# MOOCs**4**inclusion

# Catalogue of Free Digital Learning Initiatives for Migrant and Refugee Inclusion

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# CARDET

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## www.cardet.org

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*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** (www.cardet.org).*

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# Introduction

The following document is a basis for the online catalogue of initiatives that was prepared for the two studies on MOOCs4Inclusion, financed by the Joint Research Centre (JRC) of the European Commission. The second MOOCs4inclusion study is coordinated by Charalambos Vrasidas and the CARDET Team (www.cardet.org).  The first study was coordinated by Elizabeth Colucci, with a team comprising Hanne Smidt, Axelle Devaux and Matteo Barberi (RAND Europe), Charalambos Vrasidas (CARDET) and Malaz Safarjalani.

The information provided online (www.moocs4inclusion.org) is based upon the below templates that describe free digital learning (FDL) initiatives. As of when this document was first submitted (5 October, 2016) during the first study, the research team was still validating some of the information. This version (**updated on 24/01/2019**) contains updated and validated (by the initiatives) templates developed during the second study, where it has been possible. Some fields have still been left blank due to lack of public information on this aspect.

Though FDL initiatives listed in this Catalogue vary quite a bit in nature and magnitude (some are larger scale projects which piloted FDL resources while some are individual Apps and online courses), attempts have been made to categorise them according to **'purpose', the type of resource or technology** they use**,** whether they are **'blended' approaches** or only **online/digital,** and the extent to which they are **ongoing, completed projects or forthcoming (awaiting launch).**

- Purpose: Initiatives have been sorted according to their intended purposes, namely:
    - **primary/secondary education**
    - **language learning**
    - **social inclusion**
    - **higher education** (formal, with the intention to obtain a degree or credits)
    - **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 (http://register.consilium.europa.eu/doc/srv?l=EN&f=ST%209248%202010%20INIT (see page 16). 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 provide 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/refugees, via FDL. Also, 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.)

- Type of resource/technology used: This is generally described according to the following categories:
  - MOOC
  - Online course
  - App
  - Video
  - Digital resources
  - Electronic handbook
  - 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 user 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.

# Higher education (formal)

**Initiatives documented during the first study.**

## Kiron Open Higher Education

| | CONTENT |
|---|---|
| Title | Kiron Open Higher Education |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher education (formal) |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | Allow refugees to fulfil their potential through higher education and graduate with an accredited university degree. |
| Description of resource (300 words, overview, content, methods, etc.) | An innovative education model is designed to surmount all four of the access challenges faced by refugees: Legal obstacles, language barriers, financial barriers, physical capacity of HEIs. Study programmes are implemented in Germany, France, Turkey and Jordan in four different fields (business, engineering, computer science and social science). Students are enrolled in a three to four year programme whereby, ideally, the first two years are done online and the final year (to two years) at a partner university. The online phase is done via MOOCs that have been selected by Kiron, provided by MOOC platforms and partner universities. Students can begin studying at all stages of the displacement and resettlement process - they do not have to wait for their legal status to be finalised. A buddy programme, counseling services and language classes are already provided during the online phase, as well as career services and 'Study Hubs'. This is provided in cooperation with local partner universities, volunteers and NGOs. Students earn credits for their online course work and, when ready, can apply to enter a partner university to complete their studies. |
| Target group | Refugees in different phases of the resettlement process, seeking higher education. |

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| Evaluation results/ monitoring plan (if applicable) | Funding has been generated from BMBF (German Federal Ministry of Education and Research - BMBF) for the professionalisation and quality improvement of the Kiron programme. A long term evaluation is being done by the University of Bonn (impact assessment over the next 8 years). This will cover all study programmes offered as well as the mentoring programme and the language programme. Data learning analytics are received regularly by MOOCs/MOOC platform that Kiron utilises. This helps to assess the engagement and "success" of students |
| Recognition or certification of learning (how done and by who, free or fee…) | Kiron currently has over 23 partner institutions that are committed to work on the process of recognition. The objective is that once accepted to the programme, students will eventually have their online credits recognised by the partner university at which they will later apply to study, if that university accepts them according to their normal enrolment standards. Kiron is working closely with the recognition offices and services of partner universities. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Kiron charges no admission fees. Costs are covered through a combination of funding, investments, and donations. Initial funds were generated through a crowd-funding campaign on Startnext and were generated almost exclusively from German donors. Kiron works with independent organisations to achieve financial transparency and releases an annual report of finances. For the future, Kiron aims to work with companies (that could also be potential employers for their students) and generate more Social Impact Investment. |
| Lead Organization | Kiron, a social start-up and registered NGO in Germany |
| Contact Person | https://kiron.ngo/contact |
| Link/ website | https://kiron.ngo |

## Jamiya Project

| | CONTENT |
|---|---|
| Title | Jamiya Project |

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|---|---|
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | MOOC<br><br>App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Blended |
| Online/digital only (OL) or blended | Higher education (formal) |
| Learning objectives | The Jamiya Project aims to provide relevant and accessible higher education for Syrian refugees by reconnecting them with Syrian academics, European universities and the latest education technology. The learning objectives of the courses should be tailored to the needed skills of displaced Syrian students. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | Jamiya is currently piloting one 12 week blended (online and in-person tuition) 'Small Private Online Courses' (SPOCs, not MOOCs) in Applied IT and preparing a second in Global Studies, which will be accredited and delivered in Arabic (with some English materials). These are being delivered in collaboration with the University of Gothenburg, a small team of Syrian academics and NGOs in the field - Norwegian Refugee Council and Jesuit Refugee Service, both in Jordan.<br>By making use of existing courses at the bachelor level (adapted from University of Gothenburg), learning infrastructure and technology, the pilot tests a model that makes use of the skills of refugee communities in leading the creation and delivery of new higher education solutions.<br>The course content is delivered online, however there is in-person tutoring through a blended learning model, via block seminars delivered by academics and weekly tutoring sessions run by local partner.<br>A mentoring programme is in place whereby students on the Applied IT course are paired with a displaced Syrian scholar, who serves as a mentor via virtual meetings. Further developing the mentoring programme is being explored.<br> Jamiya is also collaborating with Empower Hack to build a prototype of the 'Jamiya VocApp': a mobile and web application to assist students Syrian starting courses in Europe in a second language (English, German and French) with learning relevant academic technical vocabulary through a peer-to-peer micro-learning platform. The platform will |

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| | provide contextualised translation of terms Arabic<>English/German/French, online support from Syrian peers and Syrian academics. |
| Target group | Displaced current and potential Syrian higher education students |
| Evaluation results/ monitoring plan (if applicable) | Jamiya has created an open online forum for Syrian refugees to provide feedback about the model and approach. This has already generated more than 800 responses. In early 2016, Jamiya conducted a survey of Syrian refugees regarding their needs and experience of education, particularly higher education. Jamiya will be evaluated by external consultants who are designated to produce a report on methodology and the overall model (to take place end of 2016) |
| Recognition or certification of learning (how done and by who, free or fee…) | Courses are recognised by the partner university which provides the existing course. The model seeks to apply ECTS and be recognised across the European Higher Education Area. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The Jamiya project is currently incubated by Alexandria Trust: http://alexandriatrust.org - an independent fundraising institution that is also supporting Al Fanar Media. It aims to become a stand-alone charity and is currently assembling a board. Jamiya would like to pair with further European universities to roll out more courses. The funding model and possibilities are currently being assessed via the pilot phase. |
| Lead Organization | Jamiya Ltd, London |
| Contact Person | Contact form: https://www.jamiya.org/get-involved |
| Link/ website | http://jamiya.org |

## Jesuit Commons: Higher Education at the Margins

| | CONTENT |
|---|---|
| Title | Jesuit Commons: Higher Education at the Margins |
| Date launched | 2010 |

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|---|---|
| Duration<br><br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher education (formal) |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The Diploma of Liberal Studies and Community Service Learning provide an interdisciplinary approach to teaching a number of relevant skills for migrants and refugees, ranging from communication skills to team management, business studies, social impact and sustainability and literature/writing. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | With the mission: "Learning Together to Transform the World", Jesuit Worldwide Learning: Higher Education at the Margins (JWL) is a collaborative global partnership comprised of organizations, institutions, companies and volunteers to provide tertiary education to those who would otherwise not have access to higher learning opportunities. Students are organised into virtual global classrooms, with 15 students for each course. Of the fifteen students, 8 to 10 countries are represented, with Muslims, Christians, Buddhists, and local religions represented. As students learn together in the virtual classroom, the curriculum transformation integrates authors and literature representative of middle-eastern thought, western ideas, African theories, Asian principles, Latin American wisdom, etc. Two academic programmes were initially developed to serve students: The Diploma of Liberal Studies and Community Service Learning Tracks (CSLTs). The programmes were developed through input from refugees and host community members, and with input from JRS, faculty, and Universities. They were piloted on refugees and host community members in Dzaleka refugee camp in Malawi, Kakuma refugee camp in north-west Kenya, and in the city of Amman, Jordan. Pilot sites were added in 2014 in Aleppo, Syria, Afghanistan, Thailand, and in Chad. Students are now enrolled in the Diploma program in Myanmar, and slated for 2015 are sites for CSLT in Chad with JRS and UNHCR, in Bendum, Philippines with our new |

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| | partner APC; in Sri Lanka with JRS and the Province; and in Za'atari Camp, Jordan- Syria border with JRS and UNHCR.Partners of JC:HEM have donated computers, information systems and Blackboards to the pilot sites (camps). |
| Target group | Refugees and other potential higher education learners 'on the margins' |
| Evaluation results/ monitoring plan (if applicable) | Since 2010, more than 1,900 students have studied in JC:HEM programs, 28% of whom are women and 14% from the local populations. The goal is to ensure retention and completion rates of 80% or above with less than 10% attrition due to reasons other than resettlement.<br><br>An alumni programme is established and the alumni activities, employment and further learning are reported on in the annual report. There is also an alumni coordinator onsite in two locations. End of course evaluations are embedded into each Diploma course for feedback from students and faculty. Response rates from faculty have been low so new strategies for completion are being pursued in 2016. New survey questions were tested in 2015 and were revised for 2016 to obtain more pertinent feedback. Course evaluation is one part of the JC:HEM research agenda. A doctoral assistantship was awarded through Gonzaga University to analyze all course feedback to date. Findings will guide revisions to the end of course survey. |
| Recognition or certification of learning (how done and by who, free or fee…) | JWL Academic Programmes includes both credit-bearing and certificate-level courses.  Credit-bearing courses are offered with Regis University (USA). The Diploma in Liberal Studies is a 45 credit hour programme, resulting in a Diploma awarded by Regis University, which is regionally accredited by the Higher Learning Commission. JWL also works with partnering universities to develop vocational curriculum that are awarded certificates based on the UNESCO standard of Technical Vocational Education and Training (TVET). |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | In 2010, a private donor supported JC:HEM as a three-year pilot project During the pilot phase, JC:HEM developed a "sustainable, scalable, transferrable model" (according to their website). Annual reports are published online and financial reports can be requested. |
| Lead Organization | JC:HEM, foundation |
| Contact Person | Email: jwlinfo@jwl.org |

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| Link/ website | https://www.jwl.org/en/home |

## UNHCR – The Learn Lab

| | CONTENT |
|---|---|
| Title | UNHCR - The Learn Lab |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>Video |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher educational (formal)<br><br>Primary/secondary education |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The aim of the programmes provided is to transform young people's lives through educational opportunities that enhance interpersonal skills and foster a strong knowledge base, critical thinking, and conflict resolution. |
| Description of resource (300 words, overview, content, methods, etc.) | The aim of the Lab is to ensure that every refugee and forcibly displaced person has access to relevant and high-quality learning opportunities that will enable them to serve as agents of change for their communities. It enables the provision of training, vocational and higher education through virtual learning (including professional and teaching degrees) provided in refugee camps using on-line and blended learning pedagogies. |

| | The Learn Lab's strength lies in its collaboration with the Education Unit within UNHCR's Division of International Protection, and the partnerships it builds with external leaders in innovation and education to help orient and validate programmes. |
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| | The largest initiative within the Learn lab is called "connected learning" and the partners are: the Australian Catholic University or ACU; Borderless Higher Education for Refugees or BHER, InZone-University of Geneva, Jesuit Commons: Higher Education at the Margins, Kenyatta University, Kepler, Moi University, PEIC, UNHCR and the VodaFone Foundation. The partners provide on-line and blended learning certified courses for refugees in camps all over the world. These are under constant development in order to identify the best pedagogical model and ensure the quality of the offers. |
| | In the primary and secondary educational sector, UNHCR primarily works through the ministries of education. There are some initiatives, like the TIGER (These Inspiring Girls Enjoy Reading), targeted at adolescent Syrian girls in the UNHCR Zaatari camp in Jordan. Students get access a wide range of open educational resources, connected by Wi-Fi to a Raspberry Pi server. This enables them to experience self-paced learning as an active, engaging and sustained process that is aligned with the school assignments and directly relevant to their current and evolving needs. |
| Target group | Refugees and displaced persons globally, at primary, secondary and tertiary education level. |
| Evaluation results/ monitoring plan (if applicable) | Recently, a monitoring plan has been adopted, but no information available. |
| Recognition or certification of learning (how done and by who, free or fee…) | Partners develop and advocate in-house for refugee-focused programmes and ensure that content and pedagogy of the virtual learning align with international academic standards. UNHCR is responsible for ensuring a programme is aligned with its humanitarian protection mandate. The courses are certified by the providers. Providers vary. They include partners like Jesuit Commons Higher Education at the Margins, the African Virtual University, InZone and others. |
| Financing and sustainability model | Funding by/through UNHCR, which collaborates with different foundations and private companies. There are plans to keep developing the concept of connected learning with more partners. |

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| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | UNHCR education services and UNHCR, Division of International Protection |
| Contact Person | Jacqueline Strecker, Learn Lab Manager, Kenya |
| Link/ website | http://www.unhcr.org/innovation/ |

## Edraak

| | CONTENT |
|---|---|
| Title | Edraak |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher education (formal) Employment |
| Online/digital only (OL) or blended | OL & blended |
| Learning objectives | Edraak aims to further enrich Arab education and give Arab learners free access in Arabic to courses taught and developed at international higher education institutions, specific for the Arabic-speaking population. |
| Description of resource (300 words, overview, content, methods, etc.) | The platform offers original Arabic courses to further enrich Arab education. Edraak focuses on creating materials from scratch that are |

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| | 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. |
| | 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. |
| | 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. |
| 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 (if applicable) | 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'. |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate of attendance (or completion certificate) after examination is awarded for MOOCs. Courses that are offered in a blended manner with partner universities are accredited and recognised (at this stage, in the Jordanian higher education system). |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | 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 |

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| Contact Person | Contact form: https://help.edraak.org/hc/ar/requests/new |
| Link/ website | https://www.edraak.org |

## Online course for medical students in refugee camps

| | **CONTENT** |
|---|---|
| Title | Online course for medical students in refugee camps |
| Date launched | June 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher education (formal) Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | To enable refugees (in Syria) in tertiary education continue their studies in medicine and up-grade their English language skills should they be able to continue their education in another country.As the majority of Syrians are Arabic-proficient, but not English proficient, the programme delivers academic courses in Arabic language. Simultaneously, the programme delivers IELP in order to equipt participants with the English language skills needed. |
| Description of resource (300 words, overview, content, methods, etc.) | This programme offers on-line courses in Arabic targeting medical students in camps. The programme was launched in June 2016, and currently over 320 students are engaged in academic courses and Intensive English Language Program (IELP). Students are specifically engaged in health science courses, which are delivered in students' |

|  | native language of Arabic. The students also participated in a placement exam for the IELP, and over 30 students qualified and enrolled in the upper intermediate level of English. |
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| Target group | Refugees who were already in tertiary education |
| Evaluation results/ monitoring plan (if applicable) | Not applicable as the initiative is under development |
| Recognition or certification of learning (how done and by who, free or fee…) | The course has been developed by two prominent researchers and former political prisoners, who are now at the Global Institute for health and human rights, University at Albany, State University of New York. University of Albany recognises the course and the English language learning is certified through IELP. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The Open Society Foundation has provided some funding, but the initiative is based on a volunteer approach. |
| Lead Organization | Global Institute for health and human rights, University at Albany, State University of New York |
| Contact Person | Arash Alaei, MD Associate Vice Provost for International Education Clinical Associate Professor, School of Public Health Associate Director, Global Institute for Health and Human Rights University at Albany, State University of New York |
| Link/ website | http://www.albany.edu/gihhr/73564.php |

## Education without Borders

| | CONTENT |
|---|---|
| Title | Education without Borders: University for Refugees |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course

Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher education (formal)

Employment

Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Provide refugees and displaced students an opportunity to obtain an international, distance learning higher education degree, taught be universities around the world

Provide language learning services as well as professional recognitions services to migrants and refugees |
| Description of resource (300 words, overview, content, methods, etc.) | Acknowledging the current immigration emergency that involves the Arabian countries and the Sub-Saharan countries, the International Telematic University UNINETTUNO designed a web portal, Education Without Boundaries, that provides information on courses provided(50 scholarships have been provided thus far to refugee students to study with UNINETTUNO), language learning resources (Italian and Arabic), services for the recognition of academic and professional qualifications |

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| | and information on health services.

UNINETTUNO is the only University in the world where a student is taught and can learn in five languages (Italian, French, English, Arabian, Greek), where thousands of students are actually enrolled, who come from 140 different countries. The teachers come from different universities in the world. Universities of Syria, Egypt, Jordan, Lebanon, Tunisia, and Morocco, have been developing a virtual space for Higher Education and the dissemination of knowledge in the Euro-Mediterranean area. |
| Target group | Refugees students at the higher education and vocational education level |
| Evaluation results/ monitoring plan

(if applicable) | N/A |
| Recognition or certification of learning
(how done and by who, free or fee…) | The recognition of professional skills will be done through the establishment of specific Technical-Scientific Committees, formed by experts from the academic world and from the business/industry world. These experts will be grouped in committees in terms of the types of professional certification to recognise.

The recognition will take place through the analysis of the following documents that have to be submitted by refugees and immigrants for the Commission evaluation:

• Qualifications (titles of study)

• Certifications

• Professional experience

The professional skills will be framed in the context of the European Qualification Framework (EQF).

The analysis of the documents mentioned above will allow Commissions, composed of technicians and representatives of the world of work, to elaborate a **Certificate of Skills**. This certificate will represent a tool to integrate refugees and immigrants in the labour market. |
| Financing and sustainability model | N/A |

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

**Initiatives documented during the second study.**

## Aim Higher: Access to Higher Education for Refugees and Asylum Seekers

| | CONTENT |
|---|---|
| Title | Aim Higher: Access to Higher Education for Refugees and Asylum Seekers |
| Date launched | May 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher Education (formal) |
| Online/digital only (OL) or blended | OL |
| Learning objectives | This course is designed to help refugees and asylum seekers get the information they need to apply for university in the UK. |

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| Description of resource (300 words, overview, content, methods, etc.) | The course was developed by the Cambridge English Language Assessment and it is taught by Ahmad al-Rashid. It is designed for refugees and asylum seekers looking to continue or start their higher education studies in the UK. It would also be useful for anyone who supports or teaches refugees hoping to study at university. The focus of this course is applying and preparing for undergraduate study. During the course participants are guided through the application process, helping them to understand where they want to go and how to get there. The course is supported by a group of experts from higher education and refugee support networks, language assessment providers and refugees studying at universities. It is offered via the FutureLean online learning platform. |
| Target group | Refugees & Asylum Seekers in the UK |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | FutureLearn, SOAS University of London, UCSAS, University of Nottingham, British Council, The student room, article 26, TECHFUGEES, Student Action for Refugees |
| Lead Organization | Cambridge English Language Assessment |
| Contact Person | Cambridge English Language Assessment: https://support.cambridgeenglish.org/hc/en-gb/requests/new  Register for the course via FutureLearn: https://www.futurelearn.com/register |

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| | Link/ website | https://www.mooc-list.com/course/aim-higher-access-higher-education-refugees-and-asylum-seekers-futurelearn |
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## Think like a migrant, act like ta local

| | **CONTENT** |
|---|---|
| Title | Think like a migrant, act like ta local |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher Education (formal) |
| Online/digital only (OL) or blended | OL |
| 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<br>(300 words, overview, content, methods, etc.) | The platform offers a list of courses that are free of charge and easily accessible from any place as longs 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. |

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| Target group | Refugees in Germany |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | Participants can obtain a certificate by Lübeck University of Applied Sciences. The certificate awards credit points as stated on the respective course. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | On Campus |
| Contact Person | Email: info@oncampus.de |
| Link/ website | https://integration.oncampus.de/ |

## MOOCs for Refugees

| | CONTENT |
|---|---|
| Title | MOOCs for Refugees |
| Date launched | 2016 |

| | |
|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher Education (formal) |
| Online/digital only (OL) or blended | OL & Blended |
| Learning objectives | The aim of the MOOC series is to offer a deeper learning experience to refugees that want to enroll at a University course according to a topic of their interest and preference. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The aim of the MOOC series from the UCLouvain is to provide a free elearning experience to refugees by allowing them to select from a number of topics of their preference. UCLouvain supports refugees by covering the expenses for the enrollment as "free student" at UCL and for the edX certificate for completing the MOOC. Also, apart from the MOOC UCLouvain apart from allowing refugees to choose a LouvainX massive open online course – MOOC, offers the blended course option  by allowing refugees to follow the MOOC online AND join the regular on-campus activities, such as lectures, practical sessions, group works (including the exam) (= MOOC + on-campus classes). |
| Target group | Refugees |
| Evaluation results/ monitoring plan<br><br>(if applicable) | N/A |

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|---|---|
| Recognition or certification of learning<br><br>(how done and by who, free or fee…) | Certificate provided by UCLouvain |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | University of Louvain |
| Lead Organization | UCLouvain |
| Contact Person | UCLouvain: Louvain moocXperience,<br>Stéphanie Kleinen: stephanie.kleinen@ucylouvain.be |
| Link/ website | https://uclouvain.be/en/digital-university/moocs/moocs-for-refugees.html |

