

MOOCs4inclusion

Catalogue of Free Digital Learning Initiatives for Migrant and Refugee Inclusion

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www.moocs4inclusion.org



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www.cardet.org

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Contents

Introduction	7
Overview	7
Purpose	7
Status	8
Type of resource/technology used	8
‘Blended’ versus ‘Online (OL)’	8
Europass	8
Note on Costs	9
Updated and Validated Initiatives	10
Higher Education (formal)	10
Civics 4.0	10
Education without Borders: University for Refugees	12
Jesuit Worldwide Learning - Higher Education at the Margins (JWL)	15
Primary – Secondary Education	17
FEINAMC	17
Social Inclusion	19
BOOST	19
BRAMIR: Beyond Retirement - A migrant Integration Project	20
CIDizen	22
ENTRADA	24
Inclusive Hubs	26
IEUME	28
Information about Sweden	30
IntegrAction	32
M4M –Migrants for Migrants	34
MEET-Meeting the Health Literacy Needs of Immigrant Populations	36
M.U.S.E	38
No Left Behind Children	40
NOW: New Opportunities for Women	42
OEAD4Refugees	45
Podcastinc	47
PROM-PAR	48
RISING	51

Single Story	54
SMELT	55
STAGE	56
Supporting the Integration of the resettled	58
Training Toolkit for Migrant Care Workers	59
URBAN	61
Language Learning	63
Dutch for Arabic speakers-beginners	63
GeiaXara: Greek language courses for minor TCNs	64
L-Pack-Citizenship Language Pack for Migrants in Europe	66
Mathainw Ellinika	69
Mein Sprachportal	71
MOONLITE	74
Operation of an Open Reception Centre for Unaccompanied Minors, Third Country Nationals	76
REDIT	78
Employment	79
AMAM Tutorials	79
Civilhood	81
Conversations Unbound	82
DigitALAD	84
e-MENTORING: New Skills and Competencies for new jobs	86
Funzi	88
HEAL	90
Konexio	92
MiGreat! Supporting Migrants into CVET	95
MIT Refugee Action Hub	96
SE4A	99
YOUTHSHARE	101
Teacher Training	103
BSB – Building Social Bridges	103
E-EVALINTO	105
E-COURSE: Enhancing the Participation and Learning Performance Of Migrant and Refugee Children in Primary School Education	107
Enhancement of Greek Language Learning and Multilingualism	109

European CSO-University networks for global learning on migration, security and sustainable development in an interdependent world - InterCap	111
MOONLITE	113
TRACeD	117
Support Personnel	119
COSMIC	119
Elearning course “Social inclusion of immigrants-Tools”	122
Higher Education Supporting Refugees in Europe (InHERE)	124
I-CARE	126
ICP – Intercultural Competence Programme	130
MentorNET	132
MESI	133
Queer Migrants	136
RaCIP	139
Resiland: Participation, capacities and resilience of children on the move against trafficking & exploitation	141
S.U.C.RE.: Supporting University Community pathways for Refugees Migrants	142
Verité’s Free Introductory Course on Forced Labor	145
Other	146
Migration Matters	146
Mindgrate	148
Functioning Initiatives	151
Higher Education (formal)	151
Borderless Higher Education for Refugees (BHER)	151
Edraak	154
Primary-Secondary Education	156
Amala	156
ODDISSEU	159
Whole of Syria Education Focal Point	162
Social Inclusion	164
Blend-In	164
Guide with information for migrants living in Greece	165
Silver Service	167
The Bridges Programmes	170
Think like a migrant, act like a local	172

Language Learning	174
ANKOMMEN	174
BIG STEP: Learning through Gamification – Integration of the Vulnerable Groups	176
LASER: Language, Academic Skills and E-learning Resources	178
METIKOS - Informal Language Learning for Immigrants	181
Employment	184
ACE: Lifestyle Entrepreneurship	184
Progetto F.A.S.I.	185
ReDI School of Digital Integration	189
SOMRA	193
Teacher Training	194
CIRCLE	194
HOPEFUL	196
iDecide: An Innovative Toolkit for Inclusive Decision Making Policies	198
Intercultural learning for pupils and teachers	200
INTO project	202
Infrastructure	205
Thaki	205
Support Personnel	206
Assisting nationals affected by crises abroad: An e-learning course for foreign service staff	206
Epsilon: Equipping Professionals for Supporting Refugees	208
Human Trafficking and Business: An eLearning course on how to prevent and combat human trafficking	210
INSERT - Developing the competences of educators / professionals for the promotioN of Social Entrepreneurship to adults with migRanT background	212
Refugee Health Online Course	214
Refugees and Global Health eLearning	215
Rights in Exile Programme: Refugee Legal Aid Information for Lawyers Representing Refugees Globally	217
SAFE - Supporting un-Accompanied children with Family-based care and Enhanced protection	219
United Nations Office on Drugs and Crime (UNODC) Global elearning initiative	220
Other	222
Frontiers: you've reached Fortress Europe	222
Nafham	224
Strigiform Games	225
Resources	227

1) Non-targeted online/digital languages courses and MOOCs that may be of use to migrants and refugees for integration and employment purposes	227
2) Other open, online language learning resources (including MOOCs) – not targeted at migrants/refugees	228
3) Information Apps and Homepages	230
4) Portals and Platforms aggregating initiatives for refugee education	231
5) Competitions and funding programs targeted at innovation in digital education for migrants/refugees	231
6) Related projects (for digital infrastructure, scholarships, etc)	232

Introduction

Overview

This document presents the catalogue of initiatives prepared for the 2021 update of the MOOCs4Inclusion study, financed by 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 and updated on 22/11/2022, 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 and 2022 (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 categorize 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, organization, 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. Some initiatives were developed and implemented in specific countries, but their resources are available in other countries as well.

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 resources.

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, the resources appear free, but to access some of them, registration is required. 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)

Civics 4.0

Title	Civics 4.0: active citizenship and participation in the digital age
Date launched	1 st ed.: 4/05/21 2 nd ed. Permanently open as an OER since 12/01/2022
Status	<ul style="list-style-type: none">● Ongoing
Type of resource	<ul style="list-style-type: none">● MOOC
Purpose	<ul style="list-style-type: none">● Higher Education● Social Inclusion● Teacher Training
Online or blended	<ul style="list-style-type: none">● Online
Learning outcomes	<ul style="list-style-type: none">● Understand the concept of active digital citizenship and civic engagement;● Know what skills you need to master and what civic tech tools you can use to safely inhabit digital space as an activist;● Be able to monitor public policy and use civic-tech for accountability and transparency;● Be able to connect with people in the community and identify civic-tech tools for advocacy and campaigning;● Increase your capacity to participate effectively and responsibly in your community by relying on citizen engagement platforms that connect citizens to decision makers;● Put in practice what you have learnt through the course for the design of a digital citizenship project at the micro-level.

Description of resource	<p>This course forms part of the ERASMUS+ project NEXUS (2019-1-ES01-KA203-065861, https://nexus4civics.eu/), running from 2019 to 2022, that focuses on empowering students to exercise their rights, uphold human values, and contribute constructively to the society around them and the global community in general through digital citizenship strategies.</p> <p>It is made up of six modules (five "content" modules and one wrap-up module) and requires approximately 25 hours of study time, 4 hours a week on average for a total duration. The modules are the following:</p> <ul style="list-style-type: none"> ● Module 1. Introduction to active digital citizenship: what it is and why it matters. ● Module 2. Key basic skills for Digital Civic Participation. ● Module 3. Monitoring public policy that affects you. ● Module 4. Connecting and engaging for social impact. ● Module 5. Foster local participation: smart communities and digital participation. ● Module 6. Wrap up and get ready for action. <p>It is a self-study course. The course content is based on videos, readings, links to case studies and tools, and complementary readings/extra material.</p> <p>Registration, participation and access to all materials are free of charge.</p>
Target group	The MOOC is intended for anyone, especially students from diverse backgrounds, who are interested in digital civic education and digital participation.
Language	<p>English (all materials)</p> <p>Spanish (only readings)</p>
Evaluation results / monitoring plan	It is a self-study course. Registered participants can access all the materials and self-assessment exercises.
Learning assessment	Self-evaluation
Recognition or certification of learning	The course is free. However, to receive a certificate or badge, there is a fee.
Europass	<ul style="list-style-type: none"> ● Aligned with all basic Europass fields

Financing and sustainability model	The initiative is co-financed by the Erasmus+ Programme of the European Union. The future plans for financing and sustainability are that it will remain as an Open Educational Resource (OER) in the UNED Abierta platform, MOOC platform from UNED, coordinators of the project.
Leading organisation	UNED - Universidad Nacional de Educación a Distancia, Spain
Contact details	Timothy Read. tread@lsi.uned.es Beatriz Sedano Cuevas. bsedano@invi.uned.es UNED - Universidad Nacional de Educación a Distancia, Spain
Website	https://iedra.uned.es/courses/course-v1:UNED+Civics4_002+2022/about
Is this initiative country-specific? If yes, please specify the country.	No

Education without Borders: University for Refugees

Title	Education without Borders: University for Refugees
Date launched	2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course ● Digital resources
Purpose	<ul style="list-style-type: none"> ● Higher education (formal) ● Employment ● Language Learning
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	<p>Provide refugees and displaced students an opportunity to obtain an international, distance learning higher education degree, taught by universities around the world.</p> <p>Provide language learning services as well as professional recognitions services to migrants and refugees.</p>
Description of resource	<p>The web portal Education Without Boundaries was designed by Uninettuno University to provide information on courses, scholarships, language learning resources (Italian and Arabic), services related to the recognition of academic and professional qualifications, and information on health services.</p> <p>UNINETTUNO is the only University in the world where students can learn in five languages: Italian, French, English, Arabian, Greek. Thousands of students enrolled, coming from 140 different countries, are taught by teachers belonging to different universities in the world.</p> <p>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.</p>
Target group	Refugees students at the higher education and vocational education level
Evaluation results/ monitoring plan	N/A
Learning assessment	

<p>Recognition or certification of learning</p>	<p>The recognition of professional skills is done by the specific Technical-Scientific Committees, formed by experts from the academic world and the business/industry world. These experts are grouped in committees based on the types of professional certification to be recognized.</p> <p>The recognition takes 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 professional environment, to elaborate a Certificate of Skills. This certificate will represent a tool to integrate refugees and immigrants in the labour market.</p>
<p>Europass</p>	<ul style="list-style-type: none"> ● Title ● Organization ● Thematic area ● Learning outcomes
<p>Financing and sustainability model</p>	<p>N/A</p>
<p>Lead Organization</p>	<p>UNINETTUNO</p>
<p>Contact details</p>	<p>Email: info@uninettunouniversity.net</p>
<p>Link/ website</p>	<p>https://www.universitaperrifugiati.it/en/default.aspx</p>
<p>Is this initiative country-specific? If yes, please specify the country.</p>	<p>No</p>

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

Title	Jesuit Worldwide Learning – Higher Education at the Margins (JWL)
Date launched	2010
Status	Ongoing
Type of Resource	Online course, Digital Learning Platform
Purpose	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 realization 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 stepping stone to access these and other academic programmes.</p>

<p>Description of resource</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Students are organized into virtual global classrooms, with 25 students for each course. Each global classroom encompasses students from 8 to 10 countries with diverse backgrounds.</p>
<p>Target group</p>	<p>Youth from poor, forcibly displaced, and other socially and geographically marginalized communities.</p>
<p>Evaluation results/ monitoring plan</p>	<p>JWL has grown to over 40 learning centres across 17 countries, and reached more than 10,000 students. In 2022 (to date), JWL has enrolled 3,881 students, 51 % of whom are female, in more than 6,500 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>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	Learning Assessment is done by international faculty which read every submission of the students.
Recognition or certification of learning	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.. JWL also works with partner universities to develop vocational curricula that are awarded certificates based on the UNESCO standard of Technical Vocational Education and Training (TVET).
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Most JWL are supported by private funding (European Foundations) and to a lesser extent government funding and UNHCR. Annual reports are published online and financial reports can be requested.
Lead Organization	Jesuit Worldwide Learning – Higher Education at the Margins (JWL)
Contact details	Email: jwlinfo@jwl.org
Link/ website	https://www.jwl.org/en/home
Is this initiative country-specific? If yes, please specify the country.	No

Primary – Secondary Education

FEINAMC

Title	FEINAMC
Date launched	15/01/2021
Status	<ul style="list-style-type: none"> ● Ongoing

Type of resource	<ul style="list-style-type: none"> ● Policy paper ● Assessment tool ● Video
Purpose	<ul style="list-style-type: none"> ● Primary – Secondary Education ● Social Inclusion ● Teacher Training ● Mentoring
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<ul style="list-style-type: none"> ● Support the inclusion of newly arrived migrant children into the formal educational system. ● Increase awareness, knowledge and competence of teachers and educational authorities regarding educational inclusion of newly arrived migrant children
Description of resource	The resources attempt to disseminate and scale up good practices (the mentoring programme and the prior learning assessment tool), to foster inclusion of newly arrived migrant children into the formal educational system.
Target group	<ul style="list-style-type: none"> ● Teachers and school heads of newly arrived migrants ● Mentors (local students and students of migrant background) ● Mentees (students/ newly arrived migrants)
Language	English, Greek, German, Italian, Spanish
Evaluation results / monitoring plan	Pre-, during and post-evaluation will take place, internally and externally, ensuring quality and efficiency.
Learning assessment	An assessment tool (the prior learning assessment) is developed by the consortium as a good practice in the context of the newly arrived migrant students, in the life-cycle of the project.
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by Erasmus + programme of the European Union
Leading organization	InteRed, Spain
Contact details	https://intered.org/es
Link/ Website	https://feinamc.eu/

Is this initiative country-specific? If yes, please specify the country.	Austria, Cyprus, Greece, Italy, Spain and other countries of the European Union
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Social Inclusion

BOOST

Title	Global competence for advancing social inclusion and career path for vulnerable women (BOOST project)
Date launched	01/10/2021
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● MOOC ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>The project seeks to:</p> <ul style="list-style-type: none"> ● Reflect on the need of becoming globally competent in an interconnected world ● Identify skills to become globally competent ● Promote global competence in trainees
Description of resource	<p>With a focus on fostering global competence, BOOST has a strategic interest in targeting women, currently facing vulnerability due to their migrant background and cultural differences. It also targets the professionals working in the field, such as trainers, career counselors, social workers, intercultural mediators. Both targets-groups will be engaged first in MOOC sessions for building global competence.</p> <p>BOOST will also equip the professionals with coaching tools to better support these women in advancing their social inclusion and career path, by using global competence to cope with challenges they face every day.</p> <p>To achieve its objectives, BOOST will develop:</p> <ul style="list-style-type: none"> - A multilingual MOOC offering a flexible micro-learning path on global competence for both target groups, women and professionals - A bespoke programme to equip professionals in providing coaching support to vulnerable women in order to advance their social inclusion and career path, by using global competence to cope with challenges they face every day. <p>The programme will include a coaching scheme, a step-by-step guidance and recommendations, and a toolkit to support the coaching cycles. This coaching programme can be used across countries, regardless of age, background, ethnicity.</p>

Target group	<ul style="list-style-type: none"> Groups facing vulnerability due to their migrant background and cultural differences Professionals working in the field, such as trainers, career counselors, social workers, intercultural mediators.
Language	English, Spanish, French, Portuguese, Italian, Greek, Turkish and Polish
Evaluation results / monitoring plan	Results have been evaluated internally (by a partner of the BOOST project) and externally by target groups and stakeholders.
Learning assessment	Self-assessment provided in each module.
Recognition or certification of learning	Learners are given a Certification of completion of the modules included in the MOOC.
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus + programme of the European Union
Leading organization	Solidaridad Sin Fronteras, Spain
Contact details	projects@ssf.org.es
Link/ Website	https://boost.erasmus.site/
Is this initiative country-specific? If yes, please specify the country.	No

BRAMIR: Beyond Retirement - A migrant Integration Project

Title	BRAMIR: Beyond Retirement - A migrant Integration Project
Date launched	01/09/2016 to 31/08/2018
Status	<ul style="list-style-type: none"> Ongoing
Type of Resource	<ul style="list-style-type: none"> Digital Resources
Purpose	<ul style="list-style-type: none"> Social Inclusion

Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>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.</p> <p>Adult educators and volunteer manager will be able to:</p> <ul style="list-style-type: none"> ● Understand the importance of seniors, retirees and migrants in society ● Address the educational needs of the target group in an appropriate and needs-driven manner ● Apply pedagogic principles, methods, techniques and strategies in the learning process ● Develop the core project-related competences of the learner group
Description of resource	<p>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. This framework incorporates a bespoke training curriculum and a suite of appropriate teaching resources to enable the redeployment of the seniors target group as volunteers to support the development of key civic and social competences within the established and growing migrant communities.</p>
Target group	<ul style="list-style-type: none"> ● Adult migrants ● Migrant support workers ● Adult education trainers/providers ● Volunteer managers
Evaluation results/ monitoring plan	Interim report – external evaluator
Learning assessment	Self - evaluation
Recognition or certification of learning	NA

Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus+, Sponsored by the Federal Ministry of Education and Research in Germany
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
Is this initiative country-specific? If yes, specify the country.	No

CIDizen

Title	CIDizen: Challenge-based learning to promote cultural intelligence and diversity
Date launched	01/06/2020
Status	Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital Breakouts ● In-service Training Programme for Frontline Youth Workers ● CIDizen MOOC
Purpose	<ul style="list-style-type: none"> ● Social inclusion ● Support personnel
Online or blended	Blended
Learning outcomes	<p>The project aims to</p> <ul style="list-style-type: none"> ● test and assess new approaches to reducing disparities in access to and engagement with digital technologies in non-formal education and youth work practices. ● address diversity and promote –in particular through innovative and integrated approaches– ownership of shared values, equality, including

	<p>gender equality, and nondiscrimination and social inclusion, including people with health-related conditions, through education, training, and youth work activities.</p> <ul style="list-style-type: none"> • support projects that aim to foster the development of social, civic and intercultural competence, and tackle discrimination, segregation, racism, bullying, violence, fake news and other forms of online misinformation and hate-speech.
Description of resource	<p>Digital Breakouts The CIDizen Digital Breakouts seek to build a deeper knowledge and understanding about the cultural tolerance challenges, explore different scenarios and perspectives related to cultural intolerance and bias and use Internet based research activities, promote positive thinking about cultural diversity and how as individuals, and as a collective, young people can become agents for change and demonstrate the importance of individual action to mitigate the impact of cultural intolerance and bias on the future generations of the EU.</p> <p>In-service Training Programme for Frontline Youth Workers The development of an in-service training for front-line youth workers - full curriculum of digital and training resources.</p> <p>CIDizen MOOC The development of the CIDizen MOOC will become a benchmark for cultural intelligence education for young people and will provide them with the tools and resources to complete their Cultural Intelligence Digital Breakout Challenges and thereby contribute to addressing the widespread issues throughout our society.</p>
Target group	Front-line youth workers, who will be the primary beneficiaries of the proposed in-service training programme and work on social inclusion, and young people, who will reap the benefits of the new Digital Breakouts.
Language	English, Greek, Danish, French
Evaluation results / monitoring plan	The registrations in the platform will be tracked and the progress of the participants will be evaluated.
Learning assessment	N/A
Recognition or certification of learning	Completion of digital breakouts. No certificate
Europass	N/A
Financing and sustainability model	Co - funded by the Erasmus + Programme of the European Union (Danish Agency for Higher Education)
Leading organization	FO-Aarhus, Denmark
Contact details	Contact Person: Siri Potemnkin

	Email: siri@potemkinfilm.dk Website: https://www.fo-aarhus.dk/
Link/ Website	https://cidizen.eu/en/ https://elearning.cidizen.eu/
Is this initiative country-specific? If yes, please specify the country.	No, the material is open.

