



**TOCL**

TRANSLATION OF CULTURAL LANGUAGE



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**TOCL**

TRANSLATION OF CULTURAL LANGUAGE

# Consortium Summary Report

Output type: < R1 >

<UAL-CEMyRI>

<02/2023>

**Project acronym** TOCL

**Project name** Translation Of Cultural Language for the inclusion of Migrants

**Project code** KA220-ADU-5D258DFF

Versions	Date	Changes	Type of change	Delivered by
<b>Version 1.0</b>	05/02/2023	Initial document	--	CEMyRI
<b>Version 2.0</b>	23/02/2023	Final Document		CEMyRI

<u>Document Information</u>	
<b>Document ID name:</b>	TOCL_R1_National Report Country _2023_02_23
<b>Document title:</b>	- Consortium Summary Report
<b>Output Type:</b>	Studies/analysis- Research study/report
<b>Date of Delivery:</b>	23/02/2023
<b>Activity Type:</b>	Result 1_activity 5
<b>Activity Leader:</b>	CEMyRI-UAL
<b>Dissemination level:</b>	Confidential

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## Table of Contents

1. Introduction.....	5
2. National data collection activities.....	5
2.1 <i>The field research.....</i>	6
2.2 <i>Desk Research .....</i>	6
3. Synthesis of the national data analysis.....	10
3.1 <i>Profiles of migrants and cultural aspects to acquire.....</i>	11
3.1.1 <i>Key cultural aspects and values to be acquired by migrants to have a successful inclusion.....</i>	13
3.2 <i>Professionals' cultural training provision and materials.....</i>	15
3.2.1 <i>Professionals' formal education on teaching foreign languages and in cultural transmission through language courses.....</i>	15
3.2.2 <i>Materials           provision           for           cultural           aspects transmission.....</i>	16
3.3 <i>Professionals' experience: tools, materials and strategies for successful migrants' inclusion.....</i>	22
3.3.1 <i>Key resources and material developed for translating National culture.....</i>	22
3.3.2 <i>Good Practices in translating the National culture.....</i>	24
4. Areas of implementation in Translating Culture Methodology.....	27
4.1.1 <i>Training material identified for the "Samples of translated tools" to be included in the Manual (R2) and the e-learning tool (R3).....</i>	29
5. Annexes.....	35
Annex A. Desk Research data per consortium country.....	35
Annex B. Good Practices from Desk Research per consortium country.....	44

## 1. Introduction

This Consortium Summary Report constitutes the main deliverable of TOCL Result 1-(Activity 5, M4-M5). Its aim is to report on the TOCL Translating Culture research findings from the partnership countries – Cyprus, Greece, Italy, Slovenia and Spain – (R1-A4) which were based on the guidelines, instructions and forms provided by the TOCL Methodological Document elaborated within activity A1-M1, namely “Exploring Translating culture”. The Methodological Document was by CEMyRI-UAL with the support of the other project’s partners

This report discusses translating culture through language courses, with a specific focus on students from third national countries. Its purpose is to illustrate and analyse the cultural aspects to be approached, the existing training and material provision, and the needs in training and material provision. The aim is to identify the relevant aspects of translating culture through language courses to develop the Translating Culture Methodology.

The report is drafted by the Spanish partner, CEMyRI-UAL, as the lead partner for this activity (R1), with the support, data and information provided by all the partners. It is structured as follows: Chapter 2 presents the overall field research process and the data gathering activities carried out to collect information on professionals and their training needs, and to support the elaboration of the Translating Culture Methodology. Chapter 3 presents a short synthesis of the data grouped in four themes: Profiles of migrants and cultural aspects to acquire; Professionals’ cultural training provision and materials; Professionals’ experience: tools, materials and strategies for successful migrants’ inclusion. Chapter 4 presents the definition of the main cultural aspects to be approached in the TC Methodology as well as two translated materials and two “Samples of translated tools” to be included in the Manual (R2) and the e-learning tool (R3) identified by each country partner.

In addition, Annexes A and B present a synthetic overview of the national data collected from the research target groups in each country and the national desk research data collated.

## 2. National data collection activities

Each partner has carried out the national research in the TOCL partnership countries. Following the guidelines contained in the Methodological Document (R1-A1), the data collections was carried out in two phases: 1) A desk analysis research (A2, M1-M2), and 2) Field research conducted through semi-structured interviews (R1-A3) and focus groups. These activities are described below.

## **2.1 The Desk research**

During the desk research, a first approximation has been carried out to find out how the host countries transmit cultural education to immigrants, through language teaching and translation techniques. This initial desk research has helped to identify three existing good practices per partner country (Annex B), as well as resources that are considered successful for cultural integration through language courses and translated material (Annex A).

The Methodological Document (R1-A1) has provided a standardised schedule (Annex A and Annex B) to collect this data and information. This schedule has been used by all the national partners to conduct the research. A wider and more detailed presentation of the TOCL desk research data regarding training provisions for language practitioners is provided in Annex A and B of this report.

## **2.2 The field research**

In order to collect the experience of professionals in teaching their national languages as a foreign language to migrants, and transmitting the culture through language courses, TOCL Consortium has implemented a qualitative methodology based on two instruments: in-depth interviews and focus groups.

The fieldwork process started, in all five countries, with the identification of stakeholders representing two target groups: 1. Participants who are experts on cultural education/linguistic practitioners and/or 2. who also have a migrant background themselves (i.e. migrants working as language teachers/ cultural mediators/ volunteers supporting language / cultural training, and so on).

The aim was to collect information about their experience and practice in cultural education; the identification of successful elements that favour cultural knowledge and inclusion of migrants; the existing gaps; and to gather suggestions for crucial components that R2 and R3 should contain. Furthermore, by asking migrants, the TOCL consortium proceeded to gather information on their experience as first-hand beneficiaries of cultural education courses on what makes social inclusion effective.

In order to identify interviewees in each national context, the partnership teams contacted language practitioners, professionals, or volunteers working in associations, NGOs, and private organisations where language teachers work with refugees, asylum seekers and migrants. The participants were all informed about the TOCL project and consent was requested for their collaboration.

The interviews and focus groups were carried out in 2022. The interviews were

conducted face-to-face or through online platforms such as Google Meet, depending on the interviewee's availability and their location (some were working on islands or at the borders or in different towns at a national level).

TOCL included participants with a migrant background being: migrants that have attended language courses and/or professionals with a migrant background. In particular, per TOCL country: CYPRUS: 15 professionals, 3 migrants; GREECE: 14 professionals, 3 migrants; ITALY: 15 professionals, 3 migrants; SLOVENIA: 16 professionals, 3 migrants; SPAIN: 14 professionals, 4 migrants.

The following table (Table 1) presents an overview of the participants in the in depth-interviews and focus groups in each TOCL country.

Table 1. Summary profile of participants per consortium country.

CYPRUS 15 professionals 3 migrants	GREECE 14 professionals 3 migrants	ITALY 15 professionals 3 migrants	SLOVENIA 16 professionals 3 migrants	SPAIN 14 professionals 4 migrants
<b>LP-CY1:</b> Language teacher. Professional experience: 20 years.	<b>LP-UK1:</b> English teacher.	<b>E-I1:</b> Cross Cultural Management. Professional experience: 20 years.	<b>E-SI1:</b> Organiser of language courses. Professional experience: 20 years.	<b>LP-S1:</b> Spanish teacher. Professional experience: 5 years.
<b>LP-CY2:</b> Cultural educator and language educator. Professional experience: Several years.	<b>LP-UK2:</b> English teacher.	<b>E-I2:</b> Intercultural Trainer in the field of Diversity and Inclusion. Professional experience: 15 years.	<b>E-SI2:</b> Slovene language course coordinator and head of the Centre for Intercultural dialogue project.	<b>LP-S2:</b> Spanish teacher. Professional experience: 3 months.
<b>LP-CY3:</b> Teacher at a higher education institution. Professional experience: 8 years.	<b>LP-UK3:</b> English teacher. Professional experience: 1 year and 3 months.	<b>V-I1:</b> Volunteer who teaches Italian and English language.	<b>E-SI3:</b> Head of Migrant day centre and project coordinator.	<b>V-M-S1:</b> Volunteer as a teacher of Spanish classes and mediator. Professional experience: 15 years.
<b>LP-CY4:</b> Greek teacher.	<b>LP-GR4:</b> Educator in Greek public education.	<b>E-I3:</b> Trainer, Coach and Expert Human	<b>E-SI4:</b> Project coordinator and	<b>P-M-S1:</b> Social educator, mediator and



	Professional experience: 32 years.	Potential.	language aid.	coordinator of Spanish classes. Professional experience: 22 years.
<b>LP-CY5:</b> Support teacher in secondary education.	<b>LP-GR5:</b> Educator in Greek public education. Professional experience: 38 years.	<b>E-I4:</b> Professional in migration and social, labour and cultural inclusion projects. Professional experience: 16 years.	<b>E-SI5:</b> Mentor and coordinator of volunteering.	<b>P-S2:</b> Employment technique.
<b>LP-CY6:</b> Mentoring and private language lessons.	<b>P-GR1:</b> Works at the International Organisation for Migration (IOM). Professional experience: 3 years.	<b>V-I2:</b> Volunteer translator for TED conferences. Professional experience: 10 years.	<b>LP-SI1:</b> Slovene language teacher. Professional experience: 18 years.	<b>P-M-S3:</b> Social integrator. Professional experience: 1 year and a half.
<b>LP-CY7:</b> Greek language teacher. Professional experience: 12 years.	<b>P-GR2:</b> Works at IOM focal point for refugee integration and the HELIOS programme.	<b>LP-I1:</b> Italian teacher.	<b>LP-SI2:</b> Professor of Italian language and History. Professional experience: 20 years.	<b>LP-S3:</b> Master's Degree in Secondary Education Teachers, specialized as a Spanish Language teacher, and Master's Degree in Teaching Spanish as a Foreign Language.
<b>LP-CY8:</b> Works for an NGO.	<b>LP-GR6:</b> English teacher.	<b>LP-I2:</b> English teacher.	<b>EP-SI1:</b> Head of the Centre of intercultural dialogue programme, Slovene language teacher and coordinator. Professional experience:	<b>V-S2:</b> Employment technique. Volunteer as a Spanish teacher.





			Several years.	
<b>LP-CY9:</b> Translator.	<b>LP-GR7:</b> English teacher.	<b>E-I5:</b> Coordinator and teacher at university. Professional experience: 30 years.	<b>EP-SI4:</b> Slovene language teacher. Head of the Slovene Courses Programme.	<b>LP-S4:</b> Spanish teacher. Professional experience: 1 year.
<b>LP-CY10:</b> Greek teacher. Professional experience: 2 years.	<b>LP-UK8:</b> Language teacher.	<b>V-I1:</b> Volunteer French teacher.	<b>EP-SI5:</b> Research and Slovene language teacher.	<b>LP-S5:</b> Spanish teacher. Professional experience: 4 years.
<b>M-CY1:</b> Speaks three languages: Tagalog, English and Greek.	<b>LP-UK9:</b> English teacher.	<b>V-I2:</b> Volunteer Italian teacher.	<b>LP-SI3:</b> Slovene teacher.	<b>LP-S6:</b> Spanish teacher. Professional experience: 4 years.
<b>M-CY2:</b> English and Greek are advanced.	<b>LP-GR10:</b> Greek teacher.	<b>E-I6:</b> Works with migrants from North Africa, Central Africa and Eastern Europe.	<b>LP-SI4:</b> Slovene language teachers.	<b>V-M-S3:</b> Volunteer as a Spanish teacher. Professional experience: Several years.
<b>M-CY3:</b> Speak two Filipino dialects, English and Greek.	<b>LP-FR11:</b> Maths teacher.	<b>V-I3:</b> Volunteer in Reception Centers, CPAs and CASs. Professional experience: Six years.	<b>PE-SI1:</b> Slovene language teacher, mentor and coordinator of volunteers.	<b>LP-S7:</b> Spanish teacher. Professional experience: Six years.
<b>V-CY1:</b> Volunteered at a private nursery school.	<b>LP-I12:</b> English teacher.	<b>LP-I3:</b> Italian L1 teacher.	<b>CM-M-SI1:</b> Cultural mediator for the Albanian language and translator from Albanian and Macedonian.	<b>P-S4:</b> Coordinator of materials and Spanish classes. Professional experience: 5 years.
<b>V-CY2:</b> Volunteer as a Greek teacher.	<b>M-GR1:</b> Speaks several languages such as Greek, French and English.	<b>LP-I4:</b> English teacher. Professional experience: 3 years.	<b>CM-SI2:</b> Cultural mediator and coordinator of national and international cultural projects.	<b>P-S5:</b> Coordinator of Spanish classes.



<b>V-CY3:</b> Greek and English teacher.	<b>M-GR2:</b> Studied the English and Greek languages.	<b>M-I1:</b> Degree in Art Education and a Diploma in Fashion Design.	<b>CM-M-SI3:</b> Cultural mediator for Ukrainian and Russian language.	<b>V-S4:</b> Volunteer as a Spanish teacher.
<b>CE-CY1:</b> Teacher in secondary and higher education.	<b>M-GR3:</b> Speaks English, Turkish, Farsi and a little bit of Greek.	<b>M-I2:</b> Translator.	<b>CM-M-SI4:</b> Cultural mediator and translator from Arabic to Slovenian.	<b>V-S5:</b> Volunteer as a teacher of Spanish classes. Professional experience: 30 years.
<b>CME-CY1:</b> Language teacher, cultural mentor.		<b>M-I3:</b> Diploma in Hospitality and Tourism. Chef.	<b>CM-SI5:</b> Cultural mediator and translator from the Arabic language.	<b>LP-S8:</b> Spanish teacher. Professional experience: 4 years.
			<b>V-SI1:</b> Psychologist, Slovene language aid volunteer.	

#### Identifier Legend:

P = Professional

M = Migrant

PE = Professional/Expert

CM = Cultural Mediator

V = Volunteer

E = Expert

EP = Expert/Professional

CE = Cultural Educator

CME = Cultural Mentor

CY = Cyprus

I = Italy

S = Spain

FR = France

GR = Greece

SI = Slovenia

UK = United Kingdom

The Methodological Document has provided standardised tools to carry on the semi-structured interviews (Annex C and D) and focus groups (Annex E).

### 3. Synthesis of the national data analysis

In this section, we describe the main findings obtained from the field research. Some of the findings will be complemented with information gathered in several annexes.

### 3.1 Profiles of migrants and cultural aspects to acquire from teachers' perspective

In all the TOCL consortium countries, the majority of the beneficiaries of migrant language courses are asylum applicants, people with recognised refugee status, and third-country nationals (TCN). However, they have experience also with migrants with higher socioeconomic background, including university students and expatriates.

Professionals in the field from Cyprus, Greece, Italy, Slovenia and Spain distinguish between the students familiar with the Latin alphabet and those not, regardless of their literacy level. They also come with different language knowledge and backgrounds. Next, we show the particularities per TOCL consortium country (Table 2).

Table 2. Profiles of migrant students per TOCL consortium country.

	CYPRUS	GREECE	ITALY	SLOVENIA	SPAIN
<b>Migrant Background</b>	Asylum seekers, third-country nationals. Middle East Eastern Europe	Afghanistan, Iran, Iraq, Kurdistan, Syria, Yemen, Somalia, Chad, Libya, Palestine, Cameroon	University students, EU immigrants. Sub-Saharan Africa, Afghanistan, Bengali, Pakistan, Bangladesh	Asylum seekers, refugees, third-country, nationals, EU immigrants	Asylum seekers, third-country nationals. Morocco and Sub-Saharan Africa. Syria, Ukraine
<b>Education</b>	Secondary School	Different educational levels	Primary School and Secondary School	Different educational levels	Different educational levels
<b>Language literacy</b>	Low command in Greek	Low command in Greek and/or English	From medium command in Italian to illiterate	Some command of Slavic to none. Command a language with the Latin alphabet	No command on Spanish, Command a language with Latin alphabet
<b>Socioeconomic Background</b>	From high socioeconomic background to low socioeconomic background	Low socio-economic background	From high socioeconomic background to low socioeconomic background	From high socioeconomic background to low socioeconomic background	From high socioeconomic background to low socioeconomic background

**Cyprus:** The majority of the migrant students are asylum seekers, refugees, and TCNs are the primary beneficiaries of migrant language classes in Cyprus. Some of the language practitioners that have participated in the focus group have worked

with migrants from more privileged backgrounds. Afghanistan, Cameroon, Lebanon, Iran, Palestine, the Philippines, and Romania are the main countries of origin.

