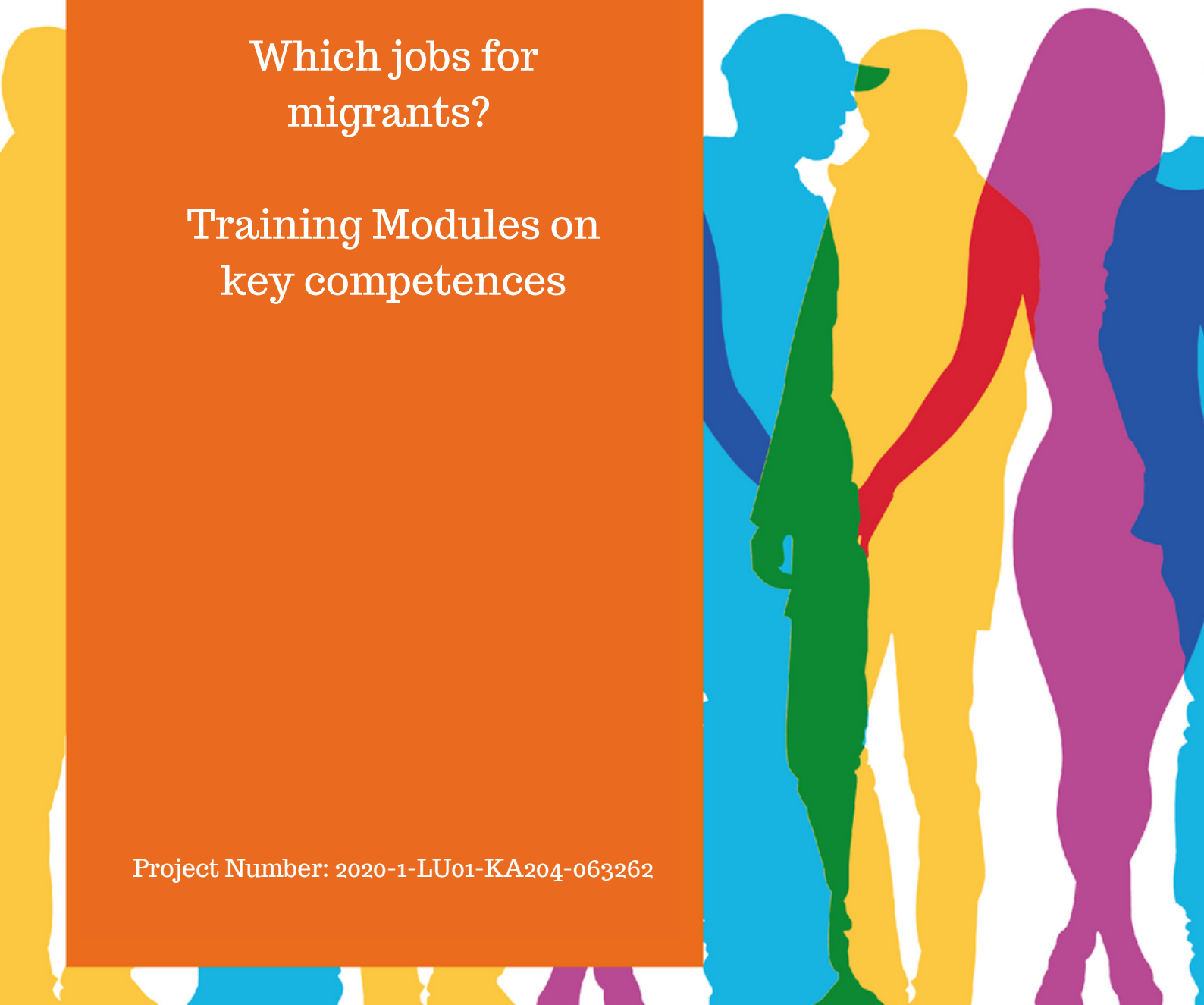
MUTUALIZING GENERATIONAL COMPETENCIES FOR TRAINING MIGRANTS IN EUROPE

Co-funded by the Erasmus+ Programme of the European Union

Which jobs for migrants?

Training Modules on key competences



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1. About the MUFOCOM project

The MUFOCOM project - Mutualizing generational competencies for training migrants in Europe: Pathways for social mobility, autonomy, and welfare of vulnerable individuals - aims to tackle from a multidisciplinary approach the issues of immigration, integration, training, personal development, and employment of the disadvantaged. One of the objectives of this project is to encourage innovative training programs based on the identified needs of adult migrants in the participating countries and by doing so, contribute to the quality of adult learning at a European level. Through the various activities of the project and the training modules that will be made available to training providers in Europe, we hope to promote the transfer of intergenerational skills thanks to mentoring activities, develop the potential of adult learners, help them improve their linguistic, digital, intercultural, socio-professional and entrepreneurship skills through meaningful ways, and facilitate the social and professional integration of migrants.

While this diversity enriches the linguistic and cultural diversity of Europe, it also challenges political decision-makers on the adequate means to ensure the development and well-being of the people they have accepted to welcome to their territory.

The MUFOCOM project seeks to support migrant people in their better integration and inclusion in the host countries, by developing 5 main results:

1. **Transnational analysis of integration policies, p**rofessional training and good practices for migrants' insertion in the labor market;
2. **Formal and non-formal education:** Multiple approaches for fostering the linguistics skills of adult migrants;
3. **Which jobs for migrants?**: Towards a vocational guidance in relationship with migrants' needs and the needs of labor market;
4. **Mentoring** to improve learning abilities valuing different pathways;
5. **Storytelling** for empowering and motivating adult migrants: success stories.

All this will in return impact their financial situation, strongly contribute to their quality of life, give them the necessary keys to support their children's education, and improve their self-image and overall well-being.

Course Curriculum on The Key Competences

Based on the conclusion of IO1 and IO2 and the interviews conducted among migrant people and professionals according to the main objectives of IO3, the partnership developed the following 5 Training Modules around the eight competences of the European Framework of Key Competences.

For organisations providing professional guidance, especially with more vulnerable people - as migrant people - this course curriculum will be a useful tool supporting the process of need analysis before guiding migrants. The development of these competences will empower migrant people to better correspond to their immediate and long term needs in the process of social and professional integration.

Contents Development Methodology

The developed course curricula is a result of some activities conducted by all partner countries:

Activity (IO) 1:
Transnational analysis of integration policies, professional training and good practices for migrants' insertion in the labour market
Activity (IO) 2:
Guidelines for educators/trainers and training providers on how to implement non-formal learning
Activities in the language provision to migrants/refugees
Activity (IO) 3:
Which jobs for migrants?