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
Type of resource (MOOC, App, Digital Learning Platform, etc.)	<ul style="list-style-type: none"> ● Electronic handbook ● Online course ● Policy paper ● Other
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Support Personnel
Online or blended	Both
Learning outcomes	<p>Online Webquest Integration Resources making a lasting impact on the target group in all partner countries and building key competences that 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 marginalized groups in society.</p>

Description of resource	<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	Registrations in the platform are tracked and participants are evaluated for their progress.
Learning assessment	After the completion of each thematic area (Social Integration, Civic Integration & Economic Integration) there is an evaluation.
Recognition or certification of learning	Badges are embedded on the eLearning platform and are given to participants after the completion of the online Webquest Integration Resources

Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co - funded by the Erasmus + Programme of the European Union
Leading organization	SOLUCIONES TECNO-PROFESIONALES COUNSULTING - SPAIN
Contact details	Contact Person: Marta Munoz Email: mmunoz@stpeuropa.eu
Website	https://entradaproject.eu/ Platform: https://elearning.entradaproject.eu/login/index.php
Is this initiative country-specific? If yes, specify the country.	No

Inclusive Hubs

Title	Inclusive Hubs: A whole school approach to transform schools into Inclusive Hubs
Date launched	01/12/ 2022
Status	<ul style="list-style-type: none"> ● Forthcoming
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Electronic handbook ● Training material
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Primary – Secondary Education ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<ul style="list-style-type: none"> ● Build the capacity of school leaders, teachers, school staff, and local actors to better support migrant learners' inclusion in the education system and society in general

	<ul style="list-style-type: none"> ● Develop the language skills, wellbeing, and resilience of migrant learners and their families. ● Build the capacity of migrant parents to act as cultural mediators and interpreters in local schools. ● Increase the awareness on migration and reduce misconceptions
Description of resource	<p>Inclusive Hubs project aims to foster the inclusion of migrant learners in schools, focusing on education, cultural mediation, health and wellbeing. The main objective is to practically transform schools into local inclusive hubs, into spaces where all learners will feel welcome, respected and valued, particularly those with fewer opportunities like migrants. Schools need to promote an environment of equity, equal opportunity and social acceptance for all students and respond to the wider societal needs.</p> <p>The partnership will develop a Toolkit and a Curriculum, offering key thematic modules and practical guidance to support migrants' inclusion.</p> <p>The "Schools as Inclusive Hubs" Toolkit will provide resources and guides on peer learning, mentoring and support as to how schools can act as inclusive hubs, through the intervention of migrants and local communities.</p> <p>The Curriculum will focus on key thematic areas and resources concerning inclusive education, intercultural mediation, language learning for migrants, health, wellbeing, and resilience. The first part will contain modules dedicated to school staff and the second modules dedicated to cultural mediators.</p> <p>This material will then be used to improve the capacity of schools and communities to work together and act as inclusive hubs for migrants and combat barriers to inclusion.</p> <p>A Policy Paper will also be developed, offering practical recommendations and calls for actions in each partner country regarding the inclusion of migrants.</p>
Target group	<ul style="list-style-type: none"> ● adult educators, trainers, education experts focusing on migration and inclusive education ● school leaders, teaching staff, teachers ● migrant learners and their families ● NGOs working with migrants and/or focusing on their inclusion, local authorities and communities, municipalities
Language	English, Finnish, Greek, Portuguese
Evaluation results / monitoring plan	The toolkit and curriculum will be tested and validated by partners and 80 experts. Internal and external surveys with close and open ended questions will be provided to validate the material's effectiveness, efficiency, and usability. Teachers will also provide feedback on the material produced.
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields

Financing and sustainability model	Co-funded by the Erasmus + programme of the European Union
Leading organization	ABO AKADEMI, Finland
Contact details	Emmanuel Acquah: emmanuel.acquah@abo.fi
Link/ Website	Available in the beginning of 2023
Is this initiative country-specific? If yes, please specify the country.	No

IEUME

Title	IEUME Gamified Curriculum and Open Resource Toolbox
Date launched	January 2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Online course ● App
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Employment ● Teacher training
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>The curriculum seeks to aid migrants and refugees to</p> <ul style="list-style-type: none"> ● Attain a basic understanding of the European Unions' System of Governance & key institutions ● Increase their capacity to pursue employment ● Understand the concept of human rights within the EU and why such rights are an integral part of the EU ● Understand and appreciate the Culture and norms of the EU and its member states ● Conceive the fundamental principles of a democratic society and the importance of civic participation

Description of resource	<p>An innovative and interactive curriculum that seeks to support migrants and refugees develop their understanding of key tenets and principles of the EU. The Curriculum has a gamified approach that offers learners the opportunity to study, explore and re-evaluate key pillars and issues that are pivotal in their integration. It comprises 5 modules that present and provide users with key information concerning EU Institutions, cultural heritage, political culture, and civic participation. Additionally, as part of its bid to support and empower its target audiences to pursue their rights and opportunities in their host country, it also has dedicated modules covering access to rights and employability.</p> <p>Each module features an interactive presentation of its topic's themes and key issues and is complemented by a collection of mini-games, with three levels of difficulty, that allow learners to further explore and reflect on the key points presented. It thus offers a fun and interactive tool for them to attain a multi-level understanding and become better acquainted with life in their host community. Finally, the tool is also available in the form of an App for Android and Apple devices.</p> <p>Module 1: Key principles of Democracy & Civic Engagement</p> <p>Module 2: Improving Employability</p> <p>Module 3: Accessing Rights in the EU</p> <p>Module 4: European Culture and Heritage</p> <p>Module 5: European Union's (EU) System of Governance and Institutions</p>
Target group	Migrants, refugees, integration practitioners, trainers, educators
Language	English, Greek, Portuguese, German, French, Maltese
Evaluation results / monitoring plan	N/A
Learning assessment	Each of the Modules consists of an assessment process that learners are required to complete.
Recognition or certification of learning	The Curriculum is accredited with 4 ECVET points. ¹
Europass	<ul style="list-style-type: none"> ● Aligned with all basic Europass fields

¹ The European Credit System for Vocational Education and Training (ECVET) is a technical framework for the transfer, recognition and where appropriate, accumulation of individuals' learning outcomes with a view to achieving a qualification.

Financing and sustainability model	Erasmus+ KA2
Leading organization	Factor Social (Portugal)
Contact details	Email: geral@factorsocial.pt Tel: +351 918 144 996
Website	For information about the project: https://www.ieume.com/en/ To access the e-learning platform: https://www.ieume.com/elearning/login/index.php
Is this initiative country-specific? If yes, please specify the country.	No

Information about Sweden

Title	Information about Sweden
Date launched	2010
Status	Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital resources
Purpose	<ul style="list-style-type: none"> ● 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	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, Tigrinya and Ukrainian. 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	

Europass	Aligned with basic Europass fields
Financing and sustainability model	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 work plan 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.
Lead Organization	County Administrative Boards of Sweden
Contact details	Email: info@informationsverige.se
Link/ website	https://www.informationsverige.se/sv
Is this initiative country-specific? If yes, specify the country.	Sweden

IntegrAction

Title	IntegrAction: Action for socio-economic integration of refugees and asylum seekers
Date launched	01/10/2019
Status	Ongoing
Type of resource	<ul style="list-style-type: none"> • Electronic handbook

Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Language Learning ● Employment
Online or blended	<ul style="list-style-type: none"> ● Online ● Blended
Learning outcomes	Integraktion 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	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	Not foreseen
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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

Is this initiative country-specific? If yes, specify the country.	No
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M4M –Migrants for Migrants

Title	M4M – Migrants for Migrants: Using the buddy system to foster integration of asylum seekers in the society
Date launched	01/09/2019
Status	Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Support personnel ● Language Learning ● Employment
Online or blended	Online
Learning outcomes	<p>The course curriculum including e-learning capsules available for Integration Services Professionals, educational staff, community mentors and volunteers:</p> <ul style="list-style-type: none"> ● Constitutes a help for newly-arrived migrants, especially unaccompanied minors, who need support and help in developing basic skills and competences. ● Improves the ability, the opportunity and the dignity of migrants. ● Promotes the inclusion of migrants in society with support from their host community.

Description of resource	<p>Most human beings experience migration, whether as first, second, third or fourth generation of migrants. Currently, the world is facing a higher number of forcibly displaced persons on the record, since World War II. It is crucial to involve both migrants and host communities in the policy making to ensure an inclusive decision-making procedure.</p> <p>In this sense, a learning course curriculum targeting Integration Services Professionals and Volunteers with a step-by-step process to systematically promote newly arrived migrants' integration through the Buddy System is needed. The partnership of M4M project, provides an answer to migrants' needs towards a better inclusion in the host country, to make sure newly-arrived migrants do not feel alone and have a person who they can rely on to explain, guide, support and help them throughout the inclusion process. Therefore, the partnership of the M4M project designed a course curriculum to improve the welcoming process and reinforce the exercise of rights of migrants: The Buddy System - Mentoring Training.</p> <p>Training Modules</p> <ul style="list-style-type: none"> ● MODULE I - CONTEMPORARY INITIATIVES TO WELCOME MIGRANTS ● MODULE II - BUDDY SYSTEM ● MODULE III - BUDDY SYSTEM PROCESS ● MODULE IV - HOW ORGANIZATIONS CAN MANAGE MENTORING PROCESS ● MODULE V - MULTICULTURAL DIALOGUE – COMMUNICATION ● MODULE VI - BE A MENTOR ● MODULE VII - MIGRANTS EMPOWERMENT
Target group	Integration Services Professionals and Volunteers who want to work with migrant population
Language	English, Greek, French, Italian, Portuguese, Romanian, German
Evaluation results / monitoring plan	Piloting course in all partners' countries, assessment quizzes, evaluation questionnaires
Learning assessment	Quiz / Self – assessment activity at the end of each module
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields.
Financing and sustainability model	Erasmus + , organizational funds

Leading organization	AFEJI, France
Contact details	AFEJI team at tmarais@afeji.org KMOP team at m4m-project@kmop.org
Website	https://www.migrants4migrants.eu/buddy-system-mentoring-training.html
Is this initiative country-specific? If yes, please specify the country.	No

MEET-Meeting the Health Literacy Needs of Immigrant Populations

Title	MEET-Meeting the Health Literacy Needs of Immigrant Populations
Date launched	2015
Status	Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course ● Digital resources
Purpose	<ul style="list-style-type: none"> ● 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	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	The training was developed based on 2 ECTS (European Credit Transfer System) - reflects 50 hours of in-class and out-class training
Europass	Aligned with basic Europass fields
Financing and sustainability model	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	https://migranthealth.eu/index.php/en/
Is this initiative country-specific? If yes, specify the country.	No

M.U.S.E

Title	M.U.S.E.: Music Unites through Social Equity
Date launched	01/02/2021
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Electronic handbook
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Primary – Secondary Education ● Teacher training
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>The musicians, music teachers and education teachers will:</p> <ul style="list-style-type: none"> ● learn approaches of using non-formal methodologies for music education ● be able to work on their professional development when working with students with less opportunities, and especially students of migrant and refugee background. ● be able to create a safe environment where everyone feels equal and included. ● be able to make their students develop a sense of individual and group responsibility ● Help students develop their creativity, personal contribution and initiation. ● be able to develop activities where students choose their method of participation (observer, participant or creator) based on their abilities and comfort levels.
Description of resource	Funded by the Preparatory Action 'Music Moves Europe' by the European Union, the project has produced a series of toolkits on five different approaches of using non-formal methodologies for music education, offering a valuable resource for the professional development of teachers working with students

with less opportunities, and especially students of migrant and refugee background.

The toolkits have been produced by music educators specialized in non-formal music education and experienced in working with students who have less opportunities. The toolkits produced are:

- **M.U.S.E.: Community Music Workshops Toolkit**
- **M.U.S.E.: Upcycling Music Band Workshops Toolkit**
- **M.U.S.E.: Songwriting Workshops Toolkit**
- **M.U.S.E.: Creative Music Technology Workshops Toolkit**
- **M.U.S.E.: World Music Choir Workshops Toolkit**

M.U.S.E.: Community Music Workshops Toolkit

Community music is a powerful tool for promoting the inclusion and integration of migrants and refugees. The activities presented in this toolkit are focused on Songs in circle activities, songs with movement, body percussion activities, and music with movement activities fostering creativity. The aim of this toolkit is to present activities on how to create a safe environment and encourage creativity, which is important for the solid self-development of every child.

M.U.S.E.: Upcycling Music Band Workshops Toolkit

Upcycling is the reuse of objects (such as: buckets, barrels, shakers, plastic pipes (tuned), fire extinguishers, plastic bottles, and tins) in order to create musical instruments and empower the idea that music can be everywhere without worrying about the technical and theoretical level one needs to reach prior to joining a band. The aim of this toolkit is to present various upcycled musical instruments and activities that form an upcycling music band.

M.U.S.E.: Songwriting Workshops Toolkit

Songwriting is a fun and creative activity that can develop the personal development of a child. The first aim of the songwriting approach, presented in this toolkit, is to create a fun, inclusive, equal, safe, and non-judgmental environment. Furthermore, the process of songwriting entails the element of creativity. The topic of the song can be funny for younger ages and more serious for older ages. This toolkit follows a 'step by step' method in songwriting.

M.U.S.E.: Creative Music Technology Workshops Toolkit

The Creative Music Technology Workshops Toolkit is designed for children aged 6-14. This toolkit presents an introduction to Music Technology tools (free & online applications) and uses notions of beatboxing, looping and sampling. The aim of this toolkit is to utilize free and online tools in order to experiment with rhythmic composition techniques. The methodology is based on a series of exercises (i.e. imitation, call-and-response, developments of rhythmic motives) always working in tandem with technology and ICT tools.

M.U.S.E.: World Music Choir Workshops Toolkit

The choir lesson in many schools usually offers small-scale goals, whereas the

	inspiration and the sense of creativity of working with others towards a grand concert, is minimal. The choir approach presented in this toolkit is based on the foundation of El Sistema's principles. This toolkit focuses on the children's experience of singing songs from a variety of cultures, while giving the space to interact, relate and learn from each other.
Target group	The Toolkits address musicians, music teachers, general education teachers and non-formal music educators, working with children from disadvantaged socioeconomic backgrounds and children with a migrant and refugee background.
Language	English
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Preparatory Action 'Music Moves Europe' by the European Union
Leading organization	Sistema Cyprus, Cyprus
Contact details	info@sistemacyprus.com
Link/ Website	https://www.sistemacyprus.com/resources/
Is this initiative country-specific? If yes, please specify the country.	No

No Left Behind Children

Title	No Left Behind Children
Date launched	1/11/2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● App ● Digital resources (database)

	<ul style="list-style-type: none"> ● Video
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Support personnel ● Other (Parent training)
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>The adult/parental educators will:</p> <ul style="list-style-type: none"> ● develop their competences on helping migrant parents interact with their children through the use of relevant material (videos that help strengthen the relationship between the parent and the child). <p>The migrant parents will:</p> <ul style="list-style-type: none"> ● be able to maintain a relationship with their child, plan activities and be a part of their life, even if they are far away, using some useful videos ● be able to plan activities (watch a movie, have a video call, assist with homework etc) with their child, using an application in the form of a calendar.
Description of resource	<p>The project focuses on developing competences for parental educators working with migrant parents with the purpose of facilitating the interaction between separated parents and children. The project responds to the critical situation of children left behind by parents migrating for work, feeling abandoned and without support in their most important years of development, when emotional security plays a very important role.</p> <p>The project offers educational videos for both adult/parental educators on different topics (soft skills, intercultural awareness, roles, rights etc) and for migrant parents to help them strengthen their relationship with their child (activities, how to help with their homework etc.). It also provides a database with resources and articles from the participating countries for the educators and the parents and an application for the parents and their child to plan activities.</p>
Target group	<ul style="list-style-type: none"> ● Parental/Adult educators and ● Migrant parents
Language	<p>The database is available in English. The videos will be available in English with subtitles (Greek, Italian, Spanish, Romanian, Portuguese).</p>
Evaluation results / monitoring plan	<p>A piloting program in every participating country is implemented with evaluation questionnaires filled by the participants (adult educators and migrant parents). The Quality Manager of the project ensures the quality of the content.</p>
Learning assessment	<p>There will be no assessment of the participants. The materials developed serve as a tool that can help the parents form a better relationship with their child back in their home-country. The adult educators can adapt and use the material</p>

	based on their personal and students' needs.
Recognition or certification of learning	There is no official certification. The participants of the pilots will receive a certificate of attendance.
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Location ● Thematic Area ● Learning outcomes
Financing and sustainability model	Co-funded by the Erasmus+ programme of the European Union
Leading organization	NoiRe-Cream, Romania
Contact details	KMOP: no-child-left-behind-project@kmop.org
Link/ Website	https://noleftbehindchildren.com/
Is this initiative country-specific? If yes, please specify the country.	No

NOW: New Opportunities for Women

Title	NOW New Opportunities for Women
Date launched	01/04/2020
Status	Ongoing
Type of resource	Digital Learning Platform / MOOC – www.nowmooc.eu
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Employability
Online or blended	<ul style="list-style-type: none"> ● Online ● Blended

<p>Learning outcomes</p>	<p>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 recognize their strengths and 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</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. ● 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	<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	Aligned with all basic Europass fields
Financing and sustainability model	<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/
Is this initiative country-specific? If yes, specify the country.	No