During the focus group, there was the sentiment that students from less privileged backgrounds know little about Cyprus and Cypriot culture. This was also evident from the interviews conducted with adult migrants, all of them had said they did not know much about Cyprus' culture before their arrival here. On the other hand, students from a more privileged background knew more about Cypriot culture, either because they were married to a local and wanted to learn Greek, or because they had businesses/moved to Cyprus for work and wanted to learn Greek.

**Greece:** In Greece, most migrant students in language courses come from Middle Eastern or African countries. Because Greece is considered a transit country, migrants often do not intend to stay in Greece long-term. This can deteriorate their motivation to learn the Greek language.

The migrants all indicated that while they live in Greece, they do know very little about Greek culture. They are familiar with the Greek food and coffee culture but are not familiar with other Greek traditions or history. However, they see Greece as a collectivistic country in which family bonds are tight.

**Italy:** The majority of the migrant students are expatriates, immigrants and asylum seekers, or unaccompanied minors with low literacy and low income. Some immigrants, who are university students, usually have a minimum of education that allows them to speak Italian or English (A2-B1). Most come from French-speaking countries in Africa. Also from South America, Sudan, Somalia, Afghanistan, India, Albania, China, Pakistan, and Bangladesh.

They have notions and stereotypes that Italians are kind, friendly and chaotic, they have good sun and good food, la dolce vita (images also influenced by cinema) and flexibility.

**Slovenia:** Predominant beneficiaries of migrant language courses are asylum applicants, people with recognised refugee status and third-country nationals.

Most professionals in the field distinguish between those familiar with the Latin alphabet and some aspects of Slavic languages and those who were not, regardless of their literacy level. They also come with different language knowledge and backgrounds.

The main countries of origin of asylum applicants and refugees are Syria, Afghanistan, Palestine, Iraq, Iran, Eritrea, Sudan, and Ukraine, with the majority of third-country nationals from Bosnia and Herzegovina, Serbia and Kosovo. There are

also specific groups of learners, such as women of Albanian and Kosovar nationality.

Most language course attendants don't know anything about Slovenia when they arrive. The exception is the nationals of Ex-Yugoslavian republics, who see Slovenian people as closed, serious, and with high working ethics. After a while, they see Slovenians as kind but still not very open.

**Spain:** The majority of the migrant students are from Morocco and from Sub-Saharan African countries. In relation to their educational background, professionals have taught women and men who were illiterate (educated in the oral system) or those who had a basic education and knowledge of written literacy. Usually, Moroccans do not command a second language. Nevertheless, the interviewee points out that, within the newly arrived, there are other profiles of Moroccans and Sub-Saharans who arrived from cities with a high educational level, and a command of a second Roman language. In contrast, Ukrainians usually have a high level of education. Command of the Latin alphabet is key to their Spanish learning process.

Concerning the perception of Spain by migrants, the interviewees highlight that Moroccans are the ones who have more preconceptions about Spain. Media and football are common explanations given by the participants. Furthermore, in general, the interviewees agree that the shared perception about Spain is that there is a higher degree of freedom and respect for Human Rights in comparison with their countries of origin.

### ***3.1.1 Key cultural aspects and values to be acquired by migrants to have a successful inclusion***

In relation to the cultural aspects to be acquired by migrants the majority of the participants in the field research coincide in the cultural aspects that should be approached through language courses. By country:

**Cyprus:** The majority of the participants believe that learning about Cyprus's history is essential for migrants to understand Cypriot culture, especially learning about the ongoing conflict between Greek Cypriots in the southern part of Cyprus and Turkish Cypriots in the northern part.

Some other cultural aspects that are important for a migrant's integration into the host society are: national holidays and customs, religion, Cypriot dialect, body language and mannerisms, music, food and cultural norms.

Another important point raised in both focus groups and interviews was that rather than simply teaching migrant students about Cypriot culture, educators should respect their students' cultures and assist them in discovering similarities between their cultures and Cypriot culture.

Participants and interviewees appeared to struggle with the question of which values from the host society they believe are important to explain to migrants in language classes. Some values to be approached were: tolerance, diversity, inclusion, peace, collaboration, work ethic and importance of family.

**Greece:** The key cultural aspects identified by migrants and professionals for their successful inclusion in Greece are the following: Greek traditions, festivals and bank holidays; Greek history and the current political situation; food culture; colloquial phrases and idioms; ancient Greek; Greek religion and its influence on everyday life and culture; Greece's socio-economic status and the impact on its residents.

The key values to be acquired by migrants for successful inclusion in Greece: gender equality, sexual identity, racial equality, access to education, and family relationships.

**Italy:** The cultural aspects mentioned by the participants in the field research were: How to relate to people, how to have a conversation, how to understand how people feel, how to greet each other, how to present yourself, how to dress, how to build trust, work culture, market knowledge and reliability at work, cost of living, access to services, interpersonal relationships (the concept of respect), self-projection in the new society, the concept of common space, punctuality (the concept of time), cleanliness of common spaces, food storage rules, perception of identity, music, cuisine, what it means to be Italian, gestures, national holidays, legality, bureaucracy, fundamental principles of the Italian constitution, and access to services.

As values, interviewees comment: Family values, respect for rules, the respect of hierarchy and power, work, equality and gender differences, rights and duties.

**Slovenia:** The majority of experts express that there are no tangible cultural aspects and values but rather an individual perception of specific cultural knowledge, traditions, customs etc. Also, these are cultural aspects and values specific to Slovenia: The importance of time, rules of conduct, the role of women in society, eating and drinking, etc. Some of the points our respondents highlighted were equal regarding values and cultural aspects.

As said, some aspects can be perceived as culturally specific. Yet, they tend to be more a way of expressing individual understanding of certain aspects of culture –

either their own or the culture in the country they are living in now. The most frequent were the following:

- Exoticism/positive or negative discrimination by a member of Slovenian society.
- The culture of eating and drinking (alcohol).
- Understanding bureaucracy, the system, organisation and institutions that oversee migrant integration.
- Information about the working environment and entering the labour market.

About values, many values are not strictly Slovenian but broadly European. The following are mainly a generalised view of respondents:

- Basic rules of conduct and ways of polite conversation.
- The concept of being on time and negative reflections on tardiness.
- The meaning of conducting a polite conversation.
- Equality among men and women.
- The importance of equal education for all genders.
- Understanding and valuing agreements made – such as being on time, performing one's work etc.
- Respect and appropriate care for children.
- Understanding the functioning of health, employment, social, economic and educational systems.
- Comprehensive care for yourself and the forms of help offered – caring for others.
- Taking care of nature, recycling.

**Spain:** When speaking about which cultural aspects and values from the host society should be transmitted to migrants through language courses, the narratives are divided into two perspectives: 1. Professionals who believe that all topics could be taught in any language course, and 2. Professionals who believe that some topics should not be approached in language courses.

The first group considers that there are always pedagogical strategies to transmit cultural aspects and values of the host society, from an inclusive perspective, and looking for similarities and divergences with their countries of origin, avoiding Eurocentrism. They believe that all topics could be addressed if the materials were adapted to all language levels.

The second group considers that addressing some aspects and cultural values may be sensitive for some students due to tensions between students who come from countries of origin in conflict, and this may generate tension between students and

the teacher.

However, in both groups we find some narratives that point out some cultural aspects that could be addressed with those migrants with an advanced level of the language, such as non-discrimination.

Many point out, as a common strategy in language courses, that gastronomy is a key vector for teaching Spanish and other cultural aspects from a transversal point of view, in addition to the traditions and religious festivities linked to it. Also, in the classes, historical events of the country, cultural heritage, literature, songs, proverbs, and laws on foreigners are addressed. They also highlight that the values related to Human Rights are essential to be taught to migrants, including gender and LGBTQIA+ issues.

These aspects are perceived as relevant, firstly, to promote day-to-day social inclusion, secondly, family cohesion and the inclusion of the young generations who seek explanations about these traditions from their parents, who sometimes give them uninformed explanations.

### **3.2 Professionals' cultural training provision and materials**

Cultural training provisions and materials depend on the reality of each TOCL consortium country whereas it is noteworthy that the European Union has developed the *Common European Framework of Reference for Languages Learning-Teaching (2020)* but was not particularly mentioned in the field research. In this European Framework, it is stated what cultural aspects should be addressed. In the same vein, most of the participants interviewed during the field research pointed out the lack of material provisions in translating national cultures.

#### **3.2.1 Professionals' formal education in teaching foreign languages and cultural transmission through languages courses**

Training provisions for professionals involved in teaching foreign languages are almost nonexistent. Depending on the country, there are a few training courses to transmit culture. They are part of the educational programmes developed to attend asylum seekers. However, the cultural aspects are approached transversally in their education as foreign language teachers.

Furthermore, in the majority of the countries, participants in the field research agree on the fact that culture should be transmitted in language courses independently of



the level of command of the national language. However, there is no agreement on whether or not to approach cultural topics depending on the level of the language course. In particular, by country:

**Cyprus:** Most of the language professionals had between three months and twelve years of experience teaching Greek and/or English as a second language, mainly in non-governmental organisations (NGOs) or private institutions/organisations. Two of them currently work or have worked in higher education, one in a research and education centre and the other in a secondary school. Translation, tutoring, and cultural education are among the areas of expertise of participants who have no language teaching experience.

The participants in the field research had no prior training in the process of communicating cultural aspects through language teaching. Either they were required to conduct their own experiments in order to discover the strategies that were most effective for them, or they learned by observing the practices of other language trainers and teachers.

The degree to which cultural aspects are conveyed through language courses is determined by the language teacher, although it also depends on the time, funds and resources available. There was no general agreement on whether more complex abstract concepts and ideas are approached differently depending on the student's language knowledge level. According to one of the language practitioners interviewed, any topic can be discussed regardless of language level, as long as the language used to explain that topic is adapted to the learner's needs. A different language practitioner interviewed, stated that she would discuss topics such as democracy, freedom, women's rights, and equality with more advanced students (B2 level). The third interviewee stated that the student's level of integration, rather than language, determines whether or not to discuss more complicated issues.

**Greece:** The majority of the professionals have experience working as English language teachers for NGOs in Greece, teaching children and/or adult migrants. Four professionals also have experience teaching Greek or English in Greek public schools. While two professionals do not have experience as language teachers, they do have experience in providing refugees with integration support.

The professionals indicated that it is often completely dependent on the teacher to include culture education in language courses. The training the professional

receives and their knowledge on the host country determine if culture education is included in their curriculum.

Three professionals indicated that they all had the flexibility to approach cultural topics with their students, where they included gender equality, Greek values, traditions, information about different cultures around the world and the culture in the student's home country. This flexibility was due to a high degree of autonomy to design the English classes themselves. It is also important that the migrant students have the opportunity to engage in similar activities as their Greek peers.

The professional with teaching experience in Greek public education, mentioned that the books used in public schools take cultural knowledge for granted. The curriculum would need to be adjusted to achieve cultural learning.

The professionals also mentioned that teachers in Greece should not only touch upon Greek culture but use a wider scope, so students learn more about the world.

**Italy:** Some of the professionals received specific training on how to teach cultural aspects such as through conferences and reading specific books on this topic whereas some others did not have this included in their learning programs. No specific training was dedicated to cultural training apart from those that are integrated already in the textbooks which have been used. One of the professionals was among other young tutors who volunteered to teach Italian and English languages to newly arrived foreigners in Rome and also those who had been in the city for a long time but had very little knowledge of the Italian language.

A lot of Italian culture was transmitted through the language course, this was also an essential part of the learning process. Activities such as picnics and sports were often organised outdoors. All the necessary materials were provided by the organisation (Baobab). They provided adequate learning materials ranging from textbooks of different languages and computers to facilitate the learning process.

**Slovenia:** The experts were professionals in adult education, education of Slovene as a second or foreign language, or coordinators of adult language learning programmes for migrants in Slovenia. Six of the seven professionals interviewed have several years of teaching either foreign languages to Slovenian students or as teachers of Slovenian as a second and foreign language.

Nearly all also attended in-house, national or international training in cultural education and inclusion of culture in language education. Many now work as

trainers transmitting cultural education in migrant integration courses and Slovenian language classes.

**Spain:** The majority of the participants in the fieldwork are professionals who have at least two months of professional experience as a language teacher of Spanish. The majority of the participants work in NGOs with migrants newly arrived and settled, whereas others work in NGOs that are part of the implementation of the Common European Asylum System (CEAS) in the Spanish territory. Only a few participants are staff of a private company who offers their translating and teaching services to NGOs. Only two participants are volunteers in those NGOs but with professional and educational backgrounds in teaching Spanish as a foreign language.

All the participants state that there is no particular training offer in cultural translation for immigrant students of the Spanish language. They have learned to teach cultural aspects included in the program of teaching Spanish as a foreign language aimed at wealthy immigrants or European students with a medium-high socioeconomic situation.

The Educational Plan of the *Instituto Cervantes* is the other training offer that exists in the teaching of Spanish as a foreign language, which includes cultural issues to be addressed depending on the level of the language taught. However, most professionals mention that cultural training is approached through "stereotypical" cultural aspects. However, some activities learned are perceived as good practices, such as the activity on the *Camino de Santiago*.

According to those participants who work in NGOs related to the asylum system, they have attended particular training to teach Spanish to third country nationals, and to the particular profile of asylum seekers or international protection seekers. In particular, the Spanish Red Cross Educative Programme (developed in collaboration with the Cervantes Institute) and the CEPALM Language Educative Programme. Both educative programmes share the next strengthens according to the participants:

Even though these aspects are perceived as positive of the existing training provision, they are also perceived as insufficient to transmit culture through language courses to promote social inclusion. The majority of the participants point out that the weaknesses of these training provisions are:

- Scarce training received in intercultural competencies.

- Non-existing training to learn the cultural traits, political context, and history of the major national groups in the host societies.
- Non-existing training in emotions, conflict resolution and intercultural mediation.

In general terms, we can conclude that the translating cultural training is well perceived by the participants in the fieldwork who show a high interest in the possibility of access to a non-formal education and materials related to this topic.

### **3.2.2 Materials provision for cultural aspects transmission**

In relation to the material and resource provisions to teach culture in language courses, all the fieldwork participants agreed that there are not enough resources to transmit culture independently in regard to the level of the language taught. By country:

**Cyprus:** The materials that are utilised by cultural educators and language practitioners differ from one another according to the level of linguistic proficiency of the students and the requirements that they have.

Recipes, songs, short video clips, poems, and other forms of material are included in the course materials for beginning students. Additionally, academic articles and newspapers are read by students who are further along in their studies.

**Greece:** The professionals have experience using the following material for culture education:

- Songs (examples include: *'Kalimera, ti kaneis'* by Giannis Parios, which uses simple language, is often used for language learning, *'Den kanei krio'* by Locomondo, *'Mathema solfez'* by Paschalis Argiraki, *'s'agapo se oles tis glosses'* by Giannis Bogiatzis, *'to podilato'* by Kostas Makedonas, as well as the idea of learning about local bands such as Villagers of Ioannina City for residents of Ioannina)
- Traditional dances (and how the dances and music vary depending on the region)
- Articles highlighting Greek culture
- News content (including local newspapers and bulletins)
- Books (including textbooks)
- Famous speeches
- Simple recipes (for example recipes for tzatziki, dolmades, or other recipes)

focusing on how Greek cuisine connects Greek culture to middle-eastern, such as Greek coffee preparation and baklava)

- Greek laws
- Students' rights (focusing on women's rights, citizenship, LGBTQ rights)

One professional also indicated that the language level of most migrants in Greece is low, which makes it harder to find suitable materials to use for culture education.

**Italy:** Some of the most mentioned materials are books, websites, films, song lyrics, articles and advertisements.

**Slovenia:** There are several varieties of language courses that immigrants attend in Slovenia. The first level integration program is an intensive 180-hour course in the Slovenian language for asylum seekers and refugees, organised by educational NGOs and mandated by the Government Office for Migrant Care and Integration of the Ministry of the Interior.

In addition, there are national courses in Slovenian as a second and foreign language organised by so-called People's Universities, adult education centres with lifelong learning in the largest Slovenian municipalities. One such program is also implemented by the Centre for Slovenian as a Second and Foreign Language.

