomorrow ● Raise awareness of the positive attributes of bespoke digital media learning environments and the potential they offer for providing training to groups on the margins of provision ● Enhance the reputation of participating in adult education, volunteer management, and migrant support organizations as centers of excellence in the use of dynamic online learning environments and bespoke online educational resources that will help them attract a higher caliber of work and/or retain their best staff ● Help ensure that migrants who participate in the training provided will be recognized as active learners keen to build skill sets that are essential for civic and social integration ● Build on the concept of familiar faces across cultural divides to support increased inclusion which is an important element of the EU 2020 strategy
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>Psychographic Profiling Tools</p> <p>Profiling tools will be developed for senior volunteers and migrants. Each partner will test and pilot the tools developed to ensure that they are relevant, accessible, and appropriate for their target groups.</p> <p>https://silverserviceproject.eu/en/resources</p> <p>Toolbox of Learning Resources</p> <p>The development of 6 prototype resources for civic integration and 6 prototype resources for social integration.</p> <p>Online Learning Portal</p> <p>The development of an online learning portal as a one-stop-shop that</p>

	<p>provides instant access to the full suite of psychographic profiling tools, the toolbox of civic and social integration resources, the train-the-trainer programme and the induction training programme.</p> <p>Train-the-trainer Programme for Senior Volunteers / Induction Training Programme</p> <p>The development of a new train-the-trainer curriculum</p>
Target group	<ul style="list-style-type: none"> ● Senior citizens (volunteers) ● Migrants ● Adult education providers ● Volunteer management organizations ● Migrant support organizations
Evaluation results / monitoring plan	We are tracking the registrations in the platform and evaluating the progress of the participants.
Learning assessment	After the completion of each module (Civic Integration & Social Integration) we have added an assessment questionnaire.
Recognition or certification of learning (how done and by who, free or fee...)	We have embedded badges on the eLearning platform that are given to the participants after the completion of the material.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model	UK01 British Council, in partnership with EcorysUK – British Council

(who financed the initiative, what are the plans for future financing, sustainability, etc.)	
Leading organization	VOLUNTEERING MATTERS - UK
Contact details	Contact Person: Piotr Sadowski Email: piotr@euroconsultant.net Website: www.volunteeringmatters.org.uk
Website	https://silverserviceproject.eu/en/

Language Learning

Dutch for Arabic speakers-beginners

Title	Nederlands voor Arabisch sprekende beginners - A1 (Dutch for Arabic speakers-beginners - A1)
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language training
Online or blended	Online
Learning outcomes	A1 level Dutch language training in Arabic is offered free of charge the purpose of facilitation of integration for asylum seekers waiting for an official residence status

Description of resource (300 words, overview, content, methods, etc.)	A multimedia cloud hosted module of the level A1 of CEF created with the authoring platform E.M.C.G. owned by CommArt; it is conceived for autonomous learning (with a lot of help functions: a contrastive dictionary, audio recordings for starting dialogues in two main variants of Dutch, feedback, scoring, grammatical topics, cultural topics, translation of assignments and dialogues in Arabic. Explanations of all resources is in Arabic).
Target group	Dutch language learners and refugees in Dutch speaking countries
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Private initiative. For official refugees and persons in the process of becoming an official refugee the courses are free for 6 months.
Lead Organization	CommArt / Hasselt Uni spin-of

Contact details	Email: info@commart.eu
Link/ website	http://www.commart.eu/

GeiaXara: Greek language courses for minor TCNs

Title	GeiaXara: Greek language courses for minor TCNs
Date launched	2017 - 2020
Status (Ongoing, forthcoming)	Done
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language Learning
Online/digital only (OL) or blended	Online
Learning outcomes	The resources aim to support the integration process of Third Country Nationals in the Cypriot society by providing them the opportunity to learn the Greek language and improve the social inclusion capacity.
Description of resource (300 words, overview, content, methods, etc.)	The resource includes a number of different online games that place a focus on the learning of the Greek language. The games aim to enhance the correct use of grammar and syntax in the Greek language through gamification.
Target group	Minor Third Country Nationals in Cyprus

Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Asylum Migration and Integration Fund – European Commission
Lead Organization	CARDET
Contact details	Contact form: http://www.geiaxara.eu/en/contact-us
Link/ website	http://www.geiaxara.eu/en/language-games

L-Pack-Citizenship Language Pack for Migrants in Europe

Title	L-Pack-Citizenship Language Pack for Migrants in Europe
Date launched	2014
Status (Ongoing, forthcoming)	Ongoing

<p>Type of Resource (MOOC, App, Digital Learning Platform, etc.)</p>	<p>Electronic handbook</p> <p>Video</p> <p>Digital resources</p>
<p>Purpose (Language learning, formal HE degree, civic integration, employability related...)</p>	<p>Language Learning</p> <p>Social inclusion</p> <p>Employment</p> <p>Teacher Training</p> <p>Support Personnel</p>
<p>Online or blended</p>	<p>Online (Project took blended approach)</p>
<p>Learning outcomes</p>	<p>The aim of the L-PACK 2 is to provide linguistic support to migrants in order to support their integration to the host society. In this regard, it aims to enhance the language learning abilities of people that are interested in learning Greek at a basic level, in order to be able to live effectively in the host society.</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The Citizenship Language Pack for Migrants in Europe (L-Pack) is a project that aims to promote language learning. The project offers an online A2 level course of colloquial Italian, Spanish, German, Lithuanian, Greek and Czech as second languages addressed to adult migrants. The course includes 12 Units and each Unit presents material which is related to the everyday needs of people living in a foreign country (e.g. Finding a job, Health Issues etc.). More specifically, for each Unit there are video files accessible from the YouTube video platform, pdf documents with available information (on grammar and culture), exercises on the dialogues presented in the videos and also useful instructions on how to use the material for both educators and for students. The project also offers an online platform where students can register and gain access to a "personal space" area where they can record their voice, create a personal learning plan and visit a Forum in order to communicate with</p>

	other learners and language teachers or get help for the learning materials.
Target group	L-PACK 2 is addressed to language teachers, researchers of linguistic and educational fields, adult education providers, adult migrants in Italy, Lithuania, Germany, Spain, Greece, France and English speaking countries, organisations helping migrants' integration in these countries or people interested in learning one of the target languages.

<p>Evaluation results/ monitoring plan</p>	<p>The pilot trainings of LPACK2 were completed in 7 partner countries (Ireland, Germany, Spain, Italy, Greece, Lithuania and France). Across all countries, many people took part. There were 143 people who participated in online courses (self-learning), 142 people in online courses with a guidance from a remote teacher and 417 who participated in an in-class training.</p> <p>According to Google Analytics, 2395 people became members in "Members Area" (until August 2015), from 88 countries and the project website had 75 595 visits.</p> <p>Throughout the programme there was an external evaluator who observed the progress of the project, evaluating deliverables and commenting on the working methods and cooperation partners. The external evaluator produced reports every 6 months.</p> <p>The project partners were assessing the internal progress of the project after each transnational meeting and once every 6 months.</p> <p>The LPACK project has been awarded from the European Language Label, due to the new approach proposed in learning foreign languages. The educational materials are freely available online on YouTube and in the following website: http://www.l-pack.eu</p>
<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>N/A</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")</p>	<p>Aligned with basic Europass fields</p>

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	<p>This project has been funded with the support of the European Commission.</p> <p>The project L-Pack2 was successfully concluded on the 30th of June 2016. All main outcomes and outputs of the project, including the videos and the written teaching materials, remained available for free download on the project website and on the YouTube channel for 5 years after the project end. Afterward the coordinator of the project, ASEV, took a decision to keep the website alive for another 2-3 years.</p>
Lead Organization	ASEV - Agenzia per lo Sviluppo Empolese Valdelsa http://www.asev.it/
Contact details	Via delle Fiascaie, 12 – 50053 Empoli(FI) (+39) 0571 76650 info@asev.it www.asev.it
Link/ website	http://www.l-pack.eu/

Mathainw Ellinika

Title	Mathainw Ellinika: Greek language courses for minor TCNs
Date launched	2020
Duration (Ongoing or forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language Learning
Online/digital only (OL) or blended	OL

Learning outcomes	The resources aim to support the integration process of Third Country Nationals in Cypriot society by providing them with the opportunity to learn the Greek language and improve their social inclusion capacity.
Description of resource (300 words, overview, content, methods, etc.)	The resource includes a number of different online games that place a focus on learning the Greek language. The games aim to enhance the correct use of grammar and syntax in the Greek language through gamification.
Target group	Minor Third Country Nationals in Cyprus
Evaluation results/ monitoring plan (if applicable)	-
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	When students attend 60% of the courses, they have the right to attend the final exam. When they pass the exam with a grade above 60%, they are entitled to their certificate and a tablet.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Asylum Migration and Integration Fund – European Commission
Lead Organization	CARDET
Contact details	Contact form: https://mathainwellinika.com/en/contact
Website	https://mathainwellinika.com/en/

Mein Sprachportal

Title	“Mein Sprachportal”
Date launched	
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course Learning Platform
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language learning Social inclusion Teacher Training
Online or blended	Online

<p>Learning outcomes</p>	<p>Learners will have the chance to learn German online, independently and for free. The online platform offers online courses as well as modern e-learning tools such as audio-visual materials to study German.</p> <p>Learners will also find practical information about living and working in Austria as well as fundamental values.</p> <p>Generally speaking, the internal courses at ÖIF are primarily directed at people entitled to asylum and subsidiary protection, as well as at asylum applicants with a strong likelihood of having their claim recognised.</p> <p>The ÖIF offers:</p> <ul style="list-style-type: none"> ● German courses including online courses from level A1 to B2 ● Professional language courses ● “Migrants care” courses (a subject-specific German course that provides additional comprehensive information on training in the field of nursing and care) ● Volunteer learning groups ● The so-called “Treffpunkt Deutsch” learning groups (German meet-ups), which mainly serve to go over the material learned in regular German courses or to prepare for a regular German course. Instruction covers all language levels from A1 to B2. For people who are just starting to learn the language, alphabet training is also offered. This course is taught by qualified helpers working on a volunteer basis.
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The language website (www.sprachportal.at) which is operated by the Austrian Integration Fund (ÖIF), a fund of the Republic of Austria, and offers integration services on a national level, is a website for people learning or teaching German abroad or in Austria. It offers different materials for the first orientation in Austria, as well as online exercises, free materials for download, prepared lessons to learn about Austria from different perspectives, textbooks, online tests etc. Some contents on the website are translated in 9 languages so that everyone can navigate easily through the vast offerings of the website.</p>

Target group	<ul style="list-style-type: none"> ● German language teachers as well as German language students ● Kindergarten teachers and people interested in early language acquisition ● People granted asylum (in Austria) ● People granted subsidiary protection (in Austria)
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Certificates are issued by the European Framework of Reference for Languages. Examinations imply a fee, however, in some cases this can be reimbursed in accordance with a voucher system for migrants and refugees.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Austrian Integration Fund: https://www.integrationsfonds.at/en/home Österreich Institut: https://www.oesterreichinstitut.at/information-inenglish/ Austrian Federal Chancellery: https://www.bundeskanzleramt.gv.at/en.html
Lead Organization	Austrian Integration Fund

Contact details	Österreichischer Integrationsfonds Landstraßer Hauptstraße 26, 1030 Wien Tel: +43 1/715 10 51 - 250
Link/ website	https://sprachportal.integrationsfonds.at/english/

Employment

AMAM Tutorials

Title	AMAM Tutorials
Date launched	
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Youtube Tutorials
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employability
Online or blended	Online
Learning outcomes	Migrants were able to harness the power of their mobile phone by using Google tools to access jobs opportunities online
Description of resource (300 words, overview, content, methods, etc.)	AMAM Tutorials was an initiative from African Media to allow migrants who all possess a mobile phone, not a computer. The idea was to show them how to access job opportunities in the Maltese markets by themselves, by researching opportunities, contacting employees by email, and sending their CV and a motivation letter by email. They also had to create a Video CV using a mobile app video editor, which when uploaded to YouTube, could be sent to employers to showcase their communication skills. The aim of the Video CV was to tackle any natural bias from employees and migrants alike. The series of six tutorials were on “How to” formats. Although many migrants had access to Facebook on their phones, they were not aware of having an email address, as the Facebook profile was often created by a friend.

	The Tutorials were distributed in several WhatsApp groups and diffused into the communities, using the means of communication more used by migrants.
Target group	Migrant youth
Evaluation results / monitoring plan	
Learning assessment	Several migrants were able to create a Video CV thanks to the tutorial. They also used all the information about how to use Google Drive to store documents online, etc.
Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Operated by a team of University Students volunteering with African Media Association Malta
Leading organisation	AFRICAN MEDIA ASSOCIATION MALTA
Contact details	africanmediamalta@gmail.com
Website	https://www.youtube.com/playlist?list=PL1yuOZUAEjPKQADnKCa99h3NRBiB8m0MD

DigitALAD

Title	Preparing Adult Educators for a Digital World (DigitALAD)
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Date launched	November 2019
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	<ul style="list-style-type: none"> ● Handbook ● Lesson Plans ● e-learning platform
Purpose (Language learning, formal HE degree, civic integration, employability related...)	<p>Employment</p> <p>Social Inclusion</p>
Online or blended	Online
Learning outcomes	<ul style="list-style-type: none"> ● Build the capacity of adult educators to become digitally literate in their teaching practices ● Build the competencies of adults to use digital tools for employability
Description of resource (300 words, overview, content, methods, etc.)	<p>The Handbook provides explicit information for each digital competence. It is an easy-to-use package emphasizing the importance of being digitally literate and it provides practical ways to apply the key competences in practice.</p> <p>Lesson plans can be used as an educational aid for teaching these digital competences to other adult educators or learners.</p> <p>The e-learning platform includes 5 courses that concern 22 digital competences. Each competence consists of a micro-learning resource that trains users through interaction, questioning, problem-solving and critical thinking. Users are guided through the content by answering quizzes, watching videos, discovering digital tools, or searching for information.</p>
Target group	<ul style="list-style-type: none"> ● Adult educators

	<ul style="list-style-type: none"> • Adult learners
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning (how done and by who, free or fee...)	Upon completion of the 3 main courses of the e-learning platform (Educators' professional competences, Educators' pedagogic competences, and Learners' competences), users are allowed to gain a badge and verify their acquired knowledge. When they complete all micro-learning courses they are awarded with a downloadable badge that they can share in their social media and/or add to their CV!
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ The platform is queued for maintenance for the next 5 years.
Leading organisation	University of Latvia
Contact details	info@cardet.org
Website	https://digitaladproject.eu/en/

e-MENTORING: New Skills and Competencies for new jobs

Title	e-MENTORING: New Skills and Competencies for new jobs
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Date launched	2011
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment
Online or blended	Online
Learning outcomes	The resource aims to introduce ways of using ICT in the mentoring process in order to enhance learning opportunities and obtain new skills and competences for increasing employability.