## Academic Refuge Project's MOOC on academic freedom and higher education values

| | CONTENT |
|---|---|
| Title | Academic Refuge Project's MOOC on academic freedom and higher education values |
| Date launched | September 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing<br><br>September 2016-August 2019 (3 years) |
| Type of Resource<br><br>(MOOC, App, Digital Learning Platform, etc.) | MOOC |

| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher Ed (formal) |
|---|---|
| Online/digital only (OL) or blended | OL |
| Learning objectives | Academic Freedom Matters aims to improve the capacity of European universities to assist refugees and threatened academics on campus and to promote understanding and respect for higher education values. Specifically, by the end of the MOOC participants will be able to:<br>• Explain the meaning of academic freedom and related values and how these values interrelate<br>• Assess how academic freedom can be promoted and defended<br>• Identify challenges and threats to academic freedom in different contexts<br>• Demonstrate the importance of academic freedom to the development of society |
| Description of resource (300 words, overview, content, methods, etc.) | The EU-funded 'Academic Refuge' project aims to improve the capacity of European universities to assist refugees and threatened academics on campus and to promote understanding and respect for higher education values. During the project's implementation an online course under the title "Dangerous Questions: Why Academic Freedom Matters" was launched. The course is free and it is designed for students and staff in higher education, but it will be relevant for anyone interested in asking critical questions. In this free online course, some of the questions that will be discussed are the following:<br>• What is academic freedom and how does it relate to other higher education and societal values?<br>• Why are academic freedom and related values important, and what threats or challenges to these values may be faced in different contexts?<br>• How can you as a student, academic or other staff member in higher education promote and defend academic freedom and related values<br>This course is free and available to anyone with internet access. It will run for 3 weeks with an expected workload of 3 hours per week. There will be ample opportunity for discussion with fellow course participants from around the world. |

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| Target group | Support Personnel |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate of Achievement with a small fee (39 Euros) |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | University of Oslo (developed the course) |
| Contact Person | Marit Egner, Project coordinator University of Oslo Email: marit.egner@admin.uio.no |
| Link/ website | Project website: https://www.uio.no/english/about/global/globally-engaged/academic-refuge/ MOOC website: https://www.futurelearn.com/courses/academic-freedom#section-dates |

## Borderless Higher Education for Refugees (BHER)

| | CONTENT |
|---|---|
| Title | Borderless Higher Education for Refugees (BHER) |

| | |
|---|---|
| Date launched | 1 September 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing (September 2016-June 2019) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online Course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Higher Ed(formal) |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The BHER is an international partnership of academic institutions, NGOs, intergovernmental organizations which aims to deliver online and some on-site degrees, diplomas and certificates. The BHER training program has been developed with the unique challenges of refugee camps in mind. As such, its goal is to provide teacher training and higher education through the coordination of partners and built on work that has already been done. |
| Description of resource (300 words, overview, content, methods, etc.) | Courses meet international standards and are offered through the joint efforts of the partner organizations. All offerings will be "stackable", allowing students to earn certificates or diplomas from affiliated Universities at each level of study, incrementally building towards earning a degree. The BHER consortium of universities worked to develop Bachelors' level University degrees in a range of disciplines for delivery in Dadaab Camps (Kenya). These degrees are being offered mostly through online/distance education modes. |
| Target group | Refugees in Dadaab Camps (Kenya) |

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|---|---|
| Evaluation results/ monitoring plan (if applicable) | |
| Recognition or certification of learning (how done and by who, free or fee…) | University Degree |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Government of Canada provides funding for this initiative. The BHER project has secured funding to offer BHER academic programs until 2018 & Donations |
| Lead Organization | Global Affairs Canada<br><br>In collaboration with York University, Kenyatta University of Nairobi Kenya, African Virtual University, Windell trust Kenya, The World University Service of Canada & UNHCR, University of British Columbia (Vancouver), |
| Contact Person | E-mail: bher@yorku.ca |
| Link/ website | http://www.bher.org/ |

# Primary/secondary education

**Initiatives documented during the first study.**

## Instant Network Schools Programme

| | CONTENT |
|---|---|
| Title | Instant Network Schools Programme |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Primary education<br><br>Infrastructure |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | Delivery of education programmes in refugee camps, which will be critical for the long-term future of those children and their communities. |
| Description of resource (300 words, overview, content, methods, etc.) | An Instant Network School is an integrated platform with internet connectivity, power, tablets, mobile content and teacher training which provides previously remote and isolated communities with access to a wealth of content and resources.<br><br>The programme launched in October 2014, with the opening of the first school. There are currently 20 schools in Kenya, Democratic Republic of Congo, Tanzania and South Sudan. |

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| Target group | Refugee children in camps |
| Evaluation results/ monitoring plan (if applicable) | There are currently 20 schools in Kenya, Democratic Republic of Congo, Tanzania and South Sudan. There are currently 30,000 students and 600 teachers benefitting from Instant Network Schools each month.<br><br>By 2020, the Vodafone Foundation aims to reach a potential 3 million young refugees living in countries where Vodafone operates, to provide a them with a better education |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Vodafone Foundation – Plan for future financing not elaborated |
| Lead Organization | Developed by the Vodafone Foundation and United Nations High Commissioner for Refugees (UNHCR) |
| Contact Person | Albane Coeurquetin<br><br>Vodafone Foundation - Education Coordinator<br><br>Email: albane@instantnetwork.org |
| Link/ website | https://www.vodafone.com/content/index/about/foundation/instant-network-schools.html |

**Initiatives documented during the second study.**

## Whole of Syria Education Focal Point

|  | CONTENT |
|---|---|
| Title | Whole of Syria Education Focal Point |
| Date launched | February 2015 |
| Duration<br><br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Primary Education |
| Online/digital only (OL) or blended | OL |
| Learning objectives | 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<br><br>(300 words, overview, content, methods, etc.) | The SLM consists of condensed and fast-tracked content based on or directly drawn from the Syrian national curriculum. The material cover the four core subjects of Arabic, Math, Science and English for grades 1 to 9.<br><br>The **SLM operational and pedagogical guides** will be available soon and will be posted on this website. |

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| Target group | Syrian refugees (children that attend grades 1-9) |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | NGOs & Private Donors |
| Lead Organization | UNICEF and Save the Children (Co-Focal Points) |
| Contact Person | Email:  menaedu@unicef.org |
| Link/ website | http://wos-education.org/syria-self-learning-materials#slm--about- |

## Intercultural Education Through Religious Studies

| | CONTENT |
|---|---|
| Title | Intercultural Education Through Religious Studies |

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|---|---|
| Date launched | 01/12/2013 |
| Duration (Completed, ongoing, forthcoming) | Completed (01/12/2013 to 30/04/2016) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Primary/Secondary Education |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The IERS Project's Digital Modules are educational tools meant to offer:<br><br>• An introduction to the study of religions, its methodologies and disciplines.<br>• An articulated overview of different religious traditions. Traditions that concur in building the cultural heritage of Europe ( Catholicism, Protestantism, Orthodox, Judaism, Islam) but also tradition belonging to the East and Far East (Buddhism, Hinduism, Daoism).<br><br>A focus on premodern, modern and contemporary issues linked to religions, touching social, ethical and human rights themes. |
| Description of resource (300 words, overview, content, methods, etc.) | The Digital Modules include innovative didactic tools such as content produced in a multimedia format and can be used in classroom activities, accompanied by a Handbook with didactical guidelines for teachers. There is also a tutorial on how to go through the Digital Modules. Every Digital Module is made up of 3 to 12 sections, each with a specific sub-topic. Each section has two visualizations. One for the student and one for the teacher. Student's visualization features are the following: |

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|  | • Different resources (texts, images, audio, videos) each with a brief presentation.<br>• Suggestions for the work in class (brainstorming questions, questions to guide the teacher's exposition of that section's sub-topic, source-related activities and so on).<br><br>Teacher's visualization, on the other hand, provides all the information pertaining to that section's sub topic and to the analysis of the featured resources. Moreover, teacher's visualization features also a brief introduction to the Digital Module as a whole, a summary of contents and suggestion of didactical objectives. |
|---|---|
| Target group | The main targets of the Digital Modules are upper-intermediate school teachers of Humanities and Social Sciences (History, Philosophy, Sociology, Arts, Literature and, of course, Religion). |
| Evaluation results/ monitoring plan<br><br>(if applicable) | NA |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | NA |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Lifelong Learning Program European Commission |
| Lead Organization | Universität Augsburg |
| Contact Person | Contact form: https://grial.usal.es/contact |

| | Website: https://iers.unive.it/ |
|---|---|
| Link/ website | Digital Modules: https://iers.unive.it/digital-modules/ |

## Learn and Play with ICT

| | **CONTENT** |
|---|---|
| Title | Learn and Play with ICT |
| Date launched | 01-09-2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing End date: 31-08-2019 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Primary/Secondary Ed |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | During the implementation of the project primary school children aged 4 - 12 will learn how to use a number of different software tools in order to produce digital learning materials that could be used by others schools to support learning. |
| Description of resource (300 words, overview, content, methods, etc.) | The digital learning materials will be created by pupils using PC, tablet, mobile phone, video camera and microphone. Specifically,they will create games and apps, audio recordings (podcast and school radio), digital guides and e-books. Some language computer games and apps for the tablet will be designed for immigrant and refugee children but also for standard foreign language teaching on a basic level. With regard to |

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| | the latest flow of refugees from Syria and Iraq the games will be translated into Arabic. Software applications and online resources such as Opus Pro, Matchware Mediator, Mouse Mischief, learningapps.org, Envision and Jumpido will be used for creating teaching aids. The online app "Aurasma" will be used to create digital video guides to local heritage sites while another, "Plickers" will act as an engaging, fun evaluation tool. QR-Codes will be applied for quizzes and treasure hunts. All ICT products will be compatible with interactive whiteboards for which there is still a lack of age-appropriate content in many areas. With the help of pupils a computer game will also be created which will make them aware of the dangers and opportunities posed by the internet in an amusing way. Some classes or groups of pupils will get involved in computer programming to create interactive stories and games. The products will be put at public disposal but they will also be designed for replication by other schools and teachers. 'How-to' videos will be posted on a YouTube channel. There will be technical and methodological instructions and descriptions which should motivate others to copy or create their own materials. |
| Target group | Migrant and refugee children as well as pupils with various levels of ability |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Scoil Náisiúnta Ghort Sceiche |

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|---|---|
| Contact Person | |
| Link/ website | http://www.learn-play-ict.com/ |

## Sky School

| | CONTENT |
|---|---|
| Title | Sky School |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing [The full Sky School diploma programme will be introduced at the beginning of 2019] |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Primary and Secondary Education |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The aim of Sky School is to provide a high quality international education for its students as well as study materials for job-related training and work. Specifically, students will be able to participate in secondary level courses which will lead to a recognized high school diploma. |
| Description of resource (300 words, overview, content, methods, etc.) | The resources are available on the Sky School online platform. Lessons and assignments on the platform are given by some of the best teachers from schools around the world. Lessons can be accessed at any time, to allow for flexible study. Learners are able to access the courses on their |

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| | phones, and engage online with their fellow students, as well as receive guidance and support from online facilitators. The initial courses are taking place in English and all course materials are in English, but other languages will be spoken as well in on-site learning hubs.<br>All of the courses are entirely free: there is no administration/participation fee, regardless of personal circumstances. |
| Target group | Refugee children and youth from **16 to 25 years** of age who have you been **unable to complete their high school** studies. |
| Evaluation results/ monitoring plan<br><br>(if applicable) | In 2017, the Sky School team ran a six week pilot course on the topic of social entrepreneurship, involving 50 students. The course was delivered in collaboration with partners in Athens (Greece), Amman (Jordan) and Kakuma Camp (Kenya), as well as online. Feedback from the pilot course, from students and facilitators, was positive. |
| Recognition or certification of learning<br><br>(how done and by who, free or fee…) | The Sky School Diploma programme is modular - and once a student has completed a certain number of modules, they will be able to receive the Sky School Diploma. |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | The Catalyst Foundation for Universal Education, Kahane Foundation, Private donations |
| Lead Organization | Educational Partner: UWC South East Asia<br><br>Implementing partners: AL TAREEQ, Urise Initiative for Africa, *Ahlan* World, ELIX<br><br>Technology partner: AULA |
| Contact Person | Email: hello@skyschool.world |
| Link/ website | https://www.skyschool.world/ |

# Social inclusion

**Initiatives documented during the first study.**

## Academic Refugee Project

| | CONTENT |
|---|---|
| Title | Academic Refugee Project |
| Date launched | October 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC<br><br>Electronic handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The MOOC developed will provide instruction on academic freedom in the European higher education context and the electronic handbook intends to sensitise refugees to higher education values in the European context and how this may impact their studies. The learning objectives are intended for refugee students, threatened academics and university staff in Europe which is receiving/working with refugees. |
| Description of resource (300 words, overview, content, methods, etc.) | An EU project designed to respond to the higher education needs of refugees in Europe, which considers sensitisation at the level of universities. The main project deliverables will be a staff training week (spring 2017) for universities across Europe on receiving refugees on campus combined with an intensive module on academic freedom and threatened academics, a MOOC on academic freedom (2018) and an |

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| | electronic handbook on putting higher education values into practice (2019). |
| Target group | Refugees, asylum seekers and migrants in Europe that have completed a higher education degree and 'threatened academics' |
| Evaluation results/ monitoring plan (if applicable) | The MOOC will run during the lifespan of the project and is expected to reach 5000 people initially and at least 5000 every time it is repeated. The project has a concrete dissemination plan for the training course material and online Handbook, via the associated networks. A project board will be assembled with the task of monitoring and quality assurance. Indicators for the staff training, the MOOC and the handbook have been elaborated in the project proposal. |
| Recognition or certification of learning (how done and by who, free or fee...) | Credits awarded to MOOC, recognised by partner universities |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | EU co-funded under Erasmus+ Strategic Partnerships. Plan for future financing not clear. |
| Lead Organization | University of Oslo (UiO)<br><br>Partners: Scholars at Risk, UNICA and University of Ljubljana. Associated partners: EAIE, EUA and the Norwegian Fulbright office |
| Contact Person | Marit Egner<br><br>University of Oslo<br><br>Email: marit.egner@admin.uio.no |
| Link/ website | https://www.uio.no/english/about/global/globally-engaged/academic-refuge/academic-refuge-mooc.html |

## Apps for Refugees

| | CONTENT |
|---|---|
| Title | Apps for Refugees |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Apps |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion<br><br>Employment<br><br>Language learning<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The Apps generally support the non-formal education and the integration of refugees. |
| Description of resource (300 words, overview, content, methods, etc.) | Smartphones are the most important tools for refugees and most of them use them regularly. AppsforRefugees is a platform that collects various Apps that aim to provide information and learning opportunities to refugees. It includes Apps for language learning and Apps that provide information about a city, a region or a country. This website tries to consider the technical conditions refugees are usually exposed to. For this reason, the website is a "no frills" page: Fast loading times, optimized for mobile phones, connected to the social networks, feedback and rating function to ensure quality. Visitors to the site can directly download the available Apps to their mobile phone, from Google Play Store or Apple App Store |

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|---|---|
| Target group | Refugees of all ages and volunteers working with refugees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | - This project is BETA, financed via donations and utilising volunteers |
| Lead Organization | N/A |
| Contact Person | N/A |
| Link/ website | http://appsforrefugees.com |

## INTEGRA-Migrants' Integrating Kit - Basic Language for Dealing with Financial Matters

| | CONTENT |
|---|---|
| Title | INTEGRA-Migrants' Integrating Kit - Basic Language for Dealing with Financial Matters |
| Date launched | 2010 |
| Duration (Completed, ongoing, forthcoming) | Completed (2 year project) |

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|---|---|
| Type of Resource<br>(MOOC, App, Digital Learning<br>Platform, etc.) | Digital resources<br><br>Electronic handbook |
| Purpose (Language learning,<br>formal HE degree, civic integration,<br>employability related…) | Social inclusion<br><br>Language Learning |
| Online/digital only (OL) or<br>blended | OL |
| Learning objectives | The project aims to enhance the basic language skills of migrants who are living in the host country, with a focus on the words and phrases used on financial matters. Thus, it aims to support migrants' potential for mobility within the EU labour market, intercultural learning and empathy in migrant communities for international communication in different countries. Through the learning of a vocabulary on financial matters, migrants will develop both their self-confidence and their ability to overcome personal and cultural barriers. |
| Description of resource<br><br>(300 words, overview, content,<br>methods, etc.) | The project is addressed to migrants who want to develop their skills in financial matters. In this regard they will be able to improve their integration into local societies and gain language skills related to financial issues. For this purpose, a number of resources are available online. More specifically, the user can find authentic dialogues that simulate real life situations related to financial issues, such as how to open a bank account or how to talk to his/her employer about the salary. There is also a financial glossary available in pdf format with useful phrases related to a number of financial situations and a guide with the main information on financial institutes or financial information sources. Last, the user can download for free a useful Kit of financial terminology in the form of a desktop application. |
| Target group | Migrants (notably adults of all ages) |
| Evaluation results/<br>monitoring plan | N/A |

| (if applicable) | |
|---|---|
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission. |
| Lead Organization | Soros International House |
| Contact Person | Country - Vilnius, Lithuania<br>Daiva Malinauskiene: daiva@sih.lt<br>Violeta Mirinaviciute: violeta@sih.lt<br>Gileta Kieriene: gileta@sih.lt<br>Tel.: +370 5 272 4892<br><br>Website: www.sih.lt |
| Link/ website | http://www.integra-project.eu |

## Information about Sweden

| | CONTENT |
|---|---|
| Title | Information about Sweden |
| Date launched | 2010 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital resources |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related...) | Social inclusion<br><br>Language learning<br><br>Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | For migrants and refugees to have an easy overview of Swedish society and how to navigate in it. |
| Description of resource (300 words, overview, content, methods, etc.) | Information Sweden is a platform that collects information for migrants and refugees on: e.g. housing, education, employment, integration, community, health, residence permit and the civic society. The intention has been to create a "one-stop-shop" for all types of information relevant for integration and inclusion. It also includes a language introduction to the most useful terms for the newly arrived who have to navigate the system, from the legal obligations to civic information. Teaching material for those who teach migrants and refugees is also available. The portal intends to make it easier for the newly arrived to Sweden, and for them to find answer 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 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, Persian and Tigrinska. The initiative has both an information and learning objectives. |
| Target group | Migrants and refugees in Sweden |
| Evaluation results/ monitoring plan<br><br>(if applicable) | The platform has 50 000 viewing a month, and has been 'liked' on Facebook by 2700 people. The use of the platform is continuously being monitored and up-dated/developed. |
| Recognition or certification of learning | - |

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| (how done and by who, free or fee…) | |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | The development of the platform was originally co-funded by many different sources: Public authorities in Sweden: the Swedish Employment Services, the Swedish Social Services, the Swedish Migration board, municipalities, EC funds: European Social Fund and the European Refugees Fund, and private partners: Ikea. It has now become an integrated part of the workplan of the County Administrative Boards of Sweden and builds on a close cooperation between different public authorities. |
| Lead Organization | County Administrative Boards of Sweden |
| Contact Person | Email: info@informationsverige.se |
| Link/ website | http://www.informationsverige.se/Svenska/Sidor/Start.aspx |

## Guide with information for migrants living in Greece

| | CONTENT |
|---|---|
| Title | Guide with information for migrants living in Greece |
| Date launched | 2013 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Electronic handbook<br><br>Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion |

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|---|---|
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aims of this initiative is to support migrants in their process of integration to the Greek society. Migrants can learn about how the Greek state is organized and which are their rights and their responsibilities. In addition, they can learn about the Greek culture and traditions. |
| Description of resource (300 words, overview, content, methods, etc.) | 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 (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| 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" |

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| Lead Organization | Bee Group<br><br>http://www.bee.gr/el/ |
| Contact Person | Palaiologou Str. 19, 2410 554045, Larissa<br>Ferron Str. 16, 210 8838540, Athens<br>Koleti Str. 24, 2310547180, Thessaloniki<br>Fax: 2410 550333<br><br> http://www.bee.gr |
| Link/ website | http://www.learnaboutgreece.gr/greek/index.php |

## MEET-Meeting the Health Literacy Needs of Immigrant Populations

| | CONTENT |
|---|---|
| Title | MEET-Meeting the Health Literacy Needs of Immigrant Populations |
| Date launched | 2015 |
| Duration<br>(Completed, ongoing, forthcoming) | Completed |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the online training course is to strengthen the health literacy skills among immigrant people through the presentation of the Model of |

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| | the Community Health Educator. Migrant people will develop awareness on how to protect themselves and their families from health risks, such as the HIV or health risks during pregnancy. |
| Description of resource (300 words, overview, content, methods, etc.) | The project MEET aims to strengthen the recognition of diversity and multiculturalism and include migration-related competences in the health care services by adapting and developing an innovative community health education model and a professional development programme for social and health service providers. It is addresses 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 (if applicable) | 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. |
| Recognition or certification of learning (how done and by who, free or fee…) | The training was developed based on 2 ECTS (European Credit Transfer System)  - reflects 50 hours of in-class and out-class training |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission. |
| Lead Organization | OXFAM ITALIA<br><br>http://www.oxfamitalia.org/ |

The second MOOCs4inclusion study is coordinated by *Dr. Charalambos Vrasidas and the CARDET Team* (*www.cardet.org*).