OEAD4Refugees

Title	oead4refugees
Date launched	2016
Status	Ongoing
Type of Resource	<ul style="list-style-type: none"> • Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	<ul style="list-style-type: none"> • Social inclusion • Higher education (formal) • Language learning
Online or blended	<ul style="list-style-type: none"> • 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	<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	<p>Refugees and those who have granted subsidiary protection in Austria, principally interested in higher education.</p> <p>Students and researchers from Ukraine</p>
Evaluation results/ monitoring plan	N/A
Learning Assessment	
Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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	<p>Mag. Martina Laffer</p> <p>Email: martina.laffer@oead.at</p> <p>Tel: +43 1 534 08-403i</p>

Link/ website	https://oead.at/en/to-austria/oead4refugees/
Is this initiative country-specific? If yes, specify the country.	Austria

Podcastinc

Title	Podcastinc
Date launched	01/11/2021
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Electronic handbook ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<ul style="list-style-type: none"> ● To equip migrant youth, local youth with citizen journalism skills ● To give a true, unbiased voice to local youth, migrant communities through direct participation on the online community radio. ● To promote the employability skills of migrant youth, local youth in order to use social media for personal branding.
Description of resource	<p>Radio Literacy (RadioLit) against drug and substance abuse is a project on media literacy and empowerment, focused on radio literacy. It provides the tools and capacities to understand and question information, the technical skills to create and record an online radio program, and the communication skills to present and debate topics.</p> <p>Five modules compose the training course, which is now being piloted and will be available online in May 2023:</p> <ul style="list-style-type: none"> - Module 1: Developing critical thinking. - Module 2: Creating podcast products. Building a programme - Module 3: Citizen journalism - Module 4: Technical skills for audio production - Module 5: Publishing and publicity
Target group	Refugees and young people with a migrant background, aged 16 to

	30.
Language	English, Italian, French, Arabic
Evaluation results / monitoring plan	Questionnaires after workshops from participants and trainers
Learning assessment	The migrants will be assessed via their own work, the promotion of their podcasts on various platforms. Their commitment will be evaluated by the number of shares and likes they will receive. Boosting their own production is part of the training.
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus+ programme of the European Union. The partnership will deepen their engagement by planning more elaborate activities that can lead to a proper profession as a journalist.
Leading organization	African Media Association Malta
Contact details	africanmediamalta@gmail.com
Link/ Website	https://www.facebook.com/podcastsforinclusion The training course will soon be available in Salto (in May 2023) and in all partners' websites - not a specific website for the project.
Is this initiative country-specific? If yes, please specify the country.	No

PROM-PAR

Title	"PROMOTING MIGRANTS' DEMOCRATIC PARTICIPATION AND INTEGRATION" (PROM-PAR)
Date launched	01-09-2021
Status	<ul style="list-style-type: none"> ● Ongoing

Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Employment ● Support personnel
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<ul style="list-style-type: none"> ● Support newly arrived or settled migrants to be actively integrated in the host societies ● Strengthen current civic education training systems through the use of the cutting-edge ICT tools ● Introduce new elements in the civic education that will facilitate an efficient and comprehensive integration process ● Encourage service providers, stakeholders and national organizations to integrate and promote Civil Education through their service provision ● Create a unified “Culture of Civic Learning” among participating countries ● Facilitate and accelerate the development of curricula tailored to the specific labor needs of each country by strengthening migrants’ opportunities for active citizenship through autonomous, flexible and innovative learning tools ● Develop pioneering work through a set of online tools on civil education, applicable and valuable for thousands of migrants all over Europe.

<p>Description of resource</p>	<p>The general objective of the proposed action is to create a training curriculum and subsequently modules on civic education for both newly arrived asylum seekers and settled migrants (beneficiaries of International Protection) through a unified online platform.</p> <p>The overall scope is to offer multi-faceted CE opportunities to the target group by utilizing ICT technology to empower and support their social inclusion process into the host societies.</p> <p>The project is planning to introduce an effective civic education training system which will equipped the target group with tacit knowledge such as virtues, critical thinking so as to strengthen their autonomy, self-efficacy and to self-confidence and enhance their cognitive skills. It will also provide explicit knowledge about the values, roles and operational function of major public and semi-public institutions. The modules available are:</p> <ol style="list-style-type: none"> 1. Government and Citizenship 2. Civic Skills 3. Social and Cultural Norms and Values 4. Social Issues 5. Economic & Labor Trend – Social Entrepreneurship
<p>Target group</p>	<p>Beneficiaries of International Protection (both newly arrived asylum seekers and settled migrants)</p>
<p>Language</p>	<p>English, Italian, Danish, Greek, Bulgarian</p>
<p>Evaluation results / monitoring plan</p>	<p>N/A</p>
<p>Learning assessment</p>	<p>The PROM-PAR online modules are designed to be conducted at a self-paced mode. The modules' structure includes both online and face to face interactions in a way to facilitate mutual learning, the exchange of experiences and practices, co-operation, resource sharing and referral to complementary support offers and the development of new synergies.</p> <p>The overall aim was to increase both the tacit and explicit knowledge of the migrants, having in mind, that there will be candidates to acquire an additional lifelong certification.</p> <p>For those learners, there is an option to sit in online exams per module. Upon the successful completion of the exams, a certification is automatically created for each candidate that acknowledges their effort and acquired knowledge in the specific module.</p>

Recognition or certification of learning	<p>PROM PAR has applied ECTS accreditation process to the Civic Education modules designed for asylum-seekers and beneficiaries of international protection, in order to equip them with a valid certification on the knowledge they will gain during the modules. They will have the opportunity to register in the online courses as autonomous learners and complete the (optional) exams to acquire and certify their gained knowledge. Notably, the recognition of the delivered certificate will be valid for all EU countries.</p> <p><u>How the ECTS grading has been applied in the PROM PAR modules</u></p> <p>A specific number of ECTS credits were allocated to each module, according to the required estimated workload to achieve the defined learning outcomes. In particular, the following modules, upon completion, correspond to one ECTS credit and are uploaded to the PROM PAR E-Learning Platform:</p>
Europass	<ul style="list-style-type: none"> • Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus+ Programme of the European Union
Leading organisation	Cooperativa sociale Glocal Factory, Italy
Contact details	<p>Cooperativa sociale Glocal Factory (Italy)</p> <p>Mr. Alessandro Carbone</p> <p>E-mail: carbone@glocalfactory.eu</p> <p>Phone:+39 3480165818</p>
Website	https://prompar-civiceducation.eu/
Is this initiative country-specific? If yes, please specify the country.	No

RISING

Title	RISING - Mentoring to raise motivated migrants
Date launched	01/11/2020
Status	<ul style="list-style-type: none"> • Ongoing

Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Electronic handbook ● Other
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Other (Mentoring)
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>The RISING mentoring model aims at giving advice and orientation in constructing the mentees learning paths. In these paths the objectives will be clearly identified and prioritized, thus increasing the mentees' motivation and engagement in their own constructive process. Mentoring will work as a problem solver focusing on one main outcome: attitudinal, cognitive or motivational change, including positive changes in coping and other psychological skills and improvements in attitudes and thinking patterns. This change of mindset will be the turning point in properly impacting their knowledge, their civic engagement and ultimately their social inclusion.</p>
Description of resource	<p>The RISING project aims to integrate the motivational benefits of mentoring into the training and educational curriculum offered to migrants. Specifically, RISING will seek to provide a set of tools, in order to help mentors fulfilling their roles and to provide additional support for mentoring providers.</p> <p>The overall objective of RISING is to address the lack of motivation of migrants in taking part in further education and training, through an innovative mentoring model that seeks ways of increasing learners' motivation and thus complement on the development of successful integration processes. The Rising mentoring method will work as a problem solver, focusing on one main outcome: attitudinal, cognitive or motivational change, including positive changes in coping and other psychological skills and improvements in attitudes and thinking patterns. This change of mindset will be the turning point in properly impacting their knowledge, their civic engagement and ultimately their social inclusion.</p>
Target group	<ul style="list-style-type: none"> ● Mentees and mentors
Language	<p>The Handbook of tools and resources for mentors, including success stories of migrants (IO1) is available in English, Greek, Polish, Portuguese, Italian, Turkish.</p> <p>The Interactive Tools for mentees' uptake (IO2) are available in English, Greek, Polish, Portuguese, Italian, Turkish, Arabic, French</p> <p>The Toolkit for mentoring impact (IO3) will be available in English, Greek, Polish, Portuguese, Italian, Turkish</p>
Evaluation results / monitoring plan	<p>A group of mentees and mentors will be enrolled in piloting in each country. They will be involved depending on topic, work package or output. This way we will assure that the perspective of the audience groups will be taken into account since the beginning of each work package.</p> <p>The Quality Manager of the project ensures the quality and evaluation of the project, its activities and objectives and the overall collaboration of the consortium but also</p>

	<p>monitors project's activities and project progression in terms of respect of deadlines and compliance in close coordination with the project coordinator.</p> <p>The project intends to provide an evaluation of the mentoring sustainability. We intend to make the evaluation and validation of acquired skills a common practice in these types of mentoring programs. Therefore it will be monitored (accompaniment of mentors and mentees, continuum training, etc) and measured (check indicators assessment of skills, evaluation etc.) all the mentoring process. This will enable a continuum intervention of the migrants learning path, adjusting it to their always evolving goals and needs.</p>
Learning assessment	There will be no assessment of the participants. The materials developed serve as a tool that can help mentors fulfill their roles and provide additional support for mentoring providers
Recognition or certification of learning	Attendance certificates are given to participants of workshops for free
Europass	<ul style="list-style-type: none"> ● Title ● Organisation ● Location ● Thematic Area ● Learning outcomes
Financing and sustainability model	Co-funded by the Erasmus+ programme of the European Union
Leading organization	STOWARZYSZENIE INTERWENCJI PRAWNEJ – SIP, Poland
Contact details	KMOP: rising-project@kmop.org / cybulska.l@kmop.org
Link/ Website	<p>Website: https://www.rising-project.org</p> <p>Booklet with the success stories of migrants: https://www.scribd.com/document/544978370/the-booklet-final-1?secret_password=d5wSJe9GrhWgcNB6I5nj</p> <p>Handbook on mentoring for social and cultural integration of migrants https://www.scribd.com/document/572643750/io1-handbook?secret_password=cjEZYel9w8i2RmZAYdrq</p>
Is this initiative country-specific? If yes, please specify the country.	No

Single Story

Title	Single Story: Collating digital narratives to raise awareness of the rich cultural heritage of African Nations
Date launched	01/03/2021
Status	Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● MOOC
Purpose	<ul style="list-style-type: none"> ● Social Inclusion
Online or blended	Blended
Learning outcomes	<p>The African populations will:</p> <ul style="list-style-type: none"> ● Develop their storytelling and digital skills ● Grow their network <p>Adult educators will:</p> <ul style="list-style-type: none"> ● Develop their facilitation skills in order to support adult learners. ● Improve their ability to work in a multicultural environment ● Enhance their digital skills ● Be encouraged to promote inclusion through creativity and the arts and improve the supply of high-quality learning opportunities for adults
Description of resource	<p>Digital Storytelling Curriculum</p> <p>A course aiming to develop the storytelling and digital skills of African storytellers in the partners' networks, ensuring that they have the skills necessary to document and record their stories, sharing them with the world through a variety of multimedia tools and platforms like short films, podcasts, and animations.</p> <ul style="list-style-type: none"> ● Module 1 – Introduction to African storytelling and stories ● Module 2 – Me as a Storyteller ● Module 3 – Producing your Story in a Digital Format ● Module 4 – Editing and Presenting your Story Online <p>Induction Training Programme for Adult and Community Educators</p> <p>A bespoke induction training programme to ensure that adult educators are fully trained to deliver the Single Story Digital Storytelling Curriculum and to harness the full potential of the online learning environments developed by project partners. This programme will help educators to develop their digital skills and be able to work in a multicultural environment.</p> <p>Single Story Digital Repository and MOOC</p> <p>The Single Story Digital Repository will share all 140 digital stories produced by the African storytellers, who complete the Digital Storytelling Curriculum. The MOOC will provide access to the Digital Storytelling Curriculum and the Induction Training Programme.</p>

Target group	African people, refugees, migrants and adult trainers working with the target group
Language	English, Greek, French, Italian, Portuguese, Spanish, German
Evaluation results / monitoring plan	The registrations will be tracked in the platform and the progress of the participants will be evaluated
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	N/A
Financing and sustainability model	Co - funded by the Erasmus + programme of the European Union
Leading organization	Génération Solidaires Val d'Oise 95, France
Contact details	Contact Person: Amédé Ben-Béni DJOMAKON Email: abbdjomakon@gsv095.fr Website: https://gsv095.fr/
Link/ Website	Website: https://singlestoryproject.eu/ eLearning platform: https://elearning.singlestoryproject.eu/
Is this initiative country-specific? If yes, please specify the country.	No, the material is open.

SMELT

Title	SMELT
Date launched	1/12/2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Electronic handbook ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Language Learning ● Employment ● Teacher Training ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Blended

Learning outcomes	The marginalized groups will be able to improve their employment skills, digital skills and language skills.
Description of resource	This project produced a manual for professionals supporting the integration of marginalized groups and a manual for marginalized groups.
Target group	Marginalized populations, migrants, refugees, low SES
Language	English, Spanish, Italian, Greek, Serbian, Bulgarian
Evaluation results / monitoring plan	N/A
Learning assessment	Self-assessment
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co - funded by the Erasmus + programme of the European Union
Leading organization	Samarcanda, Italy
Contact details	amministrazione@samarcandaonlus.it
Link/ Website	SMELT (google.com)
Is this initiative country-specific? If yes, please specify the country.	No

STAGE

Title	STAGE
Date launched	01/01/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● App ● Digital resources ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Language Learning

Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<p>People with a Migration Background will:</p> <ul style="list-style-type: none"> ● Improve their knowledge of social, political, cultural, financial, and other topics in the local community and host country ● Enhance digital skills ● Enhance host-country language skills <p>Mentors and Adult TCN Trainers will:</p> <ul style="list-style-type: none"> ● Increase knowledge about mentoring ● Be involved in mentorship activities ● Develop mentoring/coaching skills ● Enhance their leadership skills ● Enhance their cultural competence skills ● Gain additional career experience
Description of resource	<p>STAGE has a primary objective to foster the social inclusion of migrants and their family members in their host countries through establishing a three-way social inclusion approach, which includes the following sub-objectives:</p> <p>WEB APP A Web App (optimized for mobile) for migrants aiming to support language learning, access to information, and positive interactions to build a network. https://stage-project.eu/web-app/</p> <p>INTERACTIVE MAP An interactive Map (which will be a part of the Web App) for the public, aiming to share stories and routes of migrants, which will build an audience and promote understanding among locals and migrants https://stage-project.eu/project-results/</p> <p>CAPACITY BUILDING PROGRAM A Capacity Building programme for Mentor and Adult TCN trainers, and a Joint Staff Training (C1) for NGO volunteers, adult education staff, and organisation staff, aiming to help them to build capacity when dealing with migrants and especially for mentoring them and/or training them; and develop their competences to improve the effectiveness of adult education on migration. https://stage-project.eu/project-results/</p>
Target group	People with Migration background, Mentors, and Adult TCN Trainers.
Language	English, Greek, French, Italian, German
Evaluation results / monitoring plan	A Capacity Building programme for Mentor and Adult TCN trainers, and a Joint Staff Training (C1) for NGO volunteers, adult education staff, and organisation staff, aiming to help them to build capacity when dealing with migrants and especially for mentoring them and/or training them; and develop their competences to improve the effectiveness of adult education on migration.

Learning assessment	A Learning Assessment will be on the selection of the Mentors (The Mentors will have to pass a training course).
Recognition or certification of learning	There is no official certification. The participants of the Capacity Building Programme will receive a certificate of attendance.
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus+ programme of the European Union
Leading organization	GIP FORMATION, France
Contact details	KMOP: Giatagana.t@kmop.org / stage-project@kmop.org
Link/ Website	https://stage-project.eu/
Is this initiative country-specific? If yes, please specify the country.	No

Supporting the Integration of the resettled

Title	Supporting the Integration of the Resettled
Date launched	01/01/2019
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Other
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	To better understand the procedures and to be oriented on different services
Description of resource	This resource gives information on resettlement procedures, socio-cultural orientation, human rights and rights of asylum seekers and refugees with a special focus on resettlement, collection of available services, links to language courses and other info identified as necessary by the TCNs.
Target group	Resettled people/refugees/asylum seekers

Language	English, Arabic
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Thematic Area ● Learning outcomes
Financing and sustainability model	AMIF programme
Leading organization	Sudwind, Austria
Contact details	https://stire.org/contact-information andrea.benlassoued@suedwind.at teclaire.ngotam@suedwind.at
Website	https://stire.org/
Is this initiative country-specific? If yes, please specify the country.	Austria, Croatia, Ireland, Italy, Romania, Slovenia

Training Toolkit for Migrant Care Workers

Title	TRAINING TOOLKIT FOR MIGRANT CARE WORKERS
Date launched	2019
Status	Ongoing
Type of resource	Digital Learning Platform
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Employability ● Language learning
Online or blended	Online

Learning outcomes	<ul style="list-style-type: none"> to enhance the social inclusion of migrants from a particularly disadvantaged background into employment within the care service sector.
Description of resource	<p>Each unit contains training activities related to “cultural bias”, reflecting the potential needs of migrants in understanding and acting adequately to the national context and/or the specific background of the elderly person.</p> <p>The toolkit can be used by health care training providers and by organizations for coaching migrants. Training providers can use these materials for in-house training. It is expected that this training will enhance the quality of care provision.</p> <p>A work-based language course on an Online platform is also developed. This course can be used to support migrants for studying work specific vocabulary and sentences that they might need at their workplace. The online course also gives migrants the opportunity to improve their ITC skills: https://zubigune.lingua.es/login</p>
Target group	Migrants, health care training providers and organizations for coaching migrants.
Language	English, Spanish, Deutsch, Greek, Italian
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> Aligned with all basic Europass fields
Financing and sustainability model	DG EAC, Erasmus+, Key Action 2: Co-operation for Innovation and the Exchange of Good Practices – Strategic Partnership in the field of YOUTH
Leading organisation	ZubiGune Fundazioa, Basque Country, Spain
Contact details	https://www.migrantstakecare.eu/index.php/contact/
Website	https://www.migrantstakecare.eu/index.php/outputs/training-toolkit/
Is this initiative country-specific? If yes, please specify the country.	No