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The resource is a self-directed learning course which consists of different types of training materials, combined in 4 learning sessions:</p> <ul style="list-style-type: none"> ● <u>Readings.</u> This session provides the theoretical background of the mentoring on employment-related issues from the mentee’s point of view. The reading material is divided into 7 modules which require a total of 10-11 hours to complete. By reading these modules, the participants will get acquainted with the main features of mentoring on employment- related issues and will be prepared to participate effectively in the mentoring process as a mentee. ● <u>Learning by doing.</u> This is a question/answer session. The selfdirected learning methodology is based on closed questions. Specifically, by answering the questions, learners are actively involved in analysing a situation, suggested by the question from mentee's point of view. After answering the question, the system provides learner with an estimation of his/her answer (if it was correct or not) with the clear explanation of the correct answer. Thus, these learning materials are provided in the attractive and interactive way. ● <u>Videos.</u> A collection of video-spots are used to visualise the training course. ● <u>Success Stories.</u> This session introduces success stories of mentoring on employment-related issues.
<p>Target group</p>	<p>Adult learners (special attention to be given to socially disadvantaged adults, such as migrants, ethnic minorities)</p>
<p>Evaluation results/ monitoring plan</p>	<p>N/A</p>
<p>Learning assessment</p>	<p></p>
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>N/A</p>

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>European Commission, Lifelong Learning Programme</p>
<p>Lead Organization</p>	<p>Social Innovation Fund (LT)</p>
<p>Contact details</p>	<p>Social Innovation Fund (project coordinator) E-mail: sif@lpf.lt</p>
<p>Link/ website</p>	<p>http://3m.e-mentoring.eu/mod/book/view.php?id=65</p>

HEAL

<p>Title</p>	<p>HEAL – Multidisciplinary employability training materials</p>
<p>Date launched</p>	<p>December 2020</p>
<p>Status (ongoing or forthcoming)</p>	<p>Ongoing</p>
<p>Type of resource (MOOC, App, Digital Learning Platform, Video, Digital Resources, Electronic Handbook or Other)</p>	<p>Digital Resources</p>

<p>Purpose</p> <p>(Primary/Secondary education, Language learning, Social Inclusion, formal Higher Education, Teacher training, Support personnel, Civic Integration or Employability).</p>	<p>Employment</p>
<p>Online or blended</p>	<p>Face to face / Online</p>
<p>Learning outcomes</p>	<p>The multi-disciplinary employability training sessions shall increase women’s self-reliance, employment and entrepreneurship-related skills, supporting their integration in the host societies, encouraging their economic independence hence reducing the risk of re-trafficking.</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The Multidisciplinary employability training materials is a part of the Recovery and Integration Programme that was developed in the context of HEAL – EnHancing rEcovery and integrAtion through networking, empLoyment training and psychological support for women victims of trafficking. The project run from October 2019 until September 2021, in Italy, Greece, Spain and Romania.</p> <p>The Training material is designed to guide support service providers to support third-country-national women victims of trafficking with knowledge and skills in employability and entrepreneurship.</p> <p>This training material is aimed to transfer entrepreneurial and employment-related skills to TCN women VoT to prepare them for the local labour market. It encompasses theory and interactive exercises for the development of employment and entrepreneurship skills, such as communication and negotiation skills, teamwork and leadership, and digital skills. The training material also includes, amongst others, topics, such as creating a CV, work etiquette, job interviews, the legislative system, how to create a business plan, how to use the SWOT analysis model and financial management information.</p> <p>Each thematic topic also includes a mini glossary with employment/ entrepreneurship key words in the national language.</p>
<p>Target group</p>	<p>Third country national women victims of trafficking for sexual exploitation (and other vulnerable groups with a migration or refugee background upon adaptation)</p>

Evaluation results / monitoring plan	The multidisciplinary training was implemented in each partner country with the participation of TCN women VoT, who evaluated it as good or very good.
Learning assessment	N/A
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The project is financed by the Asylum, Migration and Integration Fund (AMIF) of the European Union. Prior to the completion of the project (09/2021), the Multidisciplinary employability training materials, as part of the Recovery and Integration Programme developed in the context of the project will be transferred to another organisation in each partner country, which will sustain their implementation for at least five years, until September 2026.
Leading organisation	CESIE
Contact details	https://cesie.org/
Website	https://healproject.eu/

Funzi

Title	www.funzi.mobi
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Date launched	2014
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social inclusion Employment and Entrepreneurship
Online or blended	Mainly online, some blended
Learning outcomes	Assist students and individuals world-wide in integrating into society, finding a job, developing entrepreneurship, and learning central life skills. All via dynamic and user-friendly certified mobile learning.
Description of resource (300 words, overview, content, methods, etc.)	<p>Funzi is a pioneering company from Finland that wants to make skills and knowledge accessible to everyone – for free. The service, www.funzi.mobi, revolutionizes learning by delivering mobile-first designed content for people who want to learn new skills and knowledge. Funzi mobile learning is delivered by the cloud and can be scaled immediately. The concept is to provide</p> <ul style="list-style-type: none"> ● information services –for integration into society ● employment services – to help integrate people economically ● communication and networking skills – to educate and enable people to re-use skills for developing their home countries ● Funzi's core competence is its knowledge in mobile learning pedagogy (m-learning) and the gaming industry. Courses are divided into independent learning blocks, easily digestible, with actionable and validated learning outcomes. Following reading and understanding a 'learning card', the users may have the opportunity to answer a quiz question, receiving instant confirmation of what they have learnt and understood. Funzi's card-deck approach allows information to be presented in a way that is understood globally, it is a method already used in learning and has a built-in social component intrinsic to its design. <p>After launching its first product in 2015, the company assessed that Funzi could contribute to the growing information needed among asylum</p>

	seekers in Europe. Funzi offers free courses on key life skills, including entrepreneurship, finding a job, food safety, and managing finances.
Target group	Migrants and refugees globally.
Learning assessment	Mini-quizzes (“activities”)
Evaluation results/ monitoring plan	Funzi has delivered free learning to over 8 million people globally.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Recognition or certification of learning (how done and by who, free or fee...)	Certificates are awarded digitally at the end of the course.
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	<p>Funzi is open source, and also accessible without data costs in over 60 countries via Facebook’s Free Basics service.</p> <p>Funzi offers both free and premium courses, which is a way of generating income. However, this could be paid by the employer or other partners in society. The idea is to encourage a partnering model to reduce costs for the student and also link them to possible employers.</p> <p>Partners include Pearson, Facebook, Education Finland, and Jobberman.</p>
Lead Organization	Funzi

Contact details	Email: info@funzi.fi
Link/ website	http://funzi.fi

Konexio

Title	Konexio
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Blended online and face-to-face course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employability Integration Upskilling [Digital Skills]
Online/digital only (OL) or blended	Blended

<p>Learning outcomes</p>	<p>Courses are designed to give refugees and migrants marketable digital skills and help them find a career.</p>
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>Konexio promotes socio-economic inclusion and fights against unemployment for society’s most vulnerable, including refugees and others from disadvantaged backgrounds, by teaching digital literacy, web development and programming. Konexio offers two main programs: Digital Basics, Code Program.</p> <p>Developed in line with digital competence standards, the Digital Skills program consists of cumulative courses covering skills ranging from basic computer use to internet navigation and word processing/spreadsheet proficiency. The Code Skills program starts with basic concepts of web development, moving from HTML and CSS to JavaScript and beyond. Through the Apprenticeship Program and soft skills workshops, Konexio connects students with their first professional opportunities, boosting their confidence and getting them a “foot in the door” to the professional world.</p>
<p>Target group</p>	<p>Refugees and migrants in France</p>
<p>Evaluation results/ monitoring plan (if applicable)</p>	<p>The organization uses both quantitative and qualitative indicators for measuring the outcomes of its programs: quantitative measure include courses completed; pass rate on ECDL exams; proportion who meet longer-term target outcomes of continued education, job integration, and/or entrepreneurship. Qualitative measures include beneficiary self-assessment of soft skills development and social integration.</p>

Learning assessment	Certifying exams at the end of each training
<p>Aligned with basic Europass fields</p> <p>(If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	
<p>Recognition or certification of learning</p> <p>(how done and by who, free or fee...)</p>	<p>ECDL (http://ecdl.org/), Digital Competency standards at the European level</p>
<p>Financing and sustainability model</p> <p>(who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Financing and sustainability model: Supported by grants and institutional partnerships, including city government, corporate sponsors, and individual donors.</p>
Lead Organization	Konexio
Contact details	Email: partnerships@konexio.eu

Link/ website	www.konexio.eu
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MIT Refugee Action Hub

Title	MIT Refugee Action Hub
Date launched	ReACT's pilot program for the Computer and Data Science certificate was launch May 2017.
Status (Ongoing, forthcoming)	Ongoing. We are currently in our third year of the Computer and Data Science program.
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	SPOC and MOOC , Digital Learning Resources, Online Course, online Bootcamp and workshops
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment, professional development
Online or blended	Formally blended, shifted to entirely digital amidst COVID-19 pandemic
Learning outcomes	<p>Mastery of MIT level courses in Computer and Data Science using the edX platform.</p> <p>A high level of professionalism and capability in remote work settings and a deeper understanding of how to network, job search, interview and make informed decisions about one's career trajectory. Learners must fulfill an experiential learning requirement though the obtaining of a fulltime job or fixed term internship or through the completion of a capstone project.</p> <p>Development of an advanced skill-set in leadership, solution-finding, and entrepreneurship; the ability to recognize and analyze challenges,</p>

	articulate and craft a start-up platform and pitch the economic and social implications of their project.
Description of resource (300 words, overview, content, methods, etc.)	The MIT ReACT Computer and Data Science Certificate Program provides accelerated learning opportunities to refugees and internally displaced persons where they live. The program consists of four components, each drawing from pedagogical strengths of MIT. These include rigorous online courses with MITx on edX, immersive and collaborative bootcamps focusing on innovation leadership and entrepreneurship, applied learning and experience through professional internships and capstone projects, and networking opportunities with our broad community of supporters including businesses, NGOs, educational institutions, and mentors.
Target group	Refugees, internally displaced persons, women and underrepresented individuals from host countries.
Evaluation results/ monitoring plan	<p>ReACT students are held to the same evaluation standards for academic success and professional conduct as MIT students. Participation in and bootcamps and workshops are evaluated by ReACT staff, external collaborators and visiting MIT faculty. Online coursework is evaluated based on pre-determined MITx course rubrics. Their cumulative progress, work participation and effort are reviewed in preparation for graduation and certification.</p> <p>ReACT conducts pre and post-program surveys of learners and alumni to assess changes in employment, earnings, and education level.</p>
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Certificate of completion offered by MIT, microcredentials for online courses, bootcamp and workshops.

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Funding from corporations, foundations, and individual donors.</p>
<p>Lead Organization</p>	<p>MIT</p>
<p>Contact details</p>	<p>Dr. Admir Masic, Faculty Founder: masic@mit.edu</p> <p>Dr. Lana Cook, Program Manager: lanacook@mit.edu</p> <p>Gillian Walsh, Program Coordinator: gwalsh@mit.edu</p>
<p>Link/ website</p>	<p>http://react.mit.edu/</p>

ReDI School of Digital Integration

<p>Title</p>	<p>ReDI School of Digital Integration gGmbH</p>
<p>Date launched</p>	<p>February 2016</p>
<p>Status (Ongoing, forthcoming)</p>	<p>Ongoing</p>

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online (and offline) tech courses and career support
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment, digital literacy, digital skills
Online or blended	Onlineand blended
Learning outcomes	<p>ReDI School of Digital Integration is a non-profit tech school for locals and newcomers without access to digital education. We offer our students high-quality coding and basic computer courses and the chance to collaborate with the start-up and digital industry since 2016.</p> <p>Our aim is to provide our students with valuable digital skills and a strong network of tech leaders, industry professionals and partners to help create new opportunities for all.</p>

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>ReDI School of Digital Integration is a non-profit digital school for tech-interested newcomers in Germany and Denmark.</p> <p>In the current context of pandemic, we are offering many of our teacher-led courses online, as well as our corporate-sponsored self-paced ones.</p> <p>The online self-paced courses are available through our website (https://www.redi-school.org/online-courses) and are offered in partnership with the Cisco Networking Academy, Microsoft Learn, Dataquest and Immersive Insiders platforms. These courses are designed for users to take at their pace time at any point in their career journey. They may be available as instructor-led courses at some academies and include, among others, the following topics: Project management, Software development, Digital marketing, Devops, Cloud computing with Azure, Entrepreneurship, the Internet of Things, Cybersecurity, Linux, R, Python and SQL, AR and VR . There is a content outline for each course.</p> <p>The teacher-led live courses are being offered online to Germany-based students as long as the COVID19-related restrictions do not allow for in-person teaching. Teacher-led live courses have a duration of 4 months, and are organised along the following tracks: Software Development with Java, Data Analytics with Python, Web Development with JS and React, Cloud Computing with Azure, Salesforce Fundamentals and IoT. Their format might go back to being blended or in-person as COVID-19 restrictions ease.</p> <p>Module offered in the platform and also an option for the learner to enroll to the Module.</p>
<p>Target group</p>	<p>Asylum seekers & refugees (and any individual with a forced migration background), individuals from underserved or disadvantaged communities.</p>
<p>Evaluation results/ monitoring plan</p>	<p>NA</p>

Learning assessment	Learning assessment is carried out by the teachers (in the case of the teacher-led programs).
Recognition or certification of learning (how done and by who, free or fee...)	<p>The successful graduates from the teacher-led courses will receive a participation letter issued by the ReDI School. The courses are for free, and there is no cost associated with the issuance of the participation letter.</p> <p>All of the self-paced courses are offered for free, but some of the certifications they lead to might be only available upon payment.</p>
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	The school is financed through corporate sponsorship, private donations, funding through donations, and cooperation with public authorities.
Lead Organization	
Contact details	<p>Berlin team: https://www.redi-school.org/berlin-team</p> <p>Munich team: https://www.redi-school.org/redimunich</p> <p>Copenhagen team: https://www.redi-school.org/meet-the-team-cph</p> <p>NRW team: https://www.redi-school.org/meet-the-team-nrw</p>

Link/ website	Website: https://www.redi-school.org Self-paced courses: https://www.redi-school.org/online-courses Teacher-led courses are depending on each location
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Progetti F.A.S.I.