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| | Contact form: http://migranthealth.eu/index.php/en/contact-us |
|---|---|
| Contact Person | Contact form: http://migranthealth.eu/index.php/en/contact-us |
| Link/ website | http://migranthealth.eu/etraining/ |

## Take Care-Health Care Language Guide for Migrants

| | **CONTENT** |
|---|---|
| Title | Take Care-Health Care Language Guide for Migrants |
| Date launched | 2012 |
| Duration (Completed, ongoing, forthcoming) | Completed (2 year project) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Video<br><br>Electronic handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion<br><br>Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aims of the project are to help migrants gain language skills about health matters in a new language and improve their integration |
| Description of resource (300 words, overview, content, methods, etc.) | The project Take Care is offering a guide for migrants on issues related to healthcare which contains a language learning phrase book in Greek, a glossary in 17 languages which contains all the necessary information on the national health care system in the host country. It also offers a book with 12 thematic Units that include key-words, phrases and dialogues on health issues. The project also offers animated videos with short dialogues related to healthcare situations, extra vocabulary material in pdf format and in audio format and also online interactive exercises. The |

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| | purpose is to support migrants develop their skills in health care by learning the language of the host country and thus to facilitate their process of integration. |
| Target group | Migrants |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission. |
| Lead Organization | Pressure Line |
| Contact Person | Provenierssingel 71b Rotterdam 3033 EH The Netherlands +31 10 243 93 65 www.pressureline.nl |
| Link/ website | http://www.takecareproject.eu/about |

## Ready for Study

| | CONTENT |
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| Title | Ready for Study: Study skills for refugees in Germany |
|---|---|
| Date launched | January 2016 (12 weeks, future phase planned for 2017 – 2020) |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC<br><br>*Sub-category: Mentored Open Online Course (Mentored cMOOC)* |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion<br><br>Language learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Hands-on capacity-building for refugees who want to apply and study in a German higher education institution and community-building for integration; includes elements of language learning, self-assessment of existing qualifications and group work on case-studies related to studying in Germany. |
| Description of resource (300 words, overview, content, methods, etc.) | Ready for Study aims to combine an extensive set of practical knowledge and competencies regarding higher education with language training to facilitate integration of young refugees into degree programmes in Germany. The course helps participants successfully navigate the higher and professional education landscape in Germany, to reflect and develop their academic and language skills in order to commence or continue a programme of study.<br><br>Participants solve case studies built around real-life scenarios over the course of five consecutive assignments with mentoring and peer-feedback, to determine individual readiness for entering a degree programme in German educational institutions.<br><br>The two-week modules comprise: Reflection on Skills and Preferences, Higher Education System in Germany, Navigating the Campus, Academic and Study Skills, Application and Admissions, and Student Life. The |

| | curriculum provides video and reading material as scaffolding for participants collaborating in mentored teams to solve problem-based assignments rooted in real-life scenarios for foreign students. Learning materials were adapted from OER or produced specifically for the course (videos, language exercises). Key elements of the learning experience design were collaborative work in diverse groups with peer-feedback, a content-an-language-integrated learning approach (CLIL) and continuous mentoring. |
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| Target group | Refugees and other foreign learners interested in beginning or continuing a higher education program at a German institution. |
| Evaluation results/ monitoring plan (if applicable) | Pilot enrolled 1200 participants, about 250 of which completed the course; learners could evaluate language ability and study skills with self-test at beginning and end of course. Course participation did not require prerequisites or documentation. The results of the pilot are being been evaluated and learnings will be reflected in the next version. Language testing and training will be adapted further to specific learning objectives and the course will in future be offered with a blended learning option to accompany on-site courses at partner institutions. |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate of completion, self-assessment of skills and a checklist of "next steps" on the path to enrolling into a degree programme. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Conceived, produced and developed by a consortium of educational institutions lead by Leuphana University on behalf of Germany's Federal Employment Agency (*Bundesagentur für Arbeit*), video production and hosting with external service providers (Bilderfest GmbH, Munich and Candena Gmbh Lüneburg respectively) . Partners include Goethe University of Frankfurt (*Interdisziplinäres Kolleg für Hochschuldidaktik*, *International Office*),  Deutsch-Uni Online/gast e.V., Stifterverband für die deutsche Wissenschaft, Fernuniversität Hagen, and the German Academic Exchange Service (DAAD). Future iterations planned in co-operation with DAAD and partner institutions on the basis of a permanent framework for partner consortium. |

| Lead Organization | Leuphana University |
|---|---|
| Contact Person | Felix Seyfarth<br><br>Email: elix.seyfarth@leuphana.de |
| Link/ website | http://digital.leuphana.com/courses/ready-for-study/ |

## OEAD4Refugees

| | CONTENT |
|---|---|
| Title | oead4refugees |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion<br><br>Higher education (formal)<br><br>Language learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Assist refugees in Austria in accessing higher education, via online language learning courses, validation of prior degrees and information on starting a study programme. |

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| Description of resource<br>(300 words, overview, content, methods, etc.) | This portal aggregates information about:<br><br>• Online Language courses<br><br>• Access to selected academic courses for refugees<br><br>• The validation of academic degrees<br><br>• The start or continuation of a study programme in Austria<br><br>The content of the page will be updated continuously and new information will be added on a regular basis. |
| Target group | Refugees and those who have granted subsidiary protection in Austria, principally interested in higher education. |
| Evaluation results/ monitoring plan<br><br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | The initiative is funded by OEAD, the Austrian agency for the internationalisation of higher education. |
| Lead Organization | OEAD |
| Contact Person | Mag. Werner Fulterer<br>Email: werner.fulterer@oead.at<br>Tel: +43 1 534 08-403i |
| Link/ website | https://oead.at/en/to-austria/oead4refugees/ |

**Initiatives documented during the second study.**

## Digital Inclusion

| | CONTENT |
|---|---|
| Title | Digital Inclusion |
| Date launched | 2016 – 2018 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The Digital Inclusion course aims to provide OERs to migrants, refugees and asylum seekers in order to be able to integrate into the host country and enter the labor market (Spain, Italy, Bulgaria, Germany, Greece, Cyprus). |
| Description of resource (300 words, overview, content, methods, etc.) | The Digital Inclusion course is built on a digital platform. It provides a user friendly interface where the user can find information about the course modules. It aims to provide migrants, asylum seekers and refugees the opportunity to learn strategies and practices that can be beneficial for their personal and professional development through the use of digital technologies. Specifically, the course consists of the following five modules:<br><br>- Basic Computer Skills<br><br>- Basic Language Skills |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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| | - Practices for Entering the Labor Market<br><br>- Know Your Laws<br><br>- Entrepreneurship<br><br>During the course participants can have the opportunity to interact with the course material, discuss in forums with others and go through an assessment in order to gain an accredited certificate. |
| Target group | Migrants, Refugees, Asylum Seekers and key professionals working with them (Social Workers, Teachers etc.) |
| Evaluation results/ monitoring plan<br><br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | Certificate accredited by the University of Nicosia |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+- European Commission |
| Lead Organization | Comunidad de Madrid |
| Contact Person | Email: coordination@digitalinclusiontools.com |
| Link/ website | http://digitalinclusiontools.com/ |

## MINGLE: Migrant Language and Social Integration

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| | **CONTENT** |

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|---|---|
| Title | MINGLE: Migrant Language and Social Integration |
| Date launched | 2012 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion Language learning |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The project's goal was to enhance the quality of life and facilitate the social and economic integration to local society of migrant workers by improving their access to language training courses and other guidance and counselling material and helping them become active members of the hosting society. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource developed is a web-based, easy-to-use, vocationally -oriented Distance Learning Application. It includes 2 Greek language courses addressed to Bulgarian migrants willing to work in Greece or Cyprus in the tourism or care sector and two Italian language courses addressed at Romanians willing to work in the these sectors in Italy. Access to the application is provided free of charge by organisations acting as migrant "welcomers", which have set-up information and language learning centres, i.e. small labs with the necessary equipment. |
| Target group | Migrants in Greece, Cyprus and Italy |

| Evaluation results/ monitoring plan (if applicable) | Approximately 150 target users were involved in the evaluation process.The respondents' input to all questions concerning the DLA's design, course organisation and content, was strongly positive. Evaluation report available [here](here) |
|---|---|
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Lifelong Learning Programme – European Commission |
| Lead Organization | EXUS S.A. |
| Contact Person | Licia Boccaletti Email: progetti@anzianienonsolo.it |
| Link/ website | http://mingle.exus.co.uk/ |

## Think like a migrant, act like ta local

| | CONTENT |
|---|---|
| Title | Think like a migrant, act like ta local |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The main purpose of the course is to support migrants who want to succeed in a new country and organisations who are working with migrants around the world. Specifically, the course aims to promote awareness of cultural differences and cultural sensitivity, from the perspective of both migrants and natives. |
| Description of resource (300 words, overview, content, methods, etc.) | The elearning course was created by Goutam Basak, an entrepreneur. It has already enrolled 1,086 students. The course is offered in English and it includes the following:<br><br>• 44 mins on-demand video<br><br>• 4 Articles<br><br>• Full lifetime access<br><br>• Access on mobile and TV<br><br>• Certificate of completion |
| Target group | • Migrant Professionals and those working with migrants in a professional environment |
| Evaluation results/ monitoring plan (if applicable) | N/A |

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| Recognition or certification of learning (how done and by who, free or fee…) | Certification upon completion from CLASS CENTRAL |
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| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | Udemy |
| Contact Person | Email: info@infonity.com.au |
| Link/ website | https://www.udemy.com/think-like-a-migrant-act-like-a-local/?siteID=SAyYsTvLiGQ-KC13LJ3uKWStsr5NkdiH6A&LSNPUBID=SAyYsTvLiGQ |

## THE BRIDGES PROGRAMMES

| | CONTENT |
|---|---|
| Title | THE BRIDGES PROGRAMMES |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Recourses |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Social inclusion |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** (www.cardet.org).*

|  | Employment |
|---|---|
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The Bridges Programmes supports the social, educational and economic integration of refugees, asylum seekers, migrants, and anyone for whom English is a second language, living in Glasgow. |
| Description of resource (300 words, overview, content, methods, etc.) | 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. 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. |
| Target group | Migrant & Refugees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model | Glasgow city council, Erasmus + European Commission, One Scotland, European Union, gov.scot, The National Lottery. |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | Glasgow City Council (Scotland, UK) |
| Contact Person | Email: admin@bridgesprogrammes.org.uk |
| Link/ website | http://www.bridgesprogrammes.org.uk/clients/download-resources |

## Blend-In

| | CONTENT |
|---|---|
| Title | Blend-In |
| Date launched | November 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing<br>14 November 2016 – 13 November 2018 |
| Type of Resource<br><br>(MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | 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, thus preventing their social exclusion, combating discrimination and |

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| | segregation by facilitating their smooth cultural and social integration in the host community. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource offers a mobile application addressing young refugees and migrants' needs during their early days in a host/ receiving country and 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, country and society and move towards independence, self-sufficiency, active citizenship and participation, and at the same time enhance 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 (if applicable) | Not available yet |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus + European Commission |
| Lead Organization | Anziani e Non Solo (Italy) |
| Contact Person | Contact form: http://blend-in.eu/en/ |

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| Link/ website | http://blend-in.eu/en/ |

## MedLit - Media literacy for refugee, asylum seeking and migrant women

| | CONTENT |
|---|---|
| Title | MedLit ( Media Literacy – Media literacy for refugee, asylum seeking and migrant women) |
| Date launched | November 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing<br>November 2017 – October 2019 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The basic objectives of the project include the development of innovative learning tools to increase media and digital competences of low – skilled/low qualified refugee, asylum seeking and migrant women and also the improvement of media and digital literacy skills of low – skilled/low – qualified refugee, asylum seeking and migrant women encouraging them with effective awareness raising actions. |
| Description of resource (300 words, overview, content, methods, etc.) | The resources will be available through an online training platform. The platform will be developed by taking into account approaches and the methodological framework for the construction of skills and capacity for |

| | digital and media literacy adapted to the needs of refugee / asylum seeker / migrant women. It will focus on peer - to - peer methodologies and the training course for refugee / asylum seeker / migrant women will allow for their involvement to an awareness raising campaign. |
|---|---|
| Target group | Refugee, asylum seeking and migrant women |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | ERASMUS+ European Commission |
| Lead Organization | University of Gloucestershire (UK) |
| Contact Person | Dr. Abigail Gardner: agardner@glos.ac.uk @MedLiteracy (https://www.facebook.com/pg/MedLiteracy/about/?ref=page_internal) |
| Link/ website | https://www.facebook.com/MedLiteracy/ |

## P.R.E.S.S.: Provision of Refugee Education and Support Scheme

| | CONTENT |
|---|---|
| Title | P.R.E.S.S.: Provision of Refugee Education and Support Scheme |
| Date launched | June 2016 |
| Duration (Completed, ongoing, forthcoming) | Completed<br><br>June 2016 – December 2017<br><br>*Several research publications are currently in progress or in press |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | It aims to provide education and support to refugees on language learning, integration into formal education (primary, secondary and tertiary), information for individuals with a refugee background and awareness raising for the local community. |
| Description of resource (300 words, overview, content, methods, etc.) | Project PRESS (an acronym of the Provision of Refugee Education and Support Scheme) is a research-based project that aims at producing direct actions geared towards the refugees' educational support and their long-term educational empowerment. Specifically, the project aims at producing ethnographic insights on the educational, linguistic and communication needs, priorities and expectations of refugee children, youth and adults currently residing in Greece (axis 1 of the Project) that will feed back into a series of educational actions and integration interventions (axes 2 and 3 of the Project). Axis 2 aims at the linguistic and cultural adjustment and integration of refugee children, youth and adults through non-formal and informal learning interventions and axis 3 |

|  | focuses on awareness-raising, provision of support services and targeted interventions for the long-term educational empowerment of refugees in Greek society. The duration of the first phase of implementation of the project, which consists of 24 actions, is 19 months (June 2016 to December 2017). The Academic Director of the project is Professor George Androulakis and the Project Coordinators are: Ivi Daskalaki (Axis 1), Sofia Tsioli (Axis 2) and Anna Apostolidou (Axis 3).<br><br>The online toolkit includes:<br>• Research outcomes<br>• Educational material<br>• Training material<br>• Good practices<br>• Support guides<br>• Awareness-raising initiatives |
| --- | --- |
| Target group | Refugees residing in Greece |
| Evaluation results/ monitoring plan<br><br>(if applicable) | The external evaluation of the project's deliverables is in process/ The intermediate evaluation of certain actions by participants and educators is included in the toolkit. |
| Recognition or certification of learning<br><br>(how done and by who, free or fee…) | All actions produced by project PRESS were free of charge for participants of every capacity<br><br>The certification of each action was based on the qualification framework of the Hellenic Open University for short courses and lifelong learning. |
| Financing and sustainability model<br><br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | All 24 actions of Project PRESS were exclusively funded by the Hellenic Open University. |
| Lead Organization | Hellenic Open University |
| Contact Person | Email: info@eap.gr |

| | Press Toolkit: http://press-project.eap.gr/toolkit/login/index.php |
|---|---|
| Link/ website | http://www.press-eap.net/ |

## Free Education Library for Syrians

| | **CONTENT** |
|---|---|
| Title | Free Education Library for Syrians |
| Date launched | January 2018 |
| Duration (Completed, ongoing, forthcoming) | Forthcoming |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Learning Platform |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The initiative aims to provide fee instructional resources and career pathways to help Syrian refugees develop competencies and skills that support them advancing their opportunities and their capacity to contribute to the communities in the countries which welcome them. |
| Description of resource (300 words, overview, content, methods, etc.) | Open Learning Exchange (OLE) is building a Syrian Education Library Network (SELN), an online repository of open education resources appropriate for Syrian adolescents and young adults. An international consortium of organizations that provide learning opportunities for young Syrians will contribute resources and benefit from the initiative, although the repository will be publicly available to all under a Creative |

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| | Commons license. The SELN will serve as a centralized repository of free learning resources shared by organizations around the world. The pilot program will begin in Lebanon, Jordan, Egypt, Turkey and Bulgaria. |
| Target group | Syrian refugees |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | NOKIA Foundation & private donors |
| Lead Organization | Open Learning Exchange |
| Contact Person | Contact form: https://www.ole.org/contact-us/ |
| Link/ website | https://www.ole.org/free-education-library-syrians/ |

## BRAMIR: Beyond Retirement-A migrant Integration Project

| | CONTENT |
|---|---|
| Title | BRAMIR: Beyond Retirement-A migrant Integration Project |
| Date launched | 2016 |

| | |
|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing<br><br>September 2016 – August 2018 |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The resource aims to harness the potential talent pool of migrants in order to support the development of key civic and social competences within the established and growing migrant communities. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The BRAMIR project partners have worked for the development and implementation of a multi-layered andragogic framework designed for a seniors target group comprising older workers approaching retirement and recent retirees. For this purpose it redeploys senior migrants/refugees as volunteers with the role of migrant integration workers in migrant communities taking advantage of their knowledge and experience.For this reason they have developed digital resources which provide an elearning portal and a digital toolbox of Key Competence Acquisition Resources. |
| Target group | Adult migrants;<br>Migrant support workers<br>Adult education trainers/providers, volunteer managers |
| Evaluation results/<br>monitoring plan<br><br>(if applicable) | Interim report – external evaluator |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | NA |

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

# Language learning

**Initiatives documented during the first study.**

## LASER: Language, Academic Skills and E-learning Resources

|  | **CONTENT** |
|---|---|
| Title | LASER: Language, Academic Skills and E-learning Resources |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC<br><br>Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | 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:<br><br>-develop digital literacy skills and a positive attitude to online education<br>-increase their language and communication skills in English, German and French<br>-improve their presentation and discussion skills<br>-learn how to manage their time<br>-develop their confidence and grow their self-directed learning processes |

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| | -be able to have their English language levels tested through Aptis or IELTS - as appropriate to the level and needs of students. |
| Description of resource (300 words, overview, content, methods, etc.) | LASER is an initiative funded by the European Union and run by the British Council in Amman. It has three primary components:<br><br>-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).<br><br>-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)<br><br>-Language and academic skills training delivered in Syria through a partner organisation (SPARK) with the possibility of the future delivery of MOOCs. |
| Target group | Young displaced people/refugees, 18-30, in Jordan, Lebanon and Syria |
| Evaluation results/ monitoring plan (if applicable) | 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:<br><br>-Track and record the progress of all students through data collection and analysis mechanisms<br><br>-Ensure that both men and women have equal access to community facilities and learning opportunities<br><br>-Evaluate the outcomes of the project through specific KPIs and measures of success<br><br>-Work with local and international organisations to assure the quality and the successful outcomes of the project. |
| Recognition or certification of learning (how done and by who, free or fee…) | 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. |

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| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | EU funded initiative. British Council hopes that those that benefit from the initiative will become ambassadors for online education in the region. |
| Lead Organization | British Council. Parners include: Care International, Goethe Institute, Institut Francais, Norwegian Refugee Council, Jordan Education Initiative, Edraak, Talal Abu Gazaleh, SPARK, Open University and FutureLearn |
| Contact Person | British Council Jordan Office: euhighereducation@britishcouncil.org.jo<br>Joseph Field, Senior Project Manager |
| Link/ website | https://syria.britishcouncil.org/en/laser |

## Arabic with Khaled

| | CONTENT |
|---|---|
| Title | Danish language course in Arabic with Khaled (Lær dansk på arabisk) |
| Date launched | 2015 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Video |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning |
| Online/digital only (OL) or blended | OL |

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| Learning objectives | To improve the viewers' language understanding and how to use Danish in everyday situations. Focus on grammar and content learning in languages. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The goal of these videos is to teach Danish in way that is more easily understood and accessible by migrants and refugees and who have Arabic as a first language – especially at a beginning stage. The traditional Danish as a second-language education was not able to make a good link between Danish and Arabic, and the 22-year old Syrian refugee Khaled, who took a language course in 2013 in order to access HE, realised that a better link between the two languages was needed, especially for migrants and refugees who did not speak English. He therefore started filming some videos of himself teaching Danish in Arabic that help other refugees that have difficulty in accessing the Danish languages. The video clips are very basic and also include a Danish speaking teachers, and last from 5 to 15 minutes. They have a simple set up and are supported by a Facebook page as well. The availability also make it possible for refugees who do not have asylum or easy access to a language course to practice. |
| Target group | Migrants and refugees with an Arabic language background (all ages) |
| Evaluation results/ monitoring plan<br><br>(if applicable) | The 67 videos on YouTube have been viewed by more than 850 000 people in 8 months, and have now also been included in traditional Danish language learning classes at some institutions. The initiative won the 'Danish EU European Language label 2016.' |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Financed by "Sprogskolen Lærdansk i Aarhus" (The language school: LearnDanish in Aarhus). Khaled now has a student job developing new videos for the YouTube Channel 6 hours a week. |
| Lead Organization | Sprogskolen Lærdansk i Aarhus. (The language school: LearnDanish in Aarhus) |

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| Contact Person | Khaled Ksibe<br><br>Contact: https://www.youtube.com/channel/UCco5ZGj9j-vLbeGIlinLpNQ/about |
| Link/ website | https://www.youtube.com/channel/UCco5ZGj9j-vLbeGIlinLpNQ/videos?sort=dd&view=0&shelf_id=1 |

## NEW ERASMUS+ Online Linguistic Support for Refugees 2016 - 2018

| | **CONTENT** |
|---|---|
| Title | ERASMUS+ Online Linguistic Support for Refugees 2016 - 2018 |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing (2016-2018) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | In the light of the current migration crisis, the objective of this initiative is to support the efforts of EU Member States to integrate refugees into Europe's education and training systems, and ensure their skills development via:<br><br>- Linguistic support for refugees |

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|---|---|
| | - Supports language training in the EU languages |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The Erasmus+ Online Linguistic Support (OLS) currently offers online language courses in Czech, Danish, German, Greek, English, Spanish, French, Italian, Dutch, Polish, Portuguese and Swedish to higher education students, vocational education and training learners and young volunteers taking part in the Erasmus+ programme. The European Commission has decided to extend this service to the benefit of around 100.000 refugees over 3 years, on a voluntary basis and free of charge for them.<br><br>The OLS can be used at any time from a computer, tablet or smartphone with an internet connection. The OLS language courses include a variety of self-paced modules covering different linguistic areas, as well as "Live Coaching" interactive activities (online MOOCs, tutoring sessions and forums).<br><br>The participation in this initiative is voluntary. In the participating countries, the access to the OLS is granted to refugees who wish to improve their knowledge of one of the languages available in the OLS (Czech, Danish, German, Greek, English, Spanish, French, Italian, Dutch, Polish, Portuguese and Swedish) by an Erasmus+ beneficiary institution/organisation that has decided to take part.<br><br>Refugees can choose to follow an OLS language course in any of the languages available. It is up to the beneficiary institution/organisation to indicate this choice in the OLS, based on the needs of the refugee and on the levels available for the different languages. The participating organisations/institutions grant access to refugees to the OLS language course based on the requests they receive and within the available number of OLS licences.<br><br>A limited number of OLS licences is also available for operators who are directly in contact with refugees, to accompany, support and guide them through the OLS process.The participating organisations may make computers or other IT facilities available to refugees; however, this is not a requirement. The OLS can be accessed online with any device with a browser and internet connection. |
| Target group | Refugees<br><br>Organisations/institutions supporting refugees |

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| Evaluation results/ monitoring plan (if applicable) | The European Commission will assess how many licenses are awarded for this purpose and how collect data on how many refugees take advantage of the offer.

No further information is available on impact assessment. |
| Recognition or certification of learning (how done and by who, free or fee…) | Online assessment assesses participants' language skills - listening, reading and writing - according to the Common European Framework of Reference for Languages (CEFR).