Lastly, the Elementary school for adults also implements Slovene language classes for migrants.

The material that experts and professionals in the field of adult language learning use differ among the beneficiaries and according to their learning capabilities, needs and interests. The material mainly used in Slovenian language courses and language learning aids includes recipes, literature, newspaper articles, songs, stories, pictures, video clips of sporting events, poems, national anthem, tourist attractions, bureaucracy, and laws.

The course topics can also be tailored to different education levels and language learners' nationalities. However, that is harder to do with asylum applicants and refugee groups since they are small and diverse. The most demanding language learners with higher levels of education are interested in the political and societal structure and can also handle adult literature.

Teachers try to address topics such as the LGBTQ+ community, women's rights, equality, the rights and obligations migrants have, etc. However, this does depend on the demographic. Teachers usually assess which topics are welcoming and which are not since some might be too shocking.

**Spain:** In relation to the material and resource provisions to teach culture in language courses, all the participants in the fieldwork agreed that there are not enough resources to transmit culture independently to the level of the language taught. From the educational programmes developed by Red Cross and CEPALM in asylum and international protection, they have developed a few handbooks in collaboration with the Cervantes Institute. These books are *Horizontes* and *Aula de Difusión*. Another language handbook is *Manéjate*.

Other written materials identified during the fieldwork were the book for children *El sueño de colores de Adín*, a book that narrates the history of a migrant kid.

A bulk of the participants pointed out the website *Profesor de ELE* (ELE Teacher) as a useful resource. It is a non-official website developed by students and professionals who collaborate or have collaborated with the Cervantes Institute. There are available didactic units per topic, written and audio-visual materials, teaching experiences, and spaces of experiences exchange.

### **3.3 Professionals experience: tools, materials and strategies for successful migrants' inclusion**

Due to the lack of educational programmes and resources, professionals develop their own strategies to teach the national cultures. The majority of the participants highlight that audio-visual materials are fundamental to transmit culture through language courses, mostly in the first levels. Hands-on activities are highly useful and demanded by the professionals, as well as resources to teach cultural gastronomy, history, national festivities and so on.

Furthermore, the participants agree that they have developed strategies regarding intercultural competences, such as the promotion of empathy, management of emotions, pointing out that approaching culture from an inclusive perspective enriches the classroom environment, and the teaching-learning process.

#### **3.3.1 Key resources and material developed for translating National culture**

Professionals look for materials to elaborate their own learning units depending on their courses. They usually combine audio-visual and written material to teach the language. In this sense, the majority of the participants pointed out that they approach the teaching practice from an inclusive point of view.

Hands-on activities are one resource that participants demand. They affirm that there is no provision for these activities and they design them looking for inspiration

from books and online content. By country:

**Cyprus:** Most of the professionals were unaware of any tools or materials designed specifically for translating Cypriot national culture. Most of them had to experiment and develop their own material in order to incorporate the Cypriot dialect and culture into their language courses. However, one of the focus group participants mentioned playing "*Do neo-nazis eat kebab?*", a game developed by the Association for Historical Dialogue & Research (AHDR). It is a cultural game with questions about Cyprus that is available in Greek, Turkish, and English. Another focus group participant mentioned an online Arabic/English/Greek dictionary called "*METAdrasi*" which they found helpful as their younger students seemed happy when they could find a phrase that is similar in their own language.

Another important point raised was that rather than simply teaching migrant students about Cypriot culture, educators should respect their students' cultures and assist them in discovering similarities between their cultures and Cypriot culture.

**Greece:** The professionals are not familiar with specific resources and materials developed for translating Greek National culture. However, they pointed out some general resources such as sports, games, menus and leaflets, museum visits, music, dancing and poetry can be used as translating culture material. It is important to mention that the material used must be relatable to the student, taking into account their language level.

An example for translating Greek culture is to combine language learning with the use of role-play, and conversations around the context in which you would use that language in real life. For instance, in the classroom you could use menus from a local coffee shop, practice ordering coffee in Greek, talk about the coffee culture in Greece as well as what might be considered polite, impolite or overly formal when ordering coffee.

Besides Greek cultural aspects, culture from different countries should also be addressed in order to improve the student's knowledge about the world. Moreover, the professionals concluded that students should learn about existing similarities and differences between their own and other cultures.

**Italy:** Generally, this depends on how advanced the individuals are in general knowledge. When talking about women's rights with someone who is aware of the topic, they will automatically know that this is what you are referring to even though they don't speak the language. The tools which are mostly used are: books, movies, song lyrics and articles. For students with A1 and A2 levels, use audio-visual materials, also more popular materials such as Memes. For B1 and B2 levels, use materials such as bureaucratic and legal texts. There is also the use of textbooks to



explore religious aspects.

**Slovenia:** There is significant importance in conversation and using language in everyday life. Interactive inserts in classes are usually more beneficial and more interesting for students. Also, using the material outside the classroom, on class walks in certain city areas, on class trips or in group sessions. The most important aspect is active understanding and learning the vocabulary that entails various topics and everyday situations.

**Spain:** Professionals look for materials to create their own learning units based on their courses. They usually combine audio-visual and written material to teach the language, which they sometimes use in English or French because they are usually a second language for immigrants.

Practical activities are a resource that participants demand. They claim that these activities are not planned and design them inspired by books and online material. At low levels, most practitioners have noted that having dual language material is helpful.

The majority of the participants highlight that they have not been trained to teach in multicultural contexts. In this sense, they have no training in intercultural competencies, such as empathy, conflict management, emotional management and recognition of other cultural traits from the countries of origin of their students. They point out that it is fundamental for trainers to develop empathy and management of emotions because the students are suffering the consequences of the migration process.

To engage students in the teaching process, role-playing, storytelling, acting activities, music games are the best approach to teach languages and to promote the transmission of culture.

### ***3.3.2 Good Practices in translating National culture***

As a summary, the information obtained in the documentary investigations by the different partners is shown below.

**Cyprus:** Good Practice 1 is based on the iLearnGreek programme, which teaches Greek free of charge to citizens of non-European Union countries, over the age of 18, who request asylum, protection, residency or refuge, thereby supporting the process of integration and social inclusion, and providing the opportunity for people from third countries to learn Greek. Good Practice 2 is about a community library (Library for Change) and a book club (Yfantourgeio) that aim to empower immigrants and increase their participation in social processes, including topics such as



sociology, migration, feminism, LGBTQIA+, activism, arts, discrimination, politics, etc. Good Practice 3 is related to Good Practice 1, adding remote English classes to Greek classes, hand in hand with Generation for Change CY, with the aim of providing immigrants with more communication skills.

**Greece:** Good Practice 1 is carried out through the REHAC (Erasmus+) program, based on introducing culture and language through History, Art and Cultural Learning to refugees, facilitating their integration with new communication skills. Good Practice 2 focuses on the game within a Greek mythological scenario, where young people act as players, and whose purpose is to present the shared values of the European Union, such as freedom, solidarity, respect for minorities, etc. Good Practice 3 tries to introduce non-formal learning methods, such as focus groups, seminars and workshops, to formal language teaching for immigrant or refugee adults in order to facilitate their social inclusion.

**Italy:** Good Practice 1, under the "La Lingua Veicolo di Integrazione" program, organised by CIR and Scuola di Italiano per Stranieri di Roma Società Dante Alighieri, tries to adapt the Italian learning itineraries, adapting them to the needs of more vulnerable families more vulnerable sheltered in the centres, teaching the civic values of hospitality, integration and mutual respect. Good Practice 2, with the Frida project, hand in hand with Focus Casa dei Diritti Sociali, tries to promote the inclusion of the Ukrainian population, mainly women and children, both through the teaching of the Italian language, as well as through training and job placement, including a linguistic-cultural mediation service. Good Practice 3 is about the project Milano L2 - Language and Citizenship Workshops with Migrant Women and Minors, under the Fondazione ISMU, an autonomous and independent scientific institution that promotes studies, research and initiatives on multiethnic and multicultural society, and whose The objective is to improve civic and linguistic training in Milan to meet the training and integration needs of women and minors of migrant origin, implementing the offer of Italian courses to facilitate access to training for the largest number of vulnerable people.

**Slovenia:** Good Practice 1 is based on strengthening the skills of professionals working in adult education, more specifically in linguistic integration with migrants, through workshops and online conferences. Good Practice 2, through the SMILE Project, focuses on the development of resources to support all those people who, formally or informally, support migrants in lifelong learning. Good Practice 3, under the Migrant Mentorship Model, trained 4 migrant-mentors, well integrated and with knowledge of basic skills and the language of the host country, who later transferred their knowledge to other immigrants in a pilot program, and helped them to acquire basic language skills of the host country and other skills necessary for further

learning and integration.

**Spain:** Good Practice 1, through Volunteering for Language, constitutes a tool for non-formal learning of languages in adult students, and also a means that facilitates the knowledge of both people of different origins and beliefs, as well as the local environment and the culture of the country. It is based on practising Catalan, in pairs, through the conversation of a volunteer who speaks fluent Catalan and an adult who needs to learn. Good Practice 2, with the Open to Other Worlds project, has been to facilitate the cultural integration of refugee and immigrant students at IES Francisco Giner de los Ríos and, at the same time, improve their learning results in communication skills, through increasing teachers' knowledge of interculturality and fostering the ability to adapt to different linguistic and cultural realities. Good Practice 3, The EP! is an oral Catalan course, aimed at adults and people who have not had literacy opportunities, or who have difficulties with the written language, with the aim of being able to solve the basic needs of daily life in Catalan.

In Annex B of this report, you will find the complete data of all the partners on the good practices collected during the desk research.

On the other hand, the good practices obtained by the partners during the fieldwork are the following:

**Cyprus:** Excursions, experiential learning and role-playing are among the good practices for translating Cypriot culture identified by interviewees and focus group participants. They also mentioned that the poetic-pedagogical approach is used, which aims to complement or replace conceptions of literacy and basic education, which place them mainly in the context of the integration of people into economic processes and argue in an efficient way.

**Greece:** The main good practice identified in translating Greek National culture is to openly address cultural differences. It is important for the teacher to understand that they are not only teaching a language, but they can also address topics that might be controversial and cause cultures (or morals and values) to clash. It is recommended to take a step back and, with the whole class, talk about the overall benefits of bringing up challenging conversations rather than avoiding them. Many participants agreed that this is the best approach to situations whereby topics that might create tension are brought up.

**Italy:** The good practices identified for learning Italian culture are story telling with emotional and experimental processes, getting migrant people to collaborate with Italian people and vice-versa, with proposals for workshops in music, drawing, sports, dance, use of lyrics of songs and culturally significant Italian advertisements,

and incentivize competitions to students of the language with the example of writing a love letter to your host city.

**Slovenia:** Good practices for learning the Slovenian language have been study tours and use of the language in real situations, digital literacy and the use of social networks in the Slovenian language, and individual language help tailored to the individual.

**Spain:** Among the good practices identified in the field work, the following stand out.

We found the elaboration of a podcast by the students on a selected topic, available to the NGO community, where the necessary vocabulary and grammar in Spanish was worked on to be successful. On the other hand, activities such as the *Café de Género con* stand out, which aims to promote group cohesion in a relaxed and pedagogical space through meetings with women who have motivating personal and professional life trajectories. Escape Rooms are also used as an innovative aspect and pedagogical strategy to teach Spanish, addressing the teaching of vocabulary, grammar and cultural aspects through proverbs.

#### 4. Areas of implementation in Translating Culture Methodology

In the next sections, we highlight the aspects to be included in the Translating Culture Methodology. These aspects are connected to the results obtained after analysing the qualitative data obtained from the in-depth interviews and focus groups. Before summarising the main aspects identified regarding the cultural aspects and didactic tools to be addressed, two key aspects have arisen as principles upon which we will incorporate into the TC Methodology:

1. The field research has shown that the key educational point for language practitioners is to acquire knowledge to teach in a multicultural context. In this sense, the majority of the participants in the TOCL countries have not received training in intercultural competencies, such as empathy, conflict management, emotional management (anger, fear, insecurity) and recognition of other cultural traits from the countries of origin of their students. They point out that it is fundamental for trainers to develop empathy and management of emotions because the students are suffering from the consequences of the migration process. Usually, they do not feel confident and it is mandatory to create a space of comfort and security prior to commencing language instruction.
2. All the cultural aspects could and should be addressed in language courses

independently of the level of knowledge. It is a shared view of participants from all countries that it is possible to adapt every topic and coinciding materials to all levels.

Having these aspects as starting points in developing TC Methodology, the main aspects raised from R1 "Exploring translating culture" are displayed in Table 5.

Table 5. Summary of the cultural aspects and didactic tools to address in TC Methodology.

CULTURAL ASPECTS	DIDACTIC TOOLS
<ul style="list-style-type: none"> <li>- The concept of time (tardiness, respecting punctuality)</li> <li>- The role of women in EU society (women's rights, equal opportunities, reproductive rights)</li> <li>- Legislation and bureaucracy systems (rights and obligations, work permits, residency permits, forms, contracts; introduction to the social, health, economic, employment and education system; understanding social transfers and the system of aid)</li> <li>- First contact (greetings, handshakes, apologising, expressing gratitude)</li> <li>- Concept of work (work ethics, value of work)</li> <li>- Public/private life and environment (sport, nature, free time, recycling, family life and dynamics)</li> <li>- Cultural heritage and tourist attractions</li> </ul>	<ul style="list-style-type: none"> <li>- Audio (podcast)</li> <li>- Videos with subtitles (and parts of movies)</li> <li>- Singing songs (ex. Happy Birthday song)</li> <li>- Traditional dances</li> <li>- News in easy-to-understand language</li> <li>- Image cards for the development of vocabulary</li> <li>- Role playing (what it is and how to use/organise it)</li> <li>- Story telling</li> <li>- Activities/exercises</li> <li>- Games (word games, etc.)</li> <li>- Discussion and engagement of significant others (peer education)</li> <li>- Intercultural workshops with locals</li> </ul>
INTERCULTURAL COMPETENCES	
<ul style="list-style-type: none"> <li>- Empathy</li> <li>- Active Learning</li> <li>- Awareness other cultures</li> <li>- Emotions management</li> <li>- Conflict resolution</li> <li>- Cultural sensitivity</li> </ul>	

#### **4.1.1 Training materials identified for the “Samples of translated tools” to be included in the Manual (R2) and the e-learning tool (R3)**

Here we present at least two samples identified by the TOCL consortium country to be included in R2 and R3.

##### **Cyprus:**

###### *1. A Look at our Past (AHDR)*

"A Look at Our Past" is a resource-rich interactive teaching pack on non-political elements of Cyprus's history, developed as part of the Council of Europe's teacher training workshops in Cyprus in conjunction with AHDR. The sessions were endorsed by Cyprus's teaching unions.

The pack includes a range of materials gathered by training workshop participants, as well as ideas for instructors and activities for students. The purpose of this instructional resource is to encourage the use of interactive approaches in teaching about cultural diversity in school history classes. Students will be able to develop critical thinking skills and recognize cultural variety as an enriching component of our communities via the activities in this pack, which are based on tolerance and mutual respect. This material is available in English, Greek and Turkish.

###### *2. The Ottoman Period in Cyprus: Learning to Explore Change, Continuity and Diversity (AHDR)*

The instructional booklet is intended for both students and teachers, and it intends to assist students in acquiring historical awareness and comprehension by presenting themes like historical change, continuity, and variety, as well as prompting them to consider the Ottoman Period in Cyprus. The book was written with the current history teaching curriculum in Cyprus in mind. This booklet is available in English, Greek and Turkish.

###### *3. Association for Historical Dialogue and Research Supplementary Educational Materials*

AHDR is a pioneer in the development of creative and effective supplemental educational resources for teachers and students. Materials and information gathered from archives and research - such as sources related to formerly mixed villages, missing persons, research study findings, translations of textbook segments, old photographs, and oral history accounts - are used to create a variety of original, innovative, and easily accessible booklets that promote

multiperspectivity, historical understanding, and critical thinking among educators and students. AHDR's instructional publications investigate many areas of Cyprus's past while employing cutting-edge methodologies and approaches in history education.