A1 - Interviews with migrants aged 18 years and above, residing for at least two years in one the countries, have undergone at least one training and are unemployed;

A2 - Analysis of professional needs of migrants - per country

A3 - Interviews with training providers, trainers, companies, migrants and policy makers-per country

A4 - Construction of professional training modules:
A5- Testing of training modules:
A6 - Back to experiment

Following all these steps has allowed us to develop a training tailored to the needs of unemployed migrants, particularly with regard to their job search and social integration process.

Intended audience

Migrants in Europe seeking work, housing, and social integration face a number of challenges. These challenges can vary depending on the country of destination, the migrant's legal status, and their individual circumstances.

Work: One of the biggest challenges for migrants seeking work in Europe is the language barrier. Many migrants do not speak the language of their destination country fluently, which can make it difficult to find and keep a job. Additionally, some migrants may lack the necessary skills and qualifications for certain jobs.

Discrimination: Migrants may face discrimination from employers, colleagues, and customers. This can make it difficult for them to find work, even if they are qualified.

Housing: Finding affordable housing can also be a challenge for migrants. In many European countries, the housing market is tight and rents are high. Migrants may also have difficulty finding housing because of their legal status or because they are not familiar with the housing market.

Social integration: Social integration is another important challenge for migrants. Migrants may face discrimination and social isolation in their new communities. They may also have difficulty accessing essential services such as healthcare and education.

What can be done to help migrants in Europe?

There are a number of things that can be done to help migrants in Europe seeking work, housing, and social integration. These include:

- Providing language and skills training to help migrants find and keep jobs.
- Raising awareness of discrimination against migrants and promoting equal opportunities.

- Increasing the availability of affordable housing for migrants.
- Supporting migrant communities and organizations.
- Providing migrants with access to essential services.

In addition to these measures, it is important to create a welcoming and inclusive environment for migrants. This can be done by educating the public about the benefits of migration and by promoting tolerance and understanding.

Here are some examples of specific programs and initiatives that are helping migrants in Europe:

- The European Commission's Integration Fund provides funding for projects that support the integration of migrants into European societies.
- The International Organization for Migration (IOM) provides a range of services to migrants, including language training, job placement assistance, and social support.
- The UNHCR Refugee Agency works to protect and assist refugees and asylum-seekers in Europe.

These are just a few examples of the many programs and initiatives that are working to help migrants in Europe. By working together, we can ensure that all migrants have the opportunity to thrive in their new communities.

Keywords

Education, integration, migrants, multicultural, information, digital skills, language skills, language barriers, intercultural competences, multicultural dialogue, communication skills, cultural diversity, social professional competences, social work.

Language of instruction

The language of instruction in Europe for migrants can vary depending on the country of destination, the migrant's legal status, and the type of school they attend. However, the five Mufocom project's languages (English, French, Italian, Portuguese, and Greek) are all commonly used as languages of instruction in Europe.

English is the most widely spoken language in Europe, and it is also the most common language of instruction for migrants. English is taught in schools in all European countries, and it is used as the language of instruction in many universities and colleges.

French is the second most widely spoken language in Europe, and it is the language of instruction in schools in France, Belgium, Switzerland, Luxembourg, and Monaco. French is also taught in schools in many other European countries.

Italian is the third most widely spoken language in Europe, and it is the language of instruction in schools in Italy, San Marino, and the Vatican City. Italian is also taught in schools in many other European countries.

Portuguese is the sixth most widely spoken language in Europe, and it is the language of instruction in schools in Portugal, Brazil, and Angola. Portuguese is also taught in schools in many other European countries.

Greek is the ninth most widely spoken language in Europe, and it is the language of instruction in schools in Greece. Greek is also taught in schools in many other European countries.

In addition to these five languages, other languages that are commonly used as languages of instruction in Europe include Spanish, German, Russian, and Turkish.

Which language of instruction is best for migrants?

The best language of instruction for migrants depends on a number of factors, including their age, their previous education, their future goals, and the country of destination. If migrants plan to stay in the country of destination for a long period of time, it is generally advisable for them to learn the language of the country and to be educated in that language. This will help them to integrate into the community and to find jobs.

However, if migrants only plan to stay in the country of destination for a short period of time, or if they have difficulty learning the language, it may be better for them to be educated in a language that they already speak. This will help them to learn and to succeed in school.

Ultimately, the decision of which language of instruction is best for migrants should be made on a case-by-case basis.

Course delivery

The training was thought to be delivered in July 2023.

Objectives

The general objectives of this training are:

- contribute to a better understanding on the labor market, the social and civic norms of the host country;
- contribute to the promotion of trainings empowering migrant people on the short and long term outcomes.

The objectives of ICT training for migrants can vary depending on the specific needs of the migrant population and the host country. However, some common objectives include:

- To help migrants develop the digital skills they need to find and keep jobs.
- To help migrants learn the language of the host country and integrate into their new communities.
- To help migrants access essential services such as healthcare and education.
- To help migrants develop entrepreneurial skills and start their own businesses.
- To help migrants learn about the culture and customs of the host country.

Here are some specific examples of how ICT training can help migrants:
A migrant who learns how to use a computer and the internet can apply for jobs online, search for housing, and communicate with their new community.
A migrant who learns how to use social media can connect with other migrants and with people in the host country.
A migrant who learns how to use online banking can manage their finances more easily.
A migrant who learns how to use online educational resources can improve their language skills and learn new skills.
A migrant who learns how to use ICT tools for business can start their own business.

The objectives of language competence training for migrants can vary depending on the specific needs of the migrant population and the host country. However, some common objectives include:

- To help migrants develop the language skills they need to find and keep jobs.
- To help migrants learn the language of the host country and integrate into their new communities.
- To help migrants access essential services such as healthcare and education.
- To help migrants participate in civic and social life.

- To help migrants maintain their own language and culture.

Here are some specific examples of how language competence training can help migrants:
A migrant who learns how to speak the language of the host country fluently is more likely to be able to find a job and to earn a higher wage.
A migrant who can read and write in the language of the host country is more likely to be able to access essential services and to participate in civic and social life.
A migrant who can maintain their own language and culture is more likely to feel at home in the host country and to contribute to the cultural diversity of the community.

The objectives of intercultural competence training for migrants can vary depending on the specific needs of the migrant population and the host country. However, some common objectives include:

- To help migrants understand and appreciate the culture of the host country.
- To help migrants develop the skills they need to communicate and interact effectively with people from different cultures.
- To help migrants avoid misunderstandings and conflicts that can arise from cultural differences.
- To help migrants build and maintain positive relationships with people from different cultures.
- To help migrants develop a sense of belonging and inclusion in the host country.

Here are some specific examples of how intercultural competence training can help migrants:
A migrant who learns about the cultural norms and values of the host country is more likely to be able to avoid misunderstandings and conflicts.
A migrant who knows how to communicate effectively with people from different cultures is more likely to be able to find and keep a job, access essential services, and participate in social activities.
A migrant who has positive relationships with people from the host country is more likely to feel at home in the new country and to contribute to the cultural diversity of the community.