Title	Progetto F.A.S.I Formazione Autoimprenditoria e Start up per Immigrati regolari
Date launched	17/06/2021
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Digital Learning – Online training course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	The project was developed through a training course focused on self-entrepreneurial and start-ups on the basis of the direct experience gained by the National Microcredit Authority of elaboration of business models, design and implementation of training plans for the development and start-up of business, planning and management of business activities and self-employment.
Online or blended	Online
Learning outcomes	<ul style="list-style-type: none"> ● Training to increase the ability to proactively plan, start up and manage an entrepreneurial or self-employment activity ● Acquisition of the basics of economics and business organization, management, personnel management and orientation to problem solving and results ● Acquisition of financial and business credit concepts
Description of resource (300 words, overview, content, methods, etc.)	The format of the didactic program is constituted in way to accompany the learners in the acquisition of skills and competences (specific and transversal of base), besides that awareness, necessary in order to develop and to manage an entrepreneurial initiative/independent job, supporting them in the awareness, identification and development of

	<p>financial instruments and products for the start-up of the company. Teaching methodologies that aim to encourage the involvement and maximum interaction between the participants and the teacher, with a strong orientation to the result. The theoretical training is complemented by individual exercises and group work on task, group games to create intergroup situations aimed at exchange, socialization and mutual feeding, video tutorials, brainstorming (to solicit guided discussions, critical analysis, genesis and exchange of ideas) and role-playing (simulations of real work situations) through which problems and events similar to those of the real life of an entrepreneur will be reproduced in the classroom (in a protected and laboratory situation), with the aim of developing role-playing knowledge and skills that can be used in relevant business contexts and, in general, in the world of work.</p> <p>The training course has a total duration of 80 hours, divided into 8 training areas and 15 UD (Teaching Units) that are characterized by different durations, delivery methods and objectives.</p> <ul style="list-style-type: none"> ● Civic Education and use of the Italian Language in Social Relations and Work ● Business administration: the enterprise system and the market system, elements of business organization. ● Self-entrepreneurship and business start-ups: self-entrepreneurship, self employment and self-employment, planning, design and start-up of a new enterprise, corporate taxation, social security and business insurance aspects ● Marketing. ● Managing: the soft skills of the entrepreneur. ● Human resources, personnel management elements and administration ● Safety at work. ● Credit & Finance: the system of financial intermediaries, the public financing for the start-up of enterprise, the Microcredit, the National Agency of Microcredit and its delivery model.
Target group	Migrants regularly present on the territory of the Italian regions of Basilicata, Campania, Calabria, Puglia and Sicily
Evaluation results / monitoring plan	At the end of the course an evaluation procedure is carried out through the communication by each subject of the regional level of a Module of closure of the training course with distance training that certifies:

	<ul style="list-style-type: none"> ● the successful completion of the pre-established cycle of lessons and thus the completion of the training course; ● the students' participation in the course certifying that they have attended at least 70% of the total hours of the course and that they have correctly participated in the training activities in FAD through access to the virtual classroom. <p>During the course a tutor will be always present monitoring step by step the effective realization of the lessons' plan reporting any problems that occurred in the development of the course.</p>
<p>Learning assessment</p>	<p>In order to allow ENM to carry out appropriate ex-ante, ongoing and ex-post evaluation activities of the interventions activated, subjects are required to provide learners with special evaluation questionnaires prepared by ENM, both at the start of the course and in the middle and at the end of the course.</p> <p>This obligation applies both to students enrolled since the start of each course, and to students who take over successively.</p> <p>In order to ensure the quality verification of the entire training process in FAD mode, it is planned to activate an evaluation "online " of the learning process as well as "ex ante" and "ex post", also "in itinere". With specific reference to the evaluation "in itinere", the resolution of the relevant tests will follow, from step by step, the teacher's comment, aimed at suggesting compensatory measures, where necessary, and to provide learners with an objective framework of the results achieved to date, in relation to the objectives of the pathway. The evaluation has, therefore, the precise purpose of providing feedback to both the teacher and the learners, allowing to verify the progress of learning and to propose in a timely manner the necessary adjustments, supporting, at the same time, the motivation of the learner.</p> <p>It should be noted that, in case of "distance" training, each SA will be asked to share the results of the evaluations of individual students with the ENM, by sending through PEC files strictly in Excel format.</p>
<p>Recognition or certification of learning</p>	<p>At the end of each course, students who have attended at least 70% of the total hours and have obtained a final test/ex post assessment aimed at verifying the level of knowledge acquired on the subjects covered by</p>

<p>(how done and by who, free or fee...)</p>	<p>the training, a "Certificate of Attendance" will be issued by the SA.</p>
<p>Europass</p> <p>(If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")</p>	<p>Aligned with all basic Europass fields</p>
<p>Financing and sustainability model</p> <p>(who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>The project is financed by Italia Internal affairs Ministry, Programma Operativo Nazionale (PON) Legalità 2014-2020 (Asse 4, Azione 4.1.1.A), adopted by the European Commission on 20 October 2015 with Decision C(2015) n. 7344, to contribute to the objectives of the European Union strategy (Europe 2020), through interventions aimed at improving legal conditions for citizens and businesses in the "less developed" regions (Basilicata, Calabria, Campania, Apulia and Sicily).</p> <p>Sustainability</p> <p>At the end of the course will be identified and selected a subset of students who express their willingness to participate in the accompanying package of self-entrepreneurship ,provided by the staff made available by the ENM itself (so-called mentors) and which will take place following the closure of the training course, in order to guarantee the migrant the development of a complete training and entrepreneurial path.</p>
<p>Leading organisation</p>	<p>Ente Nazionale del Microcredito</p>
<p>Contact details</p>	<p>fasi@microcredito.gov.it</p> <p>Tel 06.86956917</p>
<p>Website</p>	<p>https://fasi.microcredito.gov.it/</p>

SOMRA

Title	SOMRA
Date launched	01-11-2020
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment
Online or blended	Mostly online
Learning outcomes	The SOMRA project aims at providing meaningful occupations in the eco-sector for low-qualified migrants, refugees and asylum seekers, as the latter are often prohibited from accessing the regular labour market until they gain a work permit in their host country.
Description of resource (300 words, overview, content, methods, etc.)	The partnership will produce a comprehensive transnational report in English addressed to migrant support workers, adult educators, policy and decision makers, featuring a distinct description of the applied methodology and the results in each partner country in country-specific chapters of the report. Subsequently, an analysis of the similarities and key differences between the partner countries as well as detectable trends is presented. Finally, a conclusion will answer the question: how and why can green entrepreneurship benefit the social and economic situation of low-qualified migrants, refugees and asylum seekers in their new host country?
Target group	<ul style="list-style-type: none"> ● Key actors in contact with low-qualified migrants ● Refugees and asylum seekers such as adult educators ● Migrant support workers ● Low-qualified migrants, refugees, asylum seekers ● The local community

Evaluation results / monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ Project National Agency: UK01 British Council, in partnership with Ecorys UK – British Council
Leading organisation	Edinburgh and Lothians Regional Equality Council Limited
Contact details	https://somra.eu/en/home/feedback/?PHPSESSID=nd4vh24igfldeqa6l0k0h67bpb
Website	https://somra.eu/

Teacher Training

CIRCLE

Title	“InClusion of Refugee ChiLdren in Education (CIRCLE)”
Date launched	October 2020
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resource
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher training Primary/Secondary Education
Online or blended	Online
Learning outcomes	The educators will be able to <ul style="list-style-type: none"> ● Comprehend the main dimensions of intercultural communication and inclusivity in the classroom ● Identify the 3 stages of the mentoring process ● Carry out assessments of the prior learning, the social, and civic competences of newly arrived refugee children ● Probe on students’ strengths, challenges and weaknesses related to their educational levels placement
Description of resource (300 words, overview, content, methods, etc.)	Interactive, downloadable, and LMS structured open educational resources, manuals, and validation tools, covering the following topics: <ul style="list-style-type: none"> ● methodologies and approaches on how to promote multiculturalism in education ● information about how the educators can support the learning process

	<ul style="list-style-type: none"> assessment of students' prior knowledge (Primary, lower Post Primary and upper Post Primary levels) by teachers and educators <p>The resources comprise a number of exercises in arithmetic, generic sciences, geometry, algebra, physics, geography, ICT, statistics and English, as well as tips for the entry interviews with newly arrived students and their families. The validation guides provide useful information for educators that enable them to evaluate the knowledge level of each student.</p>
Target group	Teachers and educators of Primary and Secondary Schools
Evaluation results / monitoring plan	Positive interim evaluations by EACEA (Erasmus+ KA3 funding authority). Final evaluation pending (Jul 2021)
Learning assessment	Yes, carried out through 3 online assessment quizzes, spanning the duration of the online course (two interim and a final one).
Recognition or certification of learning (how done and by who, free or fee...)	Provided by KMOP, through completion of attendance and successful assessment of learning through its COEUS online learning platform . There is no cost associated.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields

<p>Financing and sustainability model</p> <p>(who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Erasmus+ Key Action 3: Support for policy reform Social inclusion and common values: the contribution in the field of education, training and youth.</p> <p>The educational material has been uploaded on and will remain accessible through Coeus, the e-learning platform that is coordinated and financed by KMOP</p>
<p>Leading organisation</p>	<p>KMOP-Social Action and Innovation Center</p>
<p>Contact details</p>	<p>Panagiota Kokoliou, Project Manager</p> <p>kokoliou.p@kmop.org</p>
<p>Website</p>	<p>Project website: https://circle-project.eu/</p> <p>Material link: https://elearning.coeus.online/course/index.php?categoryid=15</p>

E-EVALINTO

<p>Title</p>	<p>E – EVALINTO: Evaluation Environment for fostering Intercultural Mentoring Tools and Practices at School</p>
<p>Date launched</p>	<p>October 2016</p>
<p>Status (Ongoing, forthcoming)</p>	<p>Ongoing</p> <p>October 2016 – September 2018</p>
<p>Type of Resource (MOOC, App, Digital Learning Platform, etc.)</p>	<p>Digital Resources</p>
<p>Purpose (Language learning, formal HE degree, civic integration, employability related...)</p>	<p>Teacher Training</p>
<p>Online or blended</p>	<p>Blended</p>

Learning outcomes	The objective of E-EVALINTO is to enhance the competences of secondary school teachers so to be able to deal with intercultural issues at school. Specifically, they will be able to identify migrant students at risk and promote peer mentoring actions in order to be able to tackle with problems in language, behavior, lack of motivation, integration difficulties etc. of migrant students and thus reduce Early School Leaving (ESL).
Description of resource (300 words, overview, content, methods, etc.)	The project provides free access to an online learning portal via the MOODLE platform where teachers can find useful material in relation to peer mentoring and intercultural communication. The portal offers multimedia, video and HTML guidelines and tutorials. The portal, apart from the English language, is translated in the following languages: Greek, Spanish, Italian, Polish.
Target group	Secondary School Teachers
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Certificate of Participation accredited by the University of Salamanca
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	ERASMUS + European Commission
Lead Organization	GRIAL Research Group University of Salamanca (Spain)
Contact details	info@cardet.org
Link/ website	https://evalinto.eu/

E-COURSE: Enhancing the Participation and Learning Performance Of Migrant and Refugee Children in Primary School Education

Title	E-COURSE: Enhancing the Participation and Learning Performance Of Migrant and Refugee Children in Primary School Education
Date launched	2017
Status (Ongoing, forthcoming)	Ongoing 10/2017 – 09/2019
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher Training
Online or blended	Blended

Learning outcomes	The aim of the elearning Modules is to enhance the professional development of Primary School teachers and to support schools in Germany, Greece, Cyprus, UK, Italy, France, Netherlands to facilitate inclusion and success of newly arrived migrant and refugee students, thus contributing to the tackling of early school leaving (ESL).
Description of resource (300 words, overview, content, methods, etc.)	<p>The project consortium will develop learning Modules aiming to develop key competences of primary school teachers in order to be able to deal effectively with and promote equity, diversity and inclusion in the school environment. The Modules that will be available online in the English language. All Modules will be tested prior to their upload via a pilot workshop of a 20-hour capacity. The Modules that will be available online are:</p> <ul style="list-style-type: none"> ● The use of Web 2.0 technology to enhance learning in a multicultural classroom ● Multicultural understanding and intercultural dialogue at school ● Teaching non – native language students: methods and tools ● “Teacher dialog – The school system in the countries of origin and Germany” <p>For a better understanding of the migrants situation and breaking cultural stereotypes</p>
Target group	Primary School Teachers working with migrant and refugee children
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic	Aligned with basic Europass fields

area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus + European Commission
Lead Organization	IMA (Germany)
Contact details	info@cardet.org
Link/ website	https://e-course.eu/

Enhancement of Greek Language Learning and Multilingualism

Title	Ενίσχυση Ελληνομάθειας και Πολυγλωσσίας [Enhancement of Greek Language Learning and Multilingualism]
Date launched	2017
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	Digital Learning Platform
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher Training: Teachers' Professional Learning open-source course

Online or blended	Online
Learning outcomes	The purpose of this program is to offer theoretical and practical learning around a series of topics regarding language diversity.
Description of resource (300 words, overview, content, methods, etc.)	<p>The program corresponds to four optional seminars. It consists of four thematic units which are implemented through five courses, corresponding to fifteen hours of conventional training each.</p> <p>The first thematic unit aims at the specialization of the participants both in theoretical analyzes and principles, as well as practical issues related to the management of socio-cultural diversity in the school.</p> <p>The second thematic unit clarifies the basic theoretical terms of bilingualism, multilingualism, bilingual linguistic and cognitive development.</p> <p>The third thematic unit transform in practice the theoretical background that has been developed in the previous thematic. It is organized on the basis of the following: (1) from the design of teaching to assessment and (2) from elementary/basic/good knowledge of Greek (levels of Greek A1 to B1).</p> <p>The last thematic unit focuses on specialized aspects of the Greek language system and language teaching. These are mainly elements an structures of Greek that constitute (1) sources of difficulty for students with different mother languages and (2) basic conditions for the development of students' communication skills.</p>
Target group	Teachers teaching students with migrant backgrounds
Evaluation results / monitoring plan	
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	This open source distance training material for teachers is presented on the Cyprus Pedagogical Institute Moodle platform and was developed during the coordination of the project “Measures for Improving Social and Educational Integration of Children coming from non-EU countries” co-financed by the Asylum, Immigration and Integration Fund and the Republic of Cyprus.
Leading organisation	Cyprus Pedagogical Institute
Contact details	Cyprus Pedagogical Institute info@cyearn.pi.ac.cy
Website	Course: Ενίσχυση Ελληνομάθειας και Πολυγλωσσίας (pi.ac.cy)

European CSO-University networks for global learning on migration, security and sustainable development in an interdependent world - InterCap

Title	European CSO-University networks for global learning on migration, security and sustainable development in an interdependent world - InterCap
Date launched	November 2017

Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher Training
Online or blended	Blended
Learning outcomes	The InterCap online course aims at building the capacity of teachers' trainers, in-service and pre-service teachers in topics related to migration and sustainable development drawing on contemporary participatory methods and Global Learning.
Description of resource (300 words, overview, content, methods, etc.)	<p>The InterCap course consists of 6 Modules that are dealing with issues related to migration and integration. These Modules are available for online reading. There is also supporting material that teachers/ learners can download and print in order to be able to practice what they have learnt with their students. Specifically, the online Modules include videos, interactive exercises, and further reading resources that learners can view at their own pace.</p> <p>At the end of each Module there are "Check your Knowledge" quizzes so that learners can have the chance of gaining a certificate of participation. In regards to the supporting material, learners can find PowerPoint presentations, F2F workshop guidelines and documents, such as questionnaires and exercises that can download and print in order to conduct F2F trainings in mixed classrooms.</p> <p>Learners can access the full training package after they complete an online registration to the InterCap platform.</p> <p>All material will be available in the following languages: English, Greek, German, Italian, Lithuanian, Polish, Bulgarian, Croatian and Slovenian.</p>

Target group	School Teachers, Teacher Trainers, Pre-service Teachers, General public with interest in Global Education and Sustainable Development Goals (SDGs).
Evaluation results/ monitoring plan ()	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Certificate of Participation
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	EuropAid European Commission
Lead Organization	CARDET
Contact details	Email: info@developoptogether.eu
Link/ website	Website: https://www.developoptogether.eu/en/