#### 4. *METAdrasi*

Under the 2011 Annual Program of the European Fund for the Integration of Non-EU Immigrants (EIF), co-financed by the EIF (75%), and the Interior Ministry (25%), METAdrasi collaborated with its partners to create a digital dictionary in five languages: Albanian, Arabic, Georgian, Urdu-Punjabi, and Russian.

The "Learn Greek" dictionary is a great learning tool for people who have just begun studying Greek as well as those who have basic Greek language abilities but need help expanding their vocabulary.

The dictionary's goal is to facilitate linguistic communication and understanding of the Greek language by providing relevant examples and representations of scenarios from a wide variety of daily activities.

### **Greece:**

#### 1. *Greek literature*

Including simplified versions, picture story books and animated YouTube videos.

- Ithaca, by Konstantinos Kavafis
- Six nights on the Acropolis, by Georgios Seferis
- Zorba the Greek, by Nikos Kazantzakis
- The Axion Esti, by Odysseas Elytis

#### 2. *Greek dishes*

This youtube channel has different categories, from Greek traditional recipes, to food tours in different cities in Greece with relevant dishes that are region specific <https://www.youtube.com/@akispetretzikisen>

#### 3. *Greek instructions*

Common signs and leaflets.

#### 4. *Greek essays*

#### 5. *Local museum visits*

For example, the Silversmiths Museum in Ioannina.

#### 6. *Greek song lyrics*

- To Chrysalifourfouro, by Manos Hadjidakis
- Zorba's Dance, by Mikis Theodorakis
- Voutia apo Psila, by Endelehia
- Taksidiara Psihi, by Tripes
- Συναυλία μετά την πτώση της Χούντας (Concert by Mikis Theodorakis after the fall of the military Junta)

7. *Greek laws*

8. *Greek articles*

9. *Famous speeches*

- Eleftherios Venizelos' speech: ΟΛΑ ΤΑ ΚΑΛΑ ΧΩΡΑΝΕ: Η ΙΣΤΟΡΙΚΗ, ΠΡΩΤΗ ΟΜΙΛΙΑ ΤΟΥ ΕΛΕΥΘΕΡΙΟΥ ΒΕΝΙΖΕΛΟΥ ΣΤΙΣ 5 ΣΕΠΤΕΜΒΡΙΟΥ 1910

10. *Simple recipes*

11. *Laws and rights*

## Italy:

1. *Corso di alta formazione professionale per mediatori Europei per l'intercultura e la coesione sociale*

The Course for European Mediators for Intercultural and Social Cohesion is designed, for Italian and foreign students, with a view to providing specific knowledge and cultural insights into sectors and problems with a high professional profile, for an optimal connection with the world of education, the labour market and with the territorial realities in which the figure of the intercultural mediator can operate.

Link:

<https://www.unistrapg.it/it/studiare-alla-stranieri/corsi-di-alta-formazione/corso-di-alta-formazione-professionale-mediatori-europei-lintercultura-e-la-coesione-sociale>

## Slovenia:

1. *Graded Readers*

Graded Readers are texts written or adapted specifically for students of Slovenian as a second or foreign language. They are marked by level so pupils can choose the reading that suits their language proficiency. They have aligned with the Common European Framework of Reference for Languages (CEFR) descriptors for each level of language proficiency. The texts use words and linguistic structures that pupils at a certain level are familiar with and have already encountered in lessons and their textbooks. A limited number of different words appear in the story, making the text



manageable for the reader. Alongside the familiar words, the text also contains a few words presumably unfamiliar for a given level - these are specifically marked and explained. There are illustrations alongside the text to help master the vocabulary and understand the story. Current Readers include stories of characters who are part of the Slovenian cultural and literary map. The first booklets were published in 2021 and are prepared at A2 and A2+ levels.

## 2. *Growing Slovenian*

Growing Slovenian or Rastoča Slovenščina is a collection of nine individual and interactive learning units for Slovenian language students of all stages, adapted for Slovene language learners from minorities and diasporas. Written material is accompanied by audio and video clips that enable students to enrich their vocabulary and progress in vocal communication.

### **Spain:**

#### 1. *A Ship in the guts. A short story by Zouhair Al Fahmi*

This is a short story selected by one Moroccan student. It is part of an activity designed from an intercultural perspective. The learning unit is conceived to work in three spheres: Who is the student; Interviewing the student; reading one short story selected by the student. The learning Unit and the short story is available in the Cervantes Institute website:

<https://cvc.cervantes.es/ensenanza/luna/zouhair/default.htm>

#### 2. *Gender coffee with...*

This activity has been designed and implemented by one of the NGOs who has collaborated in the fieldwork. It is developed by their language learning service for adults sheltered in the program for applicants and beneficiaries of international protection (temporary reception) as well as in the Comprehensive Reception program of Humanitarian Protection, in their literacy levels, A1 and A2, we consider the incorporation of the gender perspective preferable, for this reason we go one step further in the activities carried out in this service to make their classes more interactive spaces, promoting motivation, participation in equality, and innovative character.

*The gender coffee with...* is an activity that aims to promote group cohesion and contact with the reality of the host society in a relaxed and pedagogical space. One autochthonous woman who has a motivating personal and professional life trajectory is invited to participate in each session of the activity. The students of the Spanish courses attend as well as the general public.



The aim of the activity is to create a space of exchange of ideas and cultural values about the empowerment of women and to spread equal gender values among the participants.

### *Goals*

1. Incorporate the gender perspective in the language learning service
2. Motivate people's participation in attending Spanish classes
3. Create dynamic, practical and innovative learning spaces
4. Promote the contact of migrants and refugees with the host society through leading women
5. Promote meetings in common spaces between migrants and refugees with technical staff and volunteers

### *Development*

- *First* meeting is organised to design the session. Spanish courses students, participating volunteers, and technical team participate in the meeting..
- Along with the Spanish course sessions, the activity is prepared working on the vocabulary, possible questions, and biography of the woman who is going to visit us.
- Next, the session is celebrated in the Migration Centre or in another space provided by the local municipality. During one hour and a half, students meet the local population and the visiting women in the coffee session. The students will make an introduction about her life as a representative woman and then a round of debate with questions and answers.

The activity will have translators when it is necessary to facilitate understanding.

### *Methodology*

1. Contact the referring woman who is going to visit the centre and agree on the date.
2. Preparation for the visit in the Spanish classes: Prior to the event the Spanish class teachers will present the biography of the woman who will visit in their classes to contextualise and explain how the open dialogue in Spanish with the students will work.
3. The activity will be disseminated among the CM technical and volunteer team to promote their assistance.
4. On the "afternoon coffee", the volunteer and technical staff will prepare the room with the coffee and a comfortable space for the activity.

5. The activity is carried on.
6. Evaluation of the activity in the Spanish classes the following day.



## 5. Annexes

### Annex A. Desk Research data per consortium country

## RESOURCES. CYPRUS

Field	Field Entry	Links / References
1. State of play	Name: Mingle - Generating social and human capital for Third-Country Nationals Programme: AMIF Targets: Locals and TCNs	<a href="https://mingle.projectsgalery.eu/">https://mingle.projectsgalery.eu/</a>
	Name: miHUB - The Migrant Information Centre (MIC) Programme: AMIF and partially funded by the Republic of Cyprus Targets: Asylum Seekers, Refugees, International Protection Beneficiaries, TCNs, Resettled Refugees	<a href="https://www.mihub.eu/en/">https://www.mihub.eu/en/</a>
	Adult education and migration in Cyprus: A critical analysis	<a href="https://journals.sagepub.com/doi/pdf/10.1177/1477971419832896">https://journals.sagepub.com/doi/pdf/10.1177/1477971419832896</a>
2. Institutional Context	National institutions, regulations and policies regarding cultural translation in the hosting environment	
	Grant-aid Scheme For The Translation Of Works Of Cypriot Literary Writers From Greek Into Foreign Languages	<a href="http://archeia.moec.gov.cy/mc/583/grant_aid_scheme_for_translation.pdf">http://archeia.moec.gov.cy/mc/583/grant_aid_scheme_for_translation.pdf</a>
	PEN Cyprus	<a href="https://pencyprus.com.cy/">https://pencyprus.com.cy/</a>
3. Educational Context (synthesis)	Training Provision for linguistic professionals' cultural translation	
Course title(s)	Intercultural Education and Mediation	<a href="https://www.unic.ac.cy/intercultural-education-and-mediation-med-2-years-or-4-semesters-joint-degree-with-the-university-of-patras-distance-learning/">https://www.unic.ac.cy/intercultural-education-and-mediation-med-2-years-or-4-semesters-joint-degree-with-the-university-of-patras-distance-learning/</a>
Qualification / Accreditation	MEd	
NQF level	7	
EQF level	7	
Institution / Provider	University of Nicosia Joint Degree with the University of Patras	
Country	Cyprus/Greece	
Mode of study	Distance learning	
Number of training hours	2 years/4 semesters (specific number of hours not provided)	
Refugees' needs focus	Yes	



**TOCL**

TRANSLATION OF CULTURAL LANGUAGE



UNIVERSIDAD  
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Scope of course	This Master's Program prepares students with academic knowledge and professional skills to work in multiple fields of Intercultural Education and Mediation (such as [intercultural] educational units, organisations, immigration policy bodies, non-governmental organisations, state and local government), with the ultimate goal of social cohesion and inclusion.	
Target audience	The minimum requirement for admission to the postgraduate study programme is the possession of a degree (Bachelor 's Degree) from a recognised university	
Content:	<ol style="list-style-type: none"> <li>1. Theory and Practice of Intercultural Education</li> <li>2. Comparative Intercultural Pedagogy and Globalization</li> <li>3. Educational Research</li> <li>4. Differentiation of instruction and Design of Intercultural Programmes</li> <li>5. Intercultural Mediation and Dialogue</li> <li>6. Theory and Philosophy of Education</li> <li>7. Multiliteracies and Bilingual Education</li> <li>8. Pedagogy of Inclusion</li> <li>9. Digital storytelling and big data in social sciences</li> <li>10. Practicum</li> </ol>	
4. Other information	Language of Instruction: Greek	



## RESOURCES. *GREECE*

Field	Field Entry	Links / References
1. State of play	Re-inventing Europeans through History, Art and Cultural Learning (REHAC)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2016-1-EL01-KA204-023722">https://erasmus-plus.ec.europa.eu/projects/search/details/2016-1-EL01-KA204-023722</a>
	Incorporate Non- Formal Methods into Language Education for Adult Immigrants (2015-2017)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-EL01-KA204-014053">https://erasmus-plus.ec.europa.eu/projects/search/details/2015-1-EL01-KA204-014053</a>
	Intercultural Education through role playing games and mythology (Διαπολιτισμική Εκπαίδευση μέσω Μυθολογίας και Παιχνιδιών Ρόλων)	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2016-3-EL02-KA105-002779">https://erasmus-plus.ec.europa.eu/projects/search/details/2016-3-EL02-KA105-002779</a>
2. Institutional Context	Euracademy Association, Athens	<a href="https://www.euracademy.org/">https://www.euracademy.org/</a>
	N.G.O. CIVIS PLUS (M.K.O. CIVIS PLUS)	<a href="https://socialpolicy.gr/tag/%CE%BC%CE%BA%CE%B5-civis-plus">https://socialpolicy.gr/tag/%CE%BC%CE%BA%CE%B5-civis-plus</a> <a href="http://civisplus.gr/epikinonia/">http://civisplus.gr/epikinonia/</a> <a href="https://www.facebook.com/civisplus">https://www.facebook.com/civisplus</a>
	Pandora society role playing club	<a href="http://ww1.erevos.info/">http://ww1.erevos.info/</a> <a href="https://www.pandora-society.com/greece-2017">https://www.pandora-society.com/greece-2017</a> <a href="https://www.facebook.com/ErevosLCS/">https://www.facebook.com/ErevosLCS/</a>
3. Educational Context (synthesis)	Training Provision for linguistic professionals' cultural translation	.
Course title(s)	Language Education for Refugees and Migrants (LRM)	<a href="https://www.eap.gr/en/language-education-for-refugees-and-immigrants/">https://www.eap.gr/en/language-education-for-refugees-and-immigrants/</a>
Qualification / Accreditation	Master of Arts (M.A.)	
NQF level	Level 9	
EQF level	Level 7	
Institution / Provider	Hellenic Open University	
Country	Greece	
Mode of study	Full time	
Number of training hours	The minimum time required for the completion of the M.A. is two (2) years, or four (4) semesters. The total sum of ECTS (European Credit Transfer and Accumulation System) required for the completion of this M.A. is 120 ECTS. Students can	



	select to study Modules whose ECTS adds up to no more than 30 ECTS per semester. One ECTS is equal to 28 hours of study. Total course: 3360 hours (840 hours per semester)	
Refugees' needs focus	Yes	
Scope of course	The course aims to provide specialised pedagogical knowledge to teachers on both levels of compulsory education (Primary and Secondary) and to Tertiary graduates who plan to teach, as well as to teachers engaged in adult education in refugee or migrant contexts. It trains Greek and international students to pose and answer key questions in applied linguistics and second language acquisition in the world's numerous, diverse multilingual contexts. The course's modules focus on the integration of language, culture, and codes of power as part of the development of formal, informal and non-formal, on-line and off-line educational programs and examine curriculum from a constructivist perspective that recognizes the voices of students, community and teachers as one learning community who inform curriculum and program design.	
Target audience	The course is designed for teachers and graduates who wish to complete or deepen their knowledge and skills of teaching the language lesson in various languages, as well as develop new resources they can later apply to specific contexts and levels.	
Content:	<p>Overview of modules</p> <p>1st semester:</p> <ul style="list-style-type: none"> <li>• LRM 50 Applied Linguistics and Second Language Acquisition (C, 10 ECTS)</li> <li>• LRM 51 Migration, Multilingualism and Intercultural Communication (C, 10 ECTS)</li> <li>• LRM 52 Critical Pedagogy (C, 10 ECTS)</li> </ul> <p>2nd semester:</p> <ul style="list-style-type: none"> <li>• LRM 53 Language Teaching for Adult Refugees and Migrants (C, 10 ECTS)</li> <li>• LRM 54 Language Teaching for Children with Refugee or Migrant Background (C, 10 ECTS)</li> <li>• LRM 55 Design and Development of Educational Material for Digital Media (C, 10 ECTS)</li> </ul> <p>3rd semester:</p> <ul style="list-style-type: none"> <li>• LRM 60 Introduction to Arabic Language and Culture (C, 10 ECTS)</li> <li>• LRM 61 Human Rights and International Law for Refugees and Migrants (C, 10 ECTS)</li> <li>• LRM 62 Research Methodology in multilingual contexts (C, 10 ECTS)</li> </ul> <p>4th semester:</p> <ul style="list-style-type: none"> <li>• LRM63PR: Practicum (C, 20 ECTS)</li> <li>• LRM64 MA Dissertation (C, 10 ECTS)</li> </ul>	



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TRANSLATION OF CULTURAL LANGUAGE



UNIVERSIDAD  
DE ALMERÍA

4. Other information	Language Educator Awareness (LEA) - Developing plurilingual and pluricultural awareness in language teacher education.	<a href="http://archive.ecml.at/mtp2/lea/pdf&amp;doc/LEA_pdescE.pdf">http://archive.ecml.at/mtp2/lea/pdf&amp;doc/LEA_pdescE.pdf</a>
	Content Based Teaching and Plurilingualism (ConBaT+ 2008-2011) - A training kit	<a href="https://www.ecml.at/Portals/1/documents/ECML-resources/2011_11_26_Conbat_fuer_web.pdf?ver=2018-03-20-160408-117">https://www.ecml.at/Portals/1/documents/ECML-resources/2011_11_26_Conbat_fuer_web.pdf?ver=2018-03-20-160408-117</a>
	Greek Books in Translation: Narratives of Greece - funded by the Hellenic Foundation for Culture.	<a href="https://greeklit.gr/wp-content/uploads/2021/10/TRANSL-BOOKS-2017-18.pdf">https://greeklit.gr/wp-content/uploads/2021/10/TRANSL-BOOKS-2017-18.pdf</a>
	The lamda Project	<a href="https://thelproject.gr/">https://thelproject.gr/</a>
	Hellenic Republic Ministry of Culture and Sports: Cultural Heritage Education	<a href="https://www.culture.gov.gr/en/service/SitePages/education.aspx">https://www.culture.gov.gr/en/service/SitePages/education.aspx</a>
	Hellenic Republic Ministry of Culture and Sports: Modern Culture Education	<a href="https://www.culture.gov.gr/en/service/SitePages/education_c.aspx">https://www.culture.gov.gr/en/service/SitePages/education_c.aspx</a>
	Hellenic Republic Ministry of Migration & Asylum: Greek Policy for Social Integration	<a href="https://migration.gov.gr/en/migration-policy/integration/politiki-entaxis-se-ethniko-e-pipedo/">https://migration.gov.gr/en/migration-policy/integration/politiki-entaxis-se-ethniko-e-pipedo/</a>
	Hellenic Republic Ministry of Foreign Affairs: Study in Greece Refugees	<a href="https://refugees.studyingreece.edu.gr/education/">https://refugees.studyingreece.edu.gr/education/</a>
	Faros - lighting the way	<a href="https://faros.org/">https://faros.org/</a>
	ARSIS – Association for the Social Support of Youth	<a href="https://arsis.gr/en/program-mata-se-exelixa-2/">https://arsis.gr/en/program-mata-se-exelixa-2/</a>