Refugees must first take a **language assessment** to find out what their current language level is. Upon completion of this assessment, they can access the **language course** (if available at the required level) for a duration of maximum 13 months. Language courses in German, English, Spanish, French, Italian and Dutch are available from A1 to C2 CEFR levels. Czech, Danish, Greek, Polish and Swedish language courses are offered at A1 level, while Portuguese is available until B2 level. At the end of the language course, they can download a record of participation and take a **second language assessment** to measure their progress in the language, if they wish so. The second language assessment is not compulsory. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The Erasmus+ Online Linguistic Support (OLS) is a service financed by the European Commission in the framework of the Erasmus+ programme. |
| Lead Organization | European Commission and National Agencies for the Erasmus+ programme |
| Contact Person | National agencies: http://ec.europa.eu/programmes/erasmus-plus/contact_en |
| Link/ website | http://erasmusplusols.eu/ols4refugees./ |

## L-Pack-Citizenship Language Pack for Migrants in Europe

| | CONTENT |
|---|---|
| Title | L-Pack-Citizenship Language Pack for Migrants in Europe |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Electronic handbook<br><br>Video<br><br>Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning<br><br>Social inclusion<br><br>Employment<br><br>Teacher Training<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL  (Project took blended approach) |
| Learning objectives | 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 (300 words, overview, content, methods, etc.) | The Citizenship Language Pack for Migrants in Europe (L-Pack) is a project that aims to promote language learning at a basic level. The project offers a language pack for the learning of the Greek language which 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 |

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| | 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. |
| Target group | L-PACK 2 is addressed to language teachers, researchers of linguistic and educational fields, adult education providers, adult migrants in Italy, Lithuania, Germany, Spain, Greece, France and English speaking countries, organisations helping migrants' integration in these countries or people interested in learning one of the target languages. |
| Evaluation results/ monitoring plan (if applicable) | The pilot trainings of LPACK2 were completed in 7 partner countries (Ireland, Germany, Spain, Italy, Greece, Lithuania and France). Across all countries, many people took part. There were 143 people who participated in online courses (self-learning), 142 people in online courses with a guidance from a remote teacher and 417 who participated in an in-class training.<br><br>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.<br><br>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.<br><br>The project partners were assessing the internal progress of the project after each transnational meeting and once every 6 months.<br><br>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 |

| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
|---|---|
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission.<br><br>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, will remain available for free download on the project website and on the YouTube channel for the next 5 years. |
| Lead Organization | ASEV -  Agenzia per lo Sviluppo Empolese Valdelsa<br><br>http://www.asev.it/ |
| Contact Person | Via delle Fiascaie, 12 – 50053 Empoli(FI) (+39) 0571 76650 info@asev.it<br>www.asev.it |
| Link/ website | http://www.l-pack.eu/?lang=Gr |

## Dutch for Arabic Speakers

| | CONTENT |
|---|---|
| Title | Nederlands voor Arabisch sprekende beginners - A1<br><br>(Dutch for Arabic speakers-beginners - A1) |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |

| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language training |
|---|---|
| Online/digital only (OL) or blended | OL |
| Learning objectives | A1 level Dutch language training in Arabic is offered free of charge the purpose of facilitation of integration for asylum seekers waiting for an official residence status |
| Description of resource (300 words, overview, content, methods, etc.) | A multimedia cloud hosted module of the level A1 of CEF created with the authoring platform E.M.C.G. owned by CommArt; it is conceived for autonomous learning (with a lot of help functions: a contrastive dictionary, audio recordings for starting dialogues in two main variants of Dutch, feedback, scoring, grammatical topics, cultural topics, translation of assignments and dialogues in Arabic. Explanations of all resources is in Arabic). |
| Target group | Dutch language learners and refugees in Dutch speaking countries |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Private initiative. For official refugees and persons in the process of becoming an official refugee the courses are free for 6 months. |
| Lead Organization | CommArt / Hasselt Uni spin-of |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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

## "Mein Sprachportal"

| | CONTENT |
|---|---|
| Title | "Mein Sprachportal" |
| Date launched | - |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>Electronic handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Social inclusion<br><br>Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Learners will have the chance to gain an insight on the phenomenon of migration. They will learn more about the process of migration and integration, what migrant and refugee people are saying and which are the most common preconceptions about the migration and refugee crisis. |
| Description of resource (300 words, overview, content, methods, etc.) | The so called language portal 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 |

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| | 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. The website is translated in 9 languages so that everyone can navigate easily through the vast offerings of the website. |
| Target group | German language teachers as well as German language students<br><br>Kindergarten teachers and people interested in early language acquisition<br><br>People granted asylum (in Austria)<br><br>People granted subsidiary protection (in Austria) |
| Evaluation results/ monitoring plan<br><br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | Certificates are issues against the European Framework of Reference for Languages. Examinations imply a fee however this can be reimbursed in accordance with a voucher system for migrants and refugees. |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Austrian Integration Fund: http://www.integrationsfonds.at/startseite/<br><br>Österreich Institut: https://www.oesterreichinstitut.at/information-in-english/<br><br>Europe Integration Foreign Affairs: https://www.bmeia.gv.at/en/ |
| Lead Organization | Austrian Integration Fund |
| Contact Person | Österreichischer Integrationsfonds<br>Landstraßer Hauptstraße 26,<br>1030 Wien<br>Tel: +43 1/715 10 51 - 250 |
| Link/ website | http://sprachportal.integrationsfonds.at/english.html |

## "Digitala spåret"

| | CONTENT |
|---|---|
| Title | "Digitala spåret" (Digital support for learning Swedish - the digital track language training and grammar: - Länkar för SFI - Svenska för invandrare - Språkövningar och Grammatik) |
| Date launched | 2006 |
| Duration (Completed, ongoing, forthcoming) | Ongoing (project concluded in 2007 but has been up-dated) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Social inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | • Promote and enhance self-study<br><br>• Train the learners to be independent and reflective learners |
| Description of resource (300 words, overview, content, methods, etc.) | The project provides a learning platform using Swedish-to-Swedish as a second language for students taking part in Swedish for foreigner courses. The students can choose between two tracks: a basic track and an advanced track. The "courses" are mentored through the platform, according to written guidelines. It is up to the learner to design their own learning tracks that can be structured by subject or by competences.<br><br>"The digital learning track" targets migrants and contains a collection of information on language, news, and other relevant links, as well as training material. The purpose of the project is to create and collect |

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| | digital learning material, inspire Swedish language students to develop their own learning strategies and choices for learning, and inspire the learner to do other activities outside school that encourage learning. |
| Target group | Migrants (adult) in Sweden |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The project is a first generation initiative that still works and continues to provide learning possibilities with little up-keep. The first phase was funded by the Botkyrka Municipality and is now up-dated on a voluntary base. Assignments are being used by other newer platforms. |
| Lead Organization | Digitala spåret/Botkyrka kommun |
| Contact Person | Email: peter.yhrstrom@botkyrka.se |
| Link/ website | http://www.digitalasparet.se |

## METIKOS - Informal Language Learning for Immigrants

| | CONTENT |
|---|---|
| Title | METIKOS - Informal Language Learning for Immigrants |
| Date launched | 2012 |

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|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Completed (2012-14) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Social inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | - The general objective of the project is to promote the social inclusion of the immigrants in EU societies.<br><br>- The specific objective, is to increase the migrants' skills in the language of their host country. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | 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.<br><br>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.<br><br>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 |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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| | 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.<br><br>Through the use of the CyberCafe participants develop their language skills and socialize themselves in an online social environment. |
| Target group | Migrants, but everyone interested in the learning of the Greek language and wants to be part of an online community. |
| Evaluation results/ monitoring plan<br><br>(if applicable) | N/A |
| Recognition or certification of learning<br><br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project was co-funded by the European Commission.<br><br>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 Person | Kostas Diamantis-Balaskas<br>Email: euprograms@action.gr<br>TEL: +30 210 6822606<br>FAX: +30 210 6894576 |
| Link/ website | http://www.metoikos.eu/index.php/en/home |

## Norwegian Language Resources

| | **CONTENT** |
|---|---|
| Title | Norwegian Language Resources |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital resources<br><br>Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Norwegian Language acquisition, for study and general integration purposes |
| Description of resource (300 words, overview, content, methods, etc.) | The University of Oslo provides Norwegian language classes for international students and staff. They are currently revising their plans to see how these courses may be expanded to include course offers to refugees. In the meantime, they have made a list of Norwegian Language Resources free of charge available online. This includes an online course developed by the Norwegian University of Science and Technology, 'Loecsen', a free course for online language learning (http://www.loecsen.com/en/learn-norwegian) and links to games, dictionaries and Norwegian grammar sites. |
| Target group | Refugees and other potential higher education learners in Norway |
| Evaluation results/ monitoring plan | N/A |

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|---|---|
| (if applicable) | |
| Recognition or certification of learning (how done and by who, free or fee…) | It is not indicated how language acquisition through online resources will be recognised. University of Oslo language courses are credit bearing. |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The resources listed are open source and have been aggregated on the University of Oslo website. It is stated that it is planned to appropriate existing University of Oslo language classes for international students for the refugee community. Funding sources have not been indicated. |
| Lead Organization | University of Oslo |
| Contact Person | Anna Kolberg Buverud<br><br>Email: a.k.buverud@admin.uio.no |
| Link/ website | http://www.uio.no/english/about/collaboration/academic-dugnad/online-courses/norwegian |

## Learning Greek Podcasts for the Hellenic American Union

| | CONTENT |
|---|---|
| Title | Learning Greek Podcasts for the Hellenic American Union |
| Date launched | 2006 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital resources |

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|---|---|
| **Purpose** (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | These online materials aim to provide training opportunities to everyone that is interested to learn to speak, read, write, and communicate in Greek. Also, they aims to provide useful information about the cultural aspects of life in Greece and in Cyprus. |
| Description of resource (300 words, overview, content, methods, etc.) | The Hellenic American Union offers free online learning material to everyone interested in learning the Modern Greek language. The online material is organized through a number of podcasts that are presenting the activities in the everyday lives of a group of young people in Greece. Each podcast is considered one lesson and there are 80 podcasts in total available to the website. What is more, the website also offers useful instructions on how to use the video material and also transcripts in pdf format and audio files for all lessons. All these materials can be accessed freely and easily. Also, there are extra materials for learning Greek such as the Modern Greek placement tests and various cultural publications related to the cultural features of people living in different areas across Greece and Cyprus. |
| Target group | Foreigners/migrants interested in learning Greek and about the Greek culture. |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |

| | |
|---|---|
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Financed by the Hellenic American Union |
| Lead Organization | Hellenic American Union |
| Contact Person | Address: Massalias 22, Athina 106 80, Greece<br><br>Phone: +30 21 0368 0900<br><br>Website: http://www.hau.gr/ |
| Link/ website | https://itunes.apple.com/podcast/learning-greek-podcasts-from/id126265773?ign-mpt=uo%3D8&mt=2 |

## Language On The Go: e-Calendar to Encourage Language Learning

| | CONTENT |
|---|---|
| Title | Language On The Go: e-Calendar to Encourage Language Learning |
| Date launched | 2012 |
| Duration<br>(Completed, ongoing, forthcoming) | Completed (2012-2014) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |

| Online/digital only (OL) or blended | OL |
|---|---|
| Learning objectives | The project aims to support the development of language skills in migrants residing in the host country by delivering mini-lessons on the Greek language which require little effort by the learner and are easy to comprehend. |
| Description of resource (300 words, overview, content, methods, etc.) | The project is addressed to migrants who want to improve their language skills but do not want to spend a lot of time for the lessons. In this regard, the project takes advantage of the new information and communication technologies in order to encourage language learning. The learners can learn the language literally on the go, at any time and place on flexible electronic platforms (web-based and IPhone). For this purpose, an innovative e-learning tool has been developed in order to motivate learners of the Greek language. This innovative tool is the e-calendar for the learning of the Greek language. The calendar aims to help learners keep track of their language experience as they will need to allocate 10 minutes every day of the year to maintain and build upon their language skills. The calendar and the mini lessons are available free online and learners can access the material via Facebook and by downloading the application. Also, for people that don't have access to the above mentioned services, they can access the material through an online platform. The material developed during this project can be useful for people who wish to develop their language skills in the Greek languages for personal reasons (cultural interest, friends, business contacts, etc.). |
| Target group | Migrants, mobile students in Greece |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |

| | |
|---|---|
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Project 'Language on the go: e-Calendar to Encourage Language Learning (LANGO)', No 519242-LLP-1-2011-1-BG-KA2-KA2MP, has been funded with support from the European Commission |
| Lead Organization | Euroinform Ltd - Bulgaria |
| Contact Person | www.euroinformbg.com |
| Link/ website | http://www.lango.eu/index.php/en/ |

## Initiatives documented during the second study.

## ANKOMMEN

| | CONTENT |
|---|---|
| Title | ANKOMMEN |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning<br><br>Social Integration |
| Online/digital only (OL) or blended | OL |

| | |
|---|---|
| Learning objectives | The app aims to provide refugees with valuable information about their stay in Germany during the first weeks of their arrival. |
| Description of resource (300 words, overview, content, methods, etc.) | 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:<br>- Learn German: A basic language course from the Goethe Institute for independent learning. With many exercises for listening, writing and reading.<br>- Information on asylum procedures: Step by step from registration to the hearing. Compiled by the Federal Office for Migration and Refugees.<br>- Ways to find a vocational training position: Compiled by the Federal Employment Agency.<br>- 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.<br>- A stream of daily offers for learning and reading.<br>- Easy to operate. |
| Target group | Refugees (in Germany) |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |

| Lead Organization | The Federal Office for Migration and Refugees has developed the App together with the Federal Employment Agency, the Goethe-Institut and the Bayerischer Rundfunk broadcasting company. |
|---|---|
| Contact Person | Katrin Hirseland<br><br>E-mail: internetredaktion@bamf.bund.de |
| Link/ website | https://play.google.com/store/apps/details?id=de.br.ankommen&hl=en<br><br>http://ankommenapp.de/APP/DE/Startseite/startseite-node.html |

## Antura and the Letters

| | CONTENT |
|---|---|
| Title | Antura and the Letters |
| Date launched | 2017 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Antura and the Letters aims to support children to learn the Arabic language in a fun and entertaining way. |
| Description of resource | "Antura and the Letters" is a free, playful smartphone game that seamlessly mixes the best entertainment technology with practical Arabic educational content to give kids ages 5 – 10 an engaging learning |

| (300 words, overview, content, methods, etc.) | experience. The game covers the Arabic primary school literacy curriculum and has the following features: |
|---|---|
| | ● Quizzes to specifically test and reinforce each subject |
| | ● Over 500 customization combinations for the main character Antura |
| | ● Different environments like mountain, islands, villages and more |
| | ● Learning milestones, each one with a specific educational objective |
| | ● Play sessions that cover more than 350 words, including 275 nouns, each with its own image and more than 50 sentences |
| | The App was built in order to educate children that stay in refugee camps, taking into consideration the fact that UNESCO finds that the longer these young people remain out of school, the less likely they are to return to education and the more likely they are to turn to crime or radicalism. |
| Target group | Primary Education (Children aged 5-10) in refugee camps |
| Evaluation results/ monitoring plan (if applicable) | Major update in December 2017 using field test and data collected by partners in Istanbul, Turkey and results of a third party report from Amman, Jordan. |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | The app was developed through EduApp4Syria, an international innovation competition, in collaboration with the Norwegian University of Science and Technology (NTNU) and the partnership All Children Reading (A Grand Challenge for Development, the mobile operator Orange and the INEE Education in Crisis network). The Norwegian Ministry of Foreign Affairs funded it. |

| Lead Organization | A partnership between Cologne Game Lab, Video Games Without Borders and Wixel Studios |
|---|---|
| Contact Person | Email: contact@antura.org |
| Link/ website | Website: http://www.antura.org/en/home/<br><br>Google play: https://play.google.com/store/apps/details?id=org.eduapp4syria.antura&pcampaignid=MKT-Other-global-all-co-prtnr-py-PartBadge-Mar2515-1<br><br>App Store: https://itunes.apple.com/us/app/antura-and-the-letters/id1210334699?ls=1&mt=8 |

## Ich-will-Deutsch-lernen.de ('I want to learn German')

| | CONTENT |
|---|---|
| Title | Ich-will-Deutsch-lernen.de ('I want to learn German') |
| Date launched | 2013 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning<br><br>Employment |
| Online/digital only (OL) or blended | OL |

| | |
|---|---|
| Learning objectives | The portal provides free German language courses to increase the users' linguistic competence and literacy skills in German as a second language (L2). |
| Description of resource (300 words, overview, content, methods, etc.) | "ich-will-deutsch-lernen.de" (www.iwdl.de) is a free-of-charge online learning portal. It offers a German language course from level A1 to B1, as well as a wide range of exercises for literacy training and learning the Roman script. Furthermore, the "vocational training" section includes 30 scenarios with a range of practice material for job-related communication up to level B2. A professionally produced entertaining websoap with 45 episodes introduces the various chapters and provides learners with the linguistic material from various everyday situations for working with "ich-will-deutsch-lernen.de". With a total of more than 11,500 exercises, the portal provides ample opportunity to learn and improve linguistic skills in German as a second language. The portal is suitable for beginners and advanced learners. It can be used in language classes and independently by learners who want to improve their language skills without taking a class. Every learner in the portal has a tutor who helps, gives feedback on the learning process, encourages and provides correction in sent-in exercises and texts. In regular classes, the teacher can adopt the role of the tutor in the portal, otherwise the learner will be accompanied by DVV-tutors. |
| Target group | Migrants (living in Germany) |
| Evaluation results/ monitoring plan (if applicable) | In 2014-2015 the portal was evaluated by a team of experts in linguistics and language acquisition. There was also an extended evaluation of five language classes with 600 hours of training each, conducted by the Federal Office for Migration and Refugees (BAMF) in 2015-2016. BAMF is now in the process of accrediting the portal for use in official "integration courses". |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |

| Financing and sustainability model<br><br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Federal Ministry for Education and Research (BMBF) |
| --- | --- |
| Lead Organization | German Adult Education Association (DVV) |
| Contact Person | Deutscher Volkshochschul-Verband e. V.<br>Lernportal iwdl<br>Obere Wilhelmstraße 32<br>D-53225 Bonn<br>Telefon: 0228 / 6209 475-151<br>Fax: 0228 / 6209 475-69<br>E-Mail: support@iwdl.de<br><br>Name and contacts of person responsible for data about the tool:<br>Celia Sokolowsky,<br>project manager iwdl<br>Deutscher Volkshochschul-Verband e.V. (DVV)<br>Lernportale ich-will-lernen.de / ich-will-deutsch-lernen.de<br>Obere Wilhelmstraße 32, 53225 Bonn<br>Tel.: 0228 / 97569-151, Fax: 0228 / 97569-409<br>E-Mail: sokolowsky@dvv-vhs.de |
| Link/ website | https://www.iwdl.de |

## Einstieg Deutsch

| | CONTENT |
| --- | --- |
| Title | Einstieg Deutsch |
| Date launched | 2015-2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |

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|---|---|
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The App aims to establish a basic ability to communicate in German as a second language (L2) through chunk learning which is the learning that happens through a "collection of items" that "go together in a way that they make sense". Exercises focus on listening, understanding, and reproducing oral phrases in order to improve oral proficiency at level A1 (CEFR ). |
| Description of resource (300 words, overview, content, methods, etc.) | "Einstieg Deutsch" is a German language learning app for refugees developed by the German Adult Education Association (DVV) and funded by the German Federal Ministry of Education and Research (BMBF). It consists of 15 Chapters of scenario-based German language training, vocabulary trainer, phrase book, games. Protagonists are people from Eritrea, Syria, and Afghanistan. The chapters deal with issues related to everyday life and help refugees communicate in situations where usually no translation is available; e.g., talking to a doctor, shelter staff, or security personnel. The "Einstieg Deutsch" app is completely translated into ten languages (Arabic, Dari, English, Farsi, French, Kurmanci, Pashto, Tigrinya, Turkish and Urdu). It is free of charge and available for iOS and Android in the App Store and the Google Play Store. |
| Target group | Refugees with different cultural, linguistic, and social backgrounds who have just arrived in Germany and have no previous knowledge of German |
| Evaluation results/ monitoring plan | The App has been promoted, supported and further developed an evaluated by the DVV. |

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|---|---|
| (if applicable) | |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Funded by the German Federal Ministry of Education and Research (BMBF). |
| Lead Organization | German Adult Education Association (DVV) |
| Contact Person | *Contact details for additional information:*<br><br>Deutscher Volkshochschul-Verband e. V.<br>Lernportal iwdl<br>Obere Wilhelmstraße 32<br>D-53225 Bonn<br>Telefon: 0228 / 6209 475-151<br>Fax: 0228 / 6209 475-69<br>E-Mail: support@iwdl.de<br><br>*Name and contacts of person responsible for data about the tool:*<br>Celia Sokolowsky<br>project manager iwdl<br>Deutscher Volkshochschul-Verband e.V. (DVV)<br>Obere Wilhelmstraße 32, 53225 Bonn<br>Tel.: 0228 / 97569-151, Fax: 0228 / 97569-409<br>E-Mail: sokolowsky@dvv-vhs.de |
| Link/ website | Free language learning App "Einstieg Deutsch", available in Google Play Store (for Android): https://play.google.com/store/apps/details?id=de.kodehaus.iwdl) and |

| | App Store (for iOS): https://itunes.apple.com/us/app/einstieg-deutsch/id1067746671?mt=8 |
|---|---|

## Integration with Mobile –Minclusion

| | **CONTENT** |
|---|---|
| Title | Integration with Mobile –Minclusion |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The App aims to support language development and intercultural communicationin a more personalized and time efficient way,in order to integrate into the Swedish society. |
| Description of resource (300 words, overview, content, methods, etc.) | The Mobile App aims to address the language needs of newly arrived Arabic speaking migrants in Sweden.The language resources will be supported through a mobile platform aiming to enhance language development and intercultural communication. In this regard,they migrants willbecome integrated into the Swedish society in a more personalized and time efficient way. |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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|---|---|
| Target group | Arabic speaking Migrants in Sweden |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Asylum, Migration and Integration Fund (AMIF) |
| Lead Organization | Chalmers University of Technology and University of Gothenburg |
| Contact Person | Linda Bradley Email: linda.bradley@chalmers.se |
| Link/ website | http://minclusion.org/en/about/ |

## Conversation Unbound

| | CONTENT |
|---|---|
| Title | Conversation Unbound |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |

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|---|---|
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The initiative aims to provide language lessons to refugees in order to foster cultural and lingual immersion with the subject, and give students the confidence they need to speak up in class. The course material offers guidance on basic pronunciation and debates over a short story, and provides students with the opportunity to continue improving their language skills, even outside of the classroom. |
| Description of resource (300 words, overview, content, methods, etc.) | The initiative empowers forcibly displaced individuals at any country to earn money online by conducting language tutoring sessions with college students in the United States. Specifically, the initiative works with tutors who have been forcibly displaced that come from a variety of backgrounds, but all share a passion for teaching and engaging in their native language (Arabic or Spanish). All tutors are highly qualified, and have gone through an application process to prove their competence and initiative. Students and tutors who participate in the programs need to consent to a <u>contract</u>.<br><br>The sessions between the tutors and students are integrated into colleges'/universities' language learning curricula, and encourage new intercultural relationships to form. These programs also offer the opportunity for tutors to regain some sense of agency in their lives. Each university is responsible to pay for its students' participation in the language program. |
| Target group | Refugees |

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|---|---|
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | Vassar Refugee Solidarity |
| Contact Person | Contact form: https://www.conversationsunbound.org/contact |
| Link/ website | https://www.conversationsunbound.org/ |

## GeiaXara: Greek language courses for minor TCNs

| | CONTENT |
|---|---|
| Title | GeiaXara: Greek language courses for minor TCNs |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The resources aim to support the integration process of Third Country Nationals in the Cypriot society by providing them the opportunity to learn the Greek language and improve the social inclusion capacity. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource includes a number of different online games that place a focus on the learning of the Greek language. The games aim to enhance the correct use of grammar and syntax in the Greek language through gamification. |
| Target group | Minor Third Country Nationals in Cyprus |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Asylum Migration and Integration Fund – European Commission |
| Lead Organization | Cyprus Pedagogical Institute |
| Contact Person | Contact form: http://www.geiaxara.eu/en/contact-us |

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|---|---|
| Link/ website | http://www.geiaxara.eu/en/language-games |