The objectives of social and civic competence training for migrants can vary depending on the specific needs of the migrant population and the host country. However, some common objectives include:

- To help migrants understand and appreciate the social and civic values of the host country.
- To help migrants develop the skills they need to participate actively in social and civic life.
- To help migrants build and maintain positive relationships with members of the host community.
- To help migrants develop a sense of belonging and inclusion in the host country.

Here are some specific examples of how social and civic competence training can help migrants:
A migrant who learns about the democratic process and the role of citizens in the host country is more likely to vote and to participate in other civic activities.
A migrant who knows how to access and use essential services in the host country is more likely to be able to meet their basic needs and to live a healthy and fulfilling life.
A migrant who has positive relationships with members of the host community is more likely to feel at home in the new country and to contribute to the social and cultural diversity of the community.
Social and civic competence training can be delivered in a variety of ways, including through formal courses, workshops, and community-based activities. It is important to tailor the training to the specific needs of the migrant population and to provide opportunities for learners to practise their skills in real-world contexts.

By providing this training to migrants, we can help them to develop the skills they need to succeed in their new lives. This will benefit both the migrants and the host country.
The training can be delivered in a variety of ways, including through non formal or formal courses, workshops, and role-playing exercises. It is important to tailor the training to the specific needs of the migrant population and to provide opportunities for learners to practise their skills in real-world contexts.

The objectives of socio-professional competence training for migrants can vary depending on the specific needs of the migrant population and the host country. However, some common objectives include:

- To increase participants' awareness and understanding of the significance of social professional competencies in their personal and professional lives.
- To help participants grasp how these competencies contribute to effective communication, collaboration, and success in social and professional

settings.

- To develop participants' core social professional competencies by providing practical knowledge and skills related to essential areas such as communication, teamwork, leadership, cultural competence, and problem-solving.
- To equip participants with strategies and techniques to enhance their proficiency in these competencies.
- To Foster self-reflection and personal growth in participants as:
- Encourage participants to reflect on their own strengths, areas for improvement, and personal goals in relation to social professional competencies.
- Support participants in developing self-awareness and identifying strategies for personal growth and development.

By providing this training to migrants, we can help them to develop the skills they need to succeed in their new lives. This will benefit both the migrants and the host country.
The training can be delivered in a variety of ways, including through non formal or formal courses, workshops, and role-playing exercises. It is important to tailor the training to the specific needs of the migrant population and to provide opportunities for learners to practise their skills in real-world contexts.

Course contents

Module	Contents
1. Information and Communication Technologies	• Introduction • Information and communication technologies: the definition • ICT and language learning • ICT and the labour market • Activities
2. Language competences	• Introduction Activity • Language barriers • What you should know • What we want • Activities
3. Intercultural Competences	• Intercultural Competences: The Concept • Competences and Skills • Intercultural Competence Learning • Challenges and Strategies

	• IC and the labour market • Activities
4. Social and Civic Competences	"Minds in Motion: Equipping Migrants and Refugees for Active Citizenship" • Introduction • Understanding the host society • Communication skills • Respect for cultural diversity • Getting to know local resources • Conclusion and evaluation
5. Socio-professional competencies	• Introduction • Introduction to Social Professional Competencies • The holistic approach • The Social Work Core Competencies • Activity

Learning effort

The minimum amount of learning effort established was **19 hours**, divided per each one of the learning modules.

Modules	**Duration**
1. Information and communication technologies	4:00
2. Language competences	4:00
3. Intercultural Competences	3:30
4. Social and civic competences	4:30
5. Socio-professionals competecies	3:00
Total	**19h**

2. Training Modules

Module I

Information and Communication Technologies

Introduction

This module aims to provide adult migrants and refugees with essential knowledge and practical experience in utilizing new technologies to empower their non-formal learning process. Recognizing the significance of gaining ICT skills in today's digital age, this module is designed in order to let learners discover new concepts, express ideas, and acquire competencies relevant to their daily lives.

The hands-on activities that will be presented will provide learners with confidence in utilising technology, will enhance their critical thinking abilities, develop effective communication skills, promote language learning, and enhance access to the labour market. Ultimately, the module aims to prepare adult migrants for a seamless integration by providing them with the means to navigate and contribute to the technologically driven landscapes of their host countries.

1.1. Information and communication technologies: the definition

ICT, or Information and Communication Technologies, encompass a broad range of technological instruments and resources employed for the transmission, storage, creation, sharing, and exchange of information (Unesco, 2019). This includes an array of tools such as computers, the Internet with its various components like websites, blogs, and emails, as well as live broadcasting technologies like radio, television, and webcasting. Additionally, recorded broadcasting technologies like podcasting, audio and video players, and storage devices, as well as telephony

systems such as fixed or mobile phones, satellite communication, and video-conferencing, all fall under the umbrella of ICT (Unesco, 2009).

1.2. ICT and language learning

By integrating these new technologies into the language learning process, several benefits arise, such as:

•enhancing the efficiency of language learning;
•fostering critical thinking;
•stimulating meaningful dialogues;
•developing skills adaptable to everyday life and labour market challenges.

The following methods could be used to develop various skills:

a) Film or short film creation:

Creating a movie offers learners a novel and visually engaging medium to express ideas, stories, or personal experiences. This method necessitates meticulous planning and coordination of logistics, including equipment, settings, casting, editing, and production, resulting in a collaborative and well-prepared final product.

b) Digital storytelling:

Digital storytelling, a contemporary practice, involves ordinary individuals presenting ideas or narrating stories using digital tools. The format allows for interactive elements and diverse combinations of media, making it a valuable and enjoyable technique to enhance the learning journey.

c) Radio program:

Utilizing radio programs as an educational technique offers a fresh and engaging format for honing writing, reading, and speaking skills, steering away from monotony in the classroom. Learners not only learn how to operate radio

equipment but also get a platform to share their experiences and ideas with a broader audience, contributing to community entertainment and information.

d) Blogging:

Implementing blogging as a complementary learning tool can be relatively easy. Although learners may require some training (abundant online resources are available), blogging provides an attractive platform to write and support content with images or videos. Learners can practice and improve their writing, vocabulary, and grammar at home, applying knowledge acquired in the classroom regularly. For instance, in a language course, learners can reinforce linguistic skills and identify and resolve weaknesses in the language through blogging.

e) Online Platforms:

The internet offers a plethora of websites and online platforms replete with information and exercises for various subjects, especially language learning. Encouraging learners to conduct online research on specific topics or providing links to relevant sites facilitates independent learning beyond the classroom while also honing their proficiency with new technologies.