## RESOURCES. ITALY

Field	Field Entry	Links / References
1. State of play	<p><i>List of previous (national and European) projects: agencies, involved, targets, learning outcomes (if any)</i></p> <p><i>List of previous literature at national level.</i></p> <p><b>La lingua veicolo di integrazione Frida per l'inclusione sociale e linguistica Milano L2 – Laboratori di lingua e cittadinanza con donne e minori migranti</b></p>	<p><a href="https://www.cir-onlus.org/integrazione-2/">https://www.cir-onlus.org/integrazione-2/</a></p> <p><a href="https://www.dirittisociali.org/progetti/donne-e-bambini-ucraini-a-roma-il-progetto-frida-per-linclusione-sociale-e-linguistica/">https://www.dirittisociali.org/progetti/donne-e-bambini-ucraini-a-roma-il-progetto-frida-per-linclusione-sociale-e-linguistica/</a></p> <p><a href="https://www.ismu.org/progetto-milano-l2-laboratori-di-lingua-e-cittadinanza-con-donne-e-minori-migranti/">https://www.ismu.org/progetto-milano-l2-laboratori-di-lingua-e-cittadinanza-con-donne-e-minori-migranti/</a></p>
2. Institutional Context	<p><i>National institutions, regulations and policies regarding cultural translation in the hosting environment</i></p> <p><b>CIR Rifugiati FOCUS - Casa Diritti Sociali Fondazione ISMU</b></p>	<p><a href="http://www.cir-onlus.org">www.cir-onlus.org</a></p> <p><a href="https://www.dirittisociali.org/">https://www.dirittisociali.org/</a></p> <p><a href="https://www.ismu.org/">https://www.ismu.org/</a></p>
3. Educational Context (synthesis)	<i>Training Provision for linguistic professionals' cultural translation</i>	
Course title(s)	<b>1. CORSO DI ALTA FORMAZIONE PROFESSIONALE PER MEDIATORI EUROPEI PER L'INTERCULTURA E LA COESIONE SOCIALE</b>	<a href="https://www.unistrapg.it/it/studiare-alla-stranieri/corsi-di-alta-formazione/corso-di-alta-formazione-professionale-mediatori-europei-lintercultura-e-la-coesione-sociale">https://www.unistrapg.it/it/studiare-alla-stranieri/corsi-di-alta-formazione/corso-di-alta-formazione-professionale-mediatori-europei-lintercultura-e-la-coesione-sociale</a>
Qualification / Accreditation	ADVANCED PROFESSIONAL TRAINING COURSE (CORSO DI ALTA FORMAZIONE PROFESSIONALE)	
NQF level	7	
EQF level	7	
Institution / Provider	Università Per Stranieri di Perugia	
Country	Italy	
Mode of study	Full time	
Number of training hours	Number of hours 500 hours	
Refugees' needs focus	Yes	
Scope of course	The European Mediator for Intercultural and Social Cohesion carries out mediation activities between immigrant citizens and local society, promoting, supporting and accompanying both parties in the removal of	





	cultural and linguistic barriers, in the promotion of the welcoming culture and socio-economic integration, and in the knowledge and practice of the rights and duties in force in Italy, in particular in the access and use of public and private service	
Target audience	<p>Description of participants</p> <p>The course is open to high school graduates, regardless of age or geographical origin, who intend to specialise in the field of intercultural mediation</p>	
Content:	<p>Description of modules</p> <p>Module 1: Migrations. History and legislation 5 CFU (ECTS)</p> <p>Module 2: Mediation in globalised and multicultural societies 5 CFU (ECTS)</p> <p>Module 3: Religions and cultures. Promote cohabitation 5 CFU (ECTS)</p> <p>Module 4: Intercultural Mediation and Conflict Management 5 CFU (ECTS)</p> <p>Module 5: Italian society and intercultural mediation 5 CFU (ECTS)</p> <p>Total courses 25 CFU (ECTS)</p> <p>Internship 10 CFU (ECTS)</p> <p>Final exam: 5 CFU (ECTS)</p> <p>Total 40 ECTS</p>	
4. Other information	Enrollment fee of €250	



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## RESOURCES. SLOVENIA

Field	Field Entry	Links / References
1. State of play	Inclusion of migrants in adult education	<a href="https://prostovoljstvo.org/vkljucevanje-migrantov-v-izobrazevanju-odraslih">https://prostovoljstvo.org/vkljucevanje-migrantov-v-izobrazevanju-odraslih</a>
	SMILE - Supporting Migrant Inclusion in Lifelong Learning and Education	<a href="https://www.project-smile.eu/en/elearning">https://www.project-smile.eu/en/elearning</a>
	MMM-Migrant Mentorship Model	<a href="http://www.mmm-migrants.eu/results/">http://www.mmm-migrants.eu/results/</a>
2. Institutional Context	Slovenian Philanthropy	<a href="https://www.filantropija.org/en/">https://www.filantropija.org/en/</a>
	Institute for African Studies	<a href="https://african-studies.org">https://african-studies.org</a>
	Maribor Adult Education Centre	<a href="https://azmlu.splet.arnes.si/summary/">https://azmlu.splet.arnes.si/summary/</a>
3. Educational Context (synthesis)	Training Provision for linguistic professionals' cultural translation:	<a href="https://www.nok.si/en/register/medkulturni-mediator-medkulturna-mediatorika">https://www.nok.si/en/register/medkulturni-mediator-medkulturna-mediatorika</a>
Course title(s)	Intercultural mediator	
Qualification / Accreditation	National vocational qualification	
NQF level	SQF level 6	
EQF level	5	
Institution / Provider	Slovenian Qualification Framework - Ministry of Labour, Family, Social Affairs and Equal Opportunities	
Country	Slovenia	
Mode of study	Part time	
Number of training hours	300 hours	
Refugees' needs focus	Yes	
Scope of course		
Target audience	Migrants	
Content:	<ul style="list-style-type: none"> <li>• Cultural mediation/translation</li> <li>• Slovene language (B2)</li> <li>• Health and welfare</li> <li>• Social work and counselling</li> </ul>	
4. Other information		



## RESOURCES. SPAIN

Field	Field Entry	Links / References
1. State of play	<b>Volunteering for the Language (VxL)</b>	<a href="https://www.vxl.cat/">https://www.vxl.cat/</a>
	<b>Open to other Worlds Erasmus+ project</b>	<a href="https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-ES01-KA101-063011">https://erasmus-plus.ec.europa.eu/projects/search/details/2019-1-ES01-KA101-063011</a>
	<b>Ep! Escolta i Parla ("Ep! Listen and Speak") Catalan course</b>	<a href="http://catala.ugt.cat/el-curs-oral-de-catala-ep-escolta-i-parla/">http://catala.ugt.cat/el-curs-oral-de-catala-ep-escolta-i-parla/</a>
2. Institutional Context	La Dirección General de Política Lingüística	<a href="https://llengua.gencat.cat/ca/direccio_general_politica_linguistica/">https://llengua.gencat.cat/ca/direccio_general_politica_linguistica/</a>
	IES FRANCISCO GINER DE LOS RÍOS	<a href="http://franciscoginerdelosrios.es">http://franciscoginerdelosrios.es</a>
	El Consorci per a la Normalització Lingüística	<a href="https://www.cpnl.cat/">https://www.cpnl.cat/</a>
3. Educational Context (synthesis)	Training Provision for linguistic professionals' cultural translation:	
Course title(s)	Immigration and Intercultural Studies	<a href="https://www.uclm.es/estudios/propios/master-inmigracion-interculturalidad">https://www.uclm.es/estudios/propios/master-inmigracion-interculturalidad</a>
Qualification / Accreditation	Masters qualification	
NQF level	7	
EQF level	7	
Institution / Provider	Universidad de Castilla La Mancha	
Country	Spain	
Mode of study	Full time	
Number of training hours	2 years masters course (number of hours not provided)	
Refugees' needs focus	Yes	
Scope of course	Online	
Target audience	People with a university education in any branch of knowledge, interested in deepening their knowledge of issues related to migration and social intervention in multicultural and multi-ethnic contexts.	
Content:	The content varies according to the specialisation chosen (see link).	<a href="https://www.uclm.es/estudios/propios/master-inmigracion-interculturalidad">https://www.uclm.es/estudios/propios/master-inmigracion-interculturalidad</a>
4. Other information		

## **Annex B. Good Practices from Desk Research per consortium country**

# **GOOD PRACTICE 1. CYPRUS**

## *iLEARNGREEK – GREEK LANGUAGE COURSES FOR THIRD COUNTRY NATIONALS*

### **KEYS**

- *Period of implementation: February 2016 – September 2018*
- *Region: Nicosia, Limassol, Pafos, Derynia – Famagusta, Larnaca*
- *Institution: KES College, CARDET, Munciiipalities of Agios Athanasios, Derynia, Pafos and Agios Dometios, INNOVADE*
- *Target Groups: Adult Migrants and Third Country Nationals*
- *Goals: Basic Greek language learning*

### **SUMMARY**

iLearnGreek is a program that provides free Greek language classes to third-country nationals over the age of 18, with the goal of assisting their assimilation into Cypriot society.

### **LEARNING / CULTURAL GOALS**

Support the integration process of third-country nationals.

Provide opportunities to third-country nationals to learn the Greek language.

Support the improvement of the social inclusion capacity.

### **DESCRIPTION OF THE GP**

Describe: goals, target groups, learning methodology, timeline, materials, etc. (include link to the material or references).

iLearnGreek is a program that provides free Greek language lessons to Third Country Nationals in order to aid their integration into Cypriot society and the job market. The courses were available in Pafos, Larnaca, Famagusta and Nicosia.

Target groups:

To be eligible for these classes you have to be over 18 years of age, with a nationality of a Third Country (non -European Union country nationality) with one of the following statuses:

- Third Country National with a student/worker/visitor/Cypriot spouse residence permit
- Recognised Refugee
- Subsidiary Protection Status
- Asylum Seeker

The courses were split up into two different levels of language proficiency: the first was for beginners, and the second was for intermediate users.

The first thing that the student had to do was to decide which level of the course would be the most beneficial to them. Later on, a diagnostic test was administered—during the very first lesson—in order to identify the current skill level of each participant. Following the completion of this evaluation, the instructor selected which level each participant would be put in.

In addition to the courses, gamified educational activities were provided for students of varying levels.

The iLearnGreek programme gave free tablets to participants that:

- a) attended more than 60% of the course (75 hours, 100 teaching hours of 45 minutes each)
- b) passed the final exams at the end of the course.

Website: <https://www.ilearngreek.eu/en/>

Gamified learning activities: <https://www.ilearngreek.eu/en/games>

### **BENEFITS OF THE GP**

- Free to eligible participants.
- Classes were conducted in different parts of the country.
- Motivated participants to complete the course by providing incentives.
- The learning material utilised during courses has been prepared with Third Country Nationals' needs and situations in mind, minimising academic terminology in favour of an interactive approach.

### **CHALLENGES IMPLEMENTING THE GP**

- Ensuring the programme's continuation after the project's completion
- Only available for TCNs, not inclusive of migrants from other EU countries.

## GOOD PRACTICE 2. CYPRUS

### *LIBRARY FOR CHANGE – GENERATION FOR CHANGE CY*

#### KEYS

- *Period of implementation: June 2021 - Present*
- *Region: Nicosia, Cyprus*
- *Institution: Generation for Change CY, Yfantourgeio TheWorkplace*
- *Target Groups: Refugee, asylum seeker and vulnerable migrant adults, long term settled migrants and refugees, NGOs, general public*
- *Goals: To foster ideas, knowledge, and relationships amongst communities, cultures, backgrounds, in all areas of study and interests*

#### SUMMARY

Library for Change was initiated by Generation for Change CY as a community library and book club to empower migrants and increase their participation in social processes.

#### LEARNING / CULTURAL GOALS

1. Grow the community – bring locals and migrants together.
2. Create a safe space for migrants and locals can exchange their opinions and ideas on several topics through literature.
3. Serve as a catalyst for social change and community-wide-advocacy.

#### DESCRIPTION OF THE GP

Description: goals, target groups, learning methodology, timeline, materials, etc. (include link to the material or references).

Library for Change is a community library that also has a book club, and it is hosted by Generation for Change CY in conjunction with Yfantourgeio. Designed to emerge from within the community and serve the needs of the community. The book club is open to anyone and everyone, and anyone can borrow a book, recommend or give books, or run the book club.

The mission of the library is to foster the sharing of ideas and information in addition to relationships between different communities, cultures, and backgrounds as well as different disciplines of study and areas of interest.

Sociology, migration, feminism, LGBTQI, activism, arts, race, discrimination, politics, and more will be among the topics and genres that will be covered.

In addition to the Library for Change that is located at Yfantourgeio, there are meetings held on a bimonthly basis to debate various works of literature. This is not your typical library; rather, its purpose is to act as an agent of societal transformation and to advocate on behalf of the entire community.

People are encouraged to send revolutionary books to the library so that they can collect them. The shelves are there so that the community can form them in whatever way it thinks is appropriate. They are providing a venue where people from all walks of life may converse with one another in an informal atmosphere, perhaps over a cup of coffee or a glass of wine.

[Generation for Change CY](#)

[Library for Change](#)

### **BENEFITS OF THE GP**

- Open to anyone.
- More casual and informal setting.
- Expansion of the participants general knowledge base.
- Opportunity to share and trade books and ideas with other members of the Library for Change community.
- Rescue books that would have otherwise been thrown away.

### **CHALLENGES IMPLEMENTING THE GP**

- Due to the fact that these interactions take place between strangers in informal settings, there is no protocol in place to protect individuals from potential dangers.
- Unfortunately, because the GP has not been published all that well, there is not a great deal of information available online regarding their activities and their planned meetings and events.

# GOOD PRACTICE 3. *CYPRUS*

## *E-LEARNING FOR CHANGE – GENERATION FOR CHANGE CY*

### KEYS

- *Period of implementation: May 2021 - Present*
- *Region: Cyprus (facilitated online)*
- *Institution: Generation for Change CY*
- *Target Groups: Adult migrants and non-Greek speakers living in Cyprus*
- *Goals: To empower refugees and migrants in Cyprus via language learning*

### SUMMARY

Generation for Change CY is providing free online Greek and English as Second Language classes on a regular basis. The classes run for 12 weeks, aiming to provide functional Greek communication skills to the participants.

### LEARNING / CULTURAL GOALS

1. To support and empower non-Greek and non-English speaking refugees and migrants living in Cyprus via language acquisition.
2. Greek and English A1 Level over the course of 5 terms

### DESCRIPTION OF THE GP

Describe: goals, target groups, learning methodology, timeline, materials, etc. (include link to the material or references).

Language is essential for establishing social connections and constructing an inclusive, cohesive, and varied society. Generation for Change CY has established "e-learning for Change," an online non-formal curriculum that involves teaching and learning Greek and English as a second language, to aid and empower non-Greek and non-English speaking refugees and migrants living in Cyprus. The program's goal is to help migrants and refugees integrate economically and socially in order to develop a more inclusive, multicultural, and united society.

They have delivered four terms, each consisting of 12 weeks of classes, since its inception in May 2021, with 250 students participating in each term. The lessons are delivered by a dedicated team of volunteer tutors, with technical assistance from Generation for Change CY - all under the supervision of Generation for Change CY's project management team and their language programme head teacher.