HOPEFUL

Title	HOPEFUL: Extending teachers' competences in the effective teaching of literacy, numeracy and digital skills to refugee children
Date launched	01/10/2019
Status (ongoing, forthcoming)	Ongoing
Type of resource (MOOC, App, Digital Learning Platform, etc.)	<ul style="list-style-type: none"> • Online Course • Digital Resources
Purpose (Language learning, Formal HE degree, civic integration, employability related...)	Teacher Training Primary-secondary education
Online or blended	Both
Learning outcomes	<ul style="list-style-type: none"> • Enhancing secondary school teachers' skills in the teaching of literacy, numeracy and digital skills to refugee and migrant children with learning gaps due to interrupted education and with minimal native (or English) language skills through the development of a specific capacity building program. • Providing a diagnostic tool for the effective assessment of refugee and migrant children's gaps and needs in literacy, numeracy and digital competences • Promoting innovative practices, both digital and non-digital, in teaching literacy, numeracy and digital competences to refugee (and/or migrant children) with interrupted education.
Description of resource (300 words, overview, content, methods, etc.)	<p>Capacity building curriculum for teachers A capacity building curriculum for extending and developing teachers' competences in the effective teaching of literacy, numeracy, and digital skills to refugee children, including through the use of ICT. The output will not only support building participating teachers' capacities, but in the longer term will impact the academic performance of refugee and migrant students taught by those teachers.</p> <p>Diagnostic tool for the assessment of literacy, numeracy and digital competences, gaps and needs of refugee pupils The development of an innovative diagnostic tool for secondary school teachers to support them in accurately assessing the literacy, numeracy and digital competences, gaps and needs of secondary school age pupils with minimal native (and/or English) language skills, in the classes they teach. Accurate diagnostic assessment will enable teachers involved in refugee education to identify gaps and misconceptions, differentiate learning needs and make informed planning decisions so as to better address the actual needs of pupils</p>

	<p>and assist them in closing the gaps caused by interrupted education, thus reducing the chances of early school leaving.</p> <p>Online platform for the training of teachers The online learning portal as a one-stop-shop provides instant access to the material that has been developed, that will facilitate and promote collaborative learning activities and/or peer coaching, exchange of experiences and discussion on common issues of concern, problem solving, sharing of materials, and empowerment of teachers/educators working with refugee pupils among the partner countries.</p>
Target group	<ul style="list-style-type: none"> ● Secondary school teachers ● Educational authorities ● Other relevant stakeholders
Evaluation results / monitoring plan	We are tracking the registrations in the platform and evaluating the progress of the participants.
Learning assessment	We have developed a teachers' manual to help them track the learning process of children with migrant background
Recognition or certification of learning	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Co-funded by the Erasmus + Programme of the European Union
Leading organization	SOLIDARITY AND OVERSEAS SERVICE MALTA (SOS MALTA) – MALTA
Contact details	<p>Contact Person: Giulia Zambaldo Email: giulia.zambaldo@sosmalta.org Website: www.sosmalta.org</p>
Website	https://www.hopeful-project.eu/

INTO project

Title	INTO project
Date launched	November 2013
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Electronic handbook Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher training
Online or blended	Blended
Learning outcomes	<ul style="list-style-type: none"> ● Apply in Italy, Spain, UK, Cyprus and Poland the Intercultural Mentor Profile, an empowered peer education model that fosters young people sense of initiative and motivates students with migrant background to fulfill their educational potential; ● Develop, test and implement training and didactic materials aimed at innovating schools education system through an intercultural mentoring ● programme, based on the centrality of young people, especially immigrants; ● (III) Implement five pilot training courses for secondary school teachers in order to promote their professional development and inclusive approaches to teaching and learning in multicultural contexts, enhancing the inclusion of pupils with a migrant background.

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The INTO project is a Comenius Multilateral Project under the priority “Reducing early school leaving, improving the learning of students with migrant background and Roma pupils as well as promoting gender equality and inclusive approaches to learning”.</p> <p>The project aims to promote strategies and methods that help students with a migrant background at risk of early school leaving, to maintain their motivation, through the development, testing and validation of an Intercultural Mentoring Programme, based on the empowered peer education methodology. The project promotes an innovative model that fosters young people sense of initiative and motivates students with migrant background to fulfill their educational potential. The Intercultural Mentor will be able to provide support to their peers in learning, study prosecution guidance and homework’s support.</p> <p>The outcomes of the project include:</p> <ul style="list-style-type: none"> ● Didactic Kit: conceived as self-teaching materials which will contain the training framework to directly implement the model of intervention in secondary schools system; ● Guideline Handbook: will support the future implementation of training courses – by other education organizations and secondary school; ● Training courses for teachers from the perspective of teaching / learning life-skills, key competencies in order to set up a new model of intervention towards migrants within their schools; ● An informal training course for students with a migrant background to become an Intercultural Mentor
<p>Target group</p>	<p>Students with a migrant background at risk of early school leaving (primary/secondary education)/ teachers working with migrants</p>
<p>Evaluation results/ monitoring plan</p>	<p>In the framework of the INTO project each partner implemented the intercultural mentoring programme in schools. During the programme each student – mentor was responsible to support and guide his mentee as well as to keep notes in his diary. In the same way. teachers – coordinators were responsible to guide and support both mentors and mentees.</p> <p>Evaluation was based on the successful completion of the online course.</p>

Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Financed by the Lifelong Learning Program of the European Commission To be sustained through its integration to the normal activities of the partners in supporting teachers' capacity building and multicultural education. The resources remain open and available.
Lead Organization	OXFAM ITALIA
Contact details	https://www.oxfamitalia.org/contatti/
Link/ website	http://www.interculturalmentoring.eu/en/

Infrastructure

Thaki

Title	Thaki
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Learning Platform, Digital Resources, Digital Toolkit - Teacher Training Platform
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Infrastructure
Online or blended	Blended (offline learning content; online Digital Toolkit)
Learning outcomes	The aim of the initiative is to provide computers equipped with educational material in different subjects in order to support the learning of refugees for offline learning.
Description of resource (300 words, overview, content, methods, etc.)	Thaki works with volunteers and partners in order to provide “gently used computers,” which are loaded with engaging educational content, and getting them to refugees with limited educational resources. The electronic devices are mostly laptops that are retired by their original owner long before their productive life is over. These devices are collected by Thaki from corporations, institutions and individuals. The distribution of computers takes place to educational centers that work with refugee children, in addition to giving computers to older students, such as university scholarship students, who need a computer to support their learning.
Target group	Migrants, Refugees, Asylum Seekers, disadvantaged children
Evaluation results/ monitoring plan	N/A
Learning assessment	Learning assessment with the Digital Toolkit are embedded within the learning modules

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	In-kind donations of devices and services; grants; revenue from distributed e-devices
Lead Organization	Thaki Nederland
Contact details	Email: info@thaki.org
Link/ website	http://thaki.org/

Support Personnel

COSMIC

Title	COSMIC: Community Support for Migrant Carers
Date launched	01.12.2018
Status (ongoing, forthcoming)	Ongoing

<p>Type of resource (MOOC, App, Digital Learning Platform, etc.)</p>	<p>Digital learning platform</p>
<p>Purpose (Language learning, formal HE degree, civic integration, employability related...)</p>	<p>Support Personnel</p>
<p>Online or blended</p>	<p>Online</p>
<p>Learning outcomes</p>	<p>With the completion of the lesson, participants will be able to:</p> <ul style="list-style-type: none"> ● Apply the key-concepts in a self-evaluation process on the elements defining each one's cultural identity ● Interpret the other's behavior/way of acting in health and care practices with a cultural relativism approach (recognize the value of elements belonging to the others' culture) ● Identify the diversity of the caregiving experience ● Explore client's approach to caregiving avoiding stereotypes and wrong assumptions ● Apply the key-concepts of what is an Informal caregiver ● Understand why migrant caregivers face the risk of double exclusion? ● Recognize the diversity of the caregivers in care provision ● Identify and explore the challenges of the migrant caregivers ● Learn to deal with the diversity in the care provision
<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The aim of the course is to provide social and health care professionals and other stakeholders with competences and tools to better support informal caregivers with migrant background.</p> <p>This training course takes the participants through three training modules:</p> <ul style="list-style-type: none"> ● Informal carers with migrant background: who they are and which specific challenges they face;

	<p>This module aims to introduce learners to what an informal carer is, who they are and what tasks they do, who are the informal carers with migrant background and the challenges they face on double exclusion.</p> <ul style="list-style-type: none"> ● The impact of different cultural backgrounds on aetiology, diagnosis, cure, care provision; <p>This module aims to introduce learners to the concept of culture and interculturality and how different cultural backgrounds can have an impact on the caregiving experience.</p> <ul style="list-style-type: none"> ● Beyond the concept of “cultural competences”: how to deal with diversity in care provision <p>This module aims to introduce the practical strategies professionals can follow in order to provide their services to migrant informal caregivers, avoiding the risks of falling into stereotypes and assumptions and playing an empathetic and supportive role in their lives.</p> <p>All modules include some theoretical background information as well as practical exercises to better understand the concepts and try to apply them in practice.</p>
Target group	Healthcare professionals
Evaluation results / monitoring plan	This training package has been tested in 4 countries in 64 professionals, covering a wide range of professional fields related to the healthcare sector such as healthcare workers, social workers, social educators, students in the field of health and social care, NGO representatives in the field of healthcare.
Learning assessment	Yes, one quiz per module and one final quiz
Recognition or certification of learning (how done and by who, free or fee...)	Certificate of attendance upon the completion of the final quiz provided by the consortium, free of charge.

Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ Key Action 2 Sustainability: The e-learning platform and the e-course will remain available to the public until March 2024.
Leading organisation	Pårørendealliansen, Norway
Contact details	Cosmic-project@kmop.org , oikonomou.s@kmop.org
Website	https://cosmicproject.eu/elearning/?redirect=0

Higher Education Supporting Refugees in Europe (InHERE)

Title	Higher Education Supporting Refugees in Europe (InHERE)
Date launched	01/09/2016
Duration (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources (webinars and training materials)
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Integration in Higher Education

Online or blended	Online
Learning outcomes	<p>The objective of the inHERE resources are the following:</p> <ul style="list-style-type: none"> ● Collect and analyse good practice examples of Higher Education (HE) approaches and initiatives in wide range of urgent situations, focusing on refugees and displaced students, facilitating the identification of successful patterns of integration which have the potential to be easily scaled up; ● Sensitise HE governance, facilitating communication and institutional support within and outside the university; ● Provide relevant orientation and training to the university staff, to empower universities so that they are able to take an active stand and further replicate successful approaches and practices.
Description of resource (300 words, overview, content, methods, etc.)	<p>During the implementation of the inHERE project a series of training resources were produced and are available online for free in the English language. Specifically, the resources collected the presentations of the keynotes delivered during a Training Week which took place via F2F workshops. The digital resources which include pdf documents and videos are divided in five sessions:</p> <ul style="list-style-type: none"> ● Session 1: Definitions and Legal Information ● Session 2: Access to Higher Education ● Session 3: Recognition of credits and qualifications ● Session 4: Socio-Economic Integration-Psychological support and Inclusion in the Labour market ● Session 5: Overarching Diversity Management
Target group	Professors, administrative service staff and technical staff of members to University communities who are running or are planning to run projects and activities to facilitate the access of refugees to HEI and their social integration.
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	UNIMED, Mediterranean Universities Union, Italy Partners: Sapienza University, Italy; University of Barcelona, Spain; Campus France, France; EUA, European University Association, Belgium.
Contact details	Email: info@inhereproject.eu
Link/ website	https://www.inhereproject.eu/training/training-resources

Human Trafficking and Business: An eLearning course on how to prevent and combat human trafficking

Title	Human Trafficking and Business: An eLearning course on how to prevent and combat human trafficking
Date launched	2010
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online Course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The course aims to enhance the knowledge on key issues related to human trafficking in relation to the business sector.
Description of resource (300 words, overview, content, methods, etc.)	<p>The course is available in pdf format, and includes content and exercises in the English language. It consists of the following three modules:</p> <ul style="list-style-type: none"> ● Module 1: What is human trafficking? ● Module 2: Why is human trafficking an issue for business? ● Module 3: What can business do to address human trafficking? <p>Each module takes approximately 15-20 minutes to complete and includes a short quiz which must be completed prior to finishing the module.</p> <p>Learners who want to download the e-learning course or find out more on trainings for the corporate sector, can send a message to unodchtmss@un.org.</p>
Target group	Business leaders, managers and employees of business companies
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	UN.GIFT
Lead Organization	The United Nations Global Initiative to Fight Human Trafficking (UN.GIFT)* and the End Human Trafficking Now! Campaign (EHTN!) *UN.GIFT ceased to exist in December 2014. The United Nations Office on Drugs and Crime remains the contact point related to this publication.
Contact details	Email: unodchtmss@un.org
Link/ website	Website: http://lastradainternational.org/lsidocs/GIFT_EHTN_elearning_tool_training_handbook.pdf

I-CARE

Title	I-CARE: Intercultural Care in the Social and Healthcare Sector
Date launched	01/12/2019
Status (ongoing, forthcoming)	Forthcoming

<p>Type of resource (MOOC, App, Digital Learning Platform, etc.)</p>	<ul style="list-style-type: none"> ● MOOC ● App ● Digital Guide ● Other digital resources
<p>Purpose (Language learning, formal HE degree, civic integration, employability related...)</p>	<p>Support Personnel</p>
<p>Online or blended</p>	<p>Online</p>
<p>Learning outcomes</p>	<p>At the end of the course and the use of the material of the project, learners are expected to:</p> <ul style="list-style-type: none"> ● Understand the ethnocentric view of the world ● Understand stereotypes ● Have examined the power of stereotypes ● Have explored definitions of culture ● Have information on different religions, festivals, food / diet, and dress ● Have information on rites of passage, birth, childhood, coming of age, marriage, death, from a range of cultures ● Have developed empathy with those from different cultures ● Be able to recognise that other cultures are not 'wrong' but different ● Understand the 'hidden' dimensions of culture ● Be familiar with how cultures differ – space, time, verbal behaviour, non-verbal behaviour, and context ● Be familiar with theories of cultural differences ● Be familiar with the theory of Emotional Intelligence how self-regulation and the ability to question and control both emotions and behaviour in cross cultural encounters is necessary ● Be open to and recognise the questions to ask of others and oneself to make a culturally sensitive decision / judgment ● Be confident with cross-cultural communications ● Understand how language of host community can be used differently by 2nd language speakers ● Be able to shape inter-cultural encounters positively for those involved ● Be aware of discrimination because of national and cultural stereotypes ● Understand issues of power in service giving ● Be confident with their level of Emotional Intelligence – personal competence (self-awareness, self-regulation, motivation) and social competence (empathy and social skills)

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>Social Care and Health Care professionals play a fundamental role in the lives of a culturally diverse group of clients and patients. Communication and interaction between employees in this sector and the people they help is greatly influenced by their ability to deal with this cultural diversity. In this context the project has developed the following:</p> <ul style="list-style-type: none"> ● The I-CARE Guidelines for HR managers, trainers and decision makers on the benefits and importance of cultural competence for health professionals working in cross-cultural situations ● The I-CARE Action Sheets for staff working in the social and healthcare sector, covering issues of intercultural communication with clients from different cultures. The action sheets cover the following issues: <ul style="list-style-type: none"> ○ Language Barriers ○ Cultural Knowledge ○ Physical Examination & Religious-Ideological Restrictions ○ Conflict Management ○ The Role of the Family ○ Treatment/Perceptions of Care ○ Breaking the Stereotypes ○ Ethical Dilemmas ○ Conflicting Values ○ Culture Shock ○ The First Consultation ○ Safe Environment and Mistrust ● The I-CARE toolbox which is a range of learning modules and training materials online to support the development of Intercultural Competence of professional care the Social and Healthcare sector. The Erasmus+ I-CARE project supports the fundamental role played by Health and Social Care professionals in working with people of different national, ethnic, social and economic origins and offers a training path structured in 10 different modules: <ul style="list-style-type: none"> ○ Culture Diversity and Raising Awareness ○ Inter- Cultural Communication ○ Eating, Drinking, Celebrating and Fasting ○ Ageing, Dying and Death ○ Body, Gender, Sex and Intimacy ○ Pregnancy, Parenthood, Children and Family Structures ○ Disability, Psychology and Mental Problems ○ Dealing with Pain ○ Creating Your own Learning Materials ○ Validation of Intercultural Training
<p>Target group</p>	<p>Healthcare and social care professionals</p>
<p>Evaluation results / monitoring plan</p>	<p>The I-CARE evaluation will combine results of the feedback of participants gathered in the piloting of the intercultural communication training elements with the result of the LEVEL5 competence development assessment.</p>