Information and communication technologies have become increasingly vital in almost every aspect of our everyday existence. Technology is not only causing significant changes in people's work and professional lives but also transforming how individuals interact, communicate, access, and exchange information. Additionally, it is influencing the way governments deliver public services to citizens. In the field of education, ICT is playing a substantial role as well. It offers fresh learning opportunities beyond traditional classroom settings and has the potential to reshape teachers' teaching methods and the overall learning experience within schools. Furthermore, education systems are progressively integrating digital skills and knowledge into their curricula (OECD, 2019).

1.3. ICT and the labour market

The increasing importance of information and communications technologies (ICT) in both professional and personal lives highlights the growing importance of digital competence for individuals. With the majority of future jobs expected to require digital skills, it is crucial for the EU workforce to be adequately equipped in this area. However, alarming figures from the European Commission reveal that a significant portion of the EU workforce lacks digital skills, leading to potential challenges in accessing the labor market. The situation is even more severe in certain regions, among socially vulnerable groups, and the elderly. **Digitalization has a notable impact on the labour market**, creating new jobs through new business models and technology, while automation may lead to job elimination or relocation. To address this issue, developing the digital skills of the EU workforce has become a key priority over the past decade. To bridge the digital skills gap and facilitate access to the labor market, various solutions have been proposed. These include encouraging people to acquire the necessary skills, improving data on ICT skills to aid career choices, and assessing and validating skills acquired through non-formal means. Additionally, enhancing labour mobility and promoting cross-border skills policies are essential steps in ensuring that digitally skilled individuals can find suitable employment opportunities. Overall, equipping the EU workforce with digital skills is vital to match the demand for the digital transformation of the economy and secure opportunities for individuals in the evolving labour market (European Parliamentary Research Service, 2017).

1.4. Activities

1. Daily activities

TIME	45 minutes
CATEGORY	Based on the use of new technologies
MATERIALS	•Videos with daily activities and hobbies

LEARNING TECHNIQUES	Use of audiovisual materials
OBJECTIVES	• Practice present tense • Learn hobby and daily activities vocabulary • Enhance learner's creativity • Promote body language expression
IMPLEMENTATION OF THE ACTIVITY	• Watch a video with daily activities and hobbies. In each pause discuss what the people are doing. If there are any unknown words, write them on the board and explain. • Then you can present your daily activities and hobbies using the present tense. • All participants should stand up in a circle. One by one has to mime an activity or hobby (e.g. brushing your teeth). The person on your right has to find and tell the activity/hobby in the target language. The one on the right, who found it, is the one who should mime another activity/hobby. This goes on until all the learners participate. It is better not to repeat the same activities.

2. Following their footsteps

TIME	60 minutes
CATEGORY	Based on the use of new technologies Based on dialogue and verbal communication
MATERIALS	• Photos of different means of transport • laptops/pc/mobile phones/internet • A blog created by the educator
LEARNING TECHNIQUES	• Human Libraries • Blogging
OBJECTIVES	• Learn new vocabulary about the main means of transportation. • Improve learners' speaking, listening, and writing skills • Promote the sharing of personal

	experiences and empathy between the learners • Learn the past tense
IMPLEMENTATION OF THE ACTIVITY	• See pictures of different means of transport. • Stick the pictures on the board and write the names of each means of transport. • Observe the words. • Implement the Human library technique. Some participants undertake the role of the “human books”. Spread the “human books” in the room. • Now the rest have to visit the human library and learn how the “human books” have travelled to the host country. Learners should ask each “human book” which means of transport they have used to come to the host country. • When all the “human books” have been “read” grab the opportunity to teach/revise the basic grammar on the past tense. • In the last stage participants write a short paragraph in a blog about their travel experience to the host country using the grammar and vocabulary taught in the previous stages.

3. The great resolvers

TIME	2 hours
CATEGORY	Based on the use of new technologies Based on dialogue and verbal communication
MATERIALS	• Mobile phones/ cameras/notebooks • A blog created by the educator • Laptops/PCs/internet
LEARNING TECHNIQUES	• Brainstorming • Presentation • Blogging • Group exercise
OBJECTIVES	• Familiarize learners with the local area • Find possible solutions to problems and difficulties they face in the host country. • Learn new vocabulary and improve their speaking skills in the target language. • Learn how to write an article • Improve learners’ problem-solving skills

	• Increase learners' confidence to use the language and express their thoughts
IMPLEMENTATION OF THE ACTIVITY	• Explain to the learners that you are going for a short walk around the neighborhood. They should take photos/ keep notes of something that they consider as a problem or difficulty in the city (e.g. homeless people, a lot of garbage, broken traffic lights, traffic jams, etc.). Take the group and go for a walk around the area. • Return to the classroom and ask each learner to show the photo/ present the problem. • Write on the board "Problems or difficulties in the city I live" and during the learners' presentations write keywords on the board around the problems being presented. • When all the learners have finished start a brainstorming activity on solutions in some of the problems. (Let the learners express themselves freely and interact with each other). • Ask the learners to write a short article in a blog, (the most two paragraphs long) which is going to be published on the internet. They should write about a problem and suggest solutions.

4. Family roles

TIME	60 minutes
CATEGORY	Based on the use of new technologies Based on dialogue and verbal communication
MATERIALS	• A video with a family scene • Role-cards with family roles
LEARNING TECHNIQUES	• Audio-visual method • Role playing • Culture tandem • Group exercise

OBJECTIVES	• To increase learners' empathy and assertive communication skills (to put ourselves in the shoes of another person). • To promote or explore different cultural or social values of the learners involved and their cultural and social/family roles. • To reinforce learners' creativity, body, and pronunciation skills. • To improve learners' communication and speaking abilities. • To improve learners' skills to express their opinions and points of view.
IMPLEMENTATION OF THE ACTIVITY	• Show a video about a family situation a bit excessive, like a quarrel (e.g. a son/daughter who wants to return home late at night or to go on holidays by himself/herself and fights with a parent because they do not agree). • Separate the learners in small groups (3-5 people each) and give each learner a role-card based on the video they watched. (For example if the video is about a son and a mother then the role-cards would be a son and a mother although more roles can be shared). • Give them 10 minutes to think about it and in small groups ask them to play the roles. Circulate, listen and help. • Repeat the activity by changing roles within the same group. • Organize a culture tandem. Separate the learners in pairs and give them a few minutes to have a small dialogue about the traditional roles in their culture. Change the pairs as many times as you want.

1.5. References

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Module II

Language Competences

Introduction

This module is designed to address the unique needs and challenges faced by adult migrants and refugees in acquiring a non-native language. This module focuses on two main activities, "Me and My Daily Routine" and "Going to the Supermarket," which provide practical language learning experiences for participants. By immersing learners in real-life scenarios, this module aims to empower migrants and refugees with the language tools necessary for effective communication and social integration within their new communities.