The courses follow a set curriculum and textbook (as well as other supplementary materials) that have been specifically designed for the purpose of the program by



the Generation for Change CY team: the goal is for students to make useful and steady progress each term, on a path towards reaching the standardised A1 functional language level over the course of five terms.

e-Learning for Change website:  
<https://www.generationforchange.org/portfolio/greek-as-a-second-language/>

### **BENEFITS OF THE GP**

- The language lessons are free for all students, allowing anybody to enrol regardless of financial circumstances.
- Furthermore, the lessons are held online, which helps overcome additional hurdles to admission such as large distances, time restrictions, or care responsibilities.
- All students who finish a term of their chosen language class get participation certificates and are encouraged to continue their language-learning journey.

### **CHALLENGES IMPLEMENTING THE GP**

- Some students may struggle with virtual learning due to impairments or learning difficulties. Those with hearing or vision impairments, for example, will need assistance with self-paced learning.
- Some students aren't keeping up to date on the newest technologies. At best, this may be frustrating, and at worst, it can entirely ruin their training learning experience.
- While learning from home is convenient, it may also be isolating. Remote students often start feeling lonely, and spending more time alone in front of a computer may hinder productive learning.

# GOOD PRACTICE 1. *GREECE*

## *Re-inventing Europeans through History, Art and Cultural Learning (REHAC)*

### KEYS

- *Period of implementation: 01/12/16 - 31/08/19*
- *Region: European*
- *Institution: Euracademy Association, Athens*
- *Target groups: Educators of refugee learners and the refugee learners themselves*
- *Goals: To provide trainers and other support staff overseeing the integration of refugees with a practical tool which offers a step by step approach to culture-based learning. Resulting in better understanding of language and cultural norms of the host country, with a view to entering the labour market.*

### SUMMARY

The programme looks at how best to support the refugees whose knowledge of their new country may be limited and their skills in the language of their new country may be slight or non-existent. It introduces the culture and language through History, Art, and Cultural Learning.

The REHAC project was an Erasmus+ project implemented by a partnership of different types of organisations from Greece, Slovenia, Sweden, Norway and Italy, including education institutions of different remits (university, adult education centres, non-formal learning providers), public authorities and representatives of the civil society operating in the interests of refugees.

### LEARNING / CULTURAL GOALS

1. To design an innovative learning methodology and learning resources, based on history, art and culture, freely available to education and other refugee integration professionals.
2. To create an introductory learning course that eases the first steps of integration of refugees in their host country;
3. To ease the transition experienced in cultural change and start the process of building confidence and personal growth after a traumatic life-changing event;

4. To offer basic skills and language training to refugees who are starting a new life in an EU country;
5. To enhance language skills and other non-verbal methods of communication;
6. To create a learning methodology based on an innovative approach, exploiting the benefits of history, culture and art in training, through the channel of "storytelling".

## **DESCRIPTION OF THE GP**

### **Goals:**

1. To provide trainers and other support staff overseeing the integration of refugees with a practical tool.
2. Creation of a tool which offers a step by step approach to culture-based learning.
3. To provide a better understanding of language and cultural norms of the host country.
4. To provide refugees with the language skills needed to enter the labour market.

### **Target groups:**

1. The educators of refugee learners;
2. The refugee learners.

### Learning methodology:

Culture and art can facilitate learning, especially for groups of learners who have suffered trauma and demonstrate a difficulty in communicating with new environments, not only because of language barriers but also because of a sudden and often forceful introduction into a new culture.

Storytelling can overcome cultural barriers and open new communication channels. In addition, other elements of learning methodology include:

- Student-based approach
- Interactive learning methods
- Complementing learning sessions for refugees with psychological support offered by experts
- Using informal methods of learning
- Introducing arts as a way of illustrating storytelling
- Introducing history as a context for storytelling

Methods of delivering culture-based and culture sensitive training:

- Storytelling
  - Enhances self esteem especially in language teaching, develops critical thinking about various cultures, models people's behaviour, and

teaches communication skills and cultural sensitivity. Stories are not only a major source of language experience for learners but also an important aspect of culture. Stories are motivating and as such they can help learners develop a positive attitude towards learning a foreign language. Stories concerning culture, history or art depending on the learners' interests were encouraged during the training.

- Field Trips
  - Trips were made to historical sites or museums where key cases relating to culture, language or art were discussed with reflection on both the learners' experiences and knowledge. They encouraged critical reflection of events on a personal level and later helped the learner develop skills in problem solving.
- Student-centred, hands-on learning experience
  - Together with educators, refugee learners decided on an activity that is related to history, culture or art. For example, refugee learners could get involved in preparing an old food delicacy, showing dress code, and/or discussing historical events. That way, learners get to develop skills in communication, managing stress and competences in cultural awareness.
- Technologies to be integrated into the methodology
  - Social media, especially Facebook, was adopted as a means of sharing information on the labour market and language learning. Facebook has groups that include language learning, such as encouraging foreigners to learn foreign languages through exchange of ideas.

### **BENEFITS OF THE GP**

- Promotes enjoyment, inspiration and creativity;
- Encourages teamwork, a skill necessary for job acquisition;
- Reveals differences and similarities of various culture while exploring learners' own cultural roots;
- Introduces learners to insights into various cultures and history;
- Increases willingness to communicate feelings and thoughts;
- Develops an understanding, respect and appreciation of other cultures;
- Promotes a positive attitude towards other people, making it easier to socialise and gradually integrate at a later stage.

### **CHALLENGES IMPLEMENTING THE GP**

- It was more challenging for the women because they had never had a formal education and were not used to this style of learning environment.

- The lack of language knowledge on the side of refugees.

## GOOD PRACTICE 2. *GREECE*

*Intercultural Education through role playing games and mythology*  
 (Διαπολιτισμική Εκπαίδευση μέσω Μυθολογίας και Παιχνιδιών Ρόλων)

### KEYS

- *Period of implementation: 20/01/17 - 19/07/17*
- *Region: European*
- *Institution: Pandora society role playing club, Athens*
- *Target groups: Young people active in youth work*
- *Goals: For youth across Europe to gain knowledge about European Values and intercultural cooperation through role-playing games.*

### SUMMARY

An Erasmus+ funded project focussing on an innovation in teaching methods. A traditional lecture is replaced by actual experience. A game was created in a fantasy mythological setting within which participants acted as players. The role-playing game focused on one of the project's main aims: the understanding of European Union shared values such as freedom, solidarity, respect towards minorities etc.

### LEARNING / CULTURAL GOALS

1. To understand European Union shared values such as freedom, solidarity, respect towards minorities etc.;
2. To develop a strong European identity among the participants and to create a core group that will act in the youth sector at a local, national and international level;
3. To evolve the core group into an active, multinational and multicultural European community that is interested in passing European Union shared values and ideas to new people in the rest of Europe;
4. To practise social, communication and English language skills;
5. To develop knowledge of several mythologies (primarily the Greek one).

### DESCRIPTION OF THE GP

Goals:

1. To learn about European shared values;
2. To improve collaboration amongst young people;
3. To learn about Greek mythology.

#### **Target groups:**

1. Young people from informal youth groups that act in the youth and role-playing games sectors.
2. Young people with fewer opportunities, mainly youths with educational and financial difficulties.
3. Youth from across the European Union.

#### **Learning methodology:**

A youth exchange in Athens whereby participants gained knowledge through playing a game in a mythological setting in which each participant was assigned a specific player role. Cooperation between the players was established by the fact that each character had a restricted set of skills in the setting, whereas for success to be accomplished several skills were required. At the end of each day during the event, every player participated in reflection meetings supervised and guided by the coordinators in order to discuss their views on the challenges and the European shared values they corresponded to.

#### **BENEFITS OF THE GP**

- The core group evolved into an active, multinational and multicultural European community that is interested in passing European Union shared values and ideas to new people in the rest of Europe.
- The core group creation goal was achieved during the event as the coordinators used team-building techniques to make sure that all participants collaborated in a friendly, pleasant environment.
- Several social, communication, and English language skills were practised.
- Knowledge of several mythologies (primarily the Greek one) was acquired by participants.
- The teaching method (role-playing) that was used during the event was further developed.
- All participating coordinators transferred learning outcomes to their local communities to contribute in a more united and tolerant Europe.

#### **CHALLENGES IMPLEMENTING THE GP**

- Despite having a target group of young people with fewer opportunities, only 8 out of the 60 participants fit this demographic.

- Coordinators have to make sure that all teams formed during the event had members of each and every nationality and background to amplify intercultural relations.



## GOOD PRACTICE 3. *GREECE*

### *Incorporate Non- Formal Methods into Language Education for Adult Immigrants*

#### KEYS

- *Period of implementation: 01/09/15 - 31/08/17*
- *Region: European*
- *Institution: N.G.O. CIVIS PLUS, Athens*
- *Target groups: Adult immigrants/refugees*
- *Goals: To improve the sector and better serve the linguistic needs of immigrants that will decisively contribute to their personal development and social integration*

#### SUMMARY

The project was an attempt to incorporate non-formal learning methods into the language teaching of adult immigrants. The immigrants' and refugees' low level in the host country's language is a key reason for their isolation and an obstacle to their successful integration into the host country.

#### LEARNING / CULTURAL GOALS

1. To improve the quality of teaching a foreign language to adult immigrants/refugees by incorporating non-formal learning methods;
2. To produce a booklet of best practices, methodologies, opinions and concerns around the use of non-formal methods in language teaching, especially when adult immigrants are the learners;
3. To improve the sector and better serve the linguistic needs of immigrants that will decisively contribute to their personal development and social integration.

#### DESCRIPTION OF THE GP

##### Goals:

1. To improve the teaching of a foreign language to adult immigrants and refugees.
2. To produce a booklet of methodologies and best practices which can be used by other language professionals.

The project's methodology has been based on three main focal points:

1. Ongoing dialogue and exchange of information between the working groups;
2. Cooperative learning;
3. Active participation of the target group in all the activities.

The project's implementation was facilitated by its separation into interconnected working packages, requiring the active involvement of all the partners. Non-formal learning methods were applied to all the activities (training seminars, focus groups, workshops and multiplier events).

#### **Target groups:**

1. Adult immigrants/refugees.

#### **Learning methodology:**

Non-formal learning through story-telling, acting, group work and other methods. Listening to songs, watching videos, films or series, or reading language web sites leads learners to broaden their perspective on their language acquisition process. These learning strategies increase positive attitude and language learners' motivation levels.

Learning activities can be organised around different areas based on the learners' interests and hobbies which are easily transformed to ways of language acquisition and causes for further learning. Combining learners' interests with language learning is a very effective method to attract learners' attention and commitment and to succeed in a joyful learning atmosphere.

Materials: [Final booklet with best practises and detailed lesson/activity plans](#)

#### **BENEFITS OF THE GP**

- Can transform language learning to a "social school";
- Reduces language performance anxiety;
- Increases confidence in participants to use the target language;
- Connects language learning with real daily situations;
- Allows language practice in real environments;
- Encourages intercultural comprehension.

#### **CHALLENGES IMPLEMENTING THE GP**

- Due to the interactive and lively structure of the activities, a lesson plan must be carefully planned and organised;
- The person assigned to facilitate has to deal with a lot of issues beyond the language;
- The beneficiaries come from different social, cultural and educational backgrounds and vary a lot in age and other fields – the inhomogeneity of the beneficiaries makes the formation of the groups really difficult as a lot of factors should be considered and a big number of classes should be formed;

- Following just one textbook has been proven to be not so effective for this target group – the bodies have to use a combination of educational resources or, in most cases, prepare original educational materials but the lack of financial and human resources often make this task almost impossible;
- The facilitator needs to stay the same as much as possible – several delays in the learning process came about when new teachers had to gain the learner's trust from scratch;
- Usually the target group is hesitant and scared and the first approach should be made by professionals such as social workers or/and psychologists;
- Unfulfilled demands of the participants outside of learning, cause disappointment and withdrawals (e.g. lack of support in other fields: financial, housing, legal papers, clothing, food e.t.c);

Parents come to the training with their children – extra staff are needed to take care of the children and allow the parents to participate.

# GOOD PRACTICE 1. ITALY

## CIR RIFUGIATI | LA LINGUA VEICOLO DI INTEGRAZIONE

### KEYS

- *Period of implementation: August 2019 – July 2021*
- *Region: Roma, Italy*
- *Institution: CIR Rifugiati*
- *Target Groups: Refugees and asylum seekers*
- *Goals: Promote literacy and Italian language learning and support integrated civic education training pathways.*

### SUMMARY

#### Brief description of the programme

The Italian Refugee Council is an independent humanitarian organisation established in 1990 in Italy, on the initiative of the United Nations, with the aim of defending the rights of refugees and asylum seekers.

The Program "La Lingua Veicolo di Integrazione," organized by CIR and Scuola di Italiano per Stranieri di Roma Società Dante Alighieri, experiments with Italian learning paths suitable for the needs of family units hosted at the SIPROIMI reception centers in Roviano (Rome-Italy) and Anticoli Corrado (Rome-Italy).

**Goal:** Promote literacy and Italian language learning and support integrated civic education training pathways.

**Target group:** Refugees and asylum seekers

**Main methodology:** N/A

**Materials to be used:** N/A

#### LEARNING / CULTURAL GOALS

- Promote literacy and Italian language learning through experimental paths tailored to the personal needs of the recipients;
- Supporting integrated training paths in civic education.

#### DESCRIPTION OF THE GP

- **Goals:** Experimenting with Italian learning paths suitable for the needs of family units hosted at the SIPROIMI reception centres in Roviano and Anticoli

Corrado; making language learning paths sustainable for beneficiaries belonging to vulnerable categories through complementary orientation and social accompaniment activities.

- **Target groups:** Refugees and asylum seekers
- **Learning methodology:** N/A
- **Timeline:** August 2019 – July 2021
- **Materials:** N/A

**BENEFITS OF THE GP**

- Promote social integration and inclusion through the teaching of the Italian language;
- Spread the values of hospitality, integration and mutual respect.

**CHALLENGES IMPLEMENTING THE GP**

The first experimental course took place during a health emergency situation.

## GOOD PRACTICE 2. ITALY

### *FOCUS - CASA DIRITTI SOCIALI | FRIDA PER L'INCLUSIONE SOCIALE E LINGUISTICA*

#### KEYS

- *Period of implementation: 5 July 2022 – 4 July 2023*
- *Region: Roma, Italy*
- *Institution: FOCUS – Casa Diritti Sociali*
- *Target Groups: Ukrainian refugees, mainly women and minors, currently present in Rome*
- *Goals: To create and develop a network for the socio-occupational inclusion of the Ukrainian population, starting from reception and orientation to training and job placement.*

#### SUMMARY

##### **Brief description of the programme:**

Focus Casa dei Diritti Sociali is a secular voluntary association established in 1989 and has been committed for more than 30 years to the protection and promotion of the human and social rights of the weakest people and groups in society: foreigners, migrants, as well as Italian citizens at risk of exclusion and ghettoization. The Russian-Ukrainian crisis, which began in February 2022, has forced millions of Ukrainians to leave their country to escape the horrors of war. Among them are hundreds of thousands of women and children, separated from their families. Italy, and particularly the city of Rome, has been taking in large numbers of Ukrainian refugees since the beginning of the conflict.

Ukrainian women and minors who settled in the territory of Roma following the outbreak of the Russian-Ukrainian war in February 2022 are in a highly vulnerable condition. In addition, their lack of knowledge of the Italian language undermines their access to social and health services and their full integration into the economic and social life of Italy.

**Goal:** The goal of the project is to promote the inclusion of the Ukrainian population, both through the teaching of the Italian language and through training and job

placement.

**Target group:** Ukrainian refugees, mainly women and minors, currently present in Rome

**Main methodology:** N/A

**Materials to be used:** N/A

#### LEARNING / CULTURAL GOALS

- Promote the learning of the Italian language;
- Promote the enhancement of professional skills and effective job placement for women;
- Supporting the educational placement of children.

#### DESCRIPTION OF THE GP

The Frida project for social and language inclusion includes the following activities:

- Tutoring and support in the path of inclusion;
- Linguistic-cultural mediation;
- Language and literacy support services for women through the organisation of Italian language courses and certification of skills attained;
- Vocational training courses and job mentoring through the identification and enhancement of personal skills and aptitudes;
- Educational services for minors, involving the organisation of summer workshops and recreational activities, Italian language courses to facilitate school inclusion, and support for school enrollment of minors in compulsory education.