URBAN

Title	URBAN_ Engaging youth with Urban Gardening Activities
Date launched	01/06/2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● App ● Digital resources ● Electronic handbook ● Online course
Purpose	<ul style="list-style-type: none"> ● Social Inclusion ● Employment ● Teacher Training ● Support Personnel ● Other
Online or blended	<ul style="list-style-type: none"> ● Online / Blended
Learning outcomes	<p>The course aims to:</p> <ul style="list-style-type: none"> ● Actively involve local young people threatened with marginalization. ● Provide education to local community members - including vulnerable and threatened with exclusion young people, migrants/refugees – on how to set up and maintain urban gardens and work together in this inclusive environment. ● teach soft skills by garden working to future youth farmers
Description of resource	<p>The online course and app are developed as part of the URBAN project. The project aims to encourage active participation and education of the local community members – including disfavored and threatened with exclusion youth people and local youth, for example migrants/refugees, long-term unemployed people – through setting up and maintaining the urban gardens. Additionally, the project elaborates an innovative educational method to teach soft skills by garden working to future youth farmers, e.g. interpersonal communication, teamwork, management and planning.</p> <p>The online course is provided via the e-learning platform and app. The platform includes case studies and training modules providing the knowledge needed to create an urban garden and turn it into a meeting point for social integration, as well as important tips and info for future youth urban gardeners. The URBAN app is specifically designed for urban gardeners. It has a list of urban gardening related events in each partner country, and it also provides an easy way to get in contact with other urban gardeners, exchange tips and tricks and find local initiatives to meet up at.</p> <p>Online course for youth:</p> <ul style="list-style-type: none"> ● Module 1: From Grey to Green

	<ul style="list-style-type: none"> ● Module 2: Basics of Ecology and Soils Climate Change ● Module 3: Urban gardening – Set up Youth ● Module 4: Urban Gardening - Maintenance
Target group	Vulnerable and threatened with exclusion young people, migrants/refugees, long-term unemployed people, NEETs, future youth urban gardeners
Language	English, German, Greek, Icelandic, Lithuanian, Macedonian, Portuguese
Evaluation results / monitoring plan	<p>Monitoring and evaluation taking place through a purpose-built project plan that defines the desired achievements, the anticipated relationships between activities, outputs, and outcomes (the framework), definitions, baseline data, a monitoring schedule, to name a few of its components.</p> <p>Moreover, a piloting phase has been foreseen to make sure the curriculum is effective and make the changes and adjustments before it is distributed widely. Thus, the information gathered from the pilot will be used to strengthen and improve the course content, materials, etc. Training sessions will take place in each partner country and will be based on the blended learning approach, including webinars.</p>
Learning assessment	Learners / participants complete an evaluation session (participatory methodology) to assess learning, as well as organizational aspects of the learning opportunity offered.
Recognition or certification of learning	The participants will be certified in their knowledge on urban agriculture and they will receive a Youth Pass and a certification of Attendance with no fee.
Europass	<ul style="list-style-type: none"> ● Aligned with all basic Europass fields
Financing and sustainability model	The project has been co-funded by Erasmus+
Leading organization	KMOP – Social Action and Innovation Centre, Greece
Contact details	Katerina Sourda: sourda.k@kmop.org
Website	https://www.urbangardeningproject.eu
Is this initiative country-specific? If yes, please specify	No

the country.	
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Language Learning

Dutch for Arabic speakers-beginners

Title	Nederlands voor Arabisch sprekende beginners - A1 (Dutch for Arabic speakers-beginners - A1)
Date launched	2016
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Online course
Purpose	<ul style="list-style-type: none"> • Language training
Online or blended	<ul style="list-style-type: none"> • 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	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	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, specify the country.	Netherlands, Dutch speaking countries

GeiaXara: Greek language courses for minor TCNs

Title	GeiaXara: Greek language courses for minor TCNs
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Date launched	2017
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Language Learning
Online or blended	<ul style="list-style-type: none"> ● 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	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	<p>Throughout this Action, the Scientific Team of the Project carried out internal evaluation, improvement actions in order to ensure the quality of the services provided by the project and its effective management.</p> <p>Monitoring was performed in conjunction with the valuation. The Scientific Project Team placed special emphasis on the continuous monitoring of the project and the educational process in order to provide continuous feedback to maximize the effectiveness of the Action. Specifically, modern scientific means of quality assurance and project management that are certified with the international certification system of management quality, ISO 9001: 2008 were used.</p> <p>The analysis of the results showed that in general views of the overseers on the individual questions were positive. Specifically, concerning their views on the training they received, the average of the statements was 3.1/5. Respectively, the average of the statement, the relations of the mediators with the persons within the school unit, was 2.88. Finally, and especially in the statements concerning the</p>

	degree to which the mediators consider that they have successfully completed their duties, the average was 2.68.
Learning assessment	
Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	Asylum Migration and Integration Fund – European Commission
Lead Organization	CARDET
Contact details	Contact form: http://www.geiagara.eu/en/contact-us
Link/ website	http://www.geiagara.eu/en/language-games
Is this initiative country-specific? If yes, specify the country.	Cyprus

L-Pack-Citizenship Language Pack for Migrants in Europe

Title	L-Pack-Citizenship Language Pack for Migrants in Europe
Date launched	2014
Status	<ul style="list-style-type: none"> • Ongoing

Type of Resource	<ul style="list-style-type: none"> ● Electronic handbook ● Video ● Digital resources
Purpose (Language learning, formal HE degree, civic integration, employability related...)	<ul style="list-style-type: none"> ● Language Learning ● Social inclusion ● Employment ● Teacher Training ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	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.

Description of resource	<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 other learners and language teachers or get help for the learning materials.</p>
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Target group	<p>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, organizations helping migrants' integration in these countries or people interested in learning one of the target languages.</p>
Evaluation results/ monitoring plan	<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 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>
Learning assessment	N/A
Recognition or certification of learning	N/A

Europass	Aligned with basic Europass fields
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Financing and sustainability model	<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 ended. 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/
Is this initiative country-specific? If yes, specify the country.	No

Mathainw Ellinika

Title	Mathainw Ellinika: Greek language courses for minor TCNs
Date launched	2020
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Digital Resources

Purpose	<ul style="list-style-type: none"> • Language Learning
Online or blended	<ul style="list-style-type: none"> • Online
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	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	
Learning assessment	
Recognition or certification of learning	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	Aligned with all basic Europass fields
Financing and sustainability model	Asylum Migration and Integration Fund – European Commission
Lead Organization	CARDET
Contact details	Contact form: https://mathainwellinika.com/en/contact

Website	https://mathainwellinika.com/en/
Is this initiative country-specific? If yes, specify the country.	Cyprus

Mein Sprachportal

Title	"Mein Sprachportal"
Date launched	
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Online course • Learning Platform
Purpose	<ul style="list-style-type: none"> • Language learning • Social inclusion • Teacher Training
Online or blended	<ul style="list-style-type: none"> • 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</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>
<p>Target group</p>	<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	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	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	Austria, German-speaking countries

MOONLITE

Title	<p>MOONLITE</p> <p>Course 1: Puertas Abiertas: Curso de español para necesidades inmediatas (I)</p> <p>Course 2: Puertas Abiertas: Curso de español para necesidades inmediatas (II)</p>
Date launched	4 th ed. Permanently open as an OER since 12/01/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● MOOC
Purpose	<ul style="list-style-type: none"> ● Language Learning ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<ul style="list-style-type: none"> ● To help with the use of Spanish in common situations when arriving in Spain. ● To help with the basic aspects of Spanish life and culture. ● To help with autonomous learning of the Spanish language.
Description of resource	<p>These courses are a series of 2 courses of Spanish language for refugees and migrants (the first course is basic Spanish and the second one, a continuation of the first one of elementary Spanish). They form part of the ERASMUS+ project MOONLITE (Massive Open Online courses eNhancing Linguistic and Transversal skills for social inclusion and Employability; ref. no.: 2016-1-ES01-KA203 025731; http://moonliteproject.eu) which run from 2016 to 2019). Although the project is finished, both courses remain open as self-study courses due to the usefulness and necessity on the part of displaced persons.</p> <p>Therefore, there is no tutorial support, only technical support.</p> <p>Each course is made up of four content modules and one intro module with a pedagogical and technical guide made up of videos. They require approximately 25 hours of study time, 4 hours a week on average. The topics are the following:</p> <ul style="list-style-type: none"> ● Course 1: <ul style="list-style-type: none"> - Module 1: Hello! Here we are - Module 2: We live our daily life - Module 3: We move around - Module 4: We go to the doctor

	<ul style="list-style-type: none"> ● Course 2: <ul style="list-style-type: none"> - Module 1: We make plans - Module 2: We look for a house - Module 3: We study and work - Module 4: We defend our rights <p>They are self-study courses. The course content is based on videos, audios, texts, and supplementary learning materials: transcriptions of videos, glossaries, and extra material with grammar explanations and practical suggestions for practicing the language.</p> <p>Registration, participation, access to all materials and certification are free of charge.</p>
Target group	The MOOCs are intended for anyone, especially displaced people, such as refugees and migrants, who want to learn the Spanish language.
Language	Spanish (all materials) Subtitles and transcriptions of videos + glossary in English, French and Arabic.
Evaluation results / monitoring plan	There are self-study courses. Registered participants can access all the materials and self-assessment exercises.
Learning assessment	Self-evaluation
Recognition or certification of learning	Once the activities are finished and on explicit request by interested parties through a final form, the university issues a free certificate indicating the hours of study (25) and its formal equivalence in terms of 1 ECTS credit.
Europass	<ul style="list-style-type: none"> ● Aligned with all basic Europass fields
Financing and sustainability model	The initiative is co-financed by the Erasmus+ Programme of the European Union. The future plans for financing and sustainability are that both courses will be remain as an Open Educational Resources (OER) in the UNED Abierta platform, MOOC platform from UNED, coordinators of the project.
Leading organisation	UNED - Universidad Nacional de Educación a Distancia, Spain

Contact details	<p>Timothy Read. tread@lsi.uned.es</p> <p>Beatriz Sedano Cuevas. bsedano@invi.uned.es</p> <p>UNED - Universidad Nacional de Educación a Distancia, Spain</p>
Website	<p>Course 1: https://iedra.uned.es/courses/course-v1:UNED+PuertasAbiertasI_003+2022/about</p> <p>Course 2: https://iedra.uned.es/courses/course-v1:UNED+PuertasAbiertasII_004+2022/about</p>
Is this initiative country-specific? If yes, please specify the country.	<p>These MOOCs are open to learners of any nationality, and some supporting material (subtitles and transcriptions of videos, glossaries) are also translated to English, French and Arabic, so it is suitable for people coming from countries where these languages are spoken as a first or second language.</p>

Operation of an Open Reception Centre for Unaccompanied Minors, Third Country Nationals

Title	Operation of an Open Reception Centre for Unaccompanied Minors, Third Country Nationals
Date launched	17/11/2019
Status	Ongoing
Type of resource	Online course
Purpose	Language Learning Social Inclusion
Online or blended	Blended
Learning outcomes	Language and social integration skills development

Description of resource	<p>The project funds the operation of an open reception center, with capacity for up to 40 male minors, from 13 to 18 years' old that have been recognized by the state authorities as unaccompanied third country nationals. The center aims to improve reception conditions for unaccompanied minors and amongst several other deliverables, provides minors with services that advance their education and social skills. More specifically residents of the Centre can participate in:</p> <ul style="list-style-type: none"> ● English, Greek, music and gym classes. ● Social skills advancement and social integration workshops. ● cooking
Target group	Minor Third country nationals.
Language	English, Greek
Evaluation results / monitoring plan	Participation rates.
Learning assessment	Improving language and social skills.
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	<p>EU funded Initiative (Asylum Migration and Integration Fund).</p> <p>The continuation of this project will depend mostly upon the inclusion of this project in the Multiannual Programme for Cyprus regarding Asylum Migration and Integration Fund Programming Period 2021-2027.</p>
Leading organisation	Hope for children CRC Policy Center, Cyprus

Contact details	Contact Email: info@uncrcpc.org Contact Phone: +35722103234
Website	https://www.uncrcpc.org/
Is this initiative country-specific? If yes, please specify the country.	Cyprus

REDIT

Title	REDIT
Date launched	01/01/ 2019
Status	<ul style="list-style-type: none"> ● Forthcoming
Type of resource	<ul style="list-style-type: none"> ● App ● Digital resources ● Online simulation game
Purpose	<ul style="list-style-type: none"> ● Language learning ● Social Inclusion ● Primary – Secondary Education
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>Migrant students will be able to:</p> <ul style="list-style-type: none"> ● learn Finnish or Swedish in a fun way ● communicate with their peers and teachers ● learn in integrated classrooms or schools ● access higher education ● understand their rights within the community ● have a broader range of job opportunities.
Description of resource	<p>The REDIT project addresses the needs of newly arrived migrant children in Finland by providing them with a language learning game to support their learning of Finnish or Swedish. Learning the language of the host country enables immigrant students to communicate with their peers and teachers, to have opportunities to learn in integrated classrooms or schools, to access higher education, to understand their rights within the community, and to have a broader range of job opportunities.</p> <p>Digital learning games have been used to enhance a variety of outcomes, including</p>

	language acquisition, motivation, and student confidence. They are able to provide immediate feedback, differentiated instruction, and a safe environment for students to practice the target language. The actual content of the game will align with the Finnish curriculum, so that teachers of immigrant children can incorporate it into their lessons.
Target group	Newly arrived migrant children in Finland, teachers
Language	Different languages (not yet decided)
Evaluation results / monitoring plan	A team of experts/ a steering committee will ensure that the game is successfully developed according to the plan.
Learning assessment	The game is based on the Finnish preparatory curriculum and is intended to supplement classroom activities. Any assessment will be enacted by teachers in accordance with the curriculum requirements. The game itself would have an inbuilt function that will get students to come back to play and a teacher backend that will enable teachers to monitor learning progression.
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Swedish Cultural Foundation in Finland and Högskolestiftelsen i Österbotten
Leading organization	Abo Akademi University, Finland
Contact details	emmanuel.acquah@abo.fi anette.bengs@abo.fi
Link/ Website	https://projectredit.com/en/ (game soon available online)
Is this initiative country-specific? If yes, please specify the country.	Yes, Finland

Employment

AMAM Tutorials

Title	AMAM Tutorials
Date launched	08/05/2019
Status	Ongoing
Type of	Video

resource	
Purpose	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	<p>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.</p> <p>The Tutorials were distributed in several WhatsApp groups and diffused into the communities, using the means of communication more used by migrants.</p>
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	NA
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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

Is this initiative country-specific? If yes, specify the country.	Malta
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Civilhood

Title	Civilhood: Enhancing unaccompanied minors transition to early adulthood through civic education and labour market integration.
Date launched	01/01/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Online course ● Training Handbooks ● Other
Purpose	<ul style="list-style-type: none"> ● Employment ● Social Inclusion ● Other
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<p>The project seeks to:</p> <ul style="list-style-type: none"> ● Support unaccompanied minors for their transition to early adulthood, emphasizing on civic education and labour market skills ● Build a community of stakeholders and assist unaccompanied minors to develop civic skills in potential workplaces ● Share knowledge, experiences, and expertise to increase the capacity and awareness of best practices
Description of resource	<p>The project seeks to support the enhancement of social skills and labor capabilities of UAC to facilitate their access to the labor market & ensure self-reliance after adulthood. An innovative training curriculum and methodology will be developed, linking civil education & the skills, to empower UAMS and facilitate their integration in labor markets. An effective network of stakeholders and child-protection specialists will be formed to provide support & quality contribution to the development of social integration policies through training and employability actions.</p>
Target group	Unaccompanied Minors, youth workers
Language	English, Greek, German, Italian, Slovenian
Evaluation results /	The activities and results will be monitored and checked by the Steering Committee. The

monitoring plan	Steering Committee will carry out improvements and necessary changes. Output/Activity improvement plans will be expanded with necessary information/requirements.
Learning assessment	Training Courses
Recognition or certification of learning	<p>The learning material will look at the broad theme of integration to labor market through civic education for unaccompanied minors. The e-courses will be available as an Open Educational Resource (OER) and accessible through the project's platform.</p> <p>Each course will be enriched with Experiential learning activities, allowing the flow of views exchanges and ideas development towards the determination of civic engagement concepts. For the content development, certain guidelines and procedures will be setup, based on the EQF (European Qualification Framework) standards. The level of knowledge and study effort will be equivalent to EQF level 6.</p> <p>The Tuning methodology will be applied to the design, implementation and delivering of the discussed modules, as it offers a common understanding of course workload for the European educational and employment institutions.</p> <p>In addition, non-formal educational techniques for adult learners will also be adopted: adults will only learn what they feel they need to learn and cannot be made to learn; they learn by doing; their learning is problem-based and affected by their experiences.</p>
Europass	It will be developed in due time
Financing and sustainability model	AMIF-2020-AG-CALL
Leading organization	ARSIS – Association for the Social Support of Youth, Greece
Contact details	Konstantinos Koutras E-Mail: kkoutras.arsis@gmail.com
Link/ Website	Under development; it will be published in the following period
Is this initiative country-specific? If yes, please specify the country.	No

Conversations Unbound

Title	Conversations Unbound
Date launched	01/01/2015
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Platform

Purpose	<ul style="list-style-type: none"> ● Employment ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>Conversations Unbound aims to create opportunities for displaced people to increase their agency and economic opportunities. The organization works with people who are new to tutoring and provides them with the platform, training, and students to develop their skills as online language tutors. By creating initial opportunities for income generation, Conversations Unbound enables its tutors to cultivate long-term skills and transfer them to other career endeavors. With the onset of COVID-19, this program provides a safe, socially distant income opportunity at a time when it is often the most vulnerable populations who face reduced opportunities to work due to the pandemic.</p> <p>Conversations Unbound also provides a robust educational experience for students to improve their foreign language skills, engage in rich, cross-cultural dialogue, and think critically about forced displacement. Not only do students have the opportunity to strengthen their foreign-language conversational skills, but they are also provided with the chance to meet people who have different lived experiences. These one-on-one conversations allow Conversations Unbound students and tutors to find commonalities while learning to appreciate and respect their differences. In a world where hateful rhetoric about "others" is increasingly prevalent, Conversations Unbound works to break down the deeply entrenched "us versus them" mentality perpetuated through xenophobic narratives surrounding immigration and displacement.</p>

Description of resource	<p>Tutors who are interested in teaching their native language should contact Conversations Unbound using the email below.</p> <p>Any student can sign up to work with Conversations Unbound tutors. Students are paired with experienced online tutors who are fantastic conversationalists. It's a pay-as-you-go system, so students learn at their own pace.</p> <p>Conversations Unbound also works with universities, high schools, and educational institutions to integrate Conversations Unbound sessions as a key component of their Arabic, Spanish, French, or German course curricula. Check out how professors have used Conversations Unbound in this EuropeNow article.</p>
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Target group	Forcibly displaced people
Language	Arabic, Spanish, French, German
Evaluation results / monitoring plan	Since the organization's inception, 981 students have benefitted from Conversations Unbound tutoring and completed over 3,500 hours of sessions.
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> Aligned with all basic Europass fields
Financing and sustainability model	<p>The tutoring sessions are paid for by the students or university partners and 100% of the earnings go directly to the tutors. Conversations Unbound takes no commission.</p> <p>The Conversations Unbound administrative team is composed of volunteers who dedicate between 5-25 hours each per week. There are no paid staff. Any overhead expenses are supported via grants and/or grassroots fundraising. Past grants have included the OZY Genius Award and a grant from Vassar College (Ellen Rudnick Fund).</p>
Leading organisation	Conversations Unbound, US
Contact details	elise@conversationsunbound.org
Website	https://www.conversationsunbound.org/
Is this initiative country-specific? If yes, please specify the country.	No

DigitALAD

Title	Preparing Adult Educators for a Digital World (DigitALAD)
Date launched	November 2019

Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Handbook ● Lesson Plans ● e-learning platform
Purpose	<ul style="list-style-type: none"> ● Employment ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● 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	<p>The Handbook provides explicit information for each digital competence for adult educators. 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 ● Adult learners
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning	<p>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!</p>
Europass	Aligned with all basic Europass fields

Financing and sustainability model	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/
Is this initiative country- specific? If yes, specify the country.	No

e-MENTORING: New Skills and Competencies for new jobs

Title	e-MENTORING: New Skills and Competencies for new jobs
Date launched	2011
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Employment
Online or blended	<ul style="list-style-type: none"> ● 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.