	The methodology of LEVEL5 will be used to assess and validate the competence development and this will also be a good method to measure the impact on the learners.
Learning assessment	Yes at the end of each module and LEVEL5 assessment at the end of the course
Recognition or certification of learning (how done and by who, free or fee...)	Participants will receive a certificate of completion of the course, upon completing an evaluation to examine the level of progress they made during the training course. The certificate will be provided by the partnership free of charge.
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with all basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ Key Action 2 Sustainability: The e-learning platform and the e-course will remain available to the public until 2025.
Leading organisation	Apricot Ltd, UK
Contact details	i-care-project@kmop.org , oikonomou.s@kmop.org
Website	https://www.i-care-project.net/resources-and-downloads/

Other

Migration Matters

Title	Migration Matters
Date launched	2016

Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Video MOOC
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Migration & Diversity
Online or blended	Online
Learning outcomes	Raising awareness on migration: Address the public's biggest conundrums and fears surrounding migration, diversity, and refugees through short video lectures.
Description of resource (300 words, overview, content, methods, etc.)	Migration Matters e.V. is an award-winning non-profit organization based in Berlin, Germany that aims to empower the public to have more nuanced and evidence-based conversations about migration, refugees, and diversity. Founded in January 2016 in reaction to media coverage about the "refugee crisis", the organization makes research and nuanced perspectives about migration accessible to the public through bite-sized video series and supplementing material created together with experts, practitioners, and the public. Migration Matters' over 130 videos and 9 video series are used broadly on social media, in classrooms and teacher training programs, in digital journalism, and in advocacy efforts across Europe and beyond.
Target group	European Public / Students / Teachers and journalists
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	No certification – Public knowledge Optional fee to receive a certificate of completion
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	Migration Matters e.V.
Contact details	Email: team@migrationmatters.me
Link/ website	http://www.migrationmatters.me/

Functioning Initiatives

Higher Education (formal)

Edraak

Title	Edraak
Date launched	2014

Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	MOOC
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Higher education (formal) Employment
Online or blended	Online& blended
Learning outcomes	Edraak aims to further enrich Arab education and give Arab learners free access in Arabic to courses taught and developed at international higher education institutions, specific for the Arabic-speaking population.
Description of resource (300 words, overview, content, methods, etc.)	<p>The platform offers original Arabic courses to further enrich Arab education. Edraak focuses on creating materials from scratch that are tailored to Arabic-speaking students. Through its partnership with edX, the platform also gives Arab learners access in Arabic to courses taught and developed at top tier institutions like HarvardX, MITX, and UC BerkelyX. All courses are delivered at no cost to the learner.</p> <p>The Queen Rania Foundation (QRF), which has supported the launch of Edraak, envisions the use of the platform to showcase Arab role models by broadcasting short online courses by practitioners and professionals from a variety of fields spanning the arts and sciences.</p> <p>The platform enables the Arab world to take advantage of the international interest in regional affairs to tell its own story to the world. Arab university professors and regional experts can use the platform to give courses in English about the region and its history. This will serve to inform a global audience that is interested in the region’s development. Edraak has developed ‘blended’ courses in partnership with Jordanian universities and has also partnered with NGOs and other organisations to</p>

	provide course content and technological solutions to education delivery in refugee camps in the region.
Target group	Learners of all ages and sub-groups, with a special focus on youth. Some courses are being offered specifically to refugees in camps via partnerships, to accommodate their needs.
Evaluation results/ monitoring plan	Edraak actively monitors student participation and student satisfaction. It reaches students actively via social media. It collects learner feedback and develops course evaluation reports. Edraak is driven towards openness, and wants to share and collaborate on data analysis and research via a new platform that is to be launched: 'Research.edraak'.
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Certificate of attendance (or completion certificate) after examination is awarded for MOOCs. Courses that are offered in a blended manner with partner universities are accredited and recognised (at this stage, in the Jordanian higher education system).

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	Title, organization, thematic area, learning outcomes
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>Queen Rania Foundation is the main founder sponsor of Edraak, as well as Sheikh Mohamed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi.</p> <p>Patrons: Mikati Foundation, Arab Fund for Economic and Social Development</p>
Lead Organization	Queen Rania Foundation - QRF
Contact details	Contact form: https://help.edraak.org/hc/ar/requests/new
Link/ website	https://www.edraak.org

Education without Borders: University for Refugees

Title	Education without Borders: University for Refugees
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	<p>Online course</p> <p>Digital resources</p>

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Higher education (formal) Employment Language Learning
Online or blended	Online
Learning outcomes	Provide refugees and displaced students an opportunity to obtain an international, distance learning higher education degree, taught by universities around the world Provide language learning services as well as professional recognitions services to migrants and refugees
Description of resource (300 words, overview, content, methods, etc.)	Acknowledging the current immigration emergency that involves the Arabian countries and the Sub-Saharan countries, the International Telematic University UNINETTUNO designed a web portal, Education Without Boundaries, that provides information on courses provided (50 scholarships have been provided thus far to refugee students to study with UNINETTUNO), language learning resources (Italian and Arabic), services for the recognition of academic and professional qualifications and information on health services. UNINETTUNO is the only University in the world where a student is taught and can learn in five languages (Italian, French, English, Arabic, Greek), where thousands of students are actually enrolled, who come from 140 different countries. The teachers come from different universities in the world. Universities of Syria, Egypt, Jordan, Lebanon, Tunisia, and Morocco, have been developing a virtual space for Higher Education and the dissemination of knowledge in the EuroMediterranean area.
Target group	Refugees students at the higher education and vocational education level
Evaluation results/ monitoring plan	N/A

<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>The recognition of professional skills will be done through the establishment of specific Technical-Scientific Committees, formed by experts from the academic world and from the business/industry world. These experts will be grouped in committees in terms of the types of professional certification to recognise.</p> <p>The recognition will take place through the analysis of the following documents that have to be submitted by refugees and immigrants for the Commission evaluation:</p> <ul style="list-style-type: none"> ● Qualifications (titles of study) ● Certifications ● Professional experience <p>The professional skills will be framed in the context of the European Qualification Framework (EQF).</p> <p>The analysis of the documents mentioned above will allow Commissions, composed of technicians and representatives of the world of work, to elaborate a Certificate of Skills. This certificate will represent a tool to integrate refugees and immigrants in the labour market.</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")</p>	<p>Title, organization, thematic area, learning outcomes</p>

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	UNINETTUNO
Contact details	Email: info@uninettunouniversity.net
Link/ website	https://www.universitaperrifugiati.it/en/default.aspx

Primary-Secondary Education

Whole of Syria Education Focal Point

Title	Whole of Syria Education Focal Point
Date launched	February 2015
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Primary Education
Online or blended	Online

Learning outcomes	The platform offers Self-Learning Material (SLM) developed to provide out-of-school children and children at risk of dropping out with education opportunities so they can learn, participate in national examinations and eventually reintegrate formal education.
Description of resource (300 words, overview, content, methods, etc.)	<p>The SLM consists of condensed and fast-tracked content based on or directly drawn from the Syrian national curriculum. The material cover the four core subjects of Arabic, Math, Science and English for grades 1 to 9.</p> <p>The SLM operational and pedagogical guides will be available soon and will be posted on this website.</p>
Target group	Syrian refugees (children that attend grades 1-9)
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	NGOs & Private Donors
Lead Organization	UNICEF and Save the Children (Co-Focal Points)
Contact details	Email: menaedu@unicef.org
Link/ website	http://wos-education.org/syria-self-learning-materials#slm--about-

Social Inclusion

BRAMIR: Beyond Retirement - A migrant Integration Project

Title	BRAMIR: Beyond Retirement - A migrant Integration Project
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing September 2016 – August 2018
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion
Online/digital only (OL) or blended	Online

Learning outcomes	The resource aims to harness the potential talent pool of migrants in order to support the development of key civic and social competences within the established and growing migrant communities.
Description of resource (300 words, overview, content, methods, etc.)	The BRAMIR project partners have worked for the development and implementation of a multi-layered andragogic framework designed for a seniors target group comprising older workers approaching retirement and recent retirees. For this purpose it redeploys senior migrants/refugees as volunteers with the role of migrant integration workers in migrant communities taking advantage of their knowledge and experience. For this reason they have developed digital resources which provide an elearning portal and a digital toolbox of Key Competence Acquisition Resources.
Target group	Adult migrants; Migrant support workers Adult education trainers/providers, volunteer managers
Evaluation results/ monitoring plan	Interim report – external evaluator
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+, Sponsored by the Federal Ministry of Education and Research
Lead Organization	Jugendförderverein Parchim /Lübz e.V.(Germany)
Contact details	Dr. Monika Schellenberg Email: schellenberg@jfv-pch.de
Link/ website	http://www.bramir.eu/ www.jfv-pch.de

MedLit (Media literacy for refugee, asylum seeking and migrant women)

Title	MedLit (Media Literacy – Media literacy for refugee, asylum seeking and migrant women)
Date launched	November 2017
Status (Ongoing, forthcoming)	Ongoing November 2017 – October 2019
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Social Inclusion
Online or blended	Blended

Learning outcomes	The basic objectives of the project include the development of innovative learning tools to increase media and digital competences of low – skilled/low qualified refugee, asylum seeking and migrant women and also the improvement of media and digital literacy skills of low – skilled/low – qualified refugee, asylum seeking and migrant women encouraging them with effective awareness raising actions.
Description of resource (300 words, overview, content, methods, etc.)	The resources will be available through an online training platform. The platform will be developed by taking into account approaches and the methodological framework for the construction of skills and capacity for digital and media literacy adapted to the needs of refugee / asylum seeker / migrant women. It will focus on peer - to - peer methodologies and the training course for refugee / asylum seeker / migrant women will allow for their involvement to an awareness raising campaign.
Target group	Refugee, asylum seeking and migrant women
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	ERASMUS+ European Commission
Lead Organization	University of Gloucestershire (UK)
Contact details	Dr. Abigail Gardner: agardner@glos.ac.uk @MedLiteracy (https://www.facebook.com/pg/MedLiteracy/about/?ref=page_internal)
Link/ website	https://www.facebook.com/MedLiteracy/

The Bridges Programmes

Title	THE BRIDGES PROGRAMMES
Date launched	2014
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Recourses
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language learning Social inclusion Employment
Online/digital only (OL) or blended	Blended

Learning outcomes	The Bridges Programmes supports the social, educational and economic integration of refugees, asylum seekers, migrants, and anyone for whom English is a second language, living in Glasgow.
Description of resource (300 words, overview, content, methods, etc.)	<p>The project has been an example of Best Practice in Scotland, the UK and Europe. The project works mostly with employers and partners to ensure the best possible support to help them into work (if eligible), education or further training. Specifically, refugees and migrants through an application have the opportunity for short work experience/work shadowing placements with Scottish companies in the sector that they originally worked in. Usually for about 12 days migrants and refugees through the Bridges Programmes are given a chance to practice their skills in the workplace and get real experience of a UK company.</p> <p>However, the project also offers open digital resources that are available for download aiming to increase migrants' and refugees' skills by offering support, advice and guidance in language learning and CV writing.</p>
Target group	Migrant & Refugees
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write	Aligned with basic Europass fields

“Aligned with all basic Europass fields”)	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Glasgow city council, Erasmus + European Commission, One Scotland, European Union, gov.scot, The National Lottery.
Lead Organization	Glasgow City Council (Scotland, UK)
Contact details	Email: admin@bridgesprogrammes.org.uk
Link/ website	http://www.bridgesprogrammes.org.uk/clients/download-resources

Think like a migrant, act like a local

Title	Think like a migrant, act like a local
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Higher Education (formal)
Online or blended	Online
Learning objectives	These elearning courses aim to support refugee integration to Germany. The subject of the courses varies and the learner can choose from a list of 40 courses the one/s that he/she prefers.

Description of resource (300 words, overview, content, methods, etc.)	The platform offers a list of courses that are free of charge and easily accessible from any place as long as there is access to the internet (e.g. Conflict Management, Manufacturing Engineering, Science Education, Intercultural Integration). You can sign up yourself easily without any bureaucracy, conditions or proof of certificates. All courses provide a brief outline of their content and learning objectives.
Target group	Refugees in Germany
Evaluation results/ monitoring plan	N/A
Recognition or certification of learning (how done and by who, free or fee...)	Participants can obtain a certificate by Lübeck University of Applied Sciences. The certificate awards credit points as stated on the respective course.
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	On Campus
Contact Person	Email: info@oncampus.de
Link/ website	https://integration.oncampus.de/

Language Learning

ANKOMMEN

Title	ANKOMMEN
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	App
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language Learning Social Integration
Online or blended	Online
Learning outcomes	The app aims to provide refugees with valuable information about their stay in Germany during the first weeks of their arrival.
Description of resource (300 words, overview, content, methods, etc.)	<p>The resource is a Mobile Application that provides important information about asylum procedures in Germany and ways to find a job. It is available in five languages, free of advertising, free of charge and can be used offline. The App includes the following:</p> <ul style="list-style-type: none"> ● Learn German: A basic language course from the Goethe Institute for independent learning. With many exercises for listening, writing and reading. ● Information on asylum procedures: Step by step from registration to the hearing. Compiled by the Federal Office for Migration and Refugees. - Ways to find a vocational training position: Compiled by the Federal Employment Agency. ● Living in Germany. From practical tips to insights into values and rules for living in Germany, with advice from people who have been living in Germany for some time. ● A stream of daily offers for learning and reading. ● Easy to operate.
Target group	Refugees (in Germany)
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	The Federal Office for Migration and Refugees has developed the App together with the Federal Employment Agency, the Goethe-Institut and the Bayerischer Rundfunk broadcasting company.
Contact details	Katrin Hirseland E-mail: internetredaktion@bamf.bund.de
Link/ website	https://play.google.com/store/apps/details?id=de.br.ankommen&hl=en http://ankommenapp.de/APP/DE/Startseite/startseite-node.html

BIG STEP: Learning through Gamification – Integration of the Vulnerable Groups

Title	BIG STEP: Learning through Gamification – Integration of the Vulnerable Groups
Date launched	Start date 01-09-2016

Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Other [Video Game]
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language learning Social Inclusion
Online/digital only (OL) or blended	Online
Learning outcomes	The aim of the video game is to provide training to basic language skills and information regarding the countries that will participate in the project (Belgium, Czech Republic, Greece, Slovenia, Cyprus) with a view to extending the variety of languages, levels of difficulty and cultural depth available in future endeavours.
Description of resource (300 words, overview, content, methods, etc.)	The project "BIG STEP" will develop a novel educational 2-D serious video game which will help refugees engage in learning their host country's language by playing and interacting digitally, while combining local cultural aspects (e.g. what time do they have lunch in Belgium? etc). The game will be tailored to the respective needs and educational level(s) of the target groups, who will be reached through the official structures in place by the member states, and will enhance their media and literacy skills to a great extent, competences that are going to be very useful when looking for a job eventually. The game will be free of charge and will stay online after the project ends.
Target group	Refugees, other minorities etc.
Evaluation results/ monitoring plan	NA
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	UC LIMBURG
Contact details	Email: info@bigstepproject.eu
Link/ website	https://www.bigstepproject.eu/