**Goals:** The overall goal of the project is to create and develop a network for the socio-occupational inclusion of the Ukrainian population, starting from reception and orientation and ending with training and job placement.

**Target groups:** Ukrainian refugees, mainly women and minors, currently present in Roma.

**Learning methodology:** N/A

**Timeline:** 5 July 2022 – 4 July 2023

**Materials:** N/A

#### BENEFITS OF THE GP

- Promote the empowerment and recovery of full autonomy and dignity of people taken in by the project, including those with physical and/or psychological vulnerabilities;
- Establish a relationship of trust and understand the needs, including the unexpressed needs of the most vulnerable
- Fostering a fun atmosphere by organizing summer workshop and recreational activities for children

### **CHALLENGES IMPLEMENTING THE GP**

- Ensuring the continuity of the project after it finished
- Ensuring that Ukrainian refugees feel “safe”



## GOOD PRACTICE 3. ITALY

(FONDAZIONE ISMU | MILANO L2 – LABORATORI DI LINGUA E CITTADINANZA  
CON DONNE E MINORI MIGRANTI)

### KEYS

- *Period of implementation: 01 October 2019 – 30 June 2022*
- *Region: Milano, Italy*
- *Institution: Fondazione ISMU*
- *Target Groups: minors at risk of exclusion, newly arrived, reunified, MSNA, illiterate; women who are illiterate or poorly literate in their native languages, women involved in job placement pathways that require high-level language skills*
- *Goals: The project aims to enhance civic and language training in Milan to meet the training and integration needs of women and minors with migrant backgrounds.*

### SUMMARY

#### Brief description of the programme:

Fondazione ISMU is an autonomous and independent scientific institution that promotes studies, research and initiatives on multiethnic and multicultural society, with a special focus on the phenomenon of international migration.

The project *Milano L2 - Language and Citizenship Workshops with Migrant Women and Minors* aims to enhance civic and language training in Milan to meet the training and integration needs of women and minors with migrant backgrounds.

**Goal:** Implement the provision of Italian courses in Milan to facilitate access to training for the greatest number of vulnerable people; activate autonomy support workshops for women and minors.

#### Target group:

- Minors at risk of exclusion, newly arrived, reunified, MSNA, illiterate;
- Women who are illiterate or poorly literate in their native language;
- Women involved in job placement pathways that require high-level language skills

**Main methodology:** N/A

**Materials to be used:** N/A

## LEARNING / CULTURAL GOALS

1. Implement the provision of Italian courses in Milan to facilitate access to training for the greatest number of vulnerable people;
2. Offer specific pathways for vulnerable people at unconventional times (summer, holiday, evening and extracurricular courses) in venues that are suitable for migrants, with experts, mediators, and with innovative methodologies;
3. Activate autonomy support workshops for women and minors (work, school, health, services, city knowledge). To support groups of women and/or minors on a path, which aims to deepen language and citizenship skills, develop their full potential, and help them achieve educational and/or work goals really suited to their personal resources, interests and aptitudes;
4. To form a group of young tutors who can support training and life paths within Italian L2 schools.

## DESCRIPTION OF THE GP

The training offer of the project *Milano L2 - Language and citizenship workshops with migrant women and minors*, specialised and experimental, aimed at these vulnerable targets, is proposed by the partner institutions of a network of Italian L2 schools promoted by the City of Milan, in collaboration also with CPIA5. Within the project and with a view to experimentation, it is planned to involve young people of both Italian origin and with a migrant background, placed as tutors in some schools, working alongside with learners.

### Goals:

The project aims to enhance civic and language training in Milan to meet the training and integration needs of women and minors with migrant backgrounds.

### Target groups:

- Minors at risk of exclusion, newly arrived, reunified, MSNA, illiterate;
- Women who are illiterate or poorly literate in their native language;
- Women involved in job placement pathways that require high-level language skills

Learning methodology: N/A

Timeline: 01 October 2019 – 30 June 2022

Materials: N/A

## BENEFITS OF THE GP

- Support groups of women and/or minors on a path aimed at developing their full potential;

- Offer specific pathways for vulnerable people at unconventional times (summer, holiday, evening and extracurricular classes) to migrant-friendly venues;
- Inclusion of vulnerable groups;
- Involvement of tutors with migration background.

#### **CHALLENGES IMPLEMENTING THE GP**

- difficulty finding tutors with migrant backgrounds;
- difficulty finding illiterate or poorly literate women who are **motivated** to undertake education in a language other than their native tongue.

# GOOD PRACTICE 1. SLOVENIA

## INCLUSION OF MIGRANTS IN ADULT EDUCATION

### KEYS

- *Period of implementation: March 2022*
- *Region: national*
- *Institution: Slovenian Philanthropy*
- *Target groups: Experts in adult education and language learning*
- *Goals: Strengthening the competences of professionals working in the field of adult education on how to integrate different groups of migrants into adult education.*

### SUMMARY

Online training in the form of lectures and experiential learning workshops, aimed for professionals in adult education, focusing on strengthening their competences in the field of migrant adult education and migrant language integration.

### LEARNING / CULTURAL GOALS

1. Further introduction and strengthening of adult education for migrants.
2. Better understanding of intercultural competences and sensitivity.
3. Understanding the protection of migrants and their rights.
4. Networking of institutions, organisations and programmes that support migrants in the field of adult education.

### DESCRIPTION OF THE GP

The *Inclusion of migrants in adult education* online learning programme was aimed at experts in the field of adult education. It was part of the two-year migrant inclusion programme that ran between 2020 and 2022. One training ran for two days (16 pedagogical hours all together), with 30 participants from all over Slovenia.

The aim of the training was to strengthen their competences in understanding migrant adult education and integration into Slovene society, namely through language, intercultural competences, and protection of their rights. The participants applied to the training through an online platform hosted by the Ministry of Education, intended for professionals in education.

The training consisted of experts in the field of migrant integration and migrant protection, in a form of a lecture and experiential learning methods, thus successfully linking theory with practice.

The intent of the online programme was to introduce and strengthen adult education for migrants, especially in the field of language and culture learning. Migrants in Slovenia are mostly involved in the Slovenian language learning programmes, delivered by a handful of organisations, while persons with international protection also have a chance to participate in the NGO-led integration programmes, thus being exposed to more cultural inclusion.

The goals of the training were oriented towards the participants getting an introduction into human rights protection, the contexts of migration, institutional involvement into migrant integration, intercultural competences and literacy in Slovenian language.

The aim was to familiarise professionals with teaching the survival level of Slovene, especially on how to train illiterate and undereducated migrants to be able to form basic communication patterns in Slovene, mainly in the speaking abilities that are important for their survival in the new environment. Professionals learned how to encourage motivation to learn, what approaches and materials to use, how to integrate IT into teaching, what they need to pay special attention to when working with this very vulnerable group, and how to integrate Slovene language teaching with other activities important for migrant integration. The most important feature of the programme was to inform professionals about the importance of cultural education, the experience of interculturality and culture shock, the intercultural sensitisation model and the importance of intercultural competences. The workshops, especially, were focused on discovering the impact of culture on individual behaviour, as well as the importance of cultural education and knowledge for the individual.

#### **BENEFITS OF THE GP**

- understanding migration challenges and issues
- addressing the challenges of migrant adult education
- strengthening of the importance of cultural education in language learning

#### **CHALLENGES IMPLEMENTING THE GP**

- the length of the training
- low level of dissemination, since there is a limited number of institutions involved in adult education

## GOOD PRACTICE 2. SLOVENIA

### SMILE - SUPPORTING MIGRANT INCLUSION IN LIFELONG LEARNING AND EDUCATION

#### KEYS

- *Period of implementation: 2017-2019*
- *Region: national*
- *Institution: Institute for African Studies*
- *Target groups: teachers in adult education, decision-makers in education, support staff in education, migrants*
- *Goals: To explore the gaps in the integration of migrants in adult education and identify best practices and develop innovative educational resources for training migrants, support staff and teachers in adult education programmes.*

#### SUMMARY

The Project SMILE aim was to develop resources to support all those who - formally or informally - support migrants in lifelong learning: policy makers, educational institutions, teachers and migrant organisations that can provide a good learning environment in the community. The main goal was to promote integration of migrants into lifelong learning and the adult education system. Beneficiaries included in the projects were language teachers, involved in migrant adult education, education decision-makers, support staff involved in adult education, and migrants included in language and education programmes. A bottom-up, holistic approach involving several relevant sectors, the methods addressed various groups that support the inclusion of migrants in adult education, and drew intellectual insights from their feedback.

#### LEARNING / CULTURAL GOALS

1. Provision of a certified training to teachers in the integration of migrants in adult education.
2. Inform decision-makers about the gaps in the integration of migrants in adult education, best practices in integration and provide them with tools to address the gaps.

3. Provide the support staff in migrant education (e.g. psychological support) with training on migrant integration and language learning process.
4. To make a benefit for migrant and migrant communities in the form of informal training on the topic of appropriate educational opportunities and support.

### **DESCRIPTION OF THE GP**

Project SMILE - Supporting migrant inclusion in lifelong learning and education, active between 2017 and 2019, aimed at supporting formal and informal stakeholders in the field of migrant adult education. Stakeholders included in the project were: policy makers, educational institutions, teachers and migrant organisations that can provide a good learning environment in the community. The project methodology was designed to help stakeholders better integrate migrants and migrant communities into the education system and the culture they are now part of, as well as to develop competences and skills to better face barriers to learning, education and social inclusion in the classroom, the community and society as a whole. The project supported the recruitment, selection and induction of education workers who will fulfil the requirements of culturally and socially relevant skills for migrant education.

The methodology of the project used a holistic, cross-sectorial, bottom up approach. The project considered several groups supporting the inclusion of migrants in adult education in real life: language and vocational institute teachers, school administrators, education policymakers, migrant peers and learning support workers. Thus, the project connected and informed all relevant groups (migrants, support workers, teachers and policymakers) and developed intellectual outputs based on their feedback.

The goal of the project was to study gaps in migrant inclusion in adult education and find best practices, while developing innovative educational resources to train migrant peers, learning support staff, as well as teachers in adult education programmes. The main output was thus to use the information to develop guidelines and/or recommendations to support education policymakers and programme administrators in implementing comprehensive, coordinated and effective solutions for promoting migrant inclusion in adult education.

Main target groups were teachers within lifelong learning and adult education programmes; school administrators and education policymakers; learning support workers (e.g. psychosocial support to migrant learners); migrant peers and communities, e.g. the beneficiaries of the non-formal training.

In the duration of the project, the consortium developed 1 blended, accredited Study Unit for teachers of Further Education, on Migrant Inclusion in Lifelong

Learning; non- formal training course to train migrant communities and peers in confidence building, mentoring and cultural mediation; a support handbook for developing the capacity of learning support staff to mentor and support migrants in lifelong learning institutes; a set of guidelines/recommendations for education policymakers, institutes, municipalities and administrators of education programmes; and a research document analysing challenges and best practices (<https://www.project-smile.eu/en/elearning>).

### **BENEFITS OF THE GP**

- it addressed the training needs of teachers, educators and migrant mentors
- it improved the motivation, access and performance of migrants in education

### **CHALLENGES IMPLEMENTING THE GP**

- lack of co-working between education institutes and NGOs in migrant integration
- difficulties of teaching in culturally diverse classes, esp. how to teach about Slovenian culture
- unprepared and unequipped to deliver the material/content on Slovenian culture
- inadequate policies on integration and education of migrants present barriers in finding coherent and innovative solutions.



# GOOD PRACTICE 3. SLOVENIA

## MMM-MIGRANT MENTORSHIP MODEL

### KEYS

- *Period of implementation: October 2017-September 2019*
- *Region: European*
- *Institution: Maribor Adult Education Centre*
- *Target groups: teachers in adult education, support staff in education, migrants, employers*
- *Goals: transfer of knowledge from experienced migrants to newcomers, better understanding and acceptance of migrants as employees and students, promotion of migrant adult learning.*

### SUMMARY

Migrant Mentorship Model (MMM) presents a tailored approach to the teaching of basic skills of literacy, numeracy, ICT and social competences to migrants by addressing the issue from a migrant perspective. Migrant Mentorship Model trained 4 migrant-mentors in each partner country. The mentors were well integrated migrants with knowledge of basic skills and host-country language as well as major migrant languages. They transferred their knowledge to other migrants in a 96-hour long pilot programme taking place over a period of 4 months and helped them achieve basic knowledge of host-country language and other basic skills needed for further learning and integration. Migrants themselves were more than teachers to other migrants, they were mentors. By using migrants' mother tongues they explained often abstract concepts related to basic skills they conveyed the meaning more directly and efficiently. At the end of the 4-month period participating migrant learners took part in a 32-hour evaluation in the workplace over a period of 2 months. This helped them test their new basic skills in a real-life environment.

### LEARNING / CULTURAL GOALS

1. MMM curriculum,
2. curriculum for migrant mentors,
3. guided reflection and advice for educators,
4. guided reflection and recommendations for employers with identified goals.

## DESCRIPTION OF THE GP

The entire 4-month mentoring process and 2-month evaluation were closely monitored by a process of guided reflection. Guided reflection was done by migrant-mentors. They followed previously determined guidelines to observe key elements of the mentoring and evaluation process regarding cultural, social, linguistic and other aspects. On the basis of the guided reflection the following results were created:

1. Migrant Mentorship Model Teaching Plan to contain recommended standards of knowledge in the area of literacy, numeracy, ICT and social competences and strategies on how to achieve them.
2. Migrant Mentorship Model Curriculum as a set of guidelines for training of migrant-mentors in the area of literacy, numeracy, ICT and social competences.
3. Migrant Mentorship Model Guided Reflection and Tips for Educators to contain observations from the guided reflection done by migrant-mentors. It provided educators working with migrants a unique insight into migrants as learners. It also contained teaching tips that will allow educators to tailor their teaching to the needs of migrants.
4. Migrant Mentorship Model Guided Reflection and Recommendations for Employers contained observations of the guided reflection of the 2-month evaluation in the workplace. This gave employers a better understanding of migrants as workers. It also had recommendations on how to optimally integrate migrants in the workplace.
5. Migrant Mentorship Model Efficiency Study as an evaluation of all project activities.

As the four major results were produced with heavy involvement of migrant mentors this will provide educators and employers valuable data on how to approach migrants in education and employment – the two major factors in the process of integration. The ultimate goal was that the project results will invite educators and employers to re-think and re-evaluate migrants as learners and employees for the benefit of all parties.

Results and materials: <http://www.mmm-migrants.eu/results/>

## BENEFITS OF THE GP

- inclusion of migrants as implementers of the projects,
- positive effect on the employment and education opportunities for migrants.

## CHALLENGES IMPLEMENTING THE GP

- difficulty to attract participants to become migrant mentors,

- to provide motivation for participants to be actively engaged throughout the project.

# GOOD PRACTICE 1. SPAIN

## *Voluntariat per la llengua (Language Pairs)*

### KEYS

- *Period of implementation: From 2003 to present*
- *Region: Catalonia*
- *Institution: Consorci per la Normalització lingüística - CNL ("Consortium for linguistic standardization")*
- *Target groups: The target group are linguistic pairs, formed by a person who wants to learn Catalan (usually a foreigner) and a person with a high level of fluency in Catalan (usually a local person)*
- *Goals: Project for the non-formal learning of languages, through which the knowledge of people of different origins and beliefs, as well as the local environment and the culture of the country, is facilitated.*

### SUMMARY

The Consortium for Linguistic Standardisation is an organisation created from the common will of the Generalitat of Catalonia and numerous town councils, regional councils and deputations with the aim of facilitating the knowledge, use, and dissemination of Catalonia's own language in all areas.

One of the CNL projects is Volunteering for the Language (VxL). Volunteering for the Language is a valuable tool for non-formal language learning, and also a means that facilitates both the knowledge of people of diverse origins and beliefs, as well as of the local environment and the culture of the country.

Voluntariat per la llengua (VxL) is a program to practise Catalan through conversation. It is based on the creation of linguistic pairs formed by a volunteer, who speaks Catalan fluently, and a learner, who has basic knowledge of it and wants to acquire fluency.

The VxL offers two modalities: face-to-face (the pairs must attend the meeting place they have agreed on) and virtual (the pairs meet over the Internet, through video call platforms).