2.1. The role of the language in the integration's process

Language learning plays a pivotal role in the successful integration of migrants and refugees into their host countries. Proficiency in the non-native language not only facilitates daily interactions but also opens doors to employment opportunities and fosters a sense of belonging. Recognizing the significance of language skills, this dedicated module equips migrants and refugees with the necessary tools to navigate their new environment with confidence and autonomy:

- **Develop Basic Communication Skills**: The module focuses on helping adult migrants and refugees acquire fundamental communication skills, including greetings, introductions, and everyday conversational phrases. By mastering these essentials, participants gain the ability to initiate and maintain interactions, fostering social integration and building relationships within their host communities.
- **Enhance Practical Language Proficiency**: The module emphasizes equipping migrants and refugees with language skills relevant to practical daily life situations. Participants engage in activities such as filling out forms, describing people and places, discussing daily routines, asking for and telling time, and understanding transportation systems. Through practice and application, participants gain confidence in navigating various contexts and performing essential tasks independently.
- **Foster Cultural Understanding**: Language learning goes hand in hand with cultural understanding. The module aims to foster intercultural competence by introducing learners to cultural aspects related to greetings, social norms, and

communication styles. By promoting cultural awareness, the module encourages migrants and refugees to embrace diversity and build bridges with their host communities.

- **Encourage Active Participation**: The module utilises interactive activities such as role-plays, group discussions, and real-life simulations to foster active participation and engagement. Participants are encouraged to apply their language skills in authentic contexts, promoting fluency and confidence in communication. This active involvement enhances language learning outcomes and encourages meaningful interactions among participants.
- **Promote Lifelong Learning**: The module serves as a stepping stone for continuous language development beyond its duration. Participants are provided with additional resources, strategies, and recommendations for self-study, empowering them to take ownership of their language learning journey. This emphasis on lifelong learning encourages participants to continue expanding their language skills and fostering their integration in the long term.

By combining these two main activities, this module provides a comprehensive and focused approach to language acquisition. Through practical language learning experiences, cultural understanding, and active participation, this module equips adult migrants and refugees with the essential language skills needed to navigate their daily lives, establish connections within their new communities, and foster successful integration.

2.2. Inclusive and accessible learning opportunities

The context of education for immigrants and refugees in Europe presents various challenges, and recent statistics emphasise the need to address these obstacles through inclusive, accessible learning opportunities.

Within the European landscape, a significant number of migrants and refugees face barriers when attempting to access formal education. Recent data from Eurostat reveal that by 2022, there were approximately 23.8 million non-EU citizens residing in the European Union (Eurostat, 2023), with many seeking educational opportunities to enhance their skills and integration prospects. Furthermore, a study conducted by the European Commission indicated that the low-educated share of immigrants in the EU was nearly twice that of the native-born (OECD/European Commission, 2023), underscoring the disparities in educational attainment between non-EU migrants and native Europeans and highlighting the urgent need for targeted interventions and support.

These challenges are exacerbated by language barriers, differences in educational backgrounds, and the lack of recognition of qualifications obtained in their countries of origin (Hanemann, 2018). Consequently, many immigrants and refugees find themselves excluded from traditional educational pathways available in their host countries.

The significance of non-formal education lies in its inclusive, accessible, and adaptable nature. This approach allows learners to progress at their own pace while tailoring learning experiences to their individual needs. Non-formal education programs have demonstrated positive outcomes in language acquisition, literacy development, and skills enhancement among migrant and refugee populations (Hanemann, 2018).

2.3. Challenges faced by migrant people

Language barriers

The language barrier is the main challenge as it affects the ability to communicate with others. That is because it is assumed that immigrants will learn English or French, depending on their preferences. This may negatively impact the quality of informed decision-making and the care experience for immigrants.

Language barriers can also amplify the effects of other sources of disadvantage. In some countries, immigrants get substandard health care because they cannot speak the native language well.

Lack of Employment Opportunities

Immigrants are among those people who are most likely to face discrimination on the job. That is because there are many problems rooted in how assignments are designed and managed. Moreover, many immigrant workers are excluded from labor and safety protections that are enjoyed by native-born workers.

Newly arrived immigrants are usually disenfranchised in terms of their knowledge of the job market. At the same time, immigrant professionals face difficulties in obtaining recognition for foreign academic credentials. Therefore, better policies are required to help minimize the hurdles that refugees face in the employment process.

Housing

Immigrants are probably the most vulnerable group when it comes to housing. That's because they face severe challenges finding safe, decent, and affordable housing. However, housing problems for immigrants are more than just the

homeownership rate. Many of these recently settled immigrants are jobless and can't afford to pay rent. Moreover, there's a higher housing cost burden for illegal immigrants compared with their legal immigrant counterparts. These housing problems require national and local responses.

Access to Medical Services

People should have access to health care services regardless of their nationality. However, immigrants have low rates of medical insurance coverage and poor access to health care services. Besides, policy changes have limited immigrants' access to insurance and health care. These barriers range from financial limitations to discrimination and fear of deportation. This has contributed to growing concerns about immigrant's ability to participate in many free healthcare programs.

Transportation Issues

The ability to drive a car can be essential to getting many everyday tasks done. However, immigrants have limited options when it comes to accessing reliable transport. One of the most significant difficulties immigrants face is the age-related unreliability of their vehicles. Therefore, getting to work and limited transportation are all genuine issues for immigrants.

Immigrants have problems with their travel primarily because they face auto-related issues, including their vehicles' age. Private transportation is also a problem since most immigrants can't obtain a driver's license.

Cultural Differences

The general understanding of immigrants is based upon falsehoods, misunderstandings, and myths. These false ideas cause large and unfair disparities in many aspects of their life.

Even well-settled migrants face ongoing cultural and communication barriers. This can range from social customs to more significant issues such as religion. For instance, children may feel ashamed that they don't know the most famous music.

Fear and distrust of immigrants have fueled the creation and success of cultural myths in many countries. Even deeds done with a good intention can come off as culturally insensitive. Therefore, people should keep an open mind and desist from perceiving anything that is different to be "wrong."

Raising Children

Growing up as the child of parents who immigrated to another country is not easy. The socioeconomic and psychosocial concerns that children of immigrants often

face in a new country can be challenging. Depression, anxiety, and panic disorder are common among immigrants' children.
The pressure that children of immigrants face is high, and mental health support is low. Unlike adults, children are still in the process of creating their identities. Therefore, being caught between two cultures can create numerous internal conflicts.
Research has shown that children of immigrants are more likely to struggle in school. Other forms of discrimination they may face include discrimination, isolation, and financial stresses.

Prejudice
Many immigrants experience discrimination. In fact, there has been a huge surge in anti-immigration prejudice. These prejudices are exacerbated by how much news and information you consume. In particular, anti-immigrant attitudes sustain restrictive policies.
The prejudice tends to be either against all minority ethnic and religious groups.