LASER: Language, Academic Skills and E-learning Resources

Title	LASER: Language, Academic Skills and E-learning Resources
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	MOOC Online course

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language learning
Online or blended	Blended
Learning outcomes	<p>EU Project to help students (aged 18-30) to reintegrate into the education system by providing them with language training, academic readiness skills, coaching and distance education programmes. The objective is to help students who cannot access, or who have dropped out of formal education, to find new opportunities to continue their higher education in Syria or in its neighbouring countries. Students should:</p> <ul style="list-style-type: none"> ● develop digital literacy skills and a positive attitude to online education ● increase their language and communication skills in English, German and French ● improve their presentation and discussion skills ● learn how to manage their time ● develop their confidence and grow their self-directed learning processes ● be able to have their English language levels tested through Aptis or IELTS - as appropriate to the level and needs of students.
Description of resource (300 words, overview, content, methods, etc.)	<p>LASER is an initiative funded by the European Union and run by the British Council in Amman. It has three primary components:</p> <ul style="list-style-type: none"> ● Online short-courses through MOOCs in English (Futurelearn) and in Arabic through Edraak, with the possibility of studying in French and German through OpenUp Ed, the EU's MOOC platform (Phase 1). ● Facilitated online, accredited higher education distance learning through Open University and Amity University for 300 students who meet the entrance criteria for these courses (Phase 2) ● Language and academic skills training delivered in Syria through a partner organisation (SPARK) with the possibility of the future delivery of MOOCs.
Target group	Young displaced people/refugees, 18-30, in Jordan, Lebanon and Syria

<p>Evaluation results/ monitoring plan</p>	<p>Goal is to reach at least 2,930 displaced Syrians of higher education age in Jordan, Lebanon and Syria, together with up to 30% disadvantaged Jordanian youth in Jordan. More specifically, the project intends to:</p> <ul style="list-style-type: none"> ● Track and record the progress of all students through data collection and analysis mechanisms ● Ensure that both men and women have equal access to community facilities and learning opportunities ● Evaluate the outcomes of the project through specific KPIs and measures of success ● Work with local and international organisations to assure the quality and the successful outcomes of the project.
<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>Participants in this programme will serve as a pool of candidates for other courses – including credit-bearing online learning, short courses and MOOCs. English language levels tested through Aptis or IELTS.</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	<p>EU funded initiative. British Council hopes that those that benefit from the initiative will become ambassadors for online education in the region.</p>
<p>Lead Organization</p>	<p><u>British Council</u>. Partners include: Care International, Goethe Institute, Institut Francais, Norwegian Refugee Council, Jordan Education Initiative, Edraak, Talal Abu Gazaleh, SPARK, Open University and FutureLearn</p>

Contact details	British Council Jordan Office: euhighereducation@britishcouncil.org.jo Joseph Field, Senior Project Manager
Link/ website	https://syria.britishcouncil.org/en/laser

METIKOS - Informal Language Learning for Immigrants

Title	METIKOS - Informal Language Learning for Immigrants
Date launched	2012
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Language learning Social inclusion
Online or blended	Online
Learning outcomes	<ul style="list-style-type: none"> • The general objective of the project is to promote the social inclusion of the immigrants in EU societies. • The specific objective is to increase the migrants' skills in the language of their host country.

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>METIKOS - Informal Language Learning for Immigrants aims to promote the use of informal language learning methodologies for the training of immigrants. The aim of the project is to adapt existing informal learning methodologies (language café, tandem, virtual language café) to the specific needs of immigrants.</p> <p>The project METIKOS is proposing a new methodology for the learning and socialisation of adult migrants in the host country. More specifically, apart from the traditional Greek face-to-face language courses that take place in formal settings, migrants can also learn a language in informal settings. These settings offer the opportunity to practice a language in a non-threatening way and provide flexibility to learners. One method of non-formal language training is the "Language Cafe". More specifically, it offers the opportunity to practice a language in a sociable and friendly way without attending formal classes. In this regard, the project METIKOS offers a free online social space, a "CyberCafe" where people can meet, talk and learn languages together in an informal and sociable way.</p> <p>The CyberCafe aims to provide a social space for the learning of the language of the host country. In this social space learners will have the chance to practice their skills in the language of the host country. Links on resources are available on the net for their self-study. It also aims to facilitate the online participation of migrants that are having questions or that they want to exchange their ideas with other METIKOS project's participants in the Language Cyber Cafe.</p> <p>Through the use of the CyberCafe participants develop their language skills and socialize themselves in an online social environment.</p>
<p>Target group</p>	<p>Migrants, but everyone interested in the learning of the Greek language and wants to be part of an online community.</p>
<p>Evaluation results/ monitoring plan</p>	<p>N/A</p>
<p>Learning assessment</p>	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	This project was co-funded by the European Commission. Supported by the DI-XL project related with the dissemination and exploitation of LLP results through libraries.
Lead Organization	Action Synergy: http://action.gr/
Contact details	Kostas Diamantis-Balaskas Email: eurograms@action.gr TEL: +30 210 6822606 FAX: +30 210 6894576
Link/ website	http://www.metoikos.eu/index.php/en/home

Employment

ACE: Lifestyle Entrepreneurship

Title	ACE: Lifestyle Entrepreneurship
Date launched	2015
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment Support Personnel
Online/digital only (OL) or blended	OL
Learning outcomes	The resource aims to increase the motivation and reduce disparities in learning outcomes of adult learners with fewer opportunities and from disadvantaged backgrounds using Lifestyle Entrepreneurship approach (LSE) and ICT tools with the long perspective of getting self-employed.
Description of resource (300 words, overview, content, methods, etc.)	The resource is a digital platform where learners can have access to wide range of material. The material has been developed in order to facilitate self-study. It includes the following: Self-study material for the Basics of Lifestyle Entrepreneurship A self-assessment test for Lifestyle Entrepreneurship Success stories from entrepreneurship initiatives - Action plan
Target group	Adult Educators Disadvantaged groups
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	

Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	Kaunas Region Educational Centre (Lithuania)
Contact details	Email: info@centras.krs.lt
Link/ website	http://ace-erasmusplus.eu/for-learner.php?lang=en

MiGreat! Supporting Migrants into CVET

Title	MiGreat! Supporting Migrants into CVET
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	App Digital Resources

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment Support Personnel
Online/digital only (OL) or blended	Online
Learning outcomes	“MiGreat! Supporting Migrants into CVET” aims to develop training procedures and tools to support the training and employability of migrants.
Description of resource (300 words, overview, content, methods, etc.)	The resource is a mobile app which is based upon ‘coaching principles’ and social networking where users are given a series of practical challenges and activities relating to continuous vocational training or education (CVET) in a new country. In general, it is a tool for helping migrants to access CVET. Also, there is an OER platform which houses the MiGreat! learning modules, also available in an eBook /interactive PDF format. The platform provides information, tools, opportunities and access to the learning materials. It is used to promote activities, events, opportunities and key lessons to VET professionals working with immigrants and refugees.
Target group	Migrants & refugees and professionals working with migrants and refugees
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	Title, organisation, thematic area, learning outcomes
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	Erasmus+ -European Commission
Lead Organization	Training 2000
Contact details	Training 2000 Email: training2000@training2000.it
Link/ website	http://mi-great.eu/en_GB/

RISE - Refugee Interactive Skills for Employment

Title	RISE - Refugee Interactive Skills for Employment
Date launched	July 2014
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	App

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Employment
Online/digital only (OL) or blended	Online
Learning outcomes	These resources will help refugees to reduce gaps in language (English and German) and computer skills, improve cross-cultural communication skills and increase employability prospects.
Description of resource (300 words, overview, content, methods, etc.)	<p>The resource includes 2 desktop and 2 mobile games to support the RISE Curriculum that are engaging, relevant and accessible to the target group. In the platform, users can find curricula that addresses skills gaps and a trainers' handbook.</p> <p>The digital games cover various issues related to gaining and maintaining employment.</p>
Target group	Refugees
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all	Aligned with basic Europass fields

above fields are met, please write “Aligned with all basic Europass fields”)	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Lifelong Learning Program – European Commission
Lead Organization	Nottingham Trent University
Contact details	Email: info@rise-project.eu
Link/ website	http://rise-project.eu/resources/games/added-value-student-games/ http://rise-project.eu/resources/games http://rise-project.eu/resources/

Teacher Training

iDecide: An Innovative Toolkit for Inclusive Decision Making Policies

Title	iDecide: An Innovative Toolkit for Inclusive Decision Making Policies
Date launched	2015
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher Training

Online or blended	Online
Learning outcomes	The iDecide toolkit and induction course aim to support evidence-based policy making that can lead to the reduction of disparities in learning outcomes and marginalization, by supporting school leaders, school staff, and policymakers to engage in shared and inclusive decision making. By implementing the toolkit and collecting rich data, learners aim to understand the complexities of how decisions at school level influence marginalized groups and develop concrete recommendations for policy and practice on how to engage in shared decision making, giving voice to all stakeholders.
Description of resource (300 words, overview, content, methods, etc.)	<p>The iDecide toolkit provides teachers and school leaders with practical tips and supportive literature about the characteristics of pupils in the process of decision making. The implementation of the toolkit focuses on 23 certain categories of decision, which in turn, influence marginalized school populations. While developing the toolkit, 13 broad categories of marginalised populations have been identified and, based on them, concrete recommendations have been developed to enable the school staff to give voice to all stakeholders.</p> <p>The iDecide induction course operates via an elearning platform and includes useful material for school leaders, school staff, parents and students to make inclusive decisions at the school and policy level. The toolkit and the induction course are available in the following languages: English, Greek, Romanian and Portuguese. Learners can access the above mentioned resources by registering to the iDecide elearning platform.</p>
Target group	School Staff and School Leaders
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	Ministry of Education and Culture, Cyprus - MOEC
Contact details	Email: info@idecide-project.eu
Link/ website	Website: https://www.idecide-project.eu/

Intercultural learning for pupils and teachers

Title	Intercultural learning for pupils and teachers
Date launched	01 October 2016
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Teacher Training
Online or blended	Online
Learning outcomes	<p>The learning objectives of the Toolbox are the following:</p> <ul style="list-style-type: none"> ● Encourage school staff to give an intercultural dimension to the educating practices ● Provide practical tools that will enable school staff to give their lessons an intercultural dimension. ● Promote the existing educational resources related to intercultural learning.
Description of resource (300 words, overview, content, methods, etc.)	<p>The Toolbox is aimed at supporting teachers in including intercultural learning in any activity run in the school. The Toolbox is available in English, French, German and Italian and it has been tested in 8 European countries. Each activity of the Toolbox belongs to one or more of 4 the following sections: whole school approach, cross-curricular, subject specific, international mobility. Each activity of the Toolbox also aims at developing a series of competences and these are listed in the activity's handout. Lastly, the Toolbox is also divided in sections depending on the competences that each section addresses.</p>
Target group	<ul style="list-style-type: none"> ● Secondary School Teachers (Primary) ● School staff (Secondary)
Evaluation results/ monitoring plan	NA

Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	The European Federation for Intercultural Learning (EFIL)
Contact details	EFIL – European Federation for Intercultural Learning Roger Vandendriesschelaan 18 1150 Brussels Contact form: http://intercultural-learning.eu/about/contact/
Link/ website	http://intercultural-learning.eu/toolbox/

Support Personnel

Assisting nationals affected by crises abroad: An e-learning course for foreign service staff

Title	Assisting nationals affected by crises abroad: An e-learning course for foreign service staff
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Date launched	June 2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The course provides basic information to improve the capacity of personnel that work with nationals affected by crises abroad. Specifically, they will be able to communicate with nationals abroad before and during crises; provide key services and assistance to nationals in the affected area directly; and facilitate the evacuation of nationals from crisis affected area, if needed.
Description of resource (300 words, overview, content, methods, etc.)	The course is available as a non-country specific curriculum and can be accessed online in Arabic, English, French and Spanish. All versions can be accessed and used at no cost. The basic features of the course are the following: <ul style="list-style-type: none"> ● 14 modules ● 5 hours of content ● Case studies and best practice ● Check your understanding exercises, final assessment and certification ● Background materials and practical tools (e.g. templates, infographics) ● Available online and on USB/CD
Target group	The course targets consular staff, labour attaches and other personnel of institutions mandated to serve and assist nationals abroad.
Evaluation results/ monitoring plan	N/A

Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Title, organisation, thematic area, learning outcomes
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	IOM
Lead Organization	IOM
Contact details	Email: MICICSecretariat@iom.int Tel. +41.022.7179322
Link/ website	https://micicinitiative.iom.int/e-learning-consular-staff

Elearning course "Social inclusion of immigrants-Tools"

Title	Elearning course "Social inclusion of immigrants-Tools"
Date launched	2017
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The aim of the <i>“Social inclusion of immigrants-Tools”</i> online course is to present national best practices based on up-to-date information about mentoring, intercultural learning and youth work with young people with migrant background.
Description of resource (300 words, overview, content, methods, etc.)	The online course named <i>“Social inclusion of immigrants-Tools”</i> was developed between the framework of the European program Erasmus+ «NEELI – Non-formal education and e-learning for inclusion». It is freely available online in the English language. The main topics of the learning material are: cultures, identities and ambiguity, intercultural learning from the perspective of migrant youth, human rights, participation and empowering migrant families, migrant children and youth in the classrooms, job mentoring for migrant youth. Specifically, the course consists of seven Modules and at the end of each Module learners can take a quiz in order to test the knowledge gained.
Target group	Youth workers, mentors and educators working with young people with migrant background
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Title, organisation, thematic area, learning outcomes
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	ERASMUS + European Commission
Lead Organization	Eurotender Association
Contact details	Email: info@eurotender.hu
Link/ website	https://neeli.eu/Elearning/#/? k=mpggir

Epsilon: Equipping Professionals for Supporting Refugees

Title	Epsilon: Equipping Professionals for Supporting Refugees
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Blended
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	EpsiLon aims to enhance the knowledge and competences of professionals and volunteers working in services for LGBT asylum seekers (one of the most vulnerable groups in modern Europe), refugees and migrants. It will develop an innovative, evidence-based, user-led educational platform in order to raise adult learners' awareness and sensitivity to the needs of people with LGBT background.
Description of resource (300 words, overview, content, methods, etc.)	The online course will be designed in a manner that is accessible independently of location. It will be accredited with CPD status and will include software that will allow it to be translated in all European languages. It will include digital educational resources and tools that will enable professionals and volunteers to identify LGBT groups' most current and urgent needs some even reaching on issues of survival, dignity and respect. It will also help them challenge their own biases and improve their skills in providing tailored and culturally sensitive services.
Target group	Professionals and Volunteers working with migrants & refugees
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	Accredited by the IARS International Institute

Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”) 	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	IARS International Institute (UK)
Contact details	Email: contact@iars.org.uk
Link/ website	http://www.epsilonproject.eu/

INSERT - Developing the competences of educators / professionals for the promotion of Social Entrepreneurship to adults with migrant background

Title	INSERT - Developing the competences of educators / professionals for the promotion of Social Entrepreneurship to adults with migrant background
Date launched	September 2017
Status (Ongoing, forthcoming)	Ongoing September 2017 – August 2019
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Blended
Learning outcomes	The initiative aims to enhance the background and knowledge of educators / professionals in social entrepreneurship fields, in order to be able to develop social entrepreneurial skills to learners with migrant background.
Description of resource (300 words, overview, content, methods, etc.)	The development of these social entrepreneurship competences will be achieved through an extensive Train of Trainers programme (ToT), provided through both the means of an e-learning tool and complementary classroom training.
Target group	Educators/trainers and professionals working with adult migrants in organisations.
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write	Aligned with basic Europass fields