## NATAKALLAM

| | CONTENT |
|---|---|
| Title | NATAKALLAM |
| Date launched | 2014 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Other<br><br>[Courses offered via skype] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The initiative aims to provide Arabic language training in interested people around the world by pairing them with conversation partners that are displaced people and refugees mostly in the Middle East & North Africa region. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | Natakallam works with displaced people and refugees (mostly Syrian and Iraqis) in over a dozen countries, mostly in the Middle East & North Africa region, where it coordinates with NGOs on the ground for payments, trainings and recruitment. Specifically, people interested in learning the Arabic language can access the Natakallam training courses with a fee of 15$.  During the NaTakallam sessions Arabic-speaking displaced persons are paired with learners around the world for |

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| | language practice over Skype. The platform offers affordable, flexible, tailored Arabic practice with native speakers for language learners while also providing a valuable income source to displaced people mostly in Lebanon, but also in Turkey, Iraq, Egypt, France, Brazil, Italy and Germany. |
| Target group | Displaced people and refugees (mostly Syrian and Iraqis), mostly in the Middle East & North Africa region |
| Evaluation results/ monitoring plan (if applicable) | Since starting in 2015, NaTakallam has paired almost 100 displaced persons and over2500 individuals in more than 65 countries who have engaged in more than 20,000 hours of NaTakallam sessions. Displaced people have self-generated over $300,000 through their work with NaTakallam.<br><br>- |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | |
| Contact Person | Email: info@natakallam.com |
| Link/ website | https://natakallam.com/ |

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

| | **CONTENT** |
|---|---|
| Title | BIG STEP: Learning through Gamification – Integration of the Vulnerable Groups |
| Date launched | Start date 01-09-2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing<br><br>End date: 31-12-2018 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Other<br><br>[Video Game] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language learning<br><br>Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the video game is to provide training to basic language skills and information regarding the countries that will participate in the project (Belgium, Czech Republic, Greece, Slovenia, Cyprus) with a view to extending the variety of languages, levels of difficulty and cultural depth available in future endeavours. |
| Description of resource (300 words, overview, content, methods, etc.) | The project "BIG STEP" will develop a novel educational 2-D serious video game which will help refugees engage in learning their host country's language by playing and interacting digitally, while combining local cultural aspects (e.g. what time do they have lunch in Belgium? etc). The game will be tailored to the respective needs and educational level(s) of the target groups, who will be reached through the official structures in place by the member states, and will enhance their media and literacy skills to a great extent, competences that are going to be very useful when looking for a job eventually. The game will be free of charge and will stay online after the project ends. |

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| Target group | Refugees, other minorities etc. |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | UC LIMBURG |
| Contact Person | Email:info@bigstepproject.eu |
| Link/ website | https://www.bigstepproject.eu/ |

## Amal Learning

| | CONTENT |
|---|---|
| Title | Amal Learning |
| Date launched | December 2017 |
| Duration | Ongoing |

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|---|---|
| (Completed, ongoing, forthcoming) | |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Other<br>[Video and audio calling platforms / Voice and text messaging platforms] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Amal Learning aims to improve the language skills of refugees and people affected by conflict or fleeing persecution, and help them rebuild their live through free online one-to-one language classes over Skype and other video-calling platforms. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | Amal Learning is an online community and NGO that provides free online one-to-one language classes (with a focus on the English language) to refugees and displaced people.<br>The Amal team is comprised of experienced people from different backgrounds in language teaching, e-learning, social policy, project management and IT.<br>The language courses run for 12-16 weeks.<br>Our language teachers are qualified, experienced and trained in the backgrounds and needs of these learners.<br>Apart from attending a specific training, the teachers, and also the students, receive ongoing support during the classes from Amal coordinators. This way the students get quality **language classes** and personalised support.<br>Some students, when requested, are also matched with a conversation partner for 30 minutes to 1 hour per week of **language practice**. These conversation partners are volunteers who are not language teachers but are native speakers or have a very good command of the target language.<br>Some students, when requested are leaded and enrolled in **MOOCs** of their choice. Amal teachers and coordinators follow up their progress.<br><br>An additional outcome of our classes is that the students become familiar with online tools and this builds up their **digital literacy**. |

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| | We work with our students via third parties such as NGOs and private sponsors. These partnerships facilitate contact with motivated and committed learners, reaching out to those who can make the most out of the classes. We not only work directly with individuals in need but also collaborate with NGOs in the field, helping them build their capacity, providing training to improve the language skills of their employees and community leaders with a refugee background. |
| Target group | Refugees and people affected by conflict or fleeing persecution |
| Evaluation results/ monitoring plan (if applicable) | Information about the impact of this initiative are presented in the following link: https://amallearning.org/impact/ |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Private donations and funding from aligned institutions and businesses. The main donor for 2019, so far, is Facebook in the framework of the Facebook Community Leadership Program https://communities.fb.com There is a plan to explore grant options as well as collaboration with other organisations. |
| Lead Organization | Amal Learning |
| Contact Person | Email: info@amallearning.org |
| Link/ website | https://amallearning.org/ |

# Employment

## BADGE-Empowering Female Entrepreneurship

| | CONTENT |
|---|---|
| Title | BADGE-Empowering Female Entrepreneurship |
| Date launched | 2013 |
| Duration (Completed, ongoing, forthcoming) | Completed (2013-15) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment<br><br>Support Personnel |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The project BADGE aimed to support migrant women in order to develop soft skills and become to empowered, especially women experiencing double disadvantage for employability and self-employment. Also, it aims to support the development of self-efficacy, the regaining of confidence and the motivation for work. |
| Description of resource (300 words, overview, content, methods, etc.) | The project BADGE aimed to transfer and adapt an innovative support programme - Diversity in Business Workshops - developed in the UK, that enabled female entrepreneurs to gain valuable soft skills and competences to assist them starting up their own business. The objective was the development of entrepreneurial skills that will improve womens' confidence, their language and communication skills. Workshops for aspiring female entrepreneurs were held across all 8 partner countries, namely Poland, the UK, Greece, Cyprus, Bulgaria, Croatia, Romania and Lithuania. The workshops involved guidance from business advisors |

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| | combined with innovative Learners' Kits. In addition, an online community was created on social media to enable participants to network with one another. VET trainers also have access to innovative European approaches and the opportunity to share knowledge with peers across Europe. |
| Target group | Migrant Women (aspiring female entrepreneurs from disadvantaged backgrounds) and specialists in VET-oriented organisations who offer support for these women |
| Evaluation results/ monitoring plan (if applicable) | BADGE has had a significant short-term impact and is expected to yield long-term results (through the empowerment of learners, project dissemination and networks created). Assessment of the skills and knowledge acquire by the participants through formative and summative evaluation process including group activities and tests. |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission. |
| Lead Organization | Danmar Computers Małgorzata Mikłosz https://danmar-computers.com.pl/ |
| Contact Person | Contact form: https://danmar-computers.com.pl/en/kontakt/ |
| Link/ website | http://lms.badge-project.eu |

## Migrant Resource Centre Online

| | CONTENT |
|---|---|
| Title | Migrant Resource Centre Online: Online classes to improve digital skills for job seekers |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Gaining confidence in online search and marketing skills is vital for many careers in today's digital world. |
| Description of resource (300 words, overview, content, methods, etc.) | The MRC offers a range of free services to support migrants, refugees and asylum seekers on their journey towards integration into their host society. MRC supports them to develop their skills and understand their rights and responsibilities. The centre offers a safe place in which users are able to learn, to meet with others, to speak out for a better world and to move on feeling stronger. MRC also plays a strong part in initiating and participating in campaigns, networks and partnerships to improve the lives of migrants, asylum seekers and refugees. Services offered are:<br><br>• Specialist immigration and asylum advice<br>• General information and advice<br>• Employment, education and training advice and support |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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| | • Information on accessing health services<br><br>A number of courses are offered online, at scheduled time, including the 'digital skills for job seekers course' |
| Target group | Migrants, refugees and asylum seekers from a wide range of backgrounds and cultures who are living in London |
| Evaluation results/ monitoring plan<br><br>(if applicable) | MRC holds routine focus group meetings with its users, as well as carrying out user feed- back surveys, which assist it to prioritise its services to ensure public benefit in furtherance of the organisation's objectives. Users are encouraged to get involved in activities and to develop their skills and many become volunteers, running classes such as art, drama, IT courses, embroidery and jewellery making. |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | Certificates are awarded to those who complete classes and modules online. |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | MRC is a registered charity in the UK. It has an increasingly diverse funding base made up of earned income, donations, contract income and grants from statutory funders and trusts and foundations. MRC adopts a full cost recovery model for all its activities although increasingly this is not accepted by many funders. MRC has approximately 50 volunteers at any one time who work across the organisation. They assist with aspects of service delivery and administration and, wherever possible, MRC helps them to retrain or gain qualifications.<br><br>From October 2014 MRC started to receive funding by Tinder Foundation for our online activities through the Digital inclusion Fund and the Digital Health Information Grant awarded respectively from the Department for Business, Innovation and Skills and NHS. |
| Lead Organization | Migrant Resource Centre, UK |
| Contact Person | Email: chatelle@migrants.org.uk |
| Link/ website | http://www.migrantsresourcecentre.org.uk/ |

## Funzi

| | CONTENT |
|---|---|
| Title | www.funzi.mobi |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course<br><br>App<br><br>Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Social inclusion<br><br>Employment<br><br>Language learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Assist students and individuals world-wide in integrating into to society and finding a job, via dynamic and user-friendly certified mobile learning. |
| Description of resource (300 words, overview, content, methods, etc.) | Funzi is a pioneering company from Finland that wants to make skills and knowledge accessible to everyone – for free. The service, **www.funzi.mobi**, revolutionizes learning by delivering mobile-first designed content for people who want to learn new skills and knowledge. Funzi mobile learning is delivered by the cloud and can be scaled immediately. The concept is to provide<br><br>1. information services –for integration into society<br>2. employment services – to help integrate people economically |

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| | 3. communication and networking skills – to educate and enable people to re-use skills for developing their home countries<br><br>Funzi's core competence is its knowledge in mobile learning pedagogy (m-learning) and the gaming industry. Courses are divided into independent learning blocks, easily digestible, with actionable and validated learning outcomes. Following reading and understanding a card, the users may have the opportunity to answer a quiz question, receiving instant confirmation of what they have learnt and understood. Funzi's card-deck approach allows information to be presented in a way that is understood globally, it is a method already used in learning and has a built-in social component intrinsic to its design.<br><br>After launching its first product in 2015, the company assessed that Funzi could to contribute the growing information need among asylum seekers in Europe. The idea was that asylum seekers could have easy access to basic information on integration. The first course package for asylum seekers was lunched in Finland, which contains learning material on communications and how to work in the food industry. |
| Target group | Migrants and refugees in Finland and globally (with a focus on Sub-Saharan Africa and the Middle East). |
| Evaluation results/ monitoring plan<br><br>(if applicable) | Funzi has delivered free learning to over 600 000 people globally. |
| Recognition or certification of learning<br><br>(how done and by who, free or fee…) | Badges are awarded at the end of the course. |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Funzi is open source, and also accessible without data costs via internet.org in 7 countries.<br><br>Students have to pay for the badge they receive, which is a way of generating income. However, this could be paid by the employer or other partners in society. The idea is to encourage a partnering model to reduce costs for the student and also link them to possible employers. |

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| | Partners include IOM Estonia, Welcome to Sweden. Funzi is starting to work with UNUPS, a-women owned business in Jordan and collaborating with Jobberman, the large job search website in Africa. |
| Lead Organization | Funzi |
| Contact Person | Email: info@funzi.fi |
| Link/ website | http://funzi.fi |

**Initiatives documented during the second study.**

## e-MENTORING: New Skills and Competencies for new jobs

| | **CONTENT** |
|---|---|
| Title | e-MENTORING: New Skills and Competencies for new jobs |
| Date launched | 2011 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | 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. |

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| Description of resource<br>(300 words, overview, content, methods, etc.) | The resource is a self-directed learning course which consists of different types of training materials, combined in 4 learning sessions:<br><br>• **Readings.** 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.<br><br>• **Learning by doing**. This is a question/answer session. The self-directed 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.<br><br>• **Videos.**  A collection of video-spots are used to visualise the training course.<br><br>• **Success Stories**. 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/<br>monitoring plan<br><br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |

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| **Financing and sustainability model**<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | European Commission, Lifelong Learning Programme |
| **Lead Organization** | Social Innovation Fund (LT) |
| **Contact Person** | Social Innovation Fund (project coordinator)<br><br>E-mail: sif@lpf.lt |
| **Link/ website** | http://3m.e-mentoring.eu/mod/book/view.php?id=65 |

## MiGreat! Supporting Migrants into CVET

| | **CONTENT** |
|---|---|
| Title | MiGreat! Supporting Migrants into CVET |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | App<br><br>Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment<br><br>Support Personnel |
| Online/digital only (OL) or blended | Online |

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|---|---|
| Learning objectives | "MiGreat! Supporting Migrants into CVET" aims to develop training procedures and tools to support the training and employability of migrants. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource is a mobile app which is based upon 'coaching principles' and social networking where users are given a series of practical challenges and activities relating to continuous vocational training or education (CVET) in a new country. In general, it is a tool for helping migrants to access CVET. Also, there is an OER platform which houses the MiGreat! learning modules, also available in an eBook /interactive PDF format. The platform provides information, tools, opportunities and access to the learning materials. It is used to promote activities, events, opportunities and key lessons to VET professionals working with immigrants and refugees. |
| Target group | Migrants & refugees and professionals working with migrants and refugees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ -European Commission |
| Lead Organization | Training 2000 |
| Contact Person | Training 2000 |

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| | Email: training2000@training2000.it |
| Link/ website | http://mi-great.eu/en_GB/ |

## RISE - Refugee Interactive Skills for Employment

| | CONTENT |
|---|---|
| Title | RISE - Refugee Interactive Skills for Employment |
| Date launched | July 2014 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | App |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | These resources will help refugees to reduce gaps in language (English and German) and computer skills, improve cross-cultural communication skills and increase employability prospects. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource includes 2 desktop and 2 mobile games to support the RISE Curriculum that are engaging, relevant and accessible to the target group. In the platform, users can find curriculathat addresses skills gaps and a trainers' handbook.

The digital games cover various issues related to gaining and maintaining employment. |

| Target group | Refugees |
|---|---|
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Lifelong Learning Program – European Commission |
| Lead Organization | Nottingham Trent University |
| Contact Person | Email: info@rise-project.eu |
| Link/ website | http://rise-project.eu/resources/games/added-value-student-games/ http://rise-project.eu/resources/games http://rise-project.eu/resources/ |

## Social Start Ups

| | CONTENT |
|---|---|
| Title | Social Start Ups |
| Date launched | 2014 |
| Duration | Completed |

| (Completed, ongoing, forthcoming) | |
|---|---|
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the project is to encourage, through the start-up / management of Ethical Purchasing Groups (EPG), the empowerment, access and transfer of key competences (in particular entrepreneurship) to adult people, focusing specifically on people with a low educational level, unemployed, vulnerable groups, single parents, small producers (agriculture), migrants. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The resource includes learning materials that are related to the local mapping of Ethical Purchasing Groups (E.P.Gs). Specifically, a map has been created which includes the analysis of the current state, the mechanisms and the strengths and weaknesses points that characterize this type of system that meets producers' and, at the same time, consumers' needs.<br>Learners will be able to gain more knowledge on the situation of E.P.Gs and direct sales in Italy, Croatia and France. In this section the learner can also find:<br><br>• A METHODOLOGICAL TOOL: to know the project's methodology<br>• A BUSINESS DIARY: work notebook for the creation of Social Enterprise<br>• A MENTOR GUIDE: guide to mentor a group for the start-up of a Social Enterprise<br>• A CURRICULUM: training plan of the methodology<br>• A FOOD HYGIENE, SAFETY AND QUALITY E-PILLS: to learn to purchase in a critical way<br>• A HANDBOOK: to learn more about the project's experience and replicate it in other contexts |

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|---|---|
| Target group | Migrants (among others) |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | TAMAT |
| Contact Person | Domenico Lizzi  Email: domenico.lizzi@tamat.org |
| Link/ website | http://www.socialstartups.eu/en/ |

## ACE: Lifestyle Entrepreneurship

| | CONTENT |
|---|---|
| Title | ACE: Lifestyle Entrepreneurship |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource | Digital Resources |

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

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| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Kaunas Region Educational Centre (Lithuania) |
| Contact Person | Email: info@centras.krs.lt |
| Link/ website | http://ace-erasmusplus.eu/for-learner.php?lang=en |

## Match & Teach Me for Integration

| | CONTENT |
|---|---|
| Title | Match & Teach Me for Integration |
| Date launched | - |
| Duration<br>(Completed, ongoing, forthcoming) | Completed |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment<br>Language Learning |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Participants that will apply for a position to the courses they will have the opportunity to learn the following: |

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| | - Learn the language of the hosting country (only available in Greek for now).<br>- Take programming and computer science courses.<br>Grasp the opportunity to enter the job market. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The courses are offered via an online platform which is mobile friendly and combine videos, notes, as well as real-time interaction with our teachers via web conference. In order for one to be able to participate to the online courses he/she should first fill an online application. |
| Target group | Refugees |
| Evaluation results/<br>monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | - |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | - |
| Lead Organization | - |
| Contact Person | Email: info@mntmegration.org |
| Link/ website | http://mntmegration.org/ |

## ADVENUS: Developing Online Training Resources for Adult Refugees

| | CONTENT |
|---|---|
| Title | ADVENUS: Developing Online Training Resources for Adult Refugees |
| Date launched | September 2016 |
| Duration (Completed, ongoing, forthcoming) | Completed (August 2017 ) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment<br><br>Social Inclusion<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The ADVENUS project aims to improve and extend the offer of high quality, culturally sensitive open access e-learning resources to adult refugees between the age of 18-40 years of age and their trainers and teachers in EU countries. The project builds upon findings indicating that successful integration requires resources that take into account the refugees' countries of origin, educational background, and family situation. |
| Description of resource (300 words, overview, content, methods, etc.) | The Advenus courses are available via an online platform that requires only user registration. All Modules are freely available online and include the following:<br><br>- How to write a CV<br>  Aims: To improve reading comprehensions skills and writing organizational skills linked to the CV preparation. |

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| | - Using the internet to find a job and to learn<br>Aims: To develop key information processing skills in technological rich environments<br><br>- Dealing with money – Private economy<br>Aims: To improve numeracy skills and get a better understanding of private economy, and to learn about the culture in the host country.<br><br>- Saving the world from my neighbourhood<br>Aims: To improve literacy skills such as to locate and retrieve information, make lexical and semantic inferences, understand the global meaning of a text, integrate and interpret. In addition to this, there is the aim to gain knowledge about how to be a more conscious and active citizen regarding daily actions towards reduction of waste.<br><br>- Let's eat – Consumer awareness about food<br>Aims: To develop key literacy skills and problem solving in technology rich environments skills. In addition to this, learn how to use, acquire and evaluate information about food. |
| Target group | Adult educators<br><br>Adult Refugees |
| Evaluation results/ monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | - |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Lillehammer University College (Norway) |

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| Contact Person | Contact form: http://www.advenus.net/contact-us/ |
| Link/ website | http://www.advenus.net/2017/10/31/open-access-to-the-advenus-courses/ |

## MIT ReACT Certificate Program

| | CONTENT |
|---|---|
| Title | MIT Refugee Action Hub |
| Date launched | ReACT Launch: May 2017<br>First Program Launch: Amman, Jordan Program, Jan 2018 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | SPOC and MOOC<br><br>Digital Learning Resources<br><br>Online Course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | Mastery of MIT level edX and Edraak courses in computer and data sciences; Developing advanced skill-set in leadership, solution-finding, and entrepreneurship; Students should be able to recognize and analyze challenges, articulate and craft a start-up platform and pitch the economic and social implications of their project; Students will be able to identify and engage with an ecosystems of collaboration and technical. |

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| Description of resource (300 words, overview, content, methods, etc.) | The MIT Refugee Action (ReACT) Certificate Program was created to bring high caliber educational opportunities to talented refugees and other displaced individuals where they live. This new program leverages MIT's multi-mode approach by combining in-person and on-line learning with practical training: a blended learning experience.  Our students follow a one year curriculum in computer and data sciences, with further emphasis in innovation and entrepreneurship. By unlocking and addressing the academic, social and technical development needs of students on a global scale, ReACT opens new pathways for otherwise lost talent. |
| Target group | Refugees, displaced populations, host country citizens |
| Evaluation results/ monitoring plan (if applicable) | ReACT students are held to the same evaluation standards as MIT students. In-person course-work and participation are evaluated by ReACT staff and visiting MIT faculty. Online coursework (edX, Edraak, Paper Airplanes) is evaluated based on pre-determined MITx course rubrics. Students progress is monitored on a weekly basis by ReACT staff and work output reviewed by Community TA's. Internship oversight and monitoring is conducted by organizational mentors and MIT staff Skype Check-Ins with students. Their cumulative progress, work participation and effort is reviewed in preparation for graduation and certification in January 2018. |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate of completion offered by MIT |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Additional philanthropic  funding as well as development of a corporate consortium model |
| Lead Organization | MIT |

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| Contact Person | Contact form: http://react.mit.edu/#contact<br><br>Robert Fadel: rdfadel@mit.edu<br><br>Lauren Benner: lbenner@mit.edu |
| Link/ website | http://react.mit.edu/ |

## Konexio

| | CONTENT |
|---|---|
| Title | Konexio |
| Date launched | 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employability<br>Other<br>[Digital Skills] |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | Courses are designed to give refugees and migrants marketable digital skills and help them find a career. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | Konexio works to promote socio-economic integration and fight against unemployment among the most vulnerable, including refugees and others from disadvantaged backgrounds by teaching fundamental concepts of computer literacy, web development and programming. It |

| | focuses on three main programs: Digital Skills, Code Skills, and Apprenticeship. Developed in line with Digital Competence standards, the digital skills program consists of a sequence of cumulative courses covering 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, Konexio also connects students with their first professional opportunities, boosting their confidence and getting them a foot in the door to the professional world. |
|---|---|
| Target group | Refugees and migrants in France |
| Evaluation results/ monitoring plan (if applicable) | The organization uses both quantitative and qualitative indicators for measuring the outcomes of its students: courses completed; pass rate on ECDL exams; proportion who meet longer-term target outcomes of continued education, job integration, and/or entrepreneurship; and qualitative measures of soft skills development and social integration. |
| Recognition or certification of learning (how done and by who, free or fee…) | ECDL (http://ecdl.org/), Digital Competency standards at the European level |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Financing and sustainability model: Supported by grants and institutional partnerships, including city government, corporate sponsors, and individual donors. |
| Lead Organization | Konexio |
| Contact Person | Email: partnerships@konexio.eu |
| Link/ website | www.konexio.eu |