2.4. Activities

1."Me and my daily routine"

OBJECTIVES	Familiarise learners with the Latin/Roman alphabet, spelling, uppercase and lowercase letters, and personal and professional information.
ACTIVITIES	Introduce and practice greetings, personal introductions, filling out forms, describing people and places, discussing daily actions, asking and telling time, and discussing transportation.
LANGUAGE CONTENTS	Personal identification, countries and cities, nationalities, languages, addresses, phone numbers, marital status, birthdates, ages, genders, qualifications, forms/cards, forms of address, physical descriptions, family and kinship relations, home, city, days of the week, cardinal numbers, months, dates, grammar associated with pronouns, verbs, adjectives, articles, prepositions, and interrogatives.

2.Going to the supermarket

OBJECTIVES	The objectives of this activity are to enhance practical language proficiency related to grocery shopping, develop vocabulary related to fruits and vegetables, practise conversational skills, and reinforce grammar concepts such as verb conjugations, prepositions, and adverbs.
ACTIVITIES	In this activity, the focus shifts towards practical language usage in a specific real-life scenario: grocery shopping. Participants will enhance their vocabulary related to fruits, vegetables, colours, and basic phrases commonly used during shopping. Through interactive quizzes, matching colours with fruits/vegetables, role-playing dialogues, and creating shopping lists, participants will actively engage in language practice within a context that mirrors their daily lives.

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Module III

Intercultural Competences

Introduction

In a context of increasing globalization, sharing of knowledge and experiences between people from different backgrounds, and cultural diversity, talking about intercultural competences (IC) is crucial. This is because promoting these competences positively impacts people's relationships, whether between groups of different characteristics or between similar cultural groups, as they help them enjoy a beneficial and peaceful coexistence (Leeds-Hurwitz, 2013).

Over the past few decades, there have been several attempts to define "intercultural competences" and, although there is still no consensus among researchers and practitioners in the field about what concretely this concept encompasses, looking at some different approaches to IC will help us get a better idea in this regard. Braslauskas defines IC in a broad way related to the "readiness to accept differences and includes both social and cultural aspects" (2021, p. 198). On the other hand, on narrower definition, IC is perceived as the capacity to understand another (and our own) culture and includes “the ability to act appropriately, adequately, including all the skills required for this” (Herbrand 2000 *in* Braslauskas, 2021, p. 199).

Although IC is not a new concept, it has been gaining increasing importance given its relation to social transformation and the need to the development of a useful framework to help us deal with it. IC is directly connected to cultural literacy, an idea that relates not only to the process of learning and interacting with other cultures through empathy, respect, and tolerance, but that can also be described as a social practice that allows us to cocreate cultural values (Lähdesmäki *et al*., 2022). Another way to understand IC has to do with its relation to human rights, as it can work not only as a facilitator to the development of peaceful and harmonious interactions between diverse groups, but also as an element to enhance social inclusion.

3.1. Competences and Skills

There is a list of competences and skills that are connected to intercultural competences, including some that are perceived as minimum requirements to achieve it: respecting and valuing others; having self-awareness and acknowledging that people see the world in unique ways; understanding other people's perspectives; being able to listen and engage in meaningful dialogues; having the capacity to adapt and to temporarily putting ourselves in someone else's shoes; building intercultural relationships; and acting with cultural humility (Deardorff, 2011 *in* Leeds-Hurwitz, 2013, p. 24).

Communication is certainly one of the main skills related to the wide scope of IC. It allows people to engage in meaningful interactions, share personal and professional experiences and learn from new ideas. However, it should be noted that while the ability to create cohesive sentences and use grammar correctly are important initial aspects, cross-cultural communication goes beyond these steps. Communicative competence is rather related to the process of getting familiar with different cultural contexts, with the development of cultural sensitivity and to the ability to adapt and effectively respond to interactions with people from other backgrounds.

Independence is another important skill for those interested in succeeding in intercultural settings, because it allows them to do activities and to get by even when they are in an unfamiliar environment. Becoming independent may be a long process, but there are some additional qualities that can help you achieve it, for example: confidence, sense of initiative, decision-making and self-knowledge (Indeed Editorial Team, 2022).

As previously mentioned, **adaptability** is at the core of intercultural competences, and relates to the ability to adequately respond to different situations and to think of strategies to overcome challenges in contexts of cultural differences, while respecting other people's traditions and backgrounds. This important component is related to other aspects that are helpful to the promotion of positive relationships in a personal and in a professional environment, such as cooperation, flexibility, and patience (Indeed Editorial Team, 2022).

Besides these skills, **being respectful and open** to other cultures are important steps towards a healthy and fruitful conviviality among different people. Here, a good strategy is to get to know more about others' traditions and beliefs, and even about your own. **Cultural awareness** provides a possibility to discover new

perspectives on the world and to embrace what is different from us. We also emphasize the importance of acting with **tolerance and adopting an empathetic approach** in this process.

Problem-solving skills are also linked to intercultural competences, since the abilities to handle upcoming challenges and to find adequate and respectful solutions in these contexts (e.g. workplaces with multicultural teams) are essential to the more and more globalized world we live in. Apart from the ability to solve problems, **knowing how to avoid conflicts** is another useful skill that we must have in this sense.

3.2. Intercultural Competence Learning

Taking into consideration the four dimensions that form the basis of education, as defined by UNESCO (1996) which are, ***learning to know***, /***earning to do*****,** ***learning to be****,* and ***learning to live together***, we can certainly relate intercultural competences with the learning to live together pillar. As previously mentioned, in a globalizing world, this kind of knowledge/ability plays a crucial role, once it allows us to have a better understanding of cultural differences and the possible benefits of them (Leeds-Hurwitz, 2013, p. 8).

The development of intercultural competences can be fostered through at least two main strategies (Deardorff, 2020, p.6):

- **Formal intercultural learning**: developed within formal educational systems, taking into consideration a teaching curriculum, it can be also done in thematic courses about IC elements, and in formalized experiences that allow students' learning (for example, studying abroad).
- **Informal and non-formal learning opportunities**: related to daily interactions with people that are different from us in aspects like gender, political opinions, age, economic situation, and so on. These opportunities occur when we participate in exchanges, through new media, cultural activities promoted by organizations, for example.

Although these are some of the similarities between informal and non-formal learning, there are important differences as well. While informal learning is not intentional or specifically organised in relation to learning outcomes, non-formal education may be characterized as having opposite characteristics, as it is "rather

organised and can have learning objectives" (OECD, n.d.). When it comes to IC, the non-formal format may bring some advantages, such as its flexibility, the possibility of promoting it by structured activities and the role that each individual plays in the process, for example regarding their initiative or learning pace.