Description of resource	<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.
Target group	Adult learners (special attention to be given to socially disadvantaged adults, such as migrants, ethnic minorities)
Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields

Financing and sustainability model	European Commission, Lifelong Learning Programme
Lead Organization	Social Innovation Fund (LT)
Contact details	Social Innovation Fund (project coordinator) E-mail: sif@lpf.lt
Link/ website	http://3m.e-mentoring.eu/mod/book/view.php?id=65
Is this initiative country- specific? If yes, specify the country.	No

Funzi

Title	Funzi
Date launched	2014
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● App ● Online course ● Digital resources (free guides, webinars, research) ● Social media hub (for peer-to-peer learning)
Purpose	<ul style="list-style-type: none"> ● Employment and Entrepreneurship ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Online ● Blended
Learning outcomes	Funzi helps young adults around the world to learn the critical 21st century skills such as starting or growing a business, employability skills, skills to build one's career, how to live healthily and skills to contribute to sustainable societies.

Description of resource	<p>Funzi is the world's most accessible learning ecosystem. The service, www.funzi.mobi revolutionizes learning by delivering courses designed for mobile browsers without app downloads. Funzi works on any mobile device, even feature phones, consumes very little data, and works in low-bandwidth areas. Learning on Funzi is easy with a unique, innovative, and scientifically proven method. The short self-study courses are written in a conversational language that is easy to understand. It only takes 15 minutes a day to learn with Funzi as the courses are divided into small portions. This bite-sized learning has been proven to enhance the learning outcomes.</p> <ul style="list-style-type: none"> • Gamified learning • Scientifically proven pedagogy • No app downloads needed • Works on every mobile device, even feature phones • Uses very little data • Works on low bandwidth areas • Funzi's free courses have been developed with partner organizations, NGOs and educational institutions around the world • Funzi's affordable paid courses are developed with content from Pearson, the world's leading education publisher
Target group	Young adults, students, migrants and asylum-seekers globally.
Learning assessment	Short self-study courses that are divided in small portions. Courses include quizzes and course completion is awarded with a free certificate.
Evaluation results/ monitoring plan	There's already over 9 million mobile users around the world learning on Funzi.
Europass	Aligned with basic Europass fields
Recognition or certification of learning	Certificates are awarded at the end of the course.

Financing and sustainability model	<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 governmental institution, educational institution or other partners in society.</p> <p>Funzi can reach the learners with B-to-B-to-C model. Funzi is open for all learners but partnering with organizations and institutions can reduce the threshold for the learners, reduce the cost and help reach the target demographic.</p> <p>Partners include Pearson, Facebook, Education Finland, UN South Africa, Harambee and Jobberman.</p>
Lead Organization	Funzi
Contact details	Email: info@funzi.fi
Link/ website	<p>Company website www.funzi.fi</p> <p>Course: https://funzi.mobi/category/free-courses</p> <p>Mobile service https://funzi.mobi</p>
Is this initiative country-specific? If yes, specify the country.	No

HEAL

Title	HEAL – Multidisciplinary employability training materials
Date launched	December 2020
Status	<ul style="list-style-type: none"> • Ongoing

Type of resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Employment
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<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>
Description of resource	<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 ran 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>
Target group	<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	<p>The multidisciplinary training was implemented in Italy, Greece, Spain and Romania with the participation of TCN women VoT, who evaluated it as good or very good.</p>

Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	The project was financed by the Asylum, Migration and Integration Fund (AMIF) of the European Union.
Leading organisation	CESIE
Contact details	https://cesie.org/
Website	https://healproject.eu/
Is this initiative country - specific? If yes, specify the country.	No

Konexio

Title	Konexio
Date launched	2016
Status	<ul style="list-style-type: none"> • Ongoing

Type of Resource	<ul style="list-style-type: none"> • Blended online and face-to-face course
Purpose	<ul style="list-style-type: none"> • Employability • Social Inclusion
Online or blended	<ul style="list-style-type: none"> • Blended
Learning outcomes	Courses are designed to give refugees and migrants marketable digital skills and help them find a career.
Description of resource	<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>
Target group	Refugees and migrants in France

Evaluation results/ monitoring plan	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.
Learning assessment	Certifying exams at the end of each training
Europass	Aligned with basic Europass fields
Recognition or certification of learning	ECDL (http://ecdl.org/), Digital Competency standards at the European level
Financing and sustainability model	Financing and sustainability model: Supported by grants and institutional partnerships, including city government, corporate sponsors, and individual donors.
Lead Organization	Konexio
Contact details	Email: partnerships@konexio.eu
Link/ website	www.konexio.eu
Is this initiative country-specific? If yes, please specify.	France

MiGreat! Supporting Migrants into CVET

Title	MiGreat! Supporting Migrants into CVET
Date launched	2016
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • App • Digital Resources
Purpose	<ul style="list-style-type: none"> • Employment • Support Personnel
Online or blended	<ul style="list-style-type: none"> • Online
Learning outcomes	<p>“MiGreat! Supporting Migrants into CVET” aims to develop training procedures and tools to support the training and employability of migrants.</p>
Description of resource	<p>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.</p>
Target group	Migrants & refugees and professionals working with migrants and refugees

Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> ● Title ● Organisation ● Thematic area ● Learning outcomes
Financing and sustainability model	Erasmus+ European Commission
Lead Organization	Training 2000
Contact details	Training 2000 Email: training2000@training2000.it
Link/ website	http://mi-great.eu/en_GB/
Is this initiative country-specific? If yes, please specify.	No

MIT Refugee Action Hub

Title	MIT Refugee Action Hub
Date launched	January 2022

Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● MOOC ● Digital resources ● Online Course ● Other
Purpose	<ul style="list-style-type: none"> ● Employment
Online or blended	<ul style="list-style-type: none"> ● Online
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 through 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, articulate and craft a start-up platform and pitch the economic and social implications of their project.</p>

Description of resource	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	Certificate of completion offered by MIT, microcredentials for online courses, bootcamp and workshops.
Europass	Aligned with basic Europass fields
Financing and sustainability model	Funding from corporations, foundations, and individual donors.

Lead Organization	MIT
Contact details	Dr. Admir Masic, Faculty Founder: masic@mit.edu Dr. Lana Cook, Program Manager: lanacook@mit.edu Gillian Walsh, Program Coordinator: gwalsh@mit.edu
Link/ website	http://react.mit.edu/
Is this initiative country-specific? If yes, please specify.	No

SE4A

Title	SE4A (Social Entrepreneurship 4 Arts)
Date launched	01/01/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Online course ● Other
Purpose	<ul style="list-style-type: none"> ● Employment ● Other
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<p>The SE4A concrete objectives are to:</p> <ul style="list-style-type: none"> ● Provide artists and creatives with effective and concrete tools to develop an enterprising approach, review, solve problems, plan and scope their creative project. ● Support and guide artists and creatives to make their projects more sustainable by learning how to plan, assess, identify the state-of-art and manage their “entrepreneurial” project. ● Update artists’ and creatives’ professional competences and help them acquire management, business and networking skills. ● Create and pilot tools and practical models to foster collaborations between the world of creativity and the world of business through the mutual exchange of professional skills and visions of artists and social entrepreneurs.

Description of resource	<p>The “SE4A: Social Entrepreneurship 4 Arts” focuses on enabling young artists to establish themselves as social entrepreneurs. Focus groups were conducted to help the partnership develop a social entrepreneurship training and mentoring program for young artists, which will help them develop and market their artistic ideas in a meaningful way.</p> <p>The project will produce a range of intellectual outputs:</p> <ul style="list-style-type: none"> - a curriculum for the acquisition of new skills and competences, which will include training and learning material that will be used during the e-course. The training curriculum will be available online for adult educators and migrant professionals as well as educators who wish to use the material to conduct their own activities. - An e-learning Interactive portal, which will host all learning material and an interaction area for youth mentors. It will also serve as a networking platform both for entrepreneurs and potential customers. Also, a project website will be developed and include information about all project outcomes and the in-service training toolkit.
Target group	Young Artists and Senior Students of Tertiary Education In Arts (including migrants and refugees)
Language	English, Greek, Italian, Bulgarian, German
Evaluation results / monitoring plan	<p>The activities and results will be monitored and checked by the Steering Committee that will carry out improvements and necessary changes. Output/Activity improvement plans will be expanded by the Steering Committee with necessary information/requirements.</p>
Learning assessment	Students will be assessed through a final assessment per course.
Recognition or certification of learning	<p>SE4A has applied the ECTS accreditation process to the e-courses designed for young artists, equipping them with a valid certification on the knowledge acquired via the e-courses. They will have the opportunity to register in the online courses as autonomous learners and complete the (optional) exams to acquire and certify their gained knowledge. Notably, the recognition of the delivered certificate will be valid for all EU countries.</p> <p>How the ECTS grading has been applied in the SE4A course: A specific number of ECTS credits were allocated to each course, according to the required estimated workload to achieve the defined learning outcomes. In particular, the following modules, upon completion, correspond to one ECTS credit.</p>
Europass	It will soon be developed
Financing and sustainability model	Co-funded by the Erasmus+ Programme of the European Union
Leading organization	Italienische Handelskammer München-Stuttgart Camera di Commercio Italo-

	Tedesca - Italian-German Chamber of Commerce (ITALCAM), Italy
Contact details	Italienische Handelskammer München-Stuttgart Camera di Commercio Italo-Tedesca e.V. Ms Anita Schnierle E-Mail: schnierle@italcam.de
Link/ Website	https://se4arts.eu/
Is this initiative country-specific? If yes, please specify the country.	No

YOUTHSHARE

Title	YOUTHShare E-Learning Platform
Date launched	10/04/20
Status	Ongoing
Type of resource	MOOC
Purpose	<ul style="list-style-type: none"> ● Employment ● Social Inclusion
Online or blended	Blended
Learning outcomes	<ul style="list-style-type: none"> ● To empower the young women, migrants, refugees, asylum seekers and youth in general on the "Concepts and Tools in Social, Sharing and Resilient Economy". ● To teach them how to develop a sharing platform and pitch their ideas in person and in social media ● To teach them how to develop a business plan ● To develop their employability skills related to hospitality, agri-food, tourism and the circular economy with the EEA.

Description of resource	<p>IT-Specialists, Social Economy Innovators, Educators and Experts involved in YOUTHShare project collaborated to produce an E-learning platform incorporating educational tools that enhance NEETs skills in the resilient sectors and pertinent social and sharing economy.</p> <p>The YOUTHShare Training Package is designed and offered for both online and face-to-face delivery and aims at empowering the young women, migrants, refugees, asylum seekers and youth in general on the "Concepts and Tools in Social, Sharing and Resilient Economy".</p> <p>The main thematic areas are as follows:</p> <ul style="list-style-type: none"> - IT Skills in Sharing and Web-based Economy - Skills in Resilient Sectors - Skills in Social and solidarity economy - Soft skills for young people <p>During their training participants had the chance to learn how to develop a sharing platform, how to pitch their ideas in person as well as in social media, how to develop a business plan, as well as they developed employability skills related to hospitality, agri-food, tourism and the circular economy with the EEA.</p> <p>The learning material contains activities for youth to apply the knowledge, case studies and examples. After each unit beneficiaries can assess their knowledge through an online assessment to “unlock” the next chapter. Besides this, the learning platform offers the opportunity to discuss any question at a common forum.</p> <p>The eLearning platform is available online and users can complete the training at their own pace and receive a certificate.</p>
Target group	Local low skilled Women or People with migration background (migrants, refugees and asylum seekers) between 25-29 years old.
Language	English, Spanish, Greek, Italian
Evaluation results / monitoring plan	With the finalization of the courses, the users are requested to complete an overall assessment. After the completion of the assessment, the platform automatically issues a certificate which can be downloaded by users.
Learning assessment	The e-learning platform offers multiple choice assessments for every unit and an overall evaluation of the course before issuing a certificate.
Recognition or certification of learning	The certificate is given after the completion of 2/3 of the units. It is free as part of the project.

Europass	<ul style="list-style-type: none"> ● Aligned with basic Europass fields
Financing and sustainability model	<p>E-Learning platform is proud to be part of YOUTHShare - A Place for Youth in Mediterranean EEA, a transnational project with 10 partners from 5 different countries.</p> <p>Both E-Learning platform and its parent project, YOUTHShare, are funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment.</p> <p>The platform will continue to work for the next years. The goal is to be used as a knowledge resource for those who want to gain a basic understanding relevant to the sharing economy.</p>
Leading organization	The platform is brought by the partnership of YOUTHShare project. The leading organization of the project is University of Aegean, Greece.
Contact details	<p>Cyprus Project Manager:</p> <p>Markella Papanicolaou</p> <p>projects@cardet.org</p>
Website	<p>For information about the project:</p> <p>https://www.youthshare-project.org/</p> <p>To access the e-learning platform:</p> <p>https://elearning.youthshare-project.org/</p>
Is this initiative country-specific? If yes, please specify the country.	Cyprus, Italy, Spain and Greece

Teacher Training

BSB – Building Social Bridges

Title	Building Social Bridges by entrepreneurial thinking
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Date launched	01/10/2019
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Electronic toolkit
Purpose	<ul style="list-style-type: none"> ● Teacher Training ● Social Inclusion ● Employment
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<ul style="list-style-type: none"> ● To improve the entrepreneurial mindset and competences of the participants (migrants and school drop-outs). ● To help the participants build social bridges and create social capital, i.e., creating and developing their own networks. ● To increase motivation through learning from role models
Description of resource	<p>The Building Social Bridges toolkit gives practical advice for the implementation of training programs aiming at boosting entrepreneurial thinking, and raises the awareness on the importance of social capital and entrepreneurial thinking through improving entrepreneurial competences of migrants and refugees. It includes the entire training programme designed, the training methodologies applied by partner countries, and learning experiences made by training participants. The overall aim is to equip the key stakeholders with all the necessary information about the training programs developed and implemented in the participating countries.</p>
Target group	teachers, trainers, stakeholders and multipliers from adult learning institutions and other educational/social sectors who work with migrants
Language	English, Greek, German, Italian, Danish
Evaluation results / monitoring plan	This is a Handbook with specific methods, tools and material for trainers. There is no monitoring plan and the evaluation results are up to the trainers who will teach these methods to refugees and migrants.
Learning assessment	This handbook includes training material however there is no formal assessment. There are only specific tasks and exercises that the students need to complete. The assessment however, can be done by the trainers.

Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> ● Organization ● Thematic Area ● Learning outcomes
Financing and sustainability model	Funded by Erasmus+ program
Leading organization	VIFIN, VIDENSCENTER FOR INTEGRATION, Denmark
Contact details	Maren Marie Pilegård A - MAMAA@vejle.dk
Website	https://buildingsocialbridges.eu/results/
Is this initiative country-specific? If yes, please specify the country.	Cyprus, Greece, Italy, Denmark, Germany

E-EVALINTO

Title	E – EVALINTO: Evaluation Environment for fostering Intercultural Mentoring Tools and Practices at School
Date launched	01/10/2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Teacher Training
Online or blended	<ul style="list-style-type: none"> ● Blended

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	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	Certificate of Participation accredited by the University of Salamanca
Europass	Aligned with basic Europass fields
Financing and sustainability model	ERASMUS + European Commission
Lead Organization	GRIAL Research Group University of Salamanca (Spain)

Contact details	info@cardet.org
Link/ website	https://evalinto.eu/
Is this initiative country-specific? If yes, please specify the country.	No

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	01/10/2017
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Teacher Training
Online or blended	<ul style="list-style-type: none"> ● 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	<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	
Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus + European Commission
Lead Organization	IMA (Germany)
Contact details	Panayiota Kokoliou - kokoliou.p@kmop.org
Link/ website	https://e-course.eu/

Is this initiative country-specific? If yes, please specify the country.	Germany, Greece, Cyprus, UK, Italy, France, Netherlands
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Enhancement of Greek Language Learning and Multilingualism

Title	Ενίσχυση Ελληνομάθειας και Πολυγλωσσίας [Enhancement of Greek Language Learning and Multilingualism]
Date launched	2017
Status	<ul style="list-style-type: none"> • Ongoing
Type of resource	<ul style="list-style-type: none"> • Digital resources
Purpose	<ul style="list-style-type: none"> • Teacher Training
Online or blended	<ul style="list-style-type: none"> • 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	<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 and 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	
Europass	Aligned with all basic Europass fields

Financing and sustainability model	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)
Is this initiative country- specific? If yes, please specify the country.	Cyprus

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	01/11/2017
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Teacher Training
Online or blended	<ul style="list-style-type: none"> ● 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	<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.</p> <p>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	"Check your Knowledge" quizzes
Recognition or certification of learning	Certificate of Participation
Europass	Aligned with basic Europass fields

Financing and sustainability model	EuropAid European Commission
Lead Organization	CARDET
Contact details	Email: info@developoptogether.eu
Link/ website	Website: https://www.developoptogether.eu/en/
Is this initiative country- specific? If yes, please specify the country.	No

MOONLITE

Title	The value of developing and using MOOCs for refugees and migrants in the European context
Date launched	4 th ed. Permanently open as an OER since 12/01/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● MOOC
Purpose	<ul style="list-style-type: none"> ● Teacher training ● Social Inclusion ● Infrastructure
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	<ul style="list-style-type: none">● To help all interested parties gain a better understanding of the problems that refugees have and how MOOCs can be used to help them.● To familiarize MOOC providers with the learning specifics of refugees, migrants and support groups (associations, foundations and NGOs).● To help support groups gain awareness of open education, especially that related to the development of linguistic and entrepreneurial skills.● To provide a better understanding of how MOOCs are developed/executed and their underlying business model.● To create a dialogue between MOOC providers and support groups around how to exploit open education in the context of higher education institutions for refugees, and migrants.
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<p>Description of resource</p>	<p>This course is about the application of MOOCs for displaced people (refugees and migrants) with a view to their social inclusion, employment, and access to higher education. The contents of this MOOC have theoretical, pedagogical and practical aspects, and present case studies of different MOOC application scenarios in four European countries (Germany, Spain, Sweden, and the UK).</p> <p>The course deals with the different aspects of this process so that anyone working with refugees and migrants, or considering doing so, can understand the benefits and difficulties of using MOOCs and acquire relevant knowledge and best practices.</p> <p>This MOOC forms part of the ERASMUS+ project MOONLITE (Massive Open Online courses eNhancing Linguistic and Transversal skills for social inclusion and Employability; ref. no.: 2016-1-ES01-KA203-025731; (http://moonliteproject.eu) which ran from 2016 to 2019. Although the project is finished, the course remains open as a self-study course.</p> <p>The scenarios presented in this MOOC have been provided by the higher education institution project members, namely: ESCP in Germany, Linnaeus University in Sweden, the University of Wolverhampton in the UK, and UNED in Spain. As such, they represent four educational and social European contexts illustrating different types of problems and solutions that people considering the use of MOOCs with refugees and migrants might face.</p> <p>It requires approximately 25 hours of study time. The topics are the following:</p> <p>Module 0: Presentation of the course, its educational context and the MOONLITE project.</p> <p>Module 1: Introduction. Contextualization of open and online education for displaced people related to language learning and employability.</p> <p>Module 2: Case studies part 1. Analysis of the application of MOOCs for displaced people and students in two European higher education institutions.</p> <p>Module 3: Case studies part 2. Analysis of the application of MOOCs for displaced persons in two other higher education institutions.</p> <p>Module 4: The application of a cost-benefit analysis tool to the triple-bottom line of MOOC applications: economic profitability, social responsibility and environmental sustainability.</p> <p>Module 5: Synthesis of the best practices of the application of inclusive MOOCs.</p> <p>It is a self-study course and the course content is based on video and readings.</p>
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Target group	<p>This MOOC is intended for anyone (teachers, researchers, social workers, educational authorities, people at MOOC providers, associations and foundations, support groups, and other NGOs) interested in the design, development and application of MOOCs for displaced people in a situation of vulnerability, in order to help improve their social inclusion and employability.</p> <p>The MOOC is also of interest to anyone who wants to develop or use MOOCs in a more inclusive way. The starting point are migrants and refugees but concepts and practices apply to inclusive approaches in general, i.e, how MOOCs can be designed and applied for a broader audience, thereby contributing to an inclusive higher education system.</p>
Language	English
Evaluation results / monitoring plan	It is a self-study course. Registered participants can access all the materials free of charge. This course has been left permanently open as an open educational resource to be consulted but the forum will not be attended since the course is not live.
Learning assessment	Self-evaluation
Recognition or certification of learning	The course is free. However, to receive certificate or badge, there is a fee.
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Location (online) ● Learning outcomes
Financing and sustainability model	The initiative is co-financed by the Erasmus+ Programme of the European Union. The future plans for financing and sustainability is that the course will remain as an Open Educational Resources (OER) in the UNED Abierta platform, MOOC platform from UNED, coordinators of the project.
Leading organization	UNED - Universidad Nacional de Educación a Distancia, Spain

Contact details	Timothy Read. tread@lsi.uned.es Beatriz Sedano Cuevas. bsedano@invi.uned.es
Website	https://iedra.uned.es/courses/course-v1:UNED+RefugeesEuropean_004+2022/about
Is this initiative country-specific? If yes, please specify the country.	This MOOC is open to learners of any nationality

TRACeD

Title	Tackling gender based cyber violence among adolescent girls and young women (TRACeD)
Date launched	01/03/2022
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Online course ● Video ● Other
Purpose	<ul style="list-style-type: none"> ● Teacher Training ● Other
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<p>The project will</p> <p>(a) Provide high-quality, accessible, interdisciplinary training to teachers, parents, children, students (young women) capitalizing on the options provided by diverse learning methodologies and technology-enhanced learning (hybrid);</p> <p>(b) Create contact points within schools responsible to collect and record potential online violence against children incidents;</p> <p>(c) Develop an interactive transnational and multi-function platform, acting both as an education prevention tool for the project's target groups and as a platform, providing assistance and support to victims and potential victims of Cyber violence as well as guidance to teachers and parents;</p>

	<p>(d) Provide and pilot implement a tailor-made frontline action for the prevention and support for victims of VAWG in 4 EU Countries, Greece, Cyprus, Italy and Slovenia – The TRACeD online Platform;</p> <p>(e) Ensure that the action’s results, deliverables and outputs reach the appropriate audience, and promote their transferability in different contexts</p>
<p>Description of resource</p>	<p>TRACeD aims to combat gender-based cyber violence against adolescent girls and young women. The project will cover the need for tailored and practical training of teachers, parents, children and students on safe internet and the need for support and early prevention mechanisms.</p> <p>A high-quality, interdisciplinary training will be developed for 400 teachers, 400 parents, 480 girls, 480 female students on safe internet, human rights, sex education, privacy and data protection. A network of focal points will also be created within schools to collect and record incidents of online violence against girls.</p> <p>The project’s platform will be a transnational and multi-function interactive on-line tool with a twofold purpose and nature:</p> <p>(a) it will serve as an education prevention tool/practice for teachers, parents, children and adolescent girls, providing them with educational and informative material,</p> <p>(b) it will function as an interactive online platform staffed by a multidisciplinary team of cyber guardians, who will provide support and guidance to cyber VAWG victims and make referrals to respective authorities and service providers.</p> <p>The platform will include:</p> <p>(a)1 video in GR, IT, SI, ENG, (b) 5 Podcasts per country (c) 1 guide booklet for teachers, (d) 1 guide booklet for parents, e)1 informative booklet for girls/children and young women, f) stakeholder list/mapping of relevant service providers, including national authorities, NGOs.</p>
<p>Target group</p>	<p>The project will directly benefit</p> <p>i) girls and adolescent girls (age 7-18), ii) University students (young women aged 18-25), iii) parents, iv) teachers and v) professionals working closely with girls and young women (potential) victims of cyber violence (psychologists, social workers working with migrants and refugees, criminologists, legal experts etc).</p>

Language	English, Greek, Italian, German
Evaluation results / monitoring plan	A Steering Committee will have a key role in the whole project's lifetime. In order to ensure that the training activities meet high quality standards, a respective evaluation exercise will take place and its findings will be used to improve the training material. More specifically, upon the completion of the synchronous hybrid training activities, a questionnaire will be handed out to measure satisfaction rates of the project's training courses.
Learning assessment	N/A
Recognition or certification of learning	N/A
Europass	It will be developed
Financing and sustainability model	CERV-2021-DAPHNE
Leading organization	Centre for European Constitutional Law, Greece
Contact details	Centre for European Constitutional Law Ms Maria Mousmouti E-Mail: dmalandraki@cecl.gr
Link/ Website	It is under development; it will be published in the following period. Coordinator's webpage (in Greek) https://www.cecl.gr/
Is this initiative country-specific? If yes, please specify the country.	No

Support Personnel
COSMIC

Title	COSMIC: Community Support for Migrant Carers
Date launched	01/12/2018
Status	<ul style="list-style-type: none"> • Ongoing

Type of resource	<ul style="list-style-type: none"> ● Digital learning platform
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<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
Description of resource	<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; 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. ● The impact of different cultural backgrounds on aetiology, diagnosis, cure, care provision; 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. ● Beyond the concept of “cultural competences”: how to deal with diversity in care provision 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>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	Certificate of attendance upon the completion of the final quiz provided by the consortium, free of charge.

Europass	Aligned with all basic Europass fields
Financing and sustainability model	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
Is this initiative country- specific? If yes, please specify the country.	No

Elearning course "Social inclusion of immigrants-Tools"

Title	Elearning course "Social inclusion of immigrants-Tools"
Date launched	2017
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	N/A
Europass	Title, organisation, thematic area, learning outcomes
Financing and sustainability model	ERASMUS + European Commission

Lead Organization	Eurotender Association
Contact details	Email: info@eurotender.hu
Link/ website	https://neeli.eu/
Is this initiative country- specific? If yes, please specify the country.	No

Higher Education Supporting Refugees in Europe (InHERE)

Title	Higher Education Supporting Refugees in Europe (InHERE)
Date launched	01/09/2016
Duration	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Digital Resources (webinars & training materials)
Purpose	<ul style="list-style-type: none"> • Integration in Higher Education
Online or blended	<ul style="list-style-type: none"> • Online

Learning outcomes	<p>The objective of the inHERE resources are the following:</p> <ul style="list-style-type: none"> ● Collect and analyze 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; ● Sensitize 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	<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	<p>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.</p>
Evaluation results/ monitoring plan	N/A
Learning assessment	N/A

Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus+ programme of the European Union
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
Is this initiative country- specific? If yes, please specify the country.	No

I-CARE

Title	I-CARE: Intercultural Care in the Social and Healthcare Sector
Date launched	01/12/2019
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● MOOC ● App ● Digital Guide ● Other digital resources
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	<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)
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<p>Description of resource</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 in 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
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Target group	Healthcare and social care professionals
Evaluation results / monitoring plan	<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> <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.</p>
Learning assessment	There is assessment at the end of each module and LEVEL5 assessment at the end of the course
Recognition or certification of learning	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	Aligned with all basic Europass fields
Financing and sustainability model	<p>Erasmus+ Key Action 2</p> <p>Sustainability: The e-learning platform and the e-course will remain available to the public until 2025.</p>
Leading organisation	Apricot Ltd, UK
Contact details	i-care-project@kmop.org salmatani.e@kmop.org
Website	https://www.i-care-project.net/resources-and-downloads/ https://www.i-care-project.net/toolbox/
Is this initiative country-specific? If yes, please specify the country.	No

ICP – Intercultural Competence Programme

Title	Intercultural Competence Programme - ICP
Date launched	2013
Status	<ul style="list-style-type: none">● Ongoing
Type of resource	<ul style="list-style-type: none">● Training course, handbook and videos
Purpose	<ul style="list-style-type: none">● Support Personnel● Teacher training● Social Inclusion
Online or blended	Blended
Learning outcomes	<p>The course:</p> <ul style="list-style-type: none">● promotes the knowledge, skills and attitudes necessary for public service providers to deal with and communicate effectively with people of other nationalities, especially those vulnerable Third Country Nationals accessing public services.● consequently leads to a better experience and consequently better integration of TCN's within Malta.

Description of resource	<p>SOS Malta in partnership with aditus foundation participated in a seven months project, ICP: Intercultural Competence Programme - Adapting Knowledge, Skills and Attitudes in the Workplace, co-financed through the European Fund for the Integration of Third Country Nationals.</p> <p>The project's main objective is to promote intercultural competence throughout mainstream public service providers and related stakeholders in Malta and Gozo through the development of the first fully comprehensive course in intercultural competence in Malta.</p> <p>The project involved the development of a fully comprehensive training course through desk research, consultations and focus groups and the production of a course handbook to carry out future courses on intercultural competence.</p> <p>This course development provided for a lasting resource for Malta for the future roll out of intercultural competence training across all public services, and persons working with Third Country Nationals in other sectors, as well as for the potential integration of this as a core part of any qualification of public sector employees.</p> <p>The training handbook is designed for trainers wishing to deliver training to employees or service providers to help them understand what an intercultural competence means and acquire the skills and attitudes necessary to apply this knowledge in the workplace.</p>
Target group	Trainers, employees of the public sector, third country nationals
Language	English
Evaluation results / monitoring plan	There was a pilot training course for 10 participants (to ensure course appropriateness); and a workshop to train stakeholders on intercultural competence in public service provision.
Learning assessment	At the end of the course, some evaluation exercises are proposed to evaluate progress of the participants.
Recognition or certification of learning	N/A
Europass	<ul style="list-style-type: none"> ● Aligned with all basic Europass fields
Financing and sustainability model	Co-financed through the European Fund for the Integration of Third Country Nationals.

Leading organisation	SOS Malta in partnership with aditus foundation, Malta
Contact details	Giulia Zambaldo: giulia.zambaldo@sosmalta.org
Website	https://www.sosmalta.org/icp
Is this initiative country-specific? If yes, please specify the country.	Malta and Gozo

MentorNET

Title	mentorNET
Date launched	1/10/2019
Status	Ongoing
Type of resource	<ul style="list-style-type: none"> ● MOOC ● App ● Digital resources
Purpose	<ul style="list-style-type: none"> ● Support personnel ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Blended
Learning outcomes	<p>The migrant mentors will be able to:</p> <ul style="list-style-type: none"> ● develop their competencies in better supporting migrants to integrate into their host country ● identify good practices for organizing and delivering mentoring ● create a network with other mentors to receive support, advice, encouragement.
Description of resource	<p>The mentorNET project developed a MOOC and a mentorNET Cafe App.</p> <p>The mentorNET MOOC is an online learning course for adult volunteers to mentor new migrants, support them to settle and integrate into the workplace and society of their host country. It is divided into two modules: the first module is about general mentoring and the second is specifically about mentoring migrants. The MOOC contains clearly set out learning content, videos and a number of reflective activities.</p> <p>The mentorNET Café app is a practical resource to support the creation of a sustainable</p>

	network or networks where mentors of migrants can receive encouragement, advice and support.
Target group	Mentors working with migrants
Language	English, German, Greek, Italian and Polish.
Evaluation results / monitoring plan	Quality Assurance and Internal Evaluation activities were performed throughout the project lifespan
Learning assessment	Self-Assessment
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus + programme of the European Union
Leading organization	E-mel, United Kingdom
Contact details	jon@e-mel.biz
Link/ Website	Website: https://www.mentor-network.eu/en/home mentorNET MOOC: https://mooc.mentor-network.eu/login/index.php?_ga=2.211728277.1258180378.1665391867-1851618489.1665391867 mentorNET Cafe App: https://www.mentor-network.eu/en/node/118
Is this initiative country-specific? If yes, please specify the country.	No

MESI

Title	"Migrant Entrepreneurship for Social Inclusion" (MESI)
Date launched	03-2019
Status	<ul style="list-style-type: none"> ● Ongoing

Type of resource	<ul style="list-style-type: none"> ● Digital resources ● Electronic handbook ● MOOC ● Online course
Purpose	<ul style="list-style-type: none"> ● Support personnel ● Employment ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<ul style="list-style-type: none"> ● Increase the capacity of adult education professionals, trainers and professionals working with migrants (target groups) with the tools needed for engaging migrants in entrepreneurship ● Enhance knowledge of the target groups to design outreach activities to support entrepreneurial activities created by migrants; ● Participating migrant entrepreneurs have better conditions to start a business when they have a better knowledge about entrepreneurship. ● Enhance collaboration and the promotion of synergies between the target groups and other stakeholders for the promotion of migrant entrepreneurship; ● Support the efforts of local and EU organizations in applying a holistic approach in supporting migrant entrepreneurs through the development of OER tools.
Description of resource	<p>The project developed a training curriculum and an e-course specifically designed to tackle the educational and training needs of migrants by equipping adult education professionals, trainers and professionals working with migrants with the tools needed for engaging migrants in entrepreneurial initiatives as well as increasing their participation in such activities. The curriculum aimed to increase the capacity of professionals in designing outreach activities to support entrepreneurial activities created by migrants and therefore increase the participation of migrants in the socio-economic life and involvement of migrants in educational programs. The modules available are:</p> <ol style="list-style-type: none"> 1. Introduction to entrepreneurship – Entrepreneurial attitudes and skills 2. Legal and regulatory framework 3. Strategic Planning and Project Management 4. Access to Markets 5. Understanding the Local Business Culture 6. Funding and Fundraising <p>Besides the e-course modules for migrant entrepreneurs, the platform includes a part for the trainers/teachers of the entrepreneurs. Here, besides this toolkit, trainers/teachers will find a report with a collection of good practices in the field of migrant entrepreneurship in different European countries. In addition, this part includes the needs assessment report, which was produced in the beginning of the MESI project.</p>

Target group	adult education professionals, trainers and professionals working with migrants, beneficiaries of International Protection
Language	English, Danish, German, Greek, Italian, Bulgarian
Evaluation results / monitoring plan	N/A

Learning assessment	<p>The MESI online modules are designed to be conducted at a self-paced mode. These modules were also designed, with some additions, to be able to facilitate online discussions within groups of migrant entrepreneurs, tutors and online mentors. As long as a timeframe for completing the course is set along, the utilization of digital tools that could facilitate discussions is possible. The overall idea was to allow participants to complete both individual and group assignments in their own time within a set timeframe.</p> <p>The modules' structure includes both online and face to face interactions in a way to facilitate mutual learning, the exchange of experiences and practices, co-operation, resource sharing and referral to complementary support offers and the development of new synergies.</p> <p>The overall aim was to increase both the tacit and explicit knowledge of the migrants, having in mind, that there will be candidates to acquire an additional lifelong certification.</p> <p>For those learners, there is an option to sit in online exams per module. Upon the successful completion of the exams, a certification is automatically created for each candidate that acknowledges their effort and acquired knowledge in the specific module.</p>
Recognition or certification of learning	<p>After completing a module, users have the possibility of taking a test. When the user passes a test (they have to answer at least 75 % of the questions correct), they can claim a digital badge. To store the badge, they have to create their individual badge wallet via www.badgecraft.eu/ (online and/or as a mobile app) if they do not already have one. To register they need to create an account with an email address and a password of their choice.</p> <p>After registration, the user can claim the badge and it will be saved as a digital diploma/certification, explaining what they have learned to earn the badge. They can get the badge by scanning the QR-code on the screen or enter the code that is shown (claim code – either in the app or on the website). Each code can only be used by one person. Users will get one badge after each test, and when they have completed all six tests, they will get the overall MESI badge, certifying that they have gone through the platform and achieved the expected learning outcomes.</p>

Europass	<ul style="list-style-type: none"> Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus+ Programme of the European Union
Leading organization	Krinova Incubator & Science Park - SWEDEN
Contact details	Krinova Incubator & Science Park Stridsvagnsvägen 14 SE-291 39 Kristianstad e-mail: diana@krinova.se
Website	For information about the project: https://mesi-project.eu/ To access the e-learning platform: https://start.mesi-project.eu/login
Is this initiative country-specific? If yes, please specify the country.	No

Queer Migrants

Title	Queer Migrants
Date launched	31/12/2020
Status	<ul style="list-style-type: none"> Ongoing
Type of resource	<ul style="list-style-type: none"> Digital Resources
Purpose	<ul style="list-style-type: none"> Support Personnel

Online or blended	<ul style="list-style-type: none">● Online
Learning outcomes	<p>The training programme will respond to both factors contributing to the stigmatization of LGBTQI (Lesbian, Gay, Bisexual, Transgender, Queer & Intersex) migrants, and in particular:</p> <ul style="list-style-type: none">● On the particularities of the end beneficiaries of the training programme (LGBTQI migrants) because of their cultural characteristics (migrant background).● On the particularities of the end beneficiaries of the training programme (LGBTQI migrants) because of their sexual orientation (LGBTQI background).