## ReDI School of Digital Integration

| | CONTENT |
|---|---|
| Title | ReDI School |
| Date launched | February 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online Course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim is to provide students with valuable digital skills and a strong network of tech leaders, students and alumni to help create new opportunities for all. |
| Description of resource (300 words, overview, content, methods, etc.) | ReDI School of Digital Integration is a non-profit digital school for tech-interested newcomers in Germany. It offers tostudents high-quality online training and the chance to collaborate with the start-up and digital industry. The online courses are available via theCisco Networking Academy in a self-paced format, designed for users to take at their own pace, at any point in their career journey. They may be available as instructor-led courses at some academies and include themes related to Entrepreneurship, the Internet of Things, Cybersecurity, Linux, Programming Courses]. There is a content outline for each course |

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| | Module offered in the platform and also an option for the learner to enroll to the Module. |
| Target group | Asylum seekers & refugees |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Donations [AirBnB, Allgeier Experts, Betterplace.org, Coca-Cola Foundation, Creative Catalyst, D21, Daimler TSS, Dr. Albrecht & Partner , Deutsche Telekom, eBay, Eobiont, Facebook, Gestalten, Grover, HERE Technologies , Ignore Gravity, JobKraftwerk, Landing Festival, Mazars, Microsoft, Sketch by Bohemian BV, Silicon Allee, SinnerSchrader , Techfugees, Valid Digitalagentur, Weber Shandwick, Welcomestartup.eu, Wimdu, WhiteAway, Wonder Workshop, Zalando] |
| Lead Organization | |
| Contact Person | Berlin team: https://www.redi-school.org/about-us Munich team: https://www.redi-school.org/redimunich |
| Link/ website | Website: https://www.redi-school.org Courses: https://www.redi-school.org/free-cisco-online-courses |

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## Rafiqi

| | CONTENT |
|---|---|
| Title | Rafiqi |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Other [Online Platform] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | Rafiqi aims to offer opportunities available for refugees, onsite and online, in Europe and beyond in order to connect them to services which better suit their profiles and needs. The main focus of the training material which is available in the platform is placed on the following themes: job coaching programs, technical trainings, language/cultural trainings, access to mentors, accredited certifications and university degrees. |
| Description of resource (300 words, overview, content, methods, etc.) | Rafiqi is a Netherlands-based online platform for enabling online crowd mentoring for young refugees. Rafiqi breaks the distance between refugees and their new communities, through connecting refugees to volunteers who provide them with customized online mentoring, and through assisting refugees along and after their mentorship. Mentoring opportunities enabled through Rafiqi aim at helping refugees access the job market, develop new skills in demand in the job market and open their own businesses.  Rafiqi allows users to discover and navigate the services themselves and to be matched in real-time and in a customized way to the services which better suit their profiles and needs. Services that are offered via the online platform include the following: jobs, job coaching programs, technical trainings, language/cultural trainings, access to mentors, accredited certifications and university degrees. |

| | These services can be provided online or face-to-face (or both) and can be refugee-focused or open to a wider audience. Specifically, the platform works as follows: at first, opportunities are clustered using metrics such as category, theme, delivery mode and eligible footprint. The matching process then uses a technique called 'decision trees' to refine opportunities using the refugee's data, such as location, work and education background, job readiness, digital literacy and language level. Eventually, the most appropriate opportunities are identified. The matching tool is available, with over 150 opportunities in the database. |
|---|---|
| Target group | Refugees |
| Evaluation results/ monitoring plan (if applicable) | The product is currently being piloted among a selected group of refugees in London and Berlin and the feedback. |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Sponsored by AbilityNet Tech4Good Awards |
| Lead Organization | Team leader: Ghida Ibrahim |
| Contact Person | Contact form: https://rafiqi.typeform.com/to/Y66oZI Email: contact@rafiqi.net |
| Link/ website | Website: https://www.rafiqi.net/ |

## Avoiding scams in the US (Refugees & Migrants)

| | CONTENT |
|---|---|
| Title | Avoiding scams in the US (Refugees & Migrants) |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources [Online Platform] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment<br>Social Inclusion |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The resources aim to enhance the knowledge and skills of migrants that are looking for a job, going through the immigration process, or just figuring out how things work. Specifically, migrants will be able to spot, avoid and report scams and find the right kind of help. |
| Description of resource (300 words, overview, content, methods, etc.) | The resources are available for migrants that have recently arrived in the United States. These resources are offered as a Handbook and posters with useful information and quick tips to help recent refugees and immigrants avoid scams and protect their personal information. The material can also be downloaded and printed for offline reading. It is available in Amharic, Arabic, Dari, French, Somali and Spanish. |
| Target group | Refugees and Migrants looking for a job in the US |
| Evaluation results/ monitoring plan | N/A |

| (if applicable) | |
|---|---|
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Federal Trade Commission Consumer Information |
| Lead Organization | Federal Trade Commission Consumer Information |
| Contact Person | Contact form:  https://www.consumer.ftc.gov/contact-us |
| Link/ website | Website: https://www.consumer.ftc.gov/features/feature-0033-avoiding-scams-information-recent-refugees-and-immigrants |

## EUMENTORSTEM: Empowering migrant woman through mentoring

| | CONTENT |
|---|---|
| Title | EUMENTORSTEM: Empowering migrant woman through mentoring |
| Date launched | 2017 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing (2017-2019) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |

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|---|---|
| Online/digital only (OL) or blended | OL |
| Learning objectives | EUMentorSTEM seeks to foster the performance, learning and development of women with migrant background to consolidate their career in STEM (Science, Technology, Engineering and Mathematics) jobs in Europe (as paid employees or as entrepreneurs). |
| Description of resource (300 words, overview, content, methods, etc.) | The resources are both for migrant women themselves but also for facilitators adult trainers working with migrant women. They are composed by the EUMentorSTEM Trainer's and the Learner's Kits, accompanied by a virtual hub for training and online community. They are available in Greek, English, Italian, Hungarian, and Swedish. Learners need to create a new account in order to access the full content of the resources. |
| Target group | Migrant Women & Adult Educators |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus + European Commission |
| Lead Organization | Alma Mater Studiorum – Università di Bologna (Italy) |
| Contact Person | Contact form:https://www.eumentorstem.eu/ |

| | Link/ website | http://virtualhub.eumentorstem.eu/?redirect=0 |
| --- | --- | --- |

## ADVANCING MIGRANT WOMEN ( AMW)

| | CONTENT |
| --- | --- |
| Title | ADVANCING MIGRANT WOMEN ( AMW) |
| Date launched | 01/09/2017 – 29/02/2020 |
| Duration (Completed, ongoing, forthcoming) | Forthcoming |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The project "Advancing Migrant Women" aims to develop high quality training material and support for migrant women in order to empower them by developing their employability and entrepreneurship skills through a holistic programme based on training and mentoring which will increase their self-efficacy. |
| Description of resource (300 words, overview, content, methods, etc.) | All digital resources will be available through an online platform that will include materials for off-line use and will allow women to connect with each other. The platform will include webinars, a storytelling area to share experiences and stories, and case studies which will function as an inspiration. |
| Target group | Migrant Women |

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|---|---|
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus + European Commission |
| Lead Organization | Haskolinn a Bifrost (Iceland) |
| Contact Person | Email: bifrost@bifrost.is |
| Link/ website | Website: https://www.bifrost.is/english/research/advancing-migrant-women/amw---about-the-project |

# Teacher training

**Initiatives documented during the first study.**

## Welcomm-Communication Skills for the Integration of Migrants

|  | CONTENT |
|---|---|
| Title | Welcomm-Communication Skills for the Integration of Migrants |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Completed (2014-2016) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Video<br><br>Electronic handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher training<br><br>Primary/secondary education<br><br>Language learning<br><br>Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The project aims to raise awareness of the importance of education for social inclusion among migrant parents and to develop basic communication skills together with their children in the host country language.<br><br>-To raise awareness of the importance of education for social inclusion among migrant parents.<br><br>-To develop innovative tools for non-formal language learning and thus to improve the capacities of migrant organisations and language educators working with migrants. |

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| | -To develop basic communication skills in the host country language. |
| Description of resource (300 words, overview, content, methods, etc.) | To project Welcomm aims to support language learning through the use of innovative tools for non-formal language learning and thus to improve the capacities of migrant organisations and language educators working with migrants. The project offers opportunities for equal start in education for migrant children in pre-primary and primary school age. For this purpose a learning Kit that can be used by migrant parents in order to help their children understand better the content of the lessons that are taught, increase their interest in the benefits of learning, raise motivation and create interest in educational opportunities. The Kit includes a variety of language learning materials, using or involving several forms of communication or expressions: animation, comic books, motion games, board games, colouring books. The materials are available for free in the form of "WelComm GameBox", containing a DVD with the animated films and video with the motion games, 4 board games and a colouring book. The materials can be accessed online (animated videos, online language games, comic eBooks etc.). |
| Target group | Migrant parents and migrant children in pre-primary and primary school age. |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | This project has been funded with the support of the European Commission. |
| Lead Organization | Pressure Line, The Netherlands |

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| Contact Person | Provenierssingel 71b, 3033 EH Rotterdam<br>+31 10 243 93 65<br>svetlana@pressureline.nl<br><br>www.pressureline.nl |
| Link/ website | http://welcomm-project.com/multimedia-learning-kit-for-migrant-children/ |

## INTO project

| | CONTENT |
|---|---|
| Title | INTO project |
| Date launched | November 2013 |
| Duration<br>(Completed, ongoing, forthcoming) | Completed (2013-2015) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Electronic handbook<br><br>Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher training |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | (I) 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;<br><br>(II) 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. |
|---|---|
| Description of resource (300 words, overview, content, methods, etc.) | 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".

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.

The outcomes of the project include:

- **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 |

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| Evaluation results/ monitoring plan (if applicable) | 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.<br><br>Evaluation was based on the successful completion of the online course. |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Financed by the Lifelong Learning Program of the European Commission<br><br>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 Person | OXFAM Italia (OIT) - Sibilla Filippi   Phone: +39 (0)575-182481<br>University of Salamanca - Valentina Zangrando  Phone: +34 923294500 ext.3433<br>CARDET - Sotiris Themistokleous  Phone: +357 22002100 ext. 2106<br>University of Social Sciences in Lodz - Joanna Szczecińska  Phone: + 48 42 664 22 78<br>University of Southampton - Kiki Messiou  Phone: 0044 (023) 8059 2642 |
| Link/ website | http://www.interculturalmentoring.eu/en/ |

**Initiatives documented during the second study.**

## INTEGRATED: Promoting Meaningful Integration of 3rd Country National Children to Education

|  | CONTENT |
|---|---|
| Title | INTEGRATED: Promoting Meaningful Integration of 3rd Country National Children to Education |
| Date launched | January 2018 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the initiative is to enhance the competences of teachers, school heads and staff, so that they are able to better take into account increasingly culturally and linguistically diverse environments. It also aims at strengthening the successful participation of newly arrived third-country national children in education, enhancing the involvement of their parents and contributing to combatting discrimination against third-country national children in the educational environment in Greece, Italy & Spain (which are the countries mostly affected by the current migration flows), and the EU in general. |
| Description of resource (300 words, overview, content, methods, etc.) | The material for teacher training will be available  through an Education Support Platform serving many different purposes, including capacity building of teachers and school staff, parents information, students support, multilingual information on the education system of each |

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| | partner country and link to modules for supporting parental involvement and mentor training to support students. |
| Target group | Secondary Education Teachers<br><br>Secondary Education TCN Students |
| Evaluation results/ monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | - |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Asylum, Migration and Integration Fund (AMIF) |
| Lead Organization | KMOP (Greece) |
| Contact Person | Email: kmop@kmop.eu |
| Link/ website | Website not available yet<br>https://kmop.gr/index.php/current/415-integrated-promoting-meaningful-integration-of-3rd-country-national-children-to-education |

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

|  | CONTENT |
|---|---|
| Title | E-COURSE: Enhancing the Participation and Learning Performance Of Migrant and Refugee Children in Primary School Education |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing 10/2017 – 09/2019 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The aim of the elearning Modules is to enhance the professional development of Primary School teachers and to support schools in Germany, Greece, Cyprus, UK, Italy, France, Netherlands to facilitate inclusion and success of newly arrived migrant and refugee students, thus contributing to the tackling of early school leaving (ESL). |
| Description of resource (300 words, overview, content, methods, etc.) | 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: <ul><li>The use of Web 2.0 technology to enhance learning in a multicultural classroom</li><li>Multicultural understanding and intercultural dialogue at school</li><li>Teaching non – native language students: methods and tools</li></ul> |

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| | • "Teacher dialog – The school system in the countries of origin and Germany"<br>For a better understanding of the migrants situation and breaking cultural stereotypes |
| Target group | Primary School Teachers working with migrant and refugee children |
| Evaluation results/ monitoring plan<br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | - |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus + European Commission |
| Lead Organization | IMA (Germany) |
| Contact Person | Ms Gabriele Meymann-Christians<br>Email: meymann@st-hedwighaus.de |
| Link/ website | https://e-course.eu/ |

## E – EVALINTO: Evaluation Environment for fostering Intercultural Mentoring Tools and Practices at School

| | CONTENT |
|---|---|
| Title | E – EVALINTO: Evaluation Environment for fostering Intercultural Mentoring Tools and Practices at School |

| | |
|---|---|
| Date launched | October 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing<br><br>October 2016 – September 2018 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The objective of E-EVALINTO is to enhance the competences of secondary school teachers so to be able to deal with intercultural issues at school. Specifically, they will be able to identify migrant students at risk and promote peer mentoring actions in order to be able to tackle with problems in language, behavior, lack of motivation, integration difficulties etc. of migrant students and thus reduce Early School Leaving (ESL). |
| Description of resource (300 words, overview, content, methods, etc.) | The project provides free access to an online learning portal via the MOODLE platform where teachers can find useful material in relation to peer mentoring and intercultural communication. The portal offers multimedia, video and HTML guidelines and tutorials. The portal, apart from the English language, is translated in the following languages: Greek, Spanish, Italian, Polish. |
| Target group | Secondary School Teachers |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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|---|---|
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate of Participation accredited by the University of Salamanca |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | ERASMUS + European Commission |
| Lead Organization | GRIAL Research Group University of Salamanca (Spain) |
| Contact Person | https://evalinto.eu/contact/ |
| Link/ website | https://evalinto.eu/ |

## Intercultural learning for pupils and teachers

| | CONTENT |
|---|---|
| Title | Intercultural learning for pupils and teachers |
| Date launched | 01 October 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing End date: 30 November 2018 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |

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| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The learning objectives of the Toolbox are the following:<br><br>• Encourage school staff to give an intercultural dimension to the educating practices<br>• Provide practical tools that will enable school staff to give their lessons an intercultural dimension.<br>• Promote the existing educational resources related to intercultural learning. |
| Description of resource (300 words, overview, content, methods, etc.) | 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. |
| Target group | Secondary School Teachers (Primary)<br>School staff (Secondary) |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model | Erasmus+ European Commission |

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| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | The [European Federation for Intercultural Learning](http://intercultural-learning.eu) (EFIL) |
| Contact Person | EFIL – European Federation for Intercultural Learning<br><br>Roger Vandendriesschelaan 18<br>1150 Brussels<br><br>Contact form:  http://intercultural-learning.eu/about/contact/ |
| Link/ website | http://intercultural-learning.eu/toolbox/ |

## Migrants and Refugees in Education: A toolkit for teachers

| | CONTENT |
|---|---|
| Title | Migrants and Refugees in Education: A toolkit for teachers |
| Date launched | October 2018 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The MOOC "*Migrants and Refugees in Education: A toolkit for teachers*" aims to provide teachers with an understanding of the patterns of migration and its impact on teaching and learning. Moving from theory |

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| | to practice, it will equip teachers with a range of approaches and methods to build inclusion, support and empathy into the classroom environment while promoting student performance. |
| Description of resource (300 words, overview, content, methods, etc.) | Hosted by FutureLearn, this MOOC is available without cost in the English language since October 2018. Its duration is 4 weeks and it is delivered by a UK academic, Tony Capstick, Lecturer in Applied Linguistics at the University of Reading in the UK and a teacher trainer, Claire Ross, and was developed by the British Council. The MOOC includes articles, videos, peer reviews and quizzes. |
| Target group | School Teachers or anyone working with migrants and refugees in an educational context |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | Future Learn Teachers can get a Certificate of Achievement for a fee of €39 |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | British Council |
| Lead Organization | British Council |
| Contact Person | Contact form: https://www.britishcouncil.jo/en/about/contact |
| Link/ website | Link FutureLearn: https://www.futurelearn.com/courses/migrants-and-refugees-in-education |

| | Link British Council: https://www.britishcouncil.jo/en/programmes/education/migrants-and-refugees-education-toolkit-teachers |
|---|---|

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

| | CONTENT |
|---|---|
| Title | European CSO-University networks for global learning on migration, security and sustainable development in an interdependent world - InterCap |
| Date launched | November 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing (until October 2020) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The InterCap online course aims at building the capacity of teachers' trainers, in-service and pre-service teachers in order to be able to support migrant students in the process of integration to their school and social communities. |
| Description of resource (300 words, overview, content, methods, etc.) | 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 can download and print in order to be able to practice what they have learnt with their students. Specifically, the online Modules include videos, |

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| | interactive exercises, and further reading resources that learners can view at their own pace. 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.<br><br>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.<br><br>Learners can access the full training package after they complete an online registration to the InterCap platform.<br><br>All material will be available in the following languages: English, Greek, German, Italian, Lithuanina, Polish, Bulgarian, Croatian and Slovenian. |
| Target group | School Teachers |
| Evaluation results/ monitoring plan <br><br>(if applicable) | N/A |
| Recognition or certification of learning <br>(how done and by who, free or fee…) | Certificate of Participation |
| Financing and sustainability model <br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | CARDET |
| Contact Person | Email: info@developtogether.eu |
| Link/ website | Website: https://www.developtogether.eu/en/ |

## iDecide:  An Innovative Toolkit for Inclusive Decision Making Policies

|  | CONTENT |
|---|---|
| Title | iDecide:  An Innovative Toolkit for Inclusive Decision Making Policies |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The iDecide toolkit and induction course aim to support evidence-based policy making that can lead to the reduction of disparities in learning outcomes and marginalization, by supporting school leaders, school staff, and policymakers to engage in shared and inclusive decision making. By implementing the toolkit and collecting rich data, learners aim to understand the complexities of how decisions at school level influence marginalized groups and develop concrete recommendations for policy and practice on how to engage in shared decision making, giving voice to all stakeholders. |
| Description of resource (300 words, overview, content, methods, etc.) | 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. |

| | 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. |
|---|---|
| Target group | School Staff and School Leaders |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Ministry of Education and Culture, Cyprus - MOEC |
| Contact Person | Email: info@idecide-project.eu |
| Link/ website | Website: https://www.idecide-project.eu/ |

# Infrastructure

**Initiatives documented during the second study.**

## Thaki

| | CONTENT |
|---|---|
| Title | Thaki |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Infrastructure |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the initiative is to provide computers equipped with educational material in different subjects in order to support the learning of refugees. |
| Description of resource (300 words, overview, content, methods, etc.) | Thaki works with volunteers and partners in order to provide "gently used computers," which are loaded with engaging educational content, and getting them to refugees with limited educational resources. The electronic devices are mostly laptops that are retired by their original owner long before their productive life is over. These devices are collected by Thaki from corporations, institutions and individuals. The distribution of computers takes place to educational centers that work with refugee children, in addition to giving computers to older students, such as university scholarship students, who need a computer to support their learning. |

| Target group | Migrants, Refugees, Asylum Seekers, disadvantaged children |
|---|---|
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | In-kind support by corporate partners; grants; volunteer service by professionals; modest fee for hardware. |
| Lead Organization | Thaki Nederland |
| Contact Person | Email: info@thaki.org |
| Link/ website | http://thaki.org/ |

# Support Personnel

**Initiatives documented during the first study.**

## InZone

| | CONTENT |
|---|---|
| Title | InZone – Vocational training of interpreters in refugee camps |
| Date launched | 2009 |

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|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Vocational training for interpreters in camps |
| Online/digital only (OL) or blended | OL |
| Learning objectives | This blended training course has been designed for interpreters in refugee camps, working for the Rule of Law Unit and the Human Rights Unit of the UN. The purpose is to help UNAMA interpreters enhance their skills in interpreting within the context of transitional justice |
| Description of resource<br>(300 words, overview, content, methods, etc.) | InZone enables vocational and higher education through virtual learning, provided in refugee camps. It uses on-line and blended learning: The course entails an initial on-site component, followed by online learning activities.<br><br>In the first phase, 22 participants followed a week of on-site training and completed online activities related to the legal context of their daily work; this involves 1) providing interpretation for Rule of Law officers, especially those engaged in legal gender issues, and helping them to coordinate policy and programming to better empower women as active participants in civil society and government; and 2) providing interpretation for Human Rights officers engaged in monitoring the situation of civilians, to coordinate efforts to ensure their protection, to promote accountability, and to assist in the full implementation of the fundamental freedoms and human rights provisions and international treaties. |
| Target group | Refugee interpreters in camps |
| Evaluation results/ monitoring plan | The courses have run since 2009, and have been continually evaluated and the pedagogical model developed. A certificate programme CAS in |

| (if applicable) | Humanitarian Interpreting has been developed, with the possibility to get a higher education degree. |
|---|---|
| Recognition or certification of learning<br>(how done and by who, free or fee…) | The courses are certified by InZone a part of the University of Geneva. |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | The initiative is primarily funded by organisations like the UNHCR and the Red Cross. |
| Lead Organization | InZone |
| Contact Person | Dr. Barbara Moser-Mercer, Director, InZone |
| Link/ website | http://inzone.unige.ch/index.php?module=content&type=user&func=view&pid=12 |

**Initiatives documented during the second study.**

## Refugee Health Online Course

| | CONTENT |
|---|---|
| Title | Refugee Health Online Course |
| Date launched | |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | This course which is offered through a digital learning platform aims to provide knowledge on refugee camp economies, local social entrepreneurship, and cross-cultural understanding. |
| Description of resource (300 words, overview, content, methods, etc.) | The contents of this course are relevant and essential to anyone interested in or planning to work in a refugee camp. Specifically, the online course describes potential barriers to care, innovations in healthcare, and education for those in refugee camps as well as for resettled refugees. It consists of 11 modules which are available online. They are text-based and they offer additional resources for further reading. |
| Target group | Resettled refugees in refugee camps and professionals working with refugees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | Unite For Sight International Headquarters |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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|---|---|
| | ufs@uniteforsight.org |
| Contact Person | Email: ufs@uniteforsight.org |
| Link/ website | http://www.uniteforsight.org/refugee-health/ |