There are various tools that can be used to promote IC through non-formal training, for example (Deardorff, 2020):

- **Group activities,** which allow participants to engage in fluid interactions with others and can happen both in a face-to-face and online way. The trainer is an important actor in this tool, since he/she can provide feedback and guidance to migrants during activities.
- **Role plays**, a tool that enable migrants to enjoy experiential learning and a safe environment to practice the skills related to IC.
- **Simulations**, like the previous tool, it fosters experiential learning and provide a comfortable setting in which migrants can learn about cultural differences and put into practice IC.

The use of technology is a powerful strategy in the process of learning, whether it is formal, informal, or non-formal, since digital tools can lead to greater employment of resources that were previously limited to certain groups. In digital spaces, migrants can also navigate according to their needs and interests, which allows for a personalization of education. Besides, when correctly used, digital tools enable dynamic and fun events, in which peer-to-peer interactions happen in an organic and fluid way. This facilitates the exchange of experiences and ideas between migrants, which strengthens IC skills.

However, we must pay attention to the fact that digital access is not necessarily guaranteed to participants, which requires some sensitivity and adaptability from those providing training, in the sense that some adjustments may be necessary during sessions. Another aspect to which we must be alert is that these tools may reproduce inherent biases and stereotypes, what is counterproductive for IC learning. Also, there is the possibility that some migrants are not familiar with digital navigation, for what the guidance from experts and one-to-one feedback may be needed (Deardorff, 2020).

Regardless of the format of the sessions (face-to-face or online), both the quality and the relevance of the content that is presented in IC learning are aspects that can not be left out of adequate planning. This means that the materials that are

used in the activities with migrants must be not only reliable (based on trustworthy sources) and updated, but also have practical purposes and facilitate their daily tasks and social integration. Additionally, given that each person has specific needs, the content must be adapted in order to help them achieve their goals. For example, if someone is looking for training to develop IC focused on a social perspective, the activities may have to differ from the ones thought in to enhance these competencies in a professional context.

3.3.Challenges and Strategies

Promoting intercultural competence is not exactly an easy task. There are many specific challenges that society still has to face to witness/ensure the positive conviviality that we mention in this module. This is particularly urgent if we consider issues often faced by migrant communities, like racism, xenophobia, and difficulty to access services. It is possible to say that not all negative outcomes and situations happen purposely, since these encounters and interactions between different people can even be described as “well-meaning cultural clashes” (Bouronikos, 2022). However, we acknowledge that investing in IC learning is a fundamental strategy to ensure that everyone is treated with dignity and respect.

Understanding what IC is and what is not is an important step. For example, keep in mind that travelling often and having experiences abroad does not necessarily mean that someone is interculturally competent. Although interacting with people from other cultural contexts may be an advantage towards understanding those who differ from us, we must keep an open mind and be adaptive to situations that may happen. Furthermore, there is the fact that developing IC is a lifelong learning process, which means that it requires more than attending a 1-day course, for example. Rather, it is “a gradual process of self-reflection and personal development” (Bouronikos, 2022).

Language differences are another aspect that often challenge migrants, and even more so when there is a lack of accessible language courses that they can enrol in. This has real impacts on their lives, since it makes it more difficult for them to access local services (e.g. hospitals, formal training, supermarkets). Here, organizations that work with migrants have great potential to make positive change, since they have a close relationship with them and can offer practical training to increase participants’ language skills. For this, a great strategy is to plan activities in which migrants can learn new vocabulary while they have the chance to talk about their own culture and traditions to others in the group. Another positive

outcome for this strategy is the fact that participants will feel that their culture and heritage are valued in the learning process (Carranza, n.d.).

3.4. IC and the labour market

Technological advances and globalisation have also changed the skills and knowledge that are necessary for people to succeed in a workplace context. Instant communication between colleagues that are in different countries and daily interactions with foreign customers are some of the situations that companies must take – more and more - into consideration these days. In practice, this means that in addition to the set of technical and specific skills that workers must show while performing their jobs, there is a range of intercultural skills that they are required to display in order to fulfil professional expectations (British Council, 2013).

The importance of IC for our professional path starts even before we get our first job. When it comes to formal higher education, we must remember that it goes further than just getting a diploma: the acquisition of useful skills and different perspectives are important outcomes towards employability itself. Teaching institutions are key actors in this process, since they have the potential to enhance people's academic performance and intercultural competences, which will lead to greater employment opportunities (Ripmeester & Deardorff, 2020).

Moreover, IC also has a positive impact for businesses. Research show that the top benefits among public, private, and non-government organizations are (British Council, 2013, p. 12):

- Good for reputation
- Bringing in new clients
- Build trust with clients
- Communicative with overseas partners
- Able to work with diverse colleagues
- Keep teams running efficiently

On the other hand, there are negative outcomes for companies that have employees who may lack IC, for example difficulties in planning and effective management, or professionals with contrasting work cultures or with different perceptions about employer/employee relationships (Braslauskas, 2021, p. 200).

Because of the existence of a wide range of terms used to refer to IC, like intercultural communication, cultural intelligence, international competence, multiculturalism, and so on, identifying specific intercultural skills for the workplace can be a challenge. Here, research from the British Council (2013) help us understand employers' perspective and provide a picture of the terms often used by them to define IC: *respectful, multilingual, accepts cultural differences, adjusts communication, understand cultural differences, adapts to different cultures, open to new ideas*, and others (p. 10).

These skills are particularly important in contexts of regular intercultural interaction, such as politics, science, and business, and in occasional ones, like touristic trips, for example. This reinforces the idea that IC is both relevant for both our personal and professional lives, and even more relevant for those working abroad (Braslauskas, 2021, p. 200).

3.5. Activities

1. "I see… and I feel…"

One of the main expected outcomes during intercultural activities is the sharing of different perspectives between the group. In this sense, this activity has the goal to strengthen participants' knowledge about verbs and conjugation in Portuguese language – in this case, Present Continuous – and to enable them to discuss current themes and to learn from each other.

Before the session, the trainer must select images about real-life situations and current themes (e.g. migration, LGBTIA+ rights, climate change) and gather them into a document that will be projected during the session.

In the session, the trainer will project these images on a wall (or print and distribute them among the group) and ask participants to complete the sentence "I see… and I feel…" in relation to the pictures they are looking at:

ACTIVITY - "I see.... and I feel..."

I choose the picture nr. _____.

I see _____ and I feel

_____.

The next step is for everyone to share their thoughts with the group. It is important to have a safe environment for this activity to happen, since the use of sensitive images can lead to challenging interactions. The trainer must also be aware of the discrepant point of views that may come up because of people's background and beliefs.