“Aligned with all basic Europass fields”)	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	Point Europa (UK)
Contact details	Email: info@pointeuropa.org .
Link/ website	Website Not available yet https://www.facebook.com/insertproject/

Move On: Migration & Gender: Vocational and Educational Counselling

Title	Move On: Migration & Gender: Vocational and Educational Counselling
Date launched	October 2015
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Electronic Handbook
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel

Online or blended	Online
Learning outcomes	The resources aim to develop and transfer effective practices, training and knowledge of professionals working with migrants. Particular emphasis is given to issues impacting on gender and culturally sensitive guidance services to migrants.
Description of resource (300 words, overview, content, methods, etc.)	<p>The resources are in the form of pdf documents and are available for download and are freely accessible through the online platform.</p> <p>Handbook I provides a catalogue which includes quality criteria for professionals working in gender and culturally sensitive career guidance and counselling services. It builds on the experiences developed within the MOVE ON project to answer to questions such as:</p> <ul style="list-style-type: none"> ● Which expertise should a good counsellor have? ● What attitude they should have towards their clients? ● What kind of methodologies and tools should they have? ● How should they act as a member of an organization? ● How should they act as a member of the society? <p>Handbook II provides a Teaching programme for migrants' career guidance and counselling.</p>
Target group	Career advisors for migrants
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	

Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+ European Commission
Lead Organization	The IARS International Institute (UK)
Contact details	Rita Seneca – Anziani e non solo – Communications Officer at ritaseneca@anzianienonsolo.it Andriana Ntziadima – IARS International Institute – Communications Manager at a.ntziadima@iars.org.uk
Link/ website	http://www.moveonproject.org/outcomes/e-books/

Refugee Health Online Course

Title	Refugee Health Online Course
Date launched	
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	This course which is offered through a digital learning platform aims to provide knowledge on refugee camp economies, local social entrepreneurship, and cross-cultural understanding.
Description of resource (300 words, overview, content, methods, etc.)	The contents of this course are relevant and essential to anyone interested in or planning to work in a refugee camp. Specifically, the online course describes potential barriers to care, innovations in healthcare, and education for those in refugee camps as well as for resettled refugees. It consists of 11 modules which are available online. They are text-based and they offer additional resources for further reading.
Target group	Resettled refugees in refugee camps and professionals working with refugees
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic	Title, organisation, thematic area, learning outcomes

area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	Unite For Sight International Headquarters ufs@uniteforsight.org
Contact details	Email: ufs@uniteforsight.org
Link/ website	http://www.uniteforsight.org/refugee-health/

Refugees and Global Health eLearning

Title	Refugees and Global Health eLearning
Date launched	2013
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support personnel
Online or blended	Online

Learning outcomes	<p>These e-learning modules will introduce students to Refugees and Global Health through a series of interactive cases and multimedia presentations from doctors, nurses and students who have worked around the world; global health practitioners dedicated to exploring new frontiers and improving the health of vulnerable populations.</p>
Description of resource (300 words, overview, content, methods, etc.)	<p>Each module is authored by an expert in the field and organized with competency-based learning objectives, interactive case studies, core learning content, video case discussions and links to additional on-line resources. A brief overview of each module takes 10-15 minutes, but there are many layers of interactive on-line resources to provide learners with an opportunity for an in-depth learning experience.</p>
	<p>Modules</p> <ul style="list-style-type: none"> ● Communicator (Medical Interpretation): experience how communication can impact the quality of health care ● Medical Expert (The X-Factor): learn unique health needs and health care access barriers of newly arriving refugees ● Advocate (Being Human): explore the field of social justice with health advocates ● Professional (Cross Cultures): find out how working in the field can turn your professional identify upside down ● Collaborator (Teamwork): appreciate the role of interdisciplinary collaboration, community engagement and provider networks ● Manager (Against All Odds): discover the importance of good manager skills in resource limited settings ● Scholar (Foundations): uncover the role of science and scholarly work in global health
Target group	Practitioners on Global Health

Evaluation results/ monitoring plan ()	NA
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	N/A
Lead Organization	Canadian Collaboration for Immigrant and Refugee Health (CCIRH) and the University of Ottawa, Canada
Contact details	Kevin Pottie, MD, CCFP, MCISc, FCFP Associate Professor, Departments of Family Medicine and Epidemiology and Community Medicine, University of Ottawa CT Lamont Centre for Research in Primary Health Care Contact: kpottie@uottawa.ca
Link/ website	http://ccirhken.ca/e-learning/

Resiland: Participation, capacities and resilience of children on the move against trafficking & exploitation

Title	Resiland: Participation, capacities and resilience of children on the move against trafficking & exploitation
Date launched	November 2013
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The resources aim to strengthen the competences of professionals likely to come into contact with particularly vulnerable categories of Children On the Move (COM) in order to value COM's participation and coping capacities as key elements for an effective protection.
Description of resource (300 words, overview, content, methods, etc.)	The resource includes material that was used during the face-to-face trainings in the project's participating countries (Brussels, Greece & Italy). Specifically, there is a web-section on the webpage containing documents, videos and podcasts of the training sessions. There is also another section where the user can find selected bibliographic references.
Target group	Professionals working at child protection
Evaluation results/ monitoring plan	
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	EC- DG Home Affairs
Lead Organization	Defence for Children International (Italy)
Contact details	Email: info@defenceforchildren.it
Link/ website	http://www.resiland.org/training-courses.html

Rights in Exile Programme: Refugee Legal Aid Information for Lawyers Representing Refugees Globally

Title	Rights in Exile Programme: Refugee Legal Aid Information for Lawyers Representing Refugees Globally
Date launched	2016
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital Resources

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The Rights in Exile Programme (IRRI) was created to provide access to knowledge, nurture the growing refugee legal aid and advocacy movement in all countries, and encourage active sharing of information as well as expertise among legal practitioners throughout the world.
Description of resource (300 words, overview, content, methods, etc.)	The aim of the initiative is to offer specialized distance learning courses on refugee law. Specifically, people involved in the initiative bring together resources for legal aid providers scattered over the internet in one site. In this regard, they make it easier for legal aid organisations from any country to work collaboratively. The resources include videos and pdf documents and are available for download. There is also a section with offers resources to refugees, including self-help kits.
Target group	Refugees, Practitioners working with refugees
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	Title, organisation, thematic area, learning outcomes
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	
Lead Organization	NA
Contact details	Contact form: http://www.refugeelaidinformation.org/contact
Link/ website	For practitioners: http://www.refugeelaidinformation.org/training For refugees: http://www.refugeelaidinformation.org/refugee-resources

S.U.C.RE.: Supporting University Community pathways for RefugeesMigrants

Title	S.U.C.RE.: Supporting University Community pathways for Refugees Migrants
Date launched	01-09-2016 - End: 31-10-2018
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Digital resources

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The SUCRE project focuses on the response of the Universities to the academic needs of immigrant/refugees students and scholars and to the formation of Manuals of Field Testing (Handbook of Good Practices), through the development of training modules addressed to professionals working with this particular target group.

Description of resource
(300 words, overview, content,
methods, etc.)

All training material will be published on the project's website upon the completion of its deliverables and the intellectual outputs. The training material will be broken down in 5 thematic areas based on the production of each Intellectual output which will be produced during the project. Specifically, the main deliverables include:

- Admissions criteria and processes currently established by European universities. The deliverables are:
 - A digital/online guide of best practices in language and remedial courses for refugees
 - A digital/online guide of best practices in admission criteria for refugee students
 - A digital /online guide in alternative teaching and pathways to academic integration
- Successful University addition to a University program. The deliverables are:
 - A digital/online guide for refugee students' academic support services.
 - A digital/online handbook of recommendations for refugee students' financial support and social integration.
- Refugee scholars hosted at a university department. The deliverables are:
 - A digital/online guide of recommendations for refugee scholars integration.
- Educational module for trainers regarding the psychosocial support of refugees. The deliverables are:
 - A digital/online educational module and monitoring/recommendations guidelines for trainers regarding the psychosocial support of refugees.
 - A digital/online educational module and monitoring/recommendations guidelines of lessons on refugee integration and social cohesion.
- Health and legal issues regarding refugees/immigrants. The deliverables are:
 - A digital/online module and monitoring/recommendations guidelines for trainers regarding health support of refugees.
 - A digital/online module and monitoring/recommendations guidelines for trainers regarding legal support of refugees.

Target group	Trainers, educators and professionals working with refugees/migrants, university staff
Evaluation results/ monitoring plan	NA
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Erasmus+KA2 Project granted by the Hellenic National Agency (IKY) via the European Commission
Lead Organization	ARISTOTELIO PANEPISTIMIO THESSALONIKIS
Contact details	Dr. Alexandros Triantafyllidis, Associate Professor at the School of Biology and Member of the AUTH - European Educational Programmes Committee Email: sucre@auth.gr Tel: +30 2310 99 8545
Link/ website	http://sucre.auth.gr/en

SAFE - Supporting un-Accompanied children with Family-based care and Enhanced protection

Title	SAFE - Supporting un-Accompanied children with Family-based care and Enhanced protection
Date launched	2017
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online Course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online/digital only (OL) or blended	Blended
Learning outcomes	The aim of the initiative is to improve the knowledge and capacity of professionals on implementing family-based care for unaccompanied children and also to improve the knowledge and capacity for foster carers, kinship, Dublin family carers to support unaccompanied children.
Description of resource (300 words, overview, content, methods, etc.)	The resources will be available through an interactive online platform. The basic Module for professionals/practitioners working with or for unaccompanied children, and who support foster carers and kinship and Dublin family caretakers will aim to enhance core skills and knowledge. Another Module will be focused on providing country-specific training according to the needs of each participating country (UK, Greece, Denmark, Cyprus). Lastly, a face-to-face training according to the local context will be held to each participating country.
Target group	Professionals and foster carers working with unaccompanied children

Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	REC Programme European Commission
Lead Organization	THE BRITISH RED CROSS
Contact details	Email: socialmedia@redcross.org.uk Contact form: http://safeproject.eu/contact/
Link/ website	http://safeproject.eu/

United Nations Office on Drugs and Crime (UNODC) Global elearning initiative

Title	United Nations Office on Drugs and Crime (UNODC) Global elearning initiative
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Date launched	2010
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	<p>UNODCs eLearning initiative aims to enhance knowledge on issues related to international security threats such as transnational organized crime, terrorism, illicit drugs, trafficking in persons and smuggling of migrants, wildlife and forest crime, cybercrime as well as provide training on border control, intelligence analysis, gender issues, anticorruption, HIV/AIDS and human rights. The courses also enables law enforcement officers and other professionals to expand their knowledge and stay up to date with the international community's fight against illicit drugs, crime and terrorism experts in line with United Nations standards and norms and other relevant international instruments.</p>

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The UNODC global eLearning platform offers a number of self-paced online courses that are open to the public and free of charge. Anyone can access the courses after self-registering on the eLearning platform. These courses have been developed by leading international experts, and are available in Modules that can be translated in multiple languages. Specifically, each learning module is developed in English and is then translated into other languages, upon request from Member States. There are currently more than 380 modules in English and in 16 other languages. The content is constantly being updated so to make sure that all information presented is valid and up-to-date. The courses are compatible to all devices, e.g. tablets, pcs. Each course contains a “Check your Knowledge” questionnaire and each learner who passes the test receives a certificate. Transfer institutions can use the certificate provided by UNODC as a prerequisite for other courses.</p>
<p>Target group</p>	<p>Member State officials on international security threats</p>
<p>Evaluation results/ monitoring plan</p>	<p>Courses are evaluated by internal working groups</p>
<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>Certificate provided by UNODC</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Title, organisation, thematic area, learning outcomes</p>

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Currently, the UNODC Global eLearning Programme is seeking funding and donations
Lead Organization	United Nations Office on Drugs and Crime (UNODC)
Contact details	Email: UNODC-eLearning@un.org
Link/ website	http://www.unodc.org/elearning/index.html

Verité's Free eLearning Course on Human Trafficking

Title	Verité's Free eLearning Course on Human Trafficking
Date launched	2014
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Online course
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	The course aims to enhance the knowledge on human trafficking in the global economy by providing specialized training to strengthen human rights monitoring and remediation systems.

Description of resource (300 words, overview, content, methods, etc.)	This course is free, and available for self-paced learning. It is designed for professionals working in business sector and other stakeholders so to help them better understand, identify and address human trafficking in global supply chain. The course focuses on migrants as the risk of their exploitation is severe, particularly for undocumented workers but also for those that migrate legally. In the course learners can find case studies, quizzes and information on at-risk sectors, indicators of abuse and strategies for business and supply chain engagement.
Target group	Professionals in businesses/companies working with migrant workers
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Title, organisation, thematic area, learning outcomes
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	VERITE
Lead Organization	VERITE- Fair Labor Worldwide

Contact details	Declan Croucher: dcroucher@verite.org
Link/ website	https://www.verite.org/verites-free-elearning-course-human-trafficking/

We Speak Translate Project

Title	We Speak Translate Project
Date launched	April 2017
Status (Ongoing, forthcoming)	Ongoing
Type of Resource	Other
(MOOC, App, Digital Learning Platform, etc.)	[Free Webinar on using the Google Translate App]
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Support Personnel
Online or blended	Online
Learning outcomes	<p>The learning objectives of the webinar are the following:</p> <ul style="list-style-type: none"> ● Encourage welcoming communities that value diversity, inclusion and integration; ● Become familiar with the Google Translate app (free, downloadable app for smartphones and tablets); ● Establish a common platform for communication with newcomers while English language skills develop.