## DISOCI: Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees

| | CONTENT |
|---|---|
| Title | DISOCI: Digital, Social and Civic Competences Development for Adult Educators Working with Migrants and Refugees |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing<br><br>01-09-2016 - 31-08-2018 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The project aims to increase the motivation and reduce disparities in learning outcomes of migrants and refugees by providing a digital program for the development of their competences. |

| | |
|---|---|
| Description of resource (300 words, overview, content, methods, etc.) | The resource is a digital platform that includes an assessment tool for digital competences and also OERs (Open Educational Resources) that are related to the following themes:<br>- Promoting social entrepreneurship<br>- Promoting gender equality and diversity in order to protect human rights of migrants and refugees<br>- Promoting personal development<br>- Empowerment Integration of migrants into labour market<br><br>The resources will be integrated to the European E- Repository with open access. |
| Target group | Adults educators working with Migrants and/or Refugees |
| Evaluation results/ monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | The Baltic Education Technology Institute (BETI) - Coordinator |
| Contact Person | E-mail: beti@beti.lt |
| Link/ website | http://disoci.eu/assesment-tool |

# Volunteering with Refugees

| | CONTENT |
|---|---|
| Title | Volunteering with Refugees |
| Date launched | January 2018 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The course provides strategies and techniques for supporting the diverse needs of refugees and has a specific focus on language support, which may be provided in formal or informal settings (e.g. classrooms or informal support groups). |
| Description of resource (300 words, overview, content, methods, etc.) | This course aims to help volunteers understand how they can best support the linguistic and social needs of refugees. The main topics covered are the following:<br><br>- Refugees' contexts and needs<br>- Linguistic and cultural differences<br>- Building relationships: topics and activities<br>- The Crisis Classroom<br>- Understanding and working with trauma<br>- Using the Crisis Classroom Framework<br>- Structuring learning<br>- Supporting learning<br>- Resources for language learning and refugee support |

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|---|---|
| | The course has been developed by a group of experts from Crisis Classroom and Cambridge English. |
| Target group | Volunteers working with refugees |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate awarded by FutureLearn (Paid) |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | - |
| Lead Organization | FutureLearn |
| Contact Person | Contact form: https://www.mooc-list.com/contact-us |
| Link/ website | https://www.mooc-list.com/course/volunteering-refugees-futurelearn |

## INSERT - Developing the competences of educators / professionals for the promotIoN of Social Entrepreneurship to adults with migRanT background

| | CONTENT |
|---|---|
| Title | INSERT - Developing the competences of educators / professionals for the promotIoN of Social Entrepreneurship to adults with migRanT background |

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|---|---|
| Date launched | September 2017 |
| Duration (Completed, ongoing, forthcoming) | Forthcoming September 2017 – August 2019 |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The initiative aims to enhance the background and knowledge of educators / professionals in social entrepreneurship fields, in order to be able to develop social entrepreneurial skills to learners with migrant background. |
| Description of resource (300 words, overview, content, methods, etc.) | The development of these social entrepreneurship competences will be achieved through an extensive Train of Trainers programme (ToT), provided though 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 (if applicable) | - |

| Recognition or certification of learning (how done and by who, free or fee…) | - |
|---|---|
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Point Europa (UK) |
| Contact Person | Email: info@pointeuropa.org. |
| Link/ website | Website Not available yet https://www.facebook.com/insertproject/ |

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

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

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

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|---|---|
| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | NA |
| Contact Person | Contact form: http://www.refugeelegalaidinformation.org/contact |
| Link/ website | For practitioners: http://www.refugeelegalaidinformation.org/training<br><br>For refugees:<br><br>http://www.refugeelegalaidinformation.org/refugee-resources |

## IMPACT: Improving & Monitoring Protection Systems Against Child Trafficking and Exploitation

| | CONTENT |
|---|---|
| Title | IMPACT: Improving & Monitoring Protection Systems Against Child Trafficking and Exploitation |
| Date launched | 2012 |
| Duration (Completed, ongoing, forthcoming) | Completed (2013) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |

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|---|---|
| Online/digital only (OL) or blended | Online |
| Learning objectives | The resources focus on the development of skills and attitudes to professionals operating in child protection systems and related stakeholders in order to be able to carry out their roles in an effective and child-sensitive manner. |
| Description of resource (300 words, overview, content, methods, etc.) | The training Modules are offered via an elearning platform and are freely available online. The content is organised in six sessions, namely:<br><br>• **Session 1:** Centrality of the person:  mapping cooperation and coordination among the various actors involved<br>• **Session 2:** Continuity between needs and rights<br>• **Session 3**: A holistic perspective<br>• **Session 4:** Areas of analysis: inclusion and/or exclusion, compliance of laws, policies and practices, appropriateness and effectiveness of strategies implementation, policy coherence.<br>• **Session 5:** Context, vulnerability and resources.<br>• **Session 6:** Systemic dimension<br><br>There is also a printed version of the content which the user can download and access offline. |
| Target group | Professionals in child welfare and protection systems |
| Evaluation results/ monitoring plan (if applicable) | Analysis reports are available here:  http://impact-eu.org/project/analysis-reports.htmlf |
| Recognition or certification of learning (how done and by who, free or fee…) | - |

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|---|---|
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | EC- DG Home Affairs |
| Lead Organization | Defence for Children International  (Italy) |
| Contact Person | Email: info@defenceforchildren.it |
| Link/ website | http://www.impact-eu.org/training.html |

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

| | CONTENT |
|---|---|
| Title | Resiland: Participation, capacities and resilience of children on the move against trafficking & exploitation |
| Date launched | November 2013 |
| Duration<br>(Completed, ongoing, forthcoming) | Completed (2015) |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |

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| Learning objectives | The resources aim to strengthen the competences of professionals likely to come into contact with particularly vulnerable categories of Children On the Move (COM) in order to value COM's participation and coping capacities as key elements for an effective protection. |
| Description of resource (300 words, overview, content, methods, etc.) | The resource includes material that was used during the face-to-face trainings in the project's participating countries (Brussels, Greece & Italy). Specifically, there is a web-section on the webpage containing documents, videos and podcasts of the training sessions. There is also another section where the user can find selected bibliographic references. |
| Target group | Professionals working at child protection |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | - |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | EC- DG Home Affairs |
| Lead Organization | Defence for Children International  (Italy) |
| Contact Person | Email: info@defenceforchildren.it |
| Link/ website | http://www.resiland.org/training-courses.html |

# Move On: Migration & Gender: Vocational and Educational Counselling

|  | **CONTENT** |
|---|---|
| Title | Move On: Migration & Gender: Vocational and Educational Counselling |
| Date launched | October 2015 |
| Duration (Completed, ongoing, forthcoming) | Completed (10/2017) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Electronic Handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The resources aim to develop and transfer effective practices, training and knowledge of professionals working with migrants. Particular emphasis is given to issues impacting on gender and culturally sensitive guidance services to migrants. |
| Description of resource (300 words, overview, content, methods, etc.) | The resources are in the form of pdf documents and are available for download and are freely accessible though the online platform.<br><br>Handbook I provides a catalogue which includes quality criteria for professionals working in gender and culturally sensitive career guidance and counselling services. It builds on the experiences developed within the MOVE ON project to answer to questions such as:<br>- Which expertise should a good counsellor have?<br>- What attitude they should have towards their clients?<br>- What kind of methodologies and tools should they have? |

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|---|---|
| | - How should they act as a member of an organization?<br>- How should they act as a member of the society?<br><br>Handbook II provides a Teaching programme for migrants' career guidance and counselling. |
| Target group | Career advisors for migrants |
| Evaluation results/<br>monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | - |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | The IARS International Institute (UK) |
| Contact Person | Rita Seneca – Anziani e non solo – Communications Officer at ritaseneca@anzianienonsolo.it<br><br>Andriana Ntziadima – IARS International Institute – Communications Manager at a.ntziadima@iars.org.uk |
| Link/ website | http://www.moveonproject.org/outcomes/e-books/ |

## Epsilon: Equipping Professionals for Supporting Refugees

|  | CONTENT |
|---|---|
| Title | Epsilon: Equipping Professionals for Supporting Refugees |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Blended |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | EpsiLon aims to enhance the knowledge and competences of professionals and volunteers working in services for LGBT asylum seekers (one of the most vulnerable groups in modern Europe), refugees and migrants. It will develop an innovative, evidence-based, user-led educational platform in order to raise adult learners' awareness and sensitivity to the needs of people with LGBT background. |
| Description of resource (300 words, overview, content, methods, etc.) | The online course will be designed in a manner that is accessible independently of location. It will be accredited with CPD status and will include software that will allow it to be translated in all European languages. It will include digital educational resources and tools that will enable professionals and volunteers to identify LGBT groups' most current and urgent needs some even reaching on issues of survival, dignity and respect. It will also help them challenge their own biases and improve their skills in providing tailored and culturally sensitive services. |

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|---|---|
| Target group | Professionals and Volunteers working with migrants & refugees |
| Evaluation results/ monitoring plan (if applicable) | - |
| Recognition or certification of learning (how done and by who, free or fee…) | Accredited by the IARS International Institute |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | IARS International Institute (UK) |
| Contact Person | Email:contact@iars.org.uk |
| Link/ website | http://www.epsilonproject.eu/ |

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

| | CONTENT |
|---|---|
| Title | SAFE - Supporting un-Accompanied children with Family-based care and Enhanced protection |
| Date launched | 2017 |

| | |
|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing<br><br>End date: 2019 |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online Course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | 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<br>(300 words, overview, content, methods, etc.) | The resources will be available through an interactive online platform. The basic Module for professionals/practitioners working with or for unaccompanied children, and who support foster carers and kinship and Dublin family caretakers will aim to enhance core skills and knowledge. Another Module will be focused on providing country-specific training according to the needs of each participating country (UK, Greece, Denmark, Cyprus). Lastly, a face-to-face training according to the local context will be held to each participating country. |
| Target group | Professionals and foster carers working with unaccompanied children |
| Evaluation results/ monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning | - |

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|---|---|
| (how done and by who, free or fee…) | |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | REC Programme European Commission |
| Lead Organization | THE BRITISH RED CROSS |
| Contact Person | Email: socialmedia@redcross.org.uk<br><br>Contact form: http://safeproject.eu/contact/ |
| Link/ website | http://safeproject.eu/ |

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

| | CONTENT |
|---|---|
| Title | S.U.C.RE.: Supporting University Community pathways for Refugees-Migrants |
| Date launched | 01-09-2016 - End: 31-10-2018 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing<br>End date: 31-10-2018 |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |

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|---|---|
| Online/digital only (OL) or blended | OL |
| Learning objectives | The SUCRE project focuses on the response of the Universities to the academic needs of immigrant/refugees students and scholars and to the formation of Manuals of Field Testing (Handbook of Good Practices), through the development of training modules addressed to professionals working with this particular target group. |
| Description of resource (300 words, overview, content, methods, etc.) | All training material will be published on the project's website upon the completion of its deliverables and the intellectual outputs.  The training material will be broken down in 5 thematic areas based on the production of each Intellectual output which will be produced during the project. Specifically, the main deliverables include: 1.  Admissions criteria and processes currently established by European universities. The deliverables are: <br>• A digital/online guide of best practices in language and remedial courses for refugees <br>• A digital/online guide of best practices in admission criteria for refugee students <br>• A digital /online guide in alternative teaching and pathways to academic integration <br>2.  Successful University addition to a University program.  The deliverables are: <br><br>• A digital/online guide for refugee students' academic support services. <br>• A digital/online handbook of recommendations for refugee students' financial support and social integration. <br>3. Refugee scholars hosted at a university department. The deliverables are: <br>• A digital/online guide of recommendations for refugee scholars integration. <br>4.  Educational module for trainers regarding the psychosocial support of refugees.  The deliverables are: <br>• A digital/online educational module and monitoring/recommendations guidelines for trainers regarding the psychosocial support of refugees. <br>• A digital/online educational module and monitoring/recommendations guidelines of lessons on refugee integration and social cohesion. |

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| | 5. Health and legal issues regarding refugees/immigrants. The deliverables are:<br> • A digital/online module and monitoring/recommendations guidelines for trainers regarding health support of refugees.<br>A digital/online module and monitoring/recommendations guidelines for trainers regarding legal support of refugees. |
| Target group | Trainers, educators and professionals working with refugees/migrants, university staff |
| Evaluation results/ monitoring plan<br>(if applicable) | NA |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | NA |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+KA2 Project granted by the Hellenic National Agency (IKY) via the European Commission |
| Lead Organization | ARISTOTELIO PANEPISTIMIO THESSALONIKIS |
| Contact Person | Dr. Alexandros Triantafyllidis, Associate Professor at the School of Biology and Member of the AUTh - European Educational Programmes Committee<br><br>Email: sucre@auth.gr<br>Tel: +30 2310 99 8545 |
| Link/ website | http://sucre.auth.gr/en |

## Intercultural Education of Nurses in Europe: Massive Open Online Course "Training health care teams"

| | CONTENT |
|---|---|
| Title | Intercultural Education of Nurses in Europe: Massive Open Online Course "Training health care teams |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Completed (2015-2017) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The MOOC aims to increase the knowledge and skills of members of healthcare teams, in three major areas: Intercultural communication, Working in multicultural and multidisciplinary healthcare teams and Patient safety. |
| Description of resource (300 words, overview, content, methods, etc.) | The MOOC consists of six Modules and the duration of each Module is considered to be five days. The main thematic areas that the course covers are the following:<br><br>• Week 1: Orientation<br>• Week 2: Intercultural Communication |

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| | • Week 3: Working in Multicultural Multidisciplinary Healthcare Teams<br>• Week 4: Patient Safety<br>• Week 5: Synthesis of the themes<br>• Week 6: Assessment and evaluation<br><br>Apart from the course, learners can also find Open Educational Resources (OERs) on Intercultural Communication. Working in Multidisciplinary/Multicultural Healthcare Teams and Patient Safety. |
| Target group | Health care trainers |
| Evaluation results/<br>monitoring plan<br>(if applicable) | NA |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | NA |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Middlesex University Higher Education Corporation |
| Contact Person | Contact form: http://ieneproject.eu/contact.php |
| Link/ website | http://ieneproject.eu/mooc.php |

## Refugees and Global Health eLearning

| | CONTENT |
|---|---|
| Title | Refugees and Global Health eLearning |
| Date launched | 2013 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | 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. |
| Description of resource (300 words, overview, content, methods, etc.) | 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. |

| | **Modules** |
|---|---|
| | <ul><li>Communicator (**Medical Interpretation**): experience how communication can impact the quality of health care</li><li>Medical Expert (**The X-Factor**): learn unique health needs and health care access barriers of newly arriving refugees</li><li>Advocate (**Being Human**): explore the field of social justice with health advocates</li><li>Professional (**Cross Cultures**): find out how working in the field can turn your professional identify upside down</li><li>Collaborator (**Teamwork**): appreciate the role of interdisciplinary collaboration, community engagement and provider networks</li><li>Manager (**Against All Odds**): discover the importance of good manager skills in resource limited settings</li><li>Scholar (**Foundations**): uncover the role of science and scholarly work in global health</li></ul> |
| Target group | Practitioners on Global Health |
| Evaluation results/ monitoring plan (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | |

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|---|---|
| | Canadian Collaboration for Immigrant and Refugee Health (CCIRH) and the University of Ottawa, Canada |
| Contact Person | Kevin Pottie, MD, CCFP, MClSc, FCFP<br>Associate Professor, Departments of Family Medicine and Epidemiology and Community Medicine, University of Ottawa<br>CT Lamont Centre for Research in Primary Health CareContact:<br>kpottie@uottawa.ca |
| Link/ website | http://ccirhken.ca/e-learning/ |

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

| | CONTENT |
|---|---|
| Title | Assisting nationals affected by crises abroad: An e-learning course for foreign service staff |
| Date launched | June 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |

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| Learning objectives | The course provides basic information to improve the capacity of personnel that work with nationals affected by crises abroad. Specifically, they will be able to communicate with nationals abroad before and during crises; provide key services and assistance to nationals in the affected area directly; and facilitate the evacuation of nationals from crisis affected area, if needed. |
| Description of resource (300 words, overview, content, methods, etc.) | The course is available as a non-country specific curriculum and can be accessed online in Arabic, English, French and Spanish. All versions can be accessed and used at no cost. The basic features of the course are the following:<br>• 14 modules<br>• 5 hours of content<br>• Case studies and best practice<br>• Check your understanding exercises, final assessment and certification<br>• Background materials and practical tools (e.g. templates, infographics)<br>• 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 (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model | IOM |

| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
|---|---|
| Lead Organization | IOM |
| Contact Person | Email:<br>MICICSecretariat@iom.int<br>Tel. +41.022.7179322 |
| Link/ website | https://micicinitiative.iom.int/e-learning-consular-staff |

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

| | CONTENT |
|---|---|
| Title | United Nations Office on Drugs and Crime (UNODC) Global elearning initiative |
| Date launched | 2010 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | UNODCs eLearning initiative aims to enhance knowledge on issues related to  international security threats such as transnational organized crime, terrorism, illicit drugs, trafficking in persons and smuggling of migrants, wildlife and forest crime, cybercrime as well as provide training |

| | |
|---|---|
| | on border control, intelligence analysis, gender issues, anticorruption, HIV/AIDS and human rights. The courses also enables law enforcement officers and other professionals to expand their knowledge and stay up to date with the international community's fight against illicit drugs, crime and terrorism experts in line with United Nations standards and norms and other relevant international instruments. |
| Description of resource (300 words, overview, content, methods, etc.) | 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. |
| Target group | Member State officials on international security threats |
| Evaluation results/ monitoring plan (if applicable) | Courses are evaluated by internal working groups |
| Recognition or certification of learning (how done and by who, free or fee…) | Certificate provided by UNODC |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Currently, the UNODC Global eLearning Programme is seeking funding and donations |
| Lead Organization | United Nations Office on Drugs and Crime (UNODC) |

*The second MOOCs4inclusion study is coordinated by **Dr. Charalambos Vrasidas and the CARDET Team** ([www.cardet.org](www.cardet.org)).*

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| | |
| Contact Person | Email: UNODC-eLearning@un.org |
| Link/ website | http://www.unodc.org/elearning/index.html |

## Verité's Free eLearning Course on Human Trafficking

| | CONTENT |
|---|---|
| Title | Verité's Free eLearning Course on Human Trafficking |
| Date launched | 2014 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The course aims to enhance the knowledge on human trafficking in the global economy by providing specialized training to strengthen human rights monitoring and remediation systems. |
| Description of resource (300 words, overview, content, methods, etc.) | This course is free, and available for self-paced learning. It is designed for professionals working in business sector and other stakeholders so to help them better understand, identify and address human trafficking in global supply chain. The course focuses on migrants as the risk of their exploitation is severe, particularly for undocumented workers but also for those that migrate legally. In the course learners can find case |

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| | studies, quizzes and information on at-risk sectors, indicators of abuse and strategies for business and supply chain engagement. |
| Target group | Professionals in businesses/companies working with migrant workers |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | VERITE |
| Lead Organization | VERITE- Fair Labor Worldwide |
| Contact Person | Declan Croucher: dcroucher@verite.org |
| Link/ website | https://www.verite.org/verites-free-elearning-course-human-trafficking/ |

## We Speak Translate Project

| | CONTENT |
|---|---|
| Title | We Speak Translate Project |
| Date launched | April 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource | Other |

| (MOOC, App, Digital Learning Platform, etc.) | [Free Webinar on using the Google Translate App] |
|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The learning objectives of the webinar are the following:<br>• Encourage welcoming communities that value diversity, inclusion and integration;<br>• Become familiar with the Google Translate app (free, downloadable app for smartphones and tablets);<br>• Establish a common platform for communication with newcomers while English language skills develop. |
| Description of resource (300 words, overview, content, methods, etc.) | The We Speak Translate project is a first of its kind collaboration between Google Translate and the Inter-Cultural Association of Greater Victoria (ICA), BC, Canada, which uses the Google Translate app to aid in refugee resettlement and newcomer inclusion in communities.  The We Speak Translate project addresses the number one barrier to new immigrant integration – language – by re-purposing technology as a tool and symbol for welcoming communities – which value diversity and inclusion.<br>The We Speak Translate webinar's length is 50 minutes and the suggested number of participants is 25-35 with a minimum number of 8 participants.  The We Speak Translate training is free and it includes a facilitator, Google Translate training and We Speak Translate decals for all participants (there is a $6 fee for mailing decals to webinar participants). |
| Target group | Organizations, business, institutions and community groups |
| Evaluation results/ monitoring plan (if applicable) | The evaluation of the project is available here:<br>https://infograph.venngage.com/s/Y3xZv5Hitx0 (October 2018) |

| Recognition or certification of learning (how done and by who, free or fee…) | Upon completion of the free, 50 minute training session, participants receive a We Speak Translate decal. A visible symbol of their community to promote diversity and communication across language barriers. |
|---|---|
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Project funders: United Way Greater Victoria Google Translate |
| Lead Organization | The Inter-Cultural Association of Greater Victoria (ICA) |
| Contact Person | Kate Longpre, M.A. Community Integration Coordinator Inter-Cultural Association of Greater Victoria Email: klongpre@icavictoria.org |
| Link/ website | http://www.icavictoria.org/community/we-speak-translate/ |

## A guide to international refugee protection and building state asylum systems: Handbook for Parliamentarians No. 27

| | CONTENT |
|---|---|
| Title | A guide to international refugee protection and building state asylum systems: Handbook for Parliamentarians No. 27 |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Electronic Handbook |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The Handbook seeks to:<br><br> • Assist professionals working with asylum- seekers and refugees in developing laws and policies to respond promptly and effectively to their arrival;<br>• Outline elements of protection-sensitive entry systems to respond to mixed movements of people while upholding international protection principles;<br>• Set out elements of fair and efficient asylum procedures;<br> • Help to ensure that international protection is accorded to those who need it, in line with international refugee law standards;<br>• Promote greater tolerance and respect for refugees; and<br>• Identify initiatives to support durable solutions for refugees and others in need of international protection. |
| Description of resource (300 words, overview, content, methods, etc.) | The Handbook sets out the international legal framework on which refugee protection is built, and from which it draws continually. It explains the value for EU Member States of acceding to international treaties concerned with refugee protection, in particular the 1951 Convention relating to the status of refugees and its 1967 Protocol. The central elements of a refugee protection system are outlined, from entry and reception to status determination, the rights and duties of refugees, and durable solutions. The Handbook also seeks to shed light on difficult topics such as border control, racism and xenophobia, the return of persons not in need of international protection, and contemporary concerns about security.<br>Each Chapter of the Handbook includes the following:<br>• Sets out the applicable international standards that provide the framework for the response;<br>• Suggests appropriate responses and measures to be taken;<br>• Provides examples of positive national and regional practice;<br>• Includes relevant quotations from authoritative bodies;<br> • Provides references to UNHCR and other publications containing further information and guidance;<br>• Offers checklists for parliamentarians suggesting how certain issues can be addressed, although these checklists are not exhaustive and not all issues will be relevant in each country. |