The team of professionals at VxL makes the language pairs and gives them the support they need during the meetings.

The program was born in 2003 and more than 150,000 pairs have already participated. It is a program recognized by the European Union and adopted in Aran, Perpignan, Andorra, the Valencian Country, the Balearic Islands and also in Bolzano (Italy), Flanders (Belgium).

#### Materials:

- "Magic for conversation", three videos in which the magician Eduard Juanola will suggest topics for conversation based on various magic tricks.
- Word games and Pastimes
- Stories to talk about: Each story is supplemented with proposals to encourage conversation, a book recommendation, a selection of literary fragments by Catalan authors and a selection of websites related to the theme raised by each narrative.
- "Parlem tu i jo", material designed to promote dialogue and conversation, and at the same time reinforce language learning through reading.
- Guidelines for volunteers and trainees
- Read to talk, read to learn: material edited by the Secretariat for Linguistic Policy with the aim of strengthening the learning and use of the language through reading. It consists of a didactic guide and a whole series of notebooks that propose conversation activities based on the reading of real texts of various types. Notebooks 52-61 propose activities based on texts specifically related to the world of business
- Information of interest and published articles
- Topics to talk about
- Exhibitions of VxL
- We cook, we talk, we eat
- Virtual VxL
- For volunteers and apprentices: Letter of commitments and instructions
- For collaborating entities and establishments: Instructions
- Online activities to learn and have fun in Catalan
- Magic for conversation
- Threads of conversation

#### **LEARNING / CULTURAL GOALS**

1. For people learning the language, it allows them to practise the language with a native while also getting to know the culture and the environment
2. For the volunteers, it allows them to meet people from different cultures

3. For collaborators, it allows them to get involved in a project that promotes the use of Catalan and the integration of newcomers, thus reinforcing that everyone can be an active member of social improvement.

## DESCRIPTION OF THE GP

### Goals:

1. Reinforce non-formal language learning.
2. Make language pairs, establishments and collaborating entities.

### Target groups:

Pairs formed by a volunteer, who speaks Catalan fluently, and a learner, who has basic knowledge of it and wants to acquire fluency. Both participants are adults.

Learning methodology:

Informal conversations with guidance materials.

### Timeline:

The project has been running since 2003. Each language pair is supposed to take part at least 1 hour a week for a period of 10 weeks.

### Materials:

<https://www.vxl.cat/materials>

### Links:

VxL Website:

<https://www.vxl.cat/>

VxL promotional videos:

<https://www.youtube.com/watch?v=-NAPFhp-o-8&t=22s>

[https://www.youtube.com/shorts/RkOo6YJl\\_qE](https://www.youtube.com/shorts/RkOo6YJl_qE)

<https://www.youtube.com/watch?v=ONjg5-5AHpg>

Collection of several campaigns to promote the use of the language (1983-2013), on the occasion of the commemoration of the 30th anniversary of the Linguistic Standardization Law, for the General Directorate of Linguistic Policy of the Generalitat of Catalonia:

<https://www.youtube.com/watch?v=rh4QnGIEynU>

Guide for learners and volunteers for the online modality:

[https://www.vxl.cat/sites/default/files/materials/definitiu\\_manual\\_vxl\\_virtual\\_v4.pdf](https://www.vxl.cat/sites/default/files/materials/definitiu_manual_vxl_virtual_v4.pdf)

Strategic lines of the Consorci per a la Normalització Lingüística 2022:

<https://www.cpnl.cat/media/upload/arxius/gerencia/Economia%20i%20finances/Plans%20d'actuaci%C3%B3%20LI%CC%81NIES%20DE%20TREBALL%20DEL%20CONSORCI%20PER%20A%20LA%20NORMALITZACI%C3%B3%20LINGU%C3%81%20STICA%20PER%20A%202022.pdf>

### **BENEFITS OF THE GP**

- By responding to the immediate need of newcomers to learn the language, the project works for social integration, facilitating knowledge of the country's environment and culture.
- Based on non-formal practice, in the form of conversation, the host language is practised while facilitating contact between local people and newcomers, while promoting cultural exchange between linguistic pairs.
- For newcomers it is a great opportunity to expand the network of contacts, this being a very important element in the integration process.
- Project of wide territorial scope, all of Catalonia, bringing together a large number of organisations, businesses, and equipment of different natures in the project, assuming a large social involvement and therefore with a greater chance of success.

### **CHALLENGES IMPLEMENTING THE GP**

- No safeguarding policy is in place in order to minimise risks, because these are contacts between strangers in non-formal contexts.
- We do not know about the selection process for volunteers or learners, the information is not accessible. We understand that this is a key point for the success of the project and also for safeguarding reasons.

Challenges identified by themselves:

- Deepen the collaboration with organisations, collaborating establishments and social networks to promote the use of Catalan.
- Facilitate access for students and learners to social networks in Catalan.
- Extend the VxL to specific groups (professionals or sectors in which the CPNL provides initial training).

## GOOD PRACTICE 2. SPAIN

### *Open to Other Worlds Erasmus+ Project*

#### KEYS

- *Period of implementation: 01-07-2019 to 30-06-2021*
- *Region: Andalucía, Spain*
- *Institution: Secondary School Francisco Giner de los Ríos*
- *Target groups: teachers of the Secondary School*
- *Goals: To acquire new methodological tools for learning, to integrate all students in the classroom and in the centre, to adapt the centre to the different linguistic and cultural realities, internationalisation.*

#### SUMMARY

The Secondary School "Francisco Giner de los Ríos" is a bilingual public school located in Motril, a town in the south of the province of Granada. Due to its location, on the route to Europe for citizens from the African continent, a high percentage of its students are immigrants or children of migrant families, including as many as 18 different nationalities. The main objective of the Open to other Worlds project has been to facilitate the cultural integration of the refugee and immigrant students, and, at the same time, to improve their learning outcomes by increasing their communication skills. The project was thus designed to increase the teachers' knowledge about interculturality, and to foster the school's ability to adapt to the different linguistic and cultural realities, by creating transnational activities and structural links with educational institutions in other European countries.

The participants corresponded to 5 profiles that represented all the teachers of the school, with a common enthusiasm for applying new methodologies to motivate the students and thus help with their integration. These 5 profiles were:

- Teachers of linguistic areas L1 (Spanish) who want to acquire experience working with students from different linguistic contexts.
- Teachers of linguistic areas L2 (English) who want to learn how to encourage the use of the English language as a link between students of different countries of origin.
- Teachers of non-linguistic areas ANL (English) who are working on the



bilingual project, or intend to join it, and wish to seek methodological strategies for the learning and integration of the students, as well as to improve their linguistic competence in the English language.

- ICT teachers who want to acquire knowledge to create appropriate multicultural environments in the classroom with the use of ICTs.
- Members of the management team and / or coordinators of educational plans and programs who want to update their tools on school management and leadership.

An Erasmus + Commission consisting of 2 members of the management team, 2 coordinator of the educational program and another teacher, was established to develop the project, ensure its correct execution and evaluate the activities and their impact. The implementation of the project involved 10 mobilities: 1 job shadowing in a school in Italy and 9 structured courses in different countries of the European Union. The 9 courses have been chosen to represent a greater internationalisation and, above all, due to the relationship of the course contents with the project (creative and inclusive methodologies, European dimension, integration and multiculturalism, immigration, refugees).

A very important aspect of the project has been the diffusion of the results. In both the national and international scopes, a collaborative blog and profiles on social networks have been created. At the local level, information sessions were held at the institution level, and a Fair of Nations was held.

### **Material:**

Dissemination material

- [Newspaper](#): "THE GINER TIMES" a multilingual newspaper where teachers and students spread their projects and activities to the whole educational community. It covered all the integrating didactic units carried out during the 2020-2021 school year by the students in Giner de los Ríos Secondary School. It was also an attractive and useful tool to disseminate the Erasmus+ projects implemented in our school.
- [Blog](#) to promote the divulgation of the project

Practical & reusable resources for the practitioners

- [Padlet](#) a place where to share and copy all the posts uploaded by the project. A collaborative wall with videos and images, documents and audio allowing other professionals to find ways to involve students and other teachers.

## LEARNING / CULTURAL GOALS

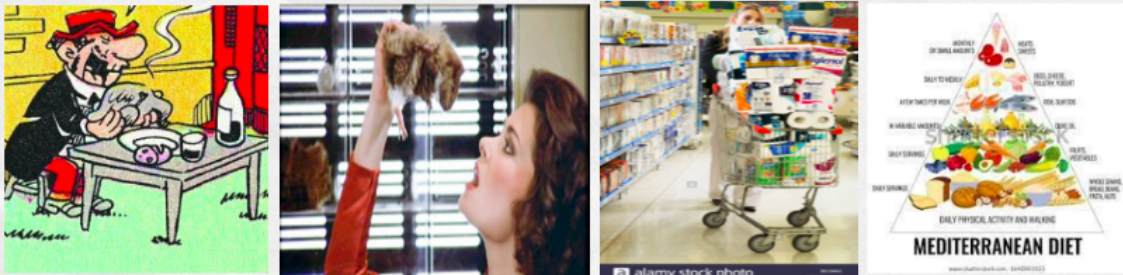
The impact of the project was intended to touch upon all sectors of the educational system:

1. On the teaching staff, with the improvement and updating of their methodology and linguistic competence;
2. On the students, with the improvement of their academic performance;
3. On the Center, with a greater internationalisation and the improvement of coexistence between students.

## DESCRIPTION OF THE GP

[THE GINER TIMES](#) a multilingual (French, Spanish and English) newspaper where teachers and students spread their projects and activities to the whole educational community. It covered all the integrating didactic units carried out during the 2020-2021 school year by the students in Giner de los Ríos Secondary School. It was also an attractive and useful tool to disseminate the Erasmus+ projects implemented in our school.

Extract from the journal:



### WHAT WE EAT?

Here you are some of the presentations we did in 3rd ESO about our eating habits. First one is about strange food around the world. Open under your responsibility by clicking the link below (made by Hugo, Paola, Lidia, Esther, Viktor)

*+info*

### Would you dare?

Here you are some of the presentations we did in 3rd ESO about our eating habits. First one is about strange food around the world. Open under your responsibility by clicking the link below (made by Hugo, Paola, Lidia, Esther, Viktor)

*+info*

### Going shopping

We also went shopping and learnt about some typical Motrilian fish. (Authors inside the presentation)

*+info*

### The Mediterranean diet

And here you are the presentation made by Lucias (both), Javier, Irene and Saray.

*+info*

An initiative that has been continued also after the end of the project : → June 2022 edition <http://franciscoginerdelosrios.es/nueva-edicion-de-the-giner-times/>

## BENEFITS OF THE GP

- Inclusiveness (multiple languages)
- Collaborative (teachers and students participated in equally)
- Educational (writing skills)

- Intercultural awareness (divulgating material on activities/traditions from different countries and cultures).
- Smart and innovative (online newspaper)

#### **CHALLENGES IMPLEMENTING THE GP**

- Ensuring the continuity of the project after it finished
- Verifying the impact of the project on the target communities

## GOOD PRACTICE 3. SPAIN

### *Ep! Oral Catalan course*

#### KEYS

- *Period of implementation: January 2020 - present*
- *Region: Catalonia*
- *Institution: La Secretaria de Política Lingüística (“The Secretariat of Linguistic Policy”) and the Consorci per la Normalització lingüística - CNL (“Consortium for linguistic standardization”)*
- *Target groups: non-Catalan speakers, adults who are not literate or with little academic background*
- *Goals: Provide a course that people with no literacy or low literacy to learn to speak Catalan, Offer a course that all people can access to develop a strong, free and democratic society, for Learners to be able to solve basic needs of everyday life in Catalan, for Learners who follow the course are expected to have the same oral competence as students who have completed level A2 of the Common European Framework of Reference.*

#### SUMMARY

The Ep! Escolta i Parla (“Ep! Listen and Speak”) Catalan course is an Oral Catalan course for non-Catalan speakers. This course is aimed at adults who are not literate or who have difficulties with the written language as a basis for learning, with the aim of being able to solve the basic needs of everyday life in Catalan. It includes materials with exercises and a mini-series of 21 short videos of everyday conversations between the characters.

During the years 2017 and 2018, the General Directorate of Linguistic Policy (DGPL) of the Department of Culture promoted the ÈLIA project (acronym for Language and Learning Strategies), which had the final objective to introduce elements of innovation in Catalan training to adapt to the needs of today's citizens. As part of this project, it was found that the profile of people who in recent years came to the CPNL to learn Catalan had changed substantially. They were mostly from non-EU countries and sometimes illiterate or with little academic background. It was therefore necessary to offer them an alternative so that they could learn Catalan without having to resort to written support.

It was firstly piloted in the language standardisation centres in Barcelona; Santa Coloma de Gramenet; Girona; Vallès Oriental; Montserrat, Alt Penedès and Garraf. 165 learners took part in the pilot of module 1. They were mostly newcomers to Catalonia: 43.2% arrived between 2018 and 2019. In terms of age, the majority are middle-aged adults (43.9% are between 30 and 40 years old) and also young people (34.1% are between 16 and 29 years old). The data on origin reveal that the majority are students from Asia and Africa (89.5%) who, traditionally, were less present in the CPNL's initial and basic Catalan courses.

### **LEARNING / CULTURAL GOALS**

1. Provide a course for people with no literacy or low literacy to learn to speak Catalan.
2. Offer a course that all people can access to develop a strong, free and democratic society.
3. Learners to be able to solve basic needs of everyday life in Catalan
4. Learners who follow the course are expected to have the same oral competence as students who have completed level A2 of the Common European Framework of Reference.

### **DESCRIPTION OF THE GP**

#### **Goals:**

For students and learners to feel represented in their classes, to be able to relate to the content.

#### **Target groups:**

1. non-Catalan speakers
2. adults who are not literate or with little academic background

#### **Learning methodology:**

The course is designed with pioneering educational techniques and entirely oral. It proposes playful and interactive activities through audio, video and image formats that facilitate the fixation of linguistic structures and concepts through the imitation of everyday and real situations with which the students can identify. The course proposes meaningful and communicative learning and the student acquires knowledge through experiential examples. Learners do not need any written language as support to understand the course material.

The course method is lively and dynamic and is based on constant interaction between learners. The teacher fosters a climate of respect and safety that motivates the learner both to participate in the class and to use the Catalan language outside the classroom.

The characters who feature in the videos are actually learners who already

completed the Ep! Escolta i Parla course. This means that the students are represented in the learning materials. These characters want to show, naturally, that they have the same life experiences as most of the students, with difficulties, challenges, successes, and projects. Each character explains what is being worked on in each of the units.

### **Timeline:**

2017 and 2018: Needs identification

2019: Creation of the course content and Pilot

2020: Implementation across Catalonia

### **Materials:**

121 slides with images

171 presentations

21 videos

66 interactive activities

Characters in the course:

[https://llengua.gencat.cat/ca/serveis/aprendre\\_catala/ep-curs-oral-catala/metodologia/](https://llengua.gencat.cat/ca/serveis/aprendre_catala/ep-curs-oral-catala/metodologia/)

### **Links:**

Course program:

<https://llengua.gencat.cat/web/.content/documents/aprendre/ep-curs-oral/ep-programa.pdf>

Course schedule:

<https://llengua.gencat.cat/web/.content/documents/aprendre/ep-curs-oral/ep-programacio.pdf>

"STORY OF LINGUISTIC STRUCTURES":

<https://llengua.gencat.cat/web/.content/documents/aprendre/ep-curs-oral/ep-relat.pdf>

### **BENEFITS OF THE GP**

- Adults with little or no literacy are able to reach A2 level of oral Catalan.
- The students are excited by the characters, and interact in the classroom because the materials reflect their real-life experiences.
- Audiovisual materials make it easy for students to understand situations and learn new vocabulary.
- Students practise communicative situations they will encounter in everyday life.
- Promotes a climate of respect and safety that makes the students feel welcome, safe and motivated to speak the language outside of the classroom.

- Emphasis is placed on the local environment and culture, so that the learners get to know the spaces, resources, people and customs of the country that welcomes them.
- Links with real life.

#### **CHALLENGES IMPLEMENTING THE GP**

- Making sure that the students could complete the course without any reading or writing.
- Providing support to students without using written materials or anything requiring them to read.
- Ensuring the students feel safe