<p>Description of resource</p>	<p>This project's key aim is to strengthen the capacity of professionals (of the social and employment sector) in answering the needs of LGBTQI refugees, migrants, and asylum seekers. This will be achieved by developing a sustainable training programme that will enlighten professionals on the challenges posed by the double stigma attached to this community. The programme will give a profound insight into basic concepts related to LGBTQI people's rights and needs, as well as the culture of the LGBTQI migrants'/refugees' countries of origin with a view to providing personalized support and a specific methodology regarding their integration into the culture and reality of the host country.</p> <p>To set the basis for the design of the most appropriate tools and training programme in order to build the knowledge and skills of educators and professionals of the employment and social sector, a research was performed following a two-folded approach: 1) identifying the currently existing initiatives targeting LGBTQI migrants, in order to establish a strong base upon which to build but also discern the potential training areas to strengthen; 2) identifying the needs of educators and professionals of the employment and social sector supporting migrants in terms of skills and competencies in order to be better able to support them through the design of the most appropriate tools and training content.</p> <p>Whereupon a brief national report presenting the main findings and conclusions was produced by each partner, while a consolidated comparative transnational report built upon the findings of the national reports will be produced by the output leader. These national and European reports will therefore be the cornerstone for the capacity building programme</p> <p>Thereafter, the consortium will develop and make available on an online platform a training programme for educators and professionals of the employment and social sector supporting migrants, aiming at fulfilling the particular needs of migrants coming from LGBTQI backgrounds. The end goal is to design a comprehensive capacity building programme that will allow educators and professionals working with migrants to effectively support LGBTQI migrants in enrolling into Adult Education programmes, both in formal and informal settings.</p>
<p>Target group</p>	<p>Professionals working in services related to migrants, refugees and asylum seekers.</p>
<p>Language</p>	<p>English, Greek, Italian</p>
<p>Evaluation results / monitoring plan</p>	<p>N/A</p>

Learning assessment	N/A
Recognition or certification of learning	Continuing Professional Development (CPD) accreditation
Europass	<ul style="list-style-type: none"> Aligned with basic Europass fields
Financing and sustainability model	Erasmus+ KA204 - Strategic Partnerships for adult education
Leading organisation	INDEPENDENT ACADEMIC RESEARCH STUDIES INTERNATIONAL INSTITUTE (IARS), UK
Contact details	contact@iars.org.uk
Website	https://queermigrants.netsons.org/?fbclid=IwAR0W15WtATtC7NPgz3ivRRvqxN3LvJv3PD1CNbco8xO2sOHLwQomI7wvJk
Is this initiative country-specific? If yes, please specify the country.	No

RaCIP

Title	RaCIP
Date launched	01/12/2020
Status	<ul style="list-style-type: none"> Ongoing
Type of resource	<ul style="list-style-type: none"> Digital resources (learning curricula)
Purpose	<ul style="list-style-type: none"> Support Personnel Social Inclusion Employment
Online or blended	<ul style="list-style-type: none"> Blended

Learning outcomes	<p>People working at CSOs will be able to:</p> <ul style="list-style-type: none"> ● cooperate with more experienced sponsor organizations ● achieve a focused and high-standard training to support refugees ● expand their network <p>Local mentors will:</p> <ul style="list-style-type: none"> ● improve their communication and interpersonal skills ● develop leadership and management skills ● increase their confidence and motivation ● engage in volunteering <p>Refugee mentees will:</p> <ul style="list-style-type: none"> ● improve their social inclusion process ● build bonds with locals ● receive guidance in their personal and professional life ● learn about the cultural and social context of the partner countries
Description of resource	<p>RaCIP project aims to enhance the capacity building for organizations operating Private Sponsorship (PS) schemes or otherwise engaged in community-based support to refugees' integration. The project will feature several pilot schemes aimed at scaling up existing PS and strengthening community-based efforts by experimenting with PS initiatives in the partner countries involved.</p> <p>The project will develop mentoring and peer-to-peer activities to provide refugees with social, educational and professional support throughout the settlement process. The project will facilitate access to the job market designing tailored vocational training for refugees.</p>
Target group	institutions and European CSOs, refugees (individuals or refugees) in partner countries, local families, university students, social enterprises
Language	English, Italian, Greek, Portuguese, French
Evaluation results / monitoring plan	To ensure the correct implementation of the project and establish the basis for future replicability, a monitoring system will be developed. Monitoring activities will gather crucial information needed to develop an evaluation system in order to assess the relevance, effectiveness and sustainability of the project.
Learning assessment	The learning gained by the local mentors and refugee mentees at all stages of the project, from the delivery of workshops with locals to the launch and completion of the pilot mentoring activities, was assessed through different methodologies. These included questionnaires, a team evaluation exercise, and observation. We opted to explore three methods of evaluation, both for practical and quality reasons. The practical reasons involve trying to capture the sentiment of the training on the spot, but also being able to collect the feedback and evaluation of the participants either way, in case they could not answer the questionnaire later. The observation method was also used by the trainers to measure the satisfaction of the trainees at a real time.
Recognition or	Certifications of learning were given by the partner organizations to the local mentors

certification of learning	upon completion of the training paths, as well as to the mentees and mentors when having carried out the mentoring activities.
Europass	Aligned with all basic Europass fields
Financing and sustainability model	European Union's Asylum, Migration and Integration Fund.
Leading organization	Consorzio Veneto Insieme, Italy (http://venetoinsieme.it/)
Contact details	Coordinator: Sara Taglietti info@venetoinsieme.it
Link/ Website	https://www.racip.eu/
Is this initiative country-specific? If yes, please specify the country.	No

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	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	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 web page 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	
Europass	Aligned with all the basic Europass fields
Financing and sustainability model	EC- DG Home Affairs
Lead Organization	Defence for Children International (Italy)
Contact details	Email: info@defenceforchildren.it
Link/ website	https://www.defenceforchildren.it/it/news-246/resiland http://www.resiland.org
Is this initiative country- specific? If yes, please specify the country.	No

S.U.C.RE.: Supporting University Community pathways for Refugees Migrants

Title	S.U.C.RE.: Supporting University Community pathways for Refugees Migrants
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Date launched	01/09/2016 – 31/10/2018
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital resources
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	<p>All training material is published on the project’s website. The training material is broken down in 5 thematic areas based on each of the five Intellectual outputs produced during the project. Specifically, the main deliverables include:</p> <p>1. Admissions criteria and processes currently established by European universities. The deliverables are:</p> <ul style="list-style-type: none"> ○ 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 ○ <p>Publication: IO1 Publication Accessing Higher Education in Europe: Challenges for Refugee Students & Strategies to Overcome Them</p> <p>2. Successful admission to a University program. The deliverables are:</p> <ul style="list-style-type: none"> ○ A digital/online guide for refugee students’ academic support services. ○ A digital/online handbook of recommendations for refugee students’ financial support and social integration. <p>Publication: IO2 Publication: Beyond Access: Supporting Refugee Students for Academic Success in HEIs in Europe</p> <p>3. Refugee scholars hosted at a university department. The deliverables are:</p>

	<ul style="list-style-type: none"> ○ A digital/online guide of recommendations for refugee scholars' integration. ○ <p>Publication: IO3 Publication: Institutional Support for Refugee Scholars in Higher Education</p> <p>4. Educational module for trainers regarding the psychosocial support of refugees. The deliverables are:</p> <ul style="list-style-type: none"> ○ 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, as well as a theoretical background for the role of a sports program in integration and social cohesion <p>5. Health and legal issues regarding refugees/immigrants. The deliverables are:</p> <ul style="list-style-type: none"> • 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. <p>All publications on health and legal issues can be found in detail at: https://sucra.auth.gr/en/outputs/results/IO5, as well as, at the eLearning platform of Aristotle University of Thessaloniki under SUCRE IO5 Supporting refugees on Health and Law issues</p>
Target group	Trainers, educators and professionals working with refugees/migrants, university staff
Evaluation results/ monitoring plan	N/A
Learning assessment	N/A
Recognition or certification of learning	NA
Europass	Aligned with all basic Europass fields

Financing and sustainability model	Erasmus+KA2 Project granted by the Hellenic National Agency (IKY) via the European Commission
Lead Organization	ARISTOTELIO PANEPISTIMIO THESSALONIKIS
Contact details	Dr. Alexandros Triantafyllidis, Professor at the School of Biology, Chair of SAR Greece section Email: sucre@auth.gr / atriant@bio.auth.gr Tel: +30 2310 99 8545
Link/ website	http://sucre.auth.gr/en
Is this initiative country-specific? If yes, please specify the country.	No

Verité's Free Introductory Course on Forced Labor

Title	Verité's Free Introductory Course on Forced Labor
Date launched	2014
Status	Ongoing
Type of Resource	Online course
Purpose	Support Personnel
Online or blended	Online
Learning outcomes	Introductory-level understanding of how forced labor and human trafficking manifests in supply chains. Enhanced knowledge of monitoring and remediation systems to prevent forced labor and human trafficking in supply chains.

Description of resource	This course is free, and available for self-paced learning. It is designed for professionals working in private sector and other stakeholders so to help them better understand, identify and address forced labor and human trafficking risks in global supply chains. The course focuses on risks related to the recruitment, employment, and repatriation of migrant workers. 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. (course length: 15 minutes).
Target group	Professionals in organizations working with migrant workers
Evaluation results/ monitoring plan	N/A
Learning assessment	Quiz
Recognition or certification of learning	For companies looking to include this course in an employee training program, a paid version with a quiz report and certificate of successful completion is also available.
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Verité
Lead Organization	Verité
Contact details	Declan Croucher: dcroucher@verite.org
Link/ website	https://www.verite.org/services/training/forced-labor-e-learning-course/
Is this initiative country-specific? If yes, please specify the country.	No

Other

Migration Matters

Title	Migration Matters
Date launched	2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Video ● MOOC
Purpose	<ul style="list-style-type: none"> ● Social inclusion
Online or blended	<ul style="list-style-type: none"> ● 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	<p>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.</p>
Target group	European Public / Students / Teachers and journalists

Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning	No certification – Public knowledge Optional fee to receive a certificate of completion
Europass	Aligned with basic Europass fields
Financing and sustainability model	N/A
Lead Organization	Migration Matters e.V.
Contact details	Email: team@migrationmatters.me
Link/ website	http://www.migrationmatters.me/
Is this initiative country- specific? If yes, please specify the country.	No

Mindgrate

Title	Mindgrate
Date launched	01/11/2020
Status	<ul style="list-style-type: none"> • Ongoing

Type of resource	<ul style="list-style-type: none">● App
Purpose	<ul style="list-style-type: none">● Other● Social Inclusion● Employment
Online or blended	<ul style="list-style-type: none">● Online
Learning outcomes	<ul style="list-style-type: none">● To assist migrants, refugees and asylum seekers to become better integrated to the Cypriot society, including their financial integration.● To provide migrants, refugees and asylum seekers with useful information about legal rights, news, language courses, how-to procedures● To help them examine available vacancies, build their profile and CV and apply for those vacancies

Description of resource	<p>This is an interactive and needs based Mobile Application, which aims to support the social and financial integration of migrants, refugees and asylum seekers in Cyprus, namely to help them become better integrated to the Cypriot society. The app is suitable for legal migrants, refugees and asylum seekers who currently live in Cyprus and may use the app for getting useful information about legal rights, news, language courses, how-to procedures, etc. (social integration) as well as to examine available vacancies, build their profile and CV and apply for those vacancies (financial integration). The project addresses various barriers that migrants face when they legally enter Cyprus (i.e. hard to reach the job market, migrants do not know how to create their CVs, how to apply for vacancies, many vacancies are in Greek, access to information is limited, info is static, migrants do not know their rights) but also barriers for employers who are willing to offer jobs and employment opportunities for migrants (i.e. employers are afraid to hire migrants for legal reasons, employers are overwhelmed with job applications). An important innovation of the Mindgrate mobile app is that it validates the legal status of its users so that employers feel safer about job applications coming to them through this app.</p> <p>Mindgrate offers the following features:</p> <ul style="list-style-type: none"> • Material collected/listed, assistance for locating language courses in Greek, performing administrative tasks (e.g. Health cards). • Assistance in creating a profile and personal CV (in a uniform way, based on Europass CV format). • Verification of legal status by submitting their ID to the Asylum Service, which (only) then authorizes the owner/user of the app to participate in the job seeking process. • Assistance in finding a job, providing recommendations based on the vacancies available at the Labour Office of Cyprus (more than 1,500 vacancies translated to English and properly structured for better viewing) • Contacting the potential employer via email. • Quotas in applications/week per migrant and per vacancy (to avoid spamming).
Target group	Legal migrants, refugees and asylum seekers who currently live in Cyprus
Language	English
Evaluation results / monitoring plan	N/A
Learning assessment	N/A
Recognition or	N/A

certification of learning	
Europass	<ul style="list-style-type: none"> Aligned with all basic Europass fields
Financing and sustainability model	<p>The app was funded by the Youth Board of Cyprus</p> <p>Fundraising from research/innovation-related calls.</p>
Leading organisation	CYENS, in collaboration with the Center for Social Innovation (CSI), CARITAS and MiHub, Cyprus
Contact details	m.neophytou@cyens.org.cy
Website	<p>https://superworld.cyens.org.cy/project13.html</p> <p>https://play.google.com/store/apps/details?id=cy.org.cyens.mintc</p>
Is this initiative country-specific? If yes, please specify the country.	The app is suitable for legal migrants, refugees and asylum seekers who currently live in Cyprus.

Functioning Initiatives

Higher Education (formal)

Borderless Higher Education for Refugees (BHER)

Title	Borderless Higher Education for Refugees (BHER)
Date launched	01/08/2013
Status	Ongoing
Type of Resource	<ul style="list-style-type: none"> Online Course

Purpose	<ul style="list-style-type: none"> ● Higher Education
Online or blended	<ul style="list-style-type: none"> ● Higher Education
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 ● Contribute to local knowledge and practices as action researchers and educationists

Description of resource	<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>
Target group	Refugee and local populations of Dadaab, Kenya
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning	Accredited university certificates, diplomas, degrees (BA, BEd, BSc, MEd)
Europass	Aligned with basic Europass fields

Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	Dadaab, Kenya.

Edraak

Title	Edraak
Date launched	2014
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • MOOC
Purpose	<ul style="list-style-type: none"> • Higher education (formal) • Employment

Online or blended	<ul style="list-style-type: none"> ● 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	<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 provide course content and technological solutions to education delivery in refugee camps in the region.</p>
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	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).
Europass	Title, organization, thematic area, learning outcomes
Financing and sustainability model	Queen Rania Foundation is the main founder sponsor of Edraak, as well as Sheikh Mohamed bin Zayed Al Nahyan, Crown Prince of Abu Dhabi. Patrons: Mikati Foundation, Arab Fund for Economic and Social Development
Lead Organization	Queen Rania Foundation - QRF
Contact details	Contact form: https://help.edraak.org/hc/ar/requests/new
Link/ website	https://www.edraak.org
Is this initiative country-specific? If yes, please specify the country.	Arabic speaking countries

Primary-Secondary Education

Amala

Title	Amala Education
Date launched	2016

Status	Ongoing
Type of resource	<ul style="list-style-type: none"> • Online course
Purpose	Secondary Education, civic integration, life skills
Online or blended	Blended
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	<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	
Learning assessment	<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>
Recognition or certification of learning	<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>
Europass	Aligned with basic Europass fields
Financing and sustainability model	The Catalyst Foundation for Universal Education, Kahane Foundation, Emergence Foundation, Horizon Foundation, British and Foreign Schools Society, Allen & Overy Foundation, Private donations

Lead Organization	Educational Partner: UWC South East Asia Implementing partners: Solidarity Now, Wave Thessaloniki Technology partner: AULA
Contact details	Email: hello@amalaeducation.org
Link/ website	www.amalaeducation.org
Is this initiative country-specific? If yes, please specify the country.	Africa, the Middle East, Asia, Europe and Latin America.