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| | A number of refugee stories throughout the Handbook highlight the impact of flight and displacement on individual refugees and their families. |
| Target group | Parliaments and policy makers, stakeholders working with refugees (e.g. journalists, humanitarian aid workers, national civil society groups) |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Inter-Parliamentary Union and the United Nations High Commissioner for Refugees |
| Lead Organization | Inter-Parliamentary Union and the United Nations High Commissioner for Refugees |
| Contact Person | Email: Inter-Parliamentary Union: postbox@ipu.org |
| Link/ website | Website: https://reliefweb.int/report/world/guide-international-refugee-protection-and-building-state-asylum-systems-handbook |

## The legal protection of refugees

| | CONTENT |
|---|---|
| Title | The legal protection of refugees |

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|---|---|
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the online course "*The legal protection of refuge*es"  is to offer an introduction to international refugee law and other legal frameworks protecting refugees, introducing the key legal concepts, the purpose of international refugee law, and its primary sources. |
| Description of resource (300 words, overview, content, methods, etc.) | The online course consists of 90 minutes learning sessions on humanitarian essentials, principles, practices and standards, and international humanitarian law. It includes individual courses in the form of videos. It is compatible to tablet and smartphone devices and it is available in English.<br><br>The topics that are being addressed are the following:<br><br>• Key concepts in international refugee law;<br>• Other legal frameworks relating to the protection of refugees, including IHL and IHRL;<br>• States' legal obligations towards refugees and limitations of those obligations;<br>• Applicability of existing legal frameworks to the current "migration/refugee crisis", and challenges in applying the frameworks in practice<br><br>In order to access the online course learners need to register to the kaya platform for an account. |
| Target group | Professionals working with refugees in the humanitarian sector |

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|---|---|
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Professionals in Humanitarian Assistance and Protection (PHAP) |
| Lead Organization | PHAP |
| Contact Person | Live chat with the course provider: https://clientsupport.eskillz.com/Chat/Interface/Core.aspx |
| Link/ website | https://kayaconnect.org/course/info.php?id=703 |

## Higher Education Supporting Refugees in Europe (InHERE)

| | CONTENT |
|---|---|
| Title | Higher Education Supporting Refugees in Europe (InHERE) |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Completed (31/05/2018) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The objective of the inHERE resources are the following:<br><br>• **Collect** and analyse good practice examples of Higher Eeducation (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;<br>• **Sensitise** HE governance, facilitating communication and institutional support within and outside the university;<br>• **Provide relevant orientation** and training to the university staff, to empower universities so that they are able to take an active stand and further replicate successful approaches and practices. |
| Description of resource (300 words, overview, content, methods, etc.) | 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:<br>• Session 1: Definitions and Legal Information<br>• Session 2: Access to Higher Education<br>• Session 3: Recognition of credits and qualifications<br>• Session 4: Socio-Economic Integration-Psychological support and Inclusion in the Labour market<br>• Session 5: Overarching Diversity Management |
| Target group | Professors, administrative service staff and technical staff of members to University communities who are running or are planning to run projects and activities to facilitate the access of refugees to HEI and their social integration. |
| Evaluation results/ monitoring plan (if applicable) | N/A |

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|---|---|
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | Unimed |
| Contact Person | Email: info@inhereproject.eu |
| Link/ website | https://www.inhereproject.eu/training/training-resources |

## Itineraries and resources for migrants & refugees' empowerment & integration – MigrEmpower

| | CONTENT |
|---|---|
| Title | Itineraries and resources for migrants & refugees' empowerment & integration – MigrEmpower |
| Date launched | 1st Sept 2017 – 31st Aug 2019 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |

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|---|---|
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | The resources aim to enhance the knowledge and skills of professionals working with migrants and refugees in order to be able to offer education and training opportunities to them aiming at a smooth integration process to the host countries with a focus on employability and entrepreneurship. |
| Description of resource (300 words, overview, content, methods, etc.) | The resources will be available online through the project web page where professionals working with migrants and/or refugees can download the "Orientation and counselling handbook for migrants and refugees' self-evaluation of competences" and the other training materials related to the following 5 modules: Computer Literacy Linguistic Literacy Citizenship and social skills Communication and personal brand Self-employment<br><br>Also, professionals will have available a manual and guidelines aimed at promoting migrants' and refugees' employability and entrepreneurship. The above material will be available in the following languages: English, French, German, Greek, Italian and Spanish. |
| Target group | Professionals working with migrants and/or refugees<br><br>Migrants and/or refugees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning | N/A |

| (how done and by who, free or fee…) | |
|---|---|
| **Financing and sustainability model** (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | RED2RED  CONSULTORES, S.L. |
| Contact Person | Email:  info@migrempower.eu |
| Link/ website | http://migrempower.eu/en/ |


## Elearning course "Social inclusion of immigrants-Tools"

| | **CONTENT** |
|---|---|
| Title | Elearning course "Social inclusion of immigrants-Tools" |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | Online |

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| Learning objectives | The aim of the "*Social inclusion of immigrants-Tools*" 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 "*Social inclusion of immigrants-Tools*" 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 (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | ERASMUS + European Commission |
| Lead Organization | Eurotender Association |
| Contact Person | Email: info@eurotender.hu |

| Link/ website | https://neeli.eu/Elearning/#/?_k=mpggir |
|---|---|

## Intercultural Mediation for Managers – InterMed

| | CONTENT |
|---|---|
| Title | Intercultural Mediation for Managers – InterMed |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel<br><br>Employment |
| Online/digital only (OL) or blended | OL |
| Learning objectives | InterMED digital resources aim to:<br>Develop and increase mediation skills amongst managers to apply in an intercultural workplace context.<br>Support managers to maximise the talent of their migrant employees through recruitment, retention and progression strategies<br>Provide an innovative and holistic training based on role play, conflict resolution and self-reflection to improve soft skills<br>Provide a business case for diversity in the workplace in order to encourage more managers to recruit migrants and celebrate diversity. |
| Description of resource (300 words, overview, content, methods, etc.) | To help mediating and benefiting from an intercultural team, the project InterMed aims develop a practical guide for the managers as well as an e-learning platform with digital recourses, accessible online. The resources will include material on the Mentoring Circles, redesigned and |

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| | re-titled Diversity Circles, that will help managers dealing with intercultural mediation at the workplace. |
| Target group | Managers working with migrant employees |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | ERASMUS +  European Commission |
| Lead Organization | Centro Tecnológico do Calçado de Portugal (CTCP) |
| Contact Person | Contact form: https://www.intermedproject.eu/ |
| Link/ website | https://www.intermedproject.eu/ |

## Handbook and Guidelines on Procedures and Criteria for Determining Refugee Status

| | CONTENT |
|---|---|
| Title | Handbook and Guidelines on Procedures and Criteria for Determining Refugee Status |
| Date launched | 2011 |

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|---|---|
| Duration<br>(Completed, ongoing, forthcoming) | Completed |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Electronic Handbook |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The handbook aims to enhance the knowledge of professionals working with refugees on accessions to the international refugee instruments including details of declarations on the geographical applicability of the 1951 Convention and 1967 Protocol. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The Handbook on the criteria for determining refugee status is provided is broken down in sections and explains the various components of the definition of refugee set out in the 1951 Convention and the 1967 Protocol. The handbook's length is 191 pages and is available in a digital format (pdf) and there is an option for learners to download it. It can be accessed in the English, Arabic, French, Polish and Spanish. |
| Target group | Government officials, academics, and lawyers concerned with refugee problems |
| Evaluation results/ monitoring plan<br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model | N/A |

| | |
|---|---|
| (who financed the initiative, what are the plans for future financing, sustainability, etc.) | |
| Lead Organization | UNHCR |
| Contact Person | N/A |
| Link/ website | Webmail:https://www.unhcr.org/publications/legal/3d58e13b4/handbook-procedures-criteria-determining-refugee-status-under-1951-convention.html |

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

| | CONTENT |
|---|---|
| Title | Human Trafficking and Business: An eLearning course on how to prevent and combat human trafficking |
| Date launched | 2010 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Online Course |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel |
| Online/digital only (OL) or blended | OL |

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| Learning objectives | The course aims to enhance the knowledge on key issues related to human trafficking in relation to the business sector. |
| Description of resource (300 words, overview, content, methods, etc.) | The course is available in pdf format, and includes content and exercises in the English language. It consists of the following three modules: 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. Learners who want to download the e-learning course or find out more on trainings for the corporate sector, can send a message to un.gift@unvienna.org |
| Target group | Business leaders, managers and employees of business companies |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | UN.GIFT |
| Lead Organization | The United Nations Global Initiative to Fight Human Trafficking (UN.GIFT) and the End Human Trafficking Now! Campaign (EHTN!) |

| Contact Person | Email: un.gift@unvienna.org |
|---|---|
| Link/ website | Website:http://lastradainternational.org/lsidocs/GIFT_EHTN_elearning_tool_training_handbook.pdf |

## The Moonlite project: Learning, support and certification without frontiers

| | CONTENT |
|---|---|
| Title | The Moonlite project: Learning, support and certification without frontiers |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing (2016-2019) |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Digital Resources<br><br>Electronic Handbook<br><br>Video |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Support Personnel<br><br>Teacher Training |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The MOONLITE project aims to harness the potential of MOOCs for refugees and migrants to build their language competences and entrepreneurial skills for employment, higher education, and social inclusion. |

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| Description of resource<br>(300 words, overview, content, methods, etc.) | The MOONLITE project offers a number of outputs in different formats (pdfs, videos/webinars etc.) on how to use open educational resources and practices in the shape of MOOCs to help refugees and migrants with problems of social inclusion and employability and entry in higher educational institutions. The outputs include suggestions from academics that have experience in using these sorts of practices.<br>The project can be of great value for refugees, support groups or for teachers who are interested in using MOOCs who perhaps previously have never come across there types of courses but would like to use them. Also MOOC providers and higher education institutions that do have access but are interested in the economic and social aspects of their application can be benefitted from this project.<br>Also there is a special reference on how the existing MOOCs can be adapted to the methodological and technological context in which refugees and migrants often find themselves (they may not have access to computers, the internet, or network access might be limited), how to be used for supporting online learning and issues of accreditation. |
| Target group | Anybody interested in using open education as a way of helping displaced people, refugees, migrants |
| Evaluation results/<br>monitoring plan<br>(if applicable) | N/A |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | N/A |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Erasmus+ European Commission |
| Lead Organization | UNIVERSIDAD NACIONAL DE EDUCACION A DISTANCIA |

| | CONTENT |
|---|---|
| Contact Person | Facebook group: https://www.facebook.com/groups/1836694569953327/?ref=br_rs |
| Link/ website | https://moonliteproject.eu/ |

# Other

## Migration Matters

| | CONTENT |
|---|---|
| Title | Migration Matters |
| Date launched | 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Video MOOC |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other |
| Online/digital only (OL) or blended | OL |
| Learning objectives | Raising awareness on migration: Address the public's biggest conundrums and fears surrounding migration and the current refugee crisis through short video lectures. |
| Description of resource | Migration Matters was founded in January 2016 by Julia Karmo, Sophia Burton, Elina Ribakova, and Kelly Miller. It is supported by the London |

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| (300 words, overview, content, methods, etc.) | School of Economics' Institute for Global Affairs and from a grant from Advocate Europe. Migration Matters supports the integration of migrants and refugees by breaking down the public's most commonly held preconceptions about migration and the refugee crisis. It offers free mini-MOOCs with nuanced and solution-oriented perspectives from leading thinkers in the field: researchers, practitioners, and migrants and refugees themselves and address topics such as how and why migration happens, fears around migration like security and culture, what migration really does to our economies, and how to manage integration in diverse societies. The aim is to make the conversation about migration and refugees more open and evidence-based. |
| Target group | British / European Public |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | No certification – Public knowledge |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | N/A |
| Lead Organization | Migration Hub Berlin (Migration Matters e.V.) |
| Contact Person | Email: team@migrationmatters.me |
| Link/ website | http://www.migrationmatters.me/ |

**Initiatives documented during the second study.**

## INTEGR8

| | CONTENT |
|---|---|
| Title | INTEGR8 |
| Date launched | December 2016 |
| Duration<br>(Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource<br>(MOOC, App, Digital Learning Platform, etc.) | Digital Resources |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other |
| Online/digital only (OL) or blended | Blended |
| Learning objectives | This project aims to develop skills of migrant women so that they can be leaders of integration in their communities. Specifically, it aims to empower migrant women so that they can in-turn empower others and help other migrant women to feel more accepted and integrated into their host communities, to access basic services and to learn about their rights and entitlements in their host countries. |
| Description of resource<br>(300 words, overview, content, methods, etc.) | The project has developed training materials that are open and free. The materials provide practical and relevant information to the needs of migrant women in their local communities, so that they can act as a bridge between migrant communities and host communities. The project consortium worked in partnership with local migrant support agencies, education providers, migrant women's networks and migrant women individually, in order to develop a portfolio of training materials. The consortium will deliver this training locally (Ireland, Cyprus, Portugal, Romania, UK, Italy, Austria) between November 2017 and December 2018. |

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| Target group | Migrant women |
| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Asylum, Migration and Integration Fund (AMIF) |
| Lead Organization | Meath Partnership, Ireland |
| Contact Person | Contact form: http://www.integrateproject.eu/en/ |
| Link/ website | http://www.integrateproject.eu/en/ |

## Strigiform Games

| | CONTENT |
|---|---|
| Title | Strigiform Games |
| Date launched | 2017 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |

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

| Lead Organization | StrigiformGames |
|---|---|
| Contact Person | Email: ploukas@strigiformgames.com |
| Link/ website | http://strigiformgames.com/index.php/game-strigiformmath |

## Coursera for Refugees

| | CONTENT |
|---|---|
| Title | Coursera for Refugees |
| Date launched | 2015 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | MOOCs |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other |
| Online/digital only (OL) or blended | Online |
| Learning objectives | The aim of the courses offered is to provide education to refugees by offering a number of specializations and courses in business, computer science, data science, and more. |
| Description of resource (300 words, overview, content, methods, etc.) | The "Coursera for Refugees" initiative aims to provide nonprofit organizations serving refugees with free access to Coursera courses, a recommended course list specifically for refugees, administrative |

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| | features & support to effectively utilize Coursera, and a custom portal to connect with other nonprofits serving refugees.<br><br>Every course on Coursera is taught by top instructors from the world's best universities and educational institutions. Courses include recorded video lectures, auto-graded and peer-reviewed assignments, and community discussion forums. Refugees receive guaranteed Financial Aid for Coursera courses. |
| Target group | Refugees |
| Evaluation results/ monitoring plan<br><br>(if applicable) | - |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | Course Certificate offered by Coursera |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Scholarships / Donations |
| Lead Organization | Coursera |
| Contact Person | Contact form: https://www.coursera.org/about/contact |
| Link/ website | https://refugees.coursera.org/ |

## Frontiers: you've reached Fortress Europe

| | CONTENT |
|---|---|
| Title | Frontiers: you've reached Fortress Europe |
| Date launched | 2008 (the first beta) |
| Duration (Completed, ongoing, forthcoming) | Completed |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Other 3-D Multi-Player Game |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other Purpose [Raising Awareness on the journey of refugees to Europe] |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the game is provide players experiences that are related to political matters of migration and refugees. Also, the game aims to set geographical places and political fields into context in order to enhance the perception and understanding of the migrant's situation above a casual level of catastrophic news. |
| Description of resource (300 words, overview, content, methods, etc.) | Frontiers is a 3-D online multiplayer game that leads its players to the borders of Europe. It portrays a refugee itinerary from the sub-Sahara 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 Sub-Sahara 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 |

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| | insurmountable frontiers in their struggle to find peace and a place to survive. |
| Target group | Other<br><br>[Everyone interested in the refugee crisis] |
| Evaluation results/ monitoring plan<br><br>(if applicable) | In 2012 the Frontiers was awarded with the Austrian Outstanding Artist Award for interdisciplinary works.<br>- Game reviews are also available on the game website. |
| Recognition or certification of learning<br>(how done and by who, free or fee…) | NA |
| Financing and sustainability model<br>(who financed the initiative, what are the plans for future financing, sustainability, etc.) | Sponsored by: bm:uk, European cultural foundation, Kultur Land Salzburg, KulturStadt: Salzburg, Erste-SalzburgerSparkasseKulturfonds |
| Lead Organization | Austrian artist group gold extra |
| Contact Person | Email: office@goldextra.com |
| Link/ website | https://www.frontiers-game.com/ |

## Nafham

| | CONTENT |
|---|---|
| Title | Nafham |
| Date launched | 2012 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Video |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other [Syrian educational curriculum resources] |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The educational videos aim to cover the national curriculum (Syria, Saudi Arabia, Kuwait, and Algeria), from first to twelfth grade. |
| Description of resource (300 words, overview, content, methods, etc.) | *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 |

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| | 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 (if applicable) | NA |
| Recognition or certification of learning (how done and by who, free or fee…) | NA |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Fund by Flat6Labs |
| Lead Organization | Lead Persons: Ahmed Alfi& Mostafa Farahat |
| Contact Person | 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/ |

*The second MOOCs4inclusion study is coordinated by* **Dr. Charalambos Vrasidas and the CARDET Team** (*www.cardet.org*).

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## From Darkness

| | CONTENT |
|---|---|
| Title | From Darkness |
| Date launched | October 2016 |
| Duration (Completed, ongoing, forthcoming) | Ongoing |
| Type of Resource (MOOC, App, Digital Learning Platform, etc.) | Other [Interactive documentary] |
| Purpose (Language learning, formal HE degree, civic integration, employability related…) | Other [Awareness Raising] |
| Online/digital only (OL) or blended | OL |
| Learning objectives | The aim of the interactive documentary is to raise awareness on the ongoing "resource wars" in Eastern and Central Africa; to present the current circumstances of urban refugees; and to present stories of daily life from local communities and groups of refugees. For the latter a special light was put on the Banyamulenge, a Congolese people who have been brutally displaced and are coping with the challenges of exile. |
| Description of resource (300 words, overview, content, methods, etc.) | Nairobi, the capital of Kenya, becomes the starting point of a compelling investigation exploring the lives of journalists, shop owners, community workers, and urban refugees. Players experience these real stories through a fictitious character: a mother, searching for her missing daughter who worked in this region for many years. Through her eyes players can interact with street children, politicians, doctors, NGO workers, restaurant owners, and refugees, who share their insights in interactive interviews. |
| Target group | Everyone interested in learning about war conflicts in Eastern and Central Africa. |

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| Evaluation results/ monitoring plan (if applicable) | N/A |
| Recognition or certification of learning (how done and by who, free or fee…) | N/A |
| Financing and sustainability model (who financed the initiative, what are the plans for future financing, sustainability, etc.) | Austrian Development Agency, the county and city of Salzburg, and the Austrian ministry of culture |
| Lead Organization | Gold Extra |
| Contact Person | Contact form: https://goldextra.com/en/from-darkness |
| Link/ website | Website: https://goldextra.com/en/from-darkness |

# 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:** OU MOOC Taking your first steps in higher education
**Website**: http://www.open.edu/openlearn/education/taking-your-first-steps-higher-education/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:** 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.
-
**Title:** Career basics for new employees (Soundviewpro Innovation)

**Website:** https://www.soundviewpro.com/online-courses/_/career-basics-for-new-employees
**Description:** This course helps those that are in career transition explore the intricacies of labour law. It also guides them through interview processes.
-
**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.
-
**Title:**Build your professional eportfolio in English (Coursera)
**Website:**https://www.coursera.org/learn/eportfolio-english

**Title:** EPortfolio Self-development Study (EMMA)
**Website:**https://www.mooc-list.com/course/eportfolio-self-development-study-emma
**Description:** These courses offers a step-by-step for how to build an EPortfolio.
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**Title:** Learning to learn for new digital soft skills for employability
**Website:** http://openeducationeuropa.eu/en/project/elene4work
**Description:** This part of the project eLene4work, which helps students develop the soft skills mostly required by companies, and helps companies exploit the digital talents of new employers and young workers.
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**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**: 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.


## Resources documented during the second study.

**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.

## 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
-
**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.
-

**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)
https://www.iwdl.de/cms/lernen/start.html ("I want to learn German'')
http://www.deutsch-uni.com/gast/duo/info/index.do?do=index (Deutsch-Uni Online)
http://deutsch.info/en (Multilingual websitefor learning German)
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**Title**: DAAD - tests for recognition and language
**Website**: https://www.daad.de/der-daad/fluechtlinge/infos/en/42013-testas-uni-assist-and-onset-for-refugees/
**Description:** These three tools are designed to assist refugees in getting access to higher education. They include a tool to assist the application process (for those that do not have documents), an online test for scholastic aptitude and a test for subject-specific language proficiency.

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**Title:** Norwegian Language Resource
**Website:** http://www.uio.no/english/about/collaboration/academic-dugnad/online-courses/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.

**Title**: iTalkGreek
**Website**: https://play.google.com/store/apps/details?id=com.atistudios.duospeak.el
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**Title:** Learn Greek.Speak Greek
**Website:** https://play.google.com/store/apps/details?id=com.atistudios.italk.el
**Description:** Google Play Apps
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**Title:** Norwegian Language MOOC
**Website:**https://www.futurelearn.com/courses/norwegian
**Description:** Norwegian Language MOOC on FutureLearn

## Resources documented during the second study.

**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.
-
**Title:** The Local Voices: A Voice for Newcomers in Sweden
**Website:**https://www.thelocal.se/voices/resources
**Description:** Links to organisations, agencies, and initiatives that are involved in supporting newcomers transition to life in Sweden.

**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/syrian-refugees-create-app-to-help-navigate-german-bureaucracy/
**Description:** Language learning for bureaucracy in Germany
-
**Title:** 15 TED Talks on refugee resilience
**Website:** http://innovation.unhcr.org/15-ted-talks-on-refugee-resilience/
**Description**: Inspirational stories of refugees around the world

**Resources documented during the second study.**

**Title:** YOYO project
**Website:** https://yoyoerasmus.wixsite.com/yoyo
**Description**: The project aims at bringing an alternative way to approach underprivileged students through the practices of educational yoga and the introduction of mindfulness in the learning process.

### 4) *Portals and Platforms aggregating initiatives for refugee education*

**Title:** EUA Refugees Welcome Map
**Website:** http://www.eua.be/activities-services/eua-campaigns/refugees-welcome-map
**Description:** Interactive map that describes European university initiatives to welcome and support refugees.

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

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

**Title:** Startup Refugees
**Website:** http://startuprefugees.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.
-
**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.
-
**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:** Instant Classroom

**Website:** https://www.vodafone.com/content/index/about/foundation/instant-network-schools.html

**Description:** Instant Classroom is a digital 'school in a box' that can be set up in minutes, to help give children and young adults in some of the world's largest and poorly resourced refugee camps the opportunity to continue their education.

The Instant Classroom takes 20 minutes to set up and has been specifically designed for areas where electricity and internet connectivity are unreliable or non-existent and will be deployed in partnership with UNHCR's Innovation and Education units.

## Resources documented during the second study.

**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.