<p>Description of resource (300 words, overview, content, methods, etc.)</p>	<p>The We Speak Translate project is a first of its kind collaboration between Google Translate and the Inter-Cultural Association of Greater Victoria (ICA), BC, Canada, which uses the Google Translate app to aid in refugee resettlement and newcomer inclusion in communities. The We Speak Translate project addresses the number one barrier to new immigrant integration – language – by re-purposing technology as a tool and symbol for welcoming communities – which value diversity and inclusion.</p> <p>The We Speak Translate webinar’s length is 50 minutes and the suggested number of participants is 25-35 with a minimum number of 8 participants. The We Speak Translate training is free and it includes a facilitator, Google Translate training and We Speak Translate decals for all participants (there is a \$6 fee for mailing decals to webinar participants).</p>
<p>Target group</p>	<p>Organizations, business, institutions and community groups</p>
<p>Evaluation results/ monitoring plan</p>	<p>The evaluation of the project is available here: https://infograph.venngage.com/s/Y3xZv5Hitx0 (October 2018)</p>
<p>Learning assessment</p>	
<p>Recognition or certification of learning (how done and by who, free or fee...)</p>	<p>Upon completion of the free, 50 minute training session, participants receive a We Speak Translate decal. A visible symbol of their community to promote diversity and communication across language barriers.</p>
<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	<p>Aligned with basic Europass fields</p>

Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Project funders: United Way Greater Victoria Google Translate
Lead Organization	The Inter-Cultural Association of Greater Victoria (ICA)
Contact details	Kate Longpre, M.A. Community Integration Coordinator Inter-Cultural Association of Greater Victoria Email: klongpre@icavictoria.org
Link/ website	http://www.icavictoria.org/community/we-speak-translate/

Other

Frontiers: you've reached Fortress Europe

Title	Frontiers: you've reached Fortress Europe
Date launched	2008 (the first beta)
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Other 3-D Multi-Player Game
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Other Purpose [Raising Awareness on the journey of refugees to Europe]
Online or blended	Online

Learning outcomes	The aim of the game is provide players experiences that are related to political matters of migration and refugees. Also, the game aims to set geographical places and political fields into context in order to enhance the perception and understanding of the migrant’s situation above a casual level of catastrophic news.
Description of resource (300 words, overview, content, methods, etc.)	Frontiers is a 3-D online multiplayer game that leads its players to the borders of Europe. It portrays a refugee itinerary from the sub-Saharan region to Europe. As a refugee or border patrol players get to know the border and the life behind it from both sides – in the Sahara, the Spanish city Ceuta, the beaches in southern Spain or the rainy Container in Rotterdam. The game portrays a major migration itinerary from SubSahara to Europe. The players face up to four border situations on their route and a final dream-like landscape filled with interviews and material from the research undertaken by the team of experts which was involved in the development of the game. Every map is based on reallocations and on the stories of people, who experience those borders as insurmountable frontiers in their struggle to find peace and a place to survive.
Target group	Other [Everyone interested in the refugee crisis]
Evaluation results/ monitoring plan	In 2012 the Frontiers was awarded with the Austrian Outstanding Artist Award for interdisciplinary works. <ul style="list-style-type: none"> ● Game reviews are also available on the game website.
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	NA

Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Sponsored by: bm:uk, European cultural foundation, Kultur Land Salzburg, KulturStadt: Salzburg, Erste-SalzbürgerSparkasseKulturfonds
Lead Organization	Austrian artist group gold extra
Contact details	Email: office@goldextra.com
Link/ website	https://www.frontiers-game.com/

Nafham

Title	Nafham
Date launched	2012
Status (Ongoing, forthcoming)	Ongoing
Type of Resource (MOOC, App, Digital Learning Platform, etc.)	Video

Purpose (Language learning, formal HE degree, civic integration, employability related...)	Other [Syrian educational curriculum resources]
Online or blended	Online
Learning outcomes	The educational videos aim to cover the national curriculum (Syria, Saudi Arabia, Kuwait, and Algeria), from first to twelfth grade.
Description of resource (300 words, overview, content, methods, etc.)	<i>Nafham is a free online K-12 crowdsourced educational platform linked to the Egyptian and Syrian educational curricula. It works as a supplement to a failing school system and it is also available for anyone (although the content is in Arabic), which means it has huge possibilities across the world, especially with the Syrian conflict forcing many people to leave their homes. It is globally available through 15-minute YouTube videos. The content relies on volunteer teachers, students and parents, but the videos are revised by a professional to ensure the quality of the videos. There is also more than one video for each subject, providing alternative approaches, as each person has a different learning style. Nafham provides 5 to 20 minutes crowd sourced videos which are revised by professionals. Videos are explaining concepts usually taken in class using different approaches, making it easier for students to understand them. These videos are categorized by grade, subject, term and academic schedule which make the curriculum easier for students to navigate through it and get the lessons they want in seconds.</i>
Target group	Students in Syria, Saudi Arabia, Kuwait, and Algeria (K12)
Evaluation results/ monitoring plan	NA
Learning assessment	

Recognition or certification of learning (how done and by who, free or fee...)	NA
Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write "Aligned with all basic Europass fields")	Aligned with basic Europass fields
Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)	Fund by Flat6Labs
Lead Organization	Lead Persons: Ahmed Alfi& Mostafa Farahat
Contact details	Contact form: https://www.nafham.com/about_us?ref=hp
Link/ website	https://www.nafham.com/about_us?ref=hp Mobile application: https://www.nafham.com/

Strigiform Games

Title	Strigiform Games
Date launched	2017
Status (Ongoing, forthcoming)	Ongoing

Type of Resource (MOOC, App, Digital Learning Platform, etc.)	App
Purpose (Language learning, formal HE degree, civic integration, employability related...)	Other
Online or blended	Online
Learning outcomes	StrigiformMath aims to strengthen the math and logical skills of refugees.
Description of resource (300 words, overview, content, methods, etc.)	A series of Strigiform games have been developed especially for refugees from crisis situations. At the same time the list game list will be updated constantly. The goal is for players to have fun exploring a new world, and in doing so, develop the ability to communicate and navigate their new surroundings. Specifically, StrigiformMath is a puzzle game that requires math and logical thinking skills.
Target group	Refugee Children
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning (how done and by who, free or fee...)	N/A

<p>Europass (If applicable, name the mandatory fields of the Europass learning model which are included in the description of the initiative: title, organisation, location, thematic area, learning outcomes. If all above fields are met, please write “Aligned with all basic Europass fields”)</p>	Title, organisation, thematic area, learning outcomes
<p>Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.)</p>	N/A
Lead Organization	StrigiformGames
Contact details	Email: ploukas@strigiformgames.com
Link/ website	http://strigiformgames.com/index.php/game-strigiformmath

Resources

The research conducted for MOOCs4Inclusion has also identified a number of additional resources relevant to free migrant and refugee digital education. They have not been included in the Catalogue, as they are either a) not structured learning offers as such or b) not directly targeted at migrants/refugees, but remain highly relevant to this field. They include:

- ‘Non-targeted’ MOOCs that may be of use to migrants and refugees for integration and employment purposes
- Other open, online language learning resources – not necessarily targeted at migrants/refugees
- Purely information-related Apps and Homepages (on integration and other practicalities – targeted at migrant, refugees and foreigners in general)
- Platforms and portals that aggregate initiatives and course offerings (on migrant and refugee education)
- Competitions and funding programmes targeted at innovation in digital education for migrants/refugees
- Related projects (for digital infrastructure in camps, for example)

They have been grouped below and links are provided. The list is non-exhaustive, given how fast this field is changing.

1) Non-targeted online/digital languages courses and MOOCs that may be of use to migrants and refugees for integration and employment purposes

Beyond Silicon Valley: Growing Entrepreneurship in Transitioning Economies

Website: <https://www.coursera.org/learn/entrepreneurship-development>

Description: First Greek MOOC on Coursera about Entrepreneurship

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Title: Build your professional eportfolio in English (Coursera)

Website: <https://www.coursera.org/learn/eportfolio-english>

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Title: CIDizen: Challenge-based learning to promote cultural intelligence and diversity

Website: <https://cidizen.eu/en/>

Description: The CIDizen project will harness the pervasiveness of digital technologies to deliver key training on the topic of cultural intelligence to learners on the margins of provision. Online learning can enhance educational outcomes by enabling access to additional learning resources and supporting disadvantaged learners, such as those from low socioeconomic backgrounds, those living with a disability, or those living in remote areas where mainstream institution-based provision is absent. The online Digital Breakout resources not only empower learners to make choices about their own cultural bias and to question how they react to diversity in our society, it also provides front-line youth workers with a cost-effective solution to the delivery of high-value training.

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Title: EPortfolio Self-development Study (EMMA)

Website: <https://www.mooc-list.com/course/eportfolio-self-development-study-emma> **Description:** These courses offers a step-by-step for how to build an EPortfolio.

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Title: Innovation: The key to business success (Futurelearn)

Website: <https://www.futurelearn.com/courses/innovation-the-key-to-business-success> **Description:** This short free online course, which benefits from CPD accreditation, is designed for anyone interested in commercial innovation.

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Title: Le droit des contrats de travail en France (FUN)

Website: <https://www.mooc-list.com/course/le-droit-des-contrats-de-travail-en-france-fun> **Description:** This course helps students navigate employment contracts in France.

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Title: Mobile Learning in VET Towards 2020

Website: <https://molvet.formatech.biz/mod/page/view.php?id=85>

Description: The resource includes a series of online quizzes that aim to give learners the concepts required to undertake business projects applying the main techniques used in this field.

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Title: OU MOOC Taking your first steps in higher education

Website: <http://www.open.edu/openlearn/education/taking-your-first-steps-highereducation/content-section-overview>

Description: This free course produced by the Open University helps students take their first steps into higher education. It provides insights into how subjects are studied at university.

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Title: Shaping the future of work (edX – Archived course)

Website: <https://www.edx.org/course/shaping-future-work-mitx-15-662x>

Description: This MIT course explore ways to improve job opportunities and develop a personal plan for lifelong career success.

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Title: Social Learning for Social Impact (edX – GMOOC)

Website: <https://www.edx.org/course/social-learning-social-impact-mcgillx-groocx>

Description: A MOOC developed by an international group (GMOOC), including refugees, aimed at making social impact and social impact project development.

2) Other open, online language learning resources (including MOOCs) – not targeted at migrants/refugees

Title: A beginners' guide to writing in English for university study (3rd Edition) - repeat course

Website: <https://www.futurelearn.com/courses/english-for-study>

Description: MOOC on the Futurelearn platform that is repeated recurrently

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Title: Italian Language and Culture: Beginner level

Website:<https://www.edx.org/course/italian-language-culture-beginner-wellesleyx-italian1x#!> **Description:** Edx MOOC for developing basic skills (speaking, listening, reading and writing) in the context of major themes in Italian culture.

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Title: Busuu: Language Learning Community (mobile Apps and online courses)

Website: <https://www.busuu.com/en/>

Description: Daily language courses in 'bite-sized' lessons. Free trial available as well as a Premium version. Possibilities for audio-recording voice and being corrected by native speakers worldwide.

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Title: Homepages for learning German **Websites:** <http://www.dw.com/en/learn-german/s-2469> (Learn German with Deutsche Welle) <https://www.goethe.de/de/index.html> (Learning German for refugees)

<http://www.alumniportal-deutschland.org/> (Learning German with Alumniportal Deutschland) <http://www.deutsch-uni.com/gast/duo/info/index.do?do=index> (Deutsch-Uni Online) <http://deutsch.info/en> (Multilingual website for learning German)

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Title: Norwegian Language Resource

Website: <http://www.uio.no/english/about/collaboration/academic-dugnad/onlinecourses/norwegian>

Description: A collection of online language learning resources made available by University of Oslo

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Title: Practice the Swedish language

Website: <http://www.informationsverige.se/>

Description: On this page one can find links to websites where you one practice Swedish. One can also read more about Swedish for Immigrants classes and where to find schools in different Swedish district.

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Title: Learn Greek.Speak Greek

Website: <https://play.google.com/store/apps/details?id=com.atistudios.italk.el> **Description:** Google Play Apps

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Title: Norwegian Language MOOC

Website:<https://www.futurelearn.com/courses/norwegian>

Description: Norwegian Language MOOC on FutureLearn

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Title: 50 languages

Website: <https://www.50languages.com/>

Description: The digital platform and the apps offer free language courses to everyone interested in learning another language.

3) Information Apps and Homepages

Title: Welcome to Germany App

Website: <https://www.ankommenapp.de/>

Description: A guide for a migrant's/refugee's first weeks in Germany

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Title: Study in Germany – Information for refugees

Website: <https://www.study-in.de/en/refugees/>

Description: A sub-page of the Study in Germany Portal dedicated to refugees: Links are provided on relevant information and support services.

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Title: Refugee Aid App

Website: <http://refugeeaidapp.com/>

Description: A searchable portal for Apps targeted at refugees. One can search by country.

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Title: Bureaucrazy

Website: <https://www.washingtonpost.com/news/worldviews/wp/2016/08/09/syrianrefugees-create-app-to-help-navigate-german-bureaucracy/>

Description: Language learning for bureaucracy in Germany

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Title: YOYO project

Website: <https://yoyoerasmus.wixsite.com/yoyo>

Description: The project aims at bringing an alternative way to approach underprivileged students through the practices of educational yoga and the introduction of mindfulness in the learning process.

4) Portals and Platforms aggregating initiatives for refugee education

Title: EUA Refugees Welcome Map

Website: <http://www.eua.be/activities-services/eua-campaigns/refugees-welcome-map> **Description:** Interactive map that describes European university initiatives to welcome and support refugees.

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Title: “Refugees on Rails”

Website: <http://refugeesonrails.org/en/>

Description: With the help of volunteers organizations on the field, the initiative “Refugees on Rails” wish to allocate donated laptops to refugees and provide them with high quality learning resources, which enable them to learn programming step by step by following clear instructions. IT-students or professionals will accompany and facilitate the learning process as mentors.

5) Competitions and funding programmes targeted at innovation in digital education for migrants/refugees

Title: Startup Refugees

Website: <http://startprefugees.com/>

Description: Startup grants from Startup Refugees promote the employment ideas, and integration into society, of entrepreneurial people who are being granted asylum in Finland.

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Title: Supporting Universities Providing Higher Education to Refugees

Website: <https://www.opensocietyfoundations.org>

Description: The Higher Education Support Program of the Open Society Foundation seeks to learn about efforts aimed at increasing access to higher education for Syrian refugees. Blended and online programmes targeted at refugees is one priority for funding.

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Title: “eduapp4Syria”

Website: <https://www.norad.no/eduapp4syria>

Description: The Norwegian Agency for Development Cooperation (NORAD)) - competition for smart-phone based applications for educating Syrian refugee children

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Title: Techfugees (Pioneers in Austria)

Website: <https://techfugees.com>

Description: A social enterprise coordinating the international tech community's response to the needs of Refugees. Techfugees organises conferences, workshops, hackathons and meetups in around the world in an effort to generate tech solutions that can help refugees.

6) Related projects (for digital infrastructure, scholarships, etc)

Title: HOPES: Higher and Further Education Opportunities and Perspectives for Syrians

Website: http://bruessel.daad.de/medien/bruessel/short_description_hopes.pdf

Description: Funded by the European Union's Regional Trust Fund in Response to the Syrian Crisis - THE MADAD FUND - the project provides a wide range of educational offers to Syrian refugees in host countries in Turkey, Lebanon, Jordan, Egypt and Iraq. The portfolio includes academic counselling to up to 42,000 young Syrians as well as the provision of language courses to 4, 000 of them, more than 300 full academic scholarships and higher education short courses for more than 3,500 student refugees. HOPES is implemented by the German Academic Exchange Service (DAAD) in collaboration with its partners from British Council, Campus France and EP-Nuffic

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Title: Mobile Assistance for Social Inclusion & Empowerment of Immigrants with Persuasive

Learning Technologies and & Social Network Services (EU/FP7)

Website: <http://www.maseltov.eu/Project%20%C2%AB%20MASELTOV.html>

Description: MASELTOV recognises the major risks for social exclusion of immigrants from the European information society and identifies the huge potential of mobile services for promoting integration and cultural diversity in Europe. Mobile – everywhere/everytime – persuasive assistance is crucial for more efficient and sustainable support of immigrants. MASELTOV researches and develops novel ICT instruments in an interdisciplinary consortium with the key objective to facilitate and foster local community building, raising consciousness and knowledge for the bridging of cultural differences.

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Title: BLUETOWN – Rural wifi installations

Website: <https://bluetown.com/2016/06/06/rural-wi-fi-installation-in-ghana/>

Description: A company supporting internet connectivity in rural areas and refugee camps

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Title: Care2Work

Website: <http://care2work.org/training/course/index.php>

Description: Care2Work offers a CPD accredited course “*Empowering Professionals to work with Black, Asian and Minority Ethnic (BAME) Young Carers*” freely available online and aims to empower professionals who work and interact with young BAME carers including youth and social workers, teachers, teaching assistants etc. Additionally, the project offers an online course to Young Carers in order to be understand how strong interpersonal and practical skills including teamwork, leadership, communication skills, resilience, stress management, conflict management and empathy can be utilised in different environments including work or educational settings. It is freely available in four languages: English, Italian, Greek and Swedish.