ODDISSEU

Title	ODDISSEU: 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
Type of resource	<ul style="list-style-type: none"> ● App ● Online Simulation Game
Purpose	<ul style="list-style-type: none"> ● Primary-secondary education ● Teacher Training
Online or blended	Blended

<p>Learning outcomes</p>	<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. 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>Description of resource</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

	<p>their intercultural self-awareness in order to become educators and agents of change</p> <ul style="list-style-type: none"> ● 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) <p>https://odisseu-project.eu/en/toolkit https://odisseu-project.eu/en/real-life-stories</p>
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	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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.
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	https://odisseu-project.eu/en/ Mobile app: Google Play Store: https://play.google.com/store/apps/details?id=org.cardet.odisseu Apple App Store: https://apps.apple.com/us/app/odisseu/id1548486378
Is this initiative country-specific? If yes, please specify the country.	No

Whole of Syria Education Focal Point

Title	Whole of Syria Education Focal Point
Date launched	01/02/2015
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Primary Education
Online or blended	<ul style="list-style-type: none"> ● 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	<p>The SLM consists of condensed and fast-tracked content based on or directly drawn from the Syrian national curriculum. The material covers 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	
Europass	Aligned with basic Europass fields
Financing and sustainability model	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-
Is this initiative country-specific? If yes, please specify the country.	No

Social Inclusion

Blend-In

Date launched	01/11/2016
Status	Ongoing
Type of Resource	<ul style="list-style-type: none">• Electronic Handbook
Purpose	<ul style="list-style-type: none">• 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	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	
Europass	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	No

Guide with information for migrants living in Greece

Title	Guide with information for migrants living in Greece
Date launched	2013
Status	Ongoing

Type of Resource	<ul style="list-style-type: none"> • Electronic handbook • Digital resources
Purpose	<ul style="list-style-type: none"> • Social inclusion
Online or blended	Online
Learning outcomes	The aim of this initiative is to support migrants in their process of integration into 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 Greek culture and traditions.
Description of resource	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.
Target group	Migrants in Greece
Evaluation results/ monitoring plan	N/A
Learning assessment	

Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
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/
Is this initiative country-specific? If yes, please specify the country.	Greece

Silver Service

Title	Silver Service: SENIORS Supporting Migrant Integration
Date launched	02/09/2019
Status	Ongoing

Type of resource	Online Learning Portal
Purpose	Social Inclusion
Online or blended	Blended
Learning outcomes	<p>The specific objective of the project is to provide a wide range of support for those working for adult education, volunteerism, and migrant 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</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 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>
<p>Target group</p>	<ul style="list-style-type: none"> ● Senior citizens (volunteers) ● Migrants ● Adult education providers ● Volunteer management organizations ● Migrant support organizations
<p>Evaluation results / monitoring plan</p>	<p>The registrations in the platform are tracked and participants are evaluated for their progress .</p>

Learning assessment	After the completion of each module (Civic Integration & Social Integration), there is an assessment questionnaire.
Recognition or certification of learning	Badges are embedded on the eLearning platform that are given to the participants after the completion of the material.
Europass	Aligned with all basic Europass fields
Financing and sustainability model	UK01 British Council, in partnership with EcorysUK – British Council
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/
Is this initiative country-specific? If yes, please specify the country.	No

The Bridges Programmes

Title	THE BRIDGES PROGRAMMES
Date launched	2014
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Recourses

Purpose	<ul style="list-style-type: none"> ● Language learning ● Social inclusion ● Employment
Online or blended	<ul style="list-style-type: none"> ● 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	<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	N/A

Europass	Aligned with basic Europass fields
Financing and sustainability model	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
Is this initiative country-specific? If yes, please specify the country.	Glasgow, Scotland

Think like a migrant, act like a local

Title	Think like a migrant, act like a local
Date launched	2016
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Online course
Purpose	<ul style="list-style-type: none"> • Higher Education (formal)

Online or blended	<ul style="list-style-type: none"> • 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	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	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	N/A
Lead Organization	On Campus
Contact Person	Email: info@oncampus.de
Link/ website	https://integration.oncampus.de/

Is this initiative country-specific? If yes, please specify the country.	Germany
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Language Learning

ANKOMMEN

Title	ANKOMMEN
Date launched	2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● App
Purpose	<ul style="list-style-type: none"> ● Language Learning ● Social Integration
Online or blended	<ul style="list-style-type: none"> ● 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	<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	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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
Is this initiative country-specific? If yes, please specify the country	Germany

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

Title	BIG STEP: Learning through Gamification – Integration of the Vulnerable Groups
Date launched	01/09/2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Other
Purpose	<ul style="list-style-type: none"> ● Language learning ● Social Inclusion
Online or blended	<ul style="list-style-type: none"> ● 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	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	NA
Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus+ European Commission
Lead Organization	UC LIMBURG
Contact details	Email: info@bigstepproject.eu

Link/ website	https://www.bigstepproject.eu/
Is this initiative country-specific? If yes, please specify the country	Belgium, Czech Republic, Greece, Slovenia, Cyprus

LASER: Language, Academic Skills and E-learning Resources

Title	LASER: Language, Academic Skills and E-learning Resources
Date launched	2016
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • MOOC • Online course
Purpose	<ul style="list-style-type: none"> • Language learning
Online or blended	<ul style="list-style-type: none"> • Blended

<p>Learning outcomes</p>	<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.
<p>Description of resource</p>	<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.
<p>Target group</p>	<p>Young displaced people/refugees, 18-30, in Jordan, Lebanon and Syria</p>

<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</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</p>	<p>Aligned with basic Europass fields</p>
<p>Financing and sustainability model</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>
<p>Contact details</p>	<p>British Council Jordan Office: euhighereducation@britishcouncil.org.jo Joseph Field, Senior Project Manager</p>

Link/ website	https://syria.britishcouncil.org/en/laser
Is this initiative country-specific? If yes, please specify the country.	Jordan, Lebanon and Syria

METIKOS - Informal Language Learning for Immigrants

Title	METIKOS - Informal Language Learning for Immigrants
Date launched	2012
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Language learning ● Social inclusion
Online or blended	<ul style="list-style-type: none"> ● 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</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>

Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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: euprograms@action.gr TEL: +30 210 6822606 FAX: +30 210 6894576
Link/ website	http://www.metoikos.eu/index.php/en/home
Is this initiative country-specific? If yes, please specify the country.	No

Employment

ACE: Lifestyle Entrepreneurship

Title	ACE: Lifestyle Entrepreneurship
Date launched	2015
Status	<ul style="list-style-type: none">● Ongoing
Type of Resource	<ul style="list-style-type: none">● Digital Resources
Purpose	<ul style="list-style-type: none">● Employment● Support Personnel
Online or blended	<ul style="list-style-type: none">● Online
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	<p>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:</p> <p>Self-study material for the Basics of Lifestyle Entrepreneurship A self-assessment test for Lifestyle Entrepreneurship Success stories from entrepreneurship initiatives - Action plan</p>
Target group	Adult Educators Disadvantaged groups

Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning	
Europass	Aligned with basic Europass fields
Financing and sustainability model	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
Is this initiative country-specific? If yes, please specify the country.	No

Progetto 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
Type of resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Employment ● Other
Online or blended	<ul style="list-style-type: none"> ● 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	<p>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 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

	<p>Work</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>
Target group	Migrants regularly present on the territory of the Italian regions of Basilicata, Campania, Calabria, Puglia and Sicily
Evaluation results / monitoring plan	<p>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:</p> <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 the training, a "Certificate of Attendance" will be issued by the SA.</p>
<p>Europass</p>	<p>Aligned with all basic Europass fields</p>

Financing and sustainability model	<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>
Leading organisation	Ente Nazionale del Microcredito
Contact details	<p>fasi@microcredito.gov.it</p> <p>Tel 06.86956917</p>
Website	https://fasi.microcredito.gov.it/
Is this initiative country-specific? If yes, please specify the country.	Italian regions of Basilicata, Campania, Calabria, Puglia and Sicily

ReDI School of Digital Integration

Title	ReDI School of Digital Integration gGmbH
Date launched	01/02/2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course

Purpose	<ul style="list-style-type: none">• Employment
Online or blended	<ul style="list-style-type: none">• Online• 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>

Description of resource	<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>
Target group	Asylum seekers & refugees (and any individual with a forced migration background), individuals from underserved or disadvantaged communities.
Evaluation results/ monitoring plan	NA
Learning assessment	Learning assessment is carried out by the teachers (in the case of the teacher-led programs).

Recognition or certification of learning	<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	Aligned with basic Europass fields
Financing and sustainability model	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	<p>Website: https://www.redi-school.org</p> <p>Self-paced courses: https://www.redi-school.org/online-courses</p> <p>Teacher-led courses are depending on each location</p>
Is this initiative country-specific? If yes, please specify the country.	No

SOMRA

Title	SOMRA
Date launched	01/11/2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital resources
Purpose	<ul style="list-style-type: none"> ● Employment
Online or blended	<ul style="list-style-type: none"> ● 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	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	

Europass	Aligned with all basic Europass fields
Financing and sustainability model	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=nd4vh24jgfldeqa6l0k0h67bpb
Website	https://somra.eu/
Is this initiative country-specific? If yes, please specify the country	No

Teacher Training

CIRCLE

Title	“InClusion of Refugee ChiLdren in Education (CIRCLE)”
Date launched	01/10/2020
Status	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Digital Resource
Purpose	<ul style="list-style-type: none"> ● Teacher training ● Primary/Secondary Education
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	<p>The educators will be able to</p> <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	<p>Interactive, downloadable, and LMS structured open educational resources, manuals, and validation tools, covering the following topics:</p> <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 ● 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	Provided by KMOP, through completion of attendance and successful assessment of learning through its COEUS online learning platform . There is no cost associated.
Europass	Aligned with all basic Europass fields

Financing and sustainability model	Erasmus+ Key Action 3: Support for policy reform Social inclusion and common values: the contribution in the field of education, training and youth. The educational material has been uploaded on and will remain accessible through Coeus, the e-learning platform that is coordinated and financed by KMOP
Leading organisation	KMOP-Social Action and Innovation Center
Contact details	Panagiota Kokoliou, Project Manager kokoliou.p@kmop.org
Website	Project website: https://circle-project.eu/ Material link: https://elearning.coeus.online/course/index.php?categoryid=15
Is this initiative country-specific? If yes, please specify the country	No

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	<ul style="list-style-type: none"> ● Ongoing
Type of resource	<ul style="list-style-type: none"> ● Online Course ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Teacher Training ● Primary-secondary education
Online or blended	<ul style="list-style-type: none"> ● Online ● Blended

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	<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</p> <p>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 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	The registrations in the platform are tracked and the participants are evaluated for their progress.

Learning assessment	A teachers' manual is developed to help them track the learning process of children with migrant background
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	Co-funded by the Erasmus + Programme of the European Union
Leading organization	SOLIDARITY AND OVERSEAS SERVICE MALTA (SOS MALTA) – MALTA
Contact details	Contact Person: Giulia Zambaldo Email: giulia.zambaldo@sosmalta.org Website: www.sosmalta.org
Website	https://www.hopeful-project.eu/
Is this initiative country-specific? If yes, please specify the country	No

iDecide: An Innovative Toolkit for Inclusive Decision Making Policies

Title	iDecide: An Innovative Toolkit for Inclusive Decision Making Policies
Date launched	2015
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Teacher Training
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	<p>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.</p>
Description of resource	<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	N/A

Europass	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country	No

Intercultural learning for pupils and teachers

Title	Intercultural learning for pupils and teachers
Date launched	01/10/2016
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Digital Resources
Purpose	<ul style="list-style-type: none"> • Teacher Training
Online or blended	<ul style="list-style-type: none"> • 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	<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	NA
Europass	Aligned with basic Europass fields

Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country	No

INTO project

Title	INTO project
Date launched	01/11/2013
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Electronic handbook • Online course
Purpose	<ul style="list-style-type: none"> • Teacher training
Online or blended	<ul style="list-style-type: none"> • Blended

<p>Learning outcomes</p>	<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</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

Target group	Students with a migrant background at risk of early school leaving (primary/secondary education)/ teachers working with migrants
Evaluation results/ monitoring plan	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. Evaluation was based on the successful completion of the online course.
Learning assessment	
Recognition or certification of learning	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country	No

Infrastructure

Thaki

Title	Thaki
Date launched	2016
Status	<ul style="list-style-type: none">● Ongoing
Type of Resource	<ul style="list-style-type: none">● Digital Resources
Purpose	<ul style="list-style-type: none">● Infrastructure
Online or blended	<ul style="list-style-type: none">● Blended
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	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	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	No

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
Date launched	01/07/2016
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	<p>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:</p> <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	N/A
Europass	Title, organisation, thematic area, learning outcomes
Financing and sustainability model	IOM
Lead Organization	IOM
Contact details	Email: MICICSecretariat@iom.int Tel. +41.022.7179322
Link/ website	https://micicinitiative.iom.int/e-learning-consular-staff
Is this initiative country-specific? If yes, please specify the country.	No

Epsilon: Equipping Professionals for Supporting Refugees

Title	Epsilon: Equipping Professionals for Supporting Refugees
Date launched	2016

Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Blended
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● Online
Learning outcomes	<p>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.</p>
Description of resource	<p>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.</p>
Target group	<p>Professionals and Volunteers working with migrants & refugees</p>
Evaluation results/ monitoring plan	
Learning assessment	

Recognition or certification of learning	Accredited by the IARS International Institute
Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus+ European Commission
Lead Organization	IARS International Institute (UK)
Contact details	Email: contact@iars.org.uk
Link/ website	http://www.epsilonproject.eu/
Is this initiative country-specific? If yes, please specify the country.	No

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
Type of Resource	Online Course
Purpose	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	<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? Each module takes approximately 15-20 minutes to complete and includes a short quiz which must be completed prior to finishing the module. <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	N/A
Europass	Aligned with basic Europass fields
Financing and sustainability model	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: unodchtms@un.org
Link/ website	Website: http://lastradainternational.org/lisidocs/GIFT_EHTN_elearning_tool_training_handbook.pdf
Is this initiative country-specific? If yes, please specify the country.	No

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	01/09/2017
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	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	
Europass	Aligned with basic Europass fields
Financing and sustainability model	Erasmus+ European Commission
Lead Organization	Point Europa (UK)
Contact details	Email: info@pointeuropa.org .
Link/ website	https://www.facebook.com/insertproject/ https://insertproject.eu/

Is this initiative country-specific? If yes, please specify the country.	No
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Refugee Health Online Course

Title	Refugee Health Online Course
Date launched	
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Online course
Purpose	<ul style="list-style-type: none"> • Support Personnel
Online or blended	<ul style="list-style-type: none"> • 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	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	N/A
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Thematic area ● Learning outcomes
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	No

Refugees and Global Health eLearning

Title	Refugees and Global Health eLearning
Date launched	2013
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Support personnel

Online or blended	<ul style="list-style-type: none"> ● 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	<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 healthcare ● 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	N/A
Learning assessment	

Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	No

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	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Digital Resources
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	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 organizations from any country to work collaboratively. The resources include videos and pdf documents and are available for download. There is also a section which 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	
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Thematic area ● Learning outcomes
Financing and sustainability model	
Lead Organization	N/A
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
Is this initiative country-specific? If yes, please specify the country.	No

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	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online Course
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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	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 in each participating country.
Target group	Professionals and foster carers working with unaccompanied children
Evaluation results/ monitoring plan	
Learning assessment	
Recognition or certification of learning	
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	UK, Greece, Denmark, Cyprus

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	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Online course
Purpose	<ul style="list-style-type: none"> ● Support Personnel
Online or blended	<ul style="list-style-type: none"> ● 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, anti-corruption, 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>
Description of resource	<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>
Target group	Member State officials on international security threats
Evaluation results/ monitoring plan	Courses are evaluated by internal working groups
Learning assessment	

Recognition or certification of learning	Certificate provided by UNODC
Europass	<ul style="list-style-type: none"> ● Title ● Organization ● Thematic area ● Learning outcomes
Financing and sustainability model	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
Is this initiative country-specific? If yes, please specify the country.	No

Other

Frontiers: you've reached Fortress Europe

Title	Frontiers: you've reached Fortress Europe
Date launched	2008 (the first beta)
Status	<ul style="list-style-type: none"> ● Ongoing
Type of Resource	<ul style="list-style-type: none"> ● Other ● 3-D Multi-Player Game
Purpose	<ul style="list-style-type: none"> ● Other Purpose ● [Raising Awareness on the journey of refugees to Europe]
Online or blended	<ul style="list-style-type: none"> ● Online

Learning outcomes	The aim of the game is to 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	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	NA
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	No

Nafham

Title	Nafham
Date launched	2012
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • Video
Purpose	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	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.
Target group	Students in Syria, Saudi Arabia, Kuwait, and Algeria (K12)

Evaluation results/ monitoring plan	N/A
Learning assessment	
Recognition or certification of learning	N/A
Europass	Aligned with all basic Europass fields
Financing and sustainability model	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/
Is this initiative country-specific? If yes, please specify the country.	Syria, Saudi Arabia, Kuwait, and Algeria

Strigiform Games

Title	Strigiform Games
Date launched	2017
Status	<ul style="list-style-type: none"> • Ongoing
Type of Resource	<ul style="list-style-type: none"> • App
Purpose	<ul style="list-style-type: none"> • Other

Online or blended	<ul style="list-style-type: none"> • Online
Learning outcomes	StrigiformMath aims to strengthen the math and logical skills of refugees.
Description of resource	A series of Strigiform games have been developed especially for refugees from crisis situations. At the same time the 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	N/A
Europass	<ul style="list-style-type: none"> • Title • Organization • Thematic area • Learning outcomes
Financing and sustainability model	N/A
Lead Organization	StrigiformGames
Contact details	Email: ploukas@strigiformgames.com
Link/ website	http://strigiformgames.com/index.php/game-strigiformmath
Is this initiative country-specific? If yes, please specify the country.	No

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

Title: 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>

Description: This course is about how to build an eportfolio and the grammar, vocabulary and writing skills needed to create it. The learners are guided on how to apply information from their ePortfolio to other online tools like LinkedIn, Twitter, Instagram and YouTube in order to network with others, so that they get a job or connect with other professionals..

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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 offer a step-by-step guide on 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-](http://www.deutsch-uni.com/gast/duo/info/index.do?do=index)

[uni.com/gast/duo/info/index.do?do=index](http://www.deutsch-uni.com/gast/duo/info/index.do?do=index) (Deutsch-Uni Online) <http://deutsch.info/en> (Multilingual website for learning German)

Description: These homepages guide interested learners to learn 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 for learning Greek.

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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.

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Title: European Edtech Alliance

Website: <https://www.edtecheurope.org/ukrainian-response>

Description: The website is a central hub of information, resources, and knowledge for Ukrainian refugees, providing relevant learning and teaching resources as well as to all relevant local information and support systems.

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.

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Title: Mygrants

Website: <https://mygrants.it/en/>

Description: A learning platform for refugees and asylum seekers that seek education, training, information on job placement, entrepreneurship.

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Title: Digital opportunities for refugees– European Digital SMR Alliance

Website: <https://www.digitalsme.eu/digital-opportunities-for-refugees/>

Description: This portal will allow Ukrainian refugees, as well as anyone else who has left their country for better opportunities in Europe, to find a suitable ICT job and support them in integrating into the new job market through upskilling, i.e., finding relevant training to empower them while relocating to a safer country in Europe.

5) Competitions and funding programs 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.