2."In my country…"

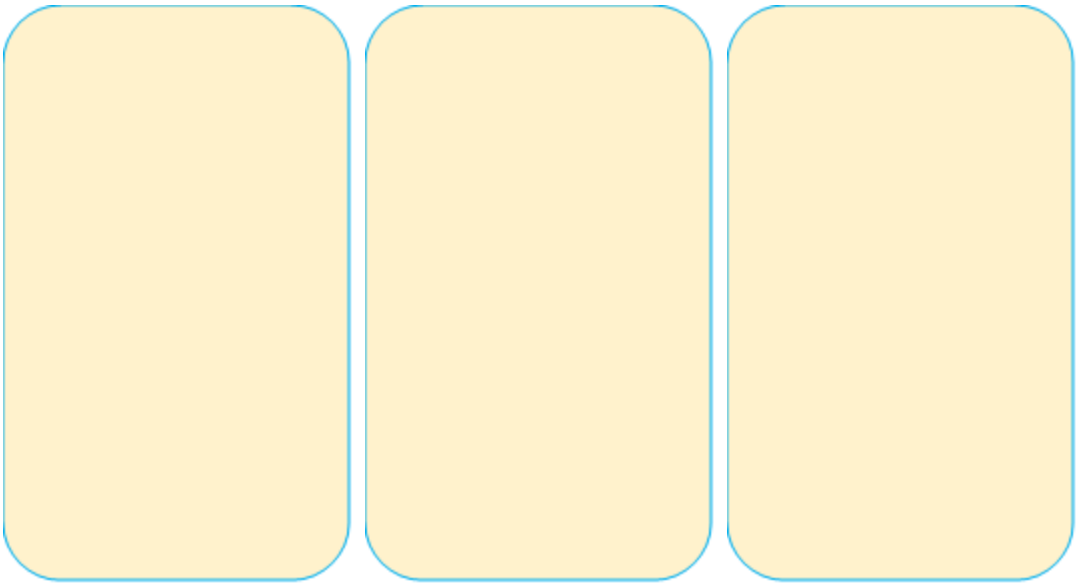
Given that the promotion of intercultural competences is connected to knowledge/awareness about people's own country and cultural characteristics, this activity's purpose is to enable participants to reflect about their national contexts and to learn about these aspects from other people in the group.

The first step is to prepare, before the session, a picture containing the title and 3 columns below it. The trainer must print this picture – one for each participant.

During the session, the trainer will handle a copy for each participant and ask them to think of 2 truths and 1 lie about their home countries (e.g. politics, economics, sports, art). After some minutes, participants have to write this information in the picture, one for each column (in the target language). All participants must stick the paper sheet in a wall, preferably one next to the other.

A volunteer can start by disclosing to the group their sentences and asking others to guess what is true and what is false. People from the group will gather 3 post-its (2 with the word "True" and 1 with the word "False" written on them), and stick the post-its in the columns, according to their opinion about the fact. The participant that wrote the sentences will then reveal the truths and lies and present additional information about the subjects. They can also share their experiences in these matters.

ACTIVITY - “In my country...”



3. Online/Thematic Quiz

Using digital tools during intercultural activities is a great strategy to promote participation and language learning and to create new and dynamic forms of interaction among the group. Another aspect to take into consideration is to include information that may be useful for migrants to use in their daily tasks. This way, it is possible to combine fun and practical knowledge during the events.

In this activity, the first step is to create an online quiz with a list of questions about a given topic, in the target language, for example. You can use platforms like *Kahoot!* or *Mentimeter* to do so, which allows you to create different types of questions (e.g. multiple choice, true or false, word clouds), and even competition between participants. Second, choose strategic possible answers to your quiz, in the sense that they must present participants with the opportunity to get more familiar with the vocabulary and the procedures to be taken in a specific context. Keep in mind that the number of questions must be adapted to the available time for each session.

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Module IV

Social and Civic Competences

Introduction

The "Minds in Motion" module aims to empower migrants and refugees by equipping them with essential social and civic skills, fostering integration, social cohesion, and active citizenship. Through this program, participants will develop enhanced social and civic competencies, gain a deeper understanding of the host society, improve communication skills, promote respect for cultural diversity, acquire knowledge of local resources, experience empowerment for active citizenship, and engage in activities that foster social cohesion. By achieving these objectives, participants will be able to navigate daily life, actively engage in their host societies, communicate effectively, appreciate and promote diversity, access essential services, understand their rights and responsibilities, and contribute to creating harmonious multicultural environments in their new communities.

The "Minds in Motion" module aims to achieve several learning outcomes for migrants and refugees participating in the program. These outcomes include:

Enhanced social and civic skills: Participants will develop essential social and civic competencies, enabling them to navigate various aspects of daily life and actively engage in their host societies.

Increased understanding of the host society: Participants will gain a deeper understanding of the culture, values, traditions, political structure, education system, and available services of the host country.

Improved communication skills: Participants will develop basic communication skills in the local language, as well as learn effective intercultural communication strategies for social and everyday situations.

Respect for cultural diversity: Participants will examine cultural diversity as an asset of the host society and actively promote tolerance, respect, and appreciation of diversity while challenging stereotypes, prejudice, and discrimination.

Knowledge of local resources: Participants will be informed about the local services, support organizations, and integration networks available to immigrants, equipping them with practical guidance on accessing essential services.

Empowerment for active citizenship: Participants will develop a sense of empowerment and active citizenship, understanding their rights and responsibilities as citizens in their new communities.

Building bridges and fostering social cohesion: Participants will engage in activities that promote empathy, dialogue, collaboration, and community engagement, enabling them to overcome social barriers and foster social cohesion within their communities.

By achieving these learning outcomes, the "Minds in Motion" module empowers migrants and refugees to integrate successfully into their new cultures, contribute positively to their host societies, and create harmonious multicultural environments.

4.1. The first session – an introduction to the importance of social and civic skills

(Duration 30 minutes)

- **Presentation (10 minutes)**

In this module, we will focus on the importance of social and civic skills in facilitating the integration of migrants and refugees into their new culture. Our goal is to foster a sense of autonomy, promote social cohesion, and cultivate active citizenship among diverse communities.
The “Minds in Motion” program emphasizes the significance of community integration and explores various paths and methods to connect migrants with the majority society. We acknowledge the value of implementing activities that foster intercultural exchange and activation of migrants on a local community level. By sharing successful know-how practices and exploring new directions, we aim to create ties and networks between communities, fostering meaningful connections.
In today's increasingly diverse world, education plays a pivotal role in building inclusive societies and moving beyond mere tolerance towards genuine coexistence. The Migration, Displacement, and Education: Building Bridges, not Walls report identifies education as a primary tool for managing migration and promoting reception within the hosting population. Immigrants and refugees often face stereotypes, prejudice, and discrimination, which our initial research has confirmed, highlighting the need for fostering positive dispositions towards migrants and refugees within host populations.
Integration is not solely an individual endeavor but a bilateral process that requires engagement in intercultural dialogue. It encompasses both the willingness of refugees to integrate and the host countries' desire to adopt integration (Strang &

Ager, 2010). Integration extends beyond making migrants mere members of their new home country's society. It involves fostering long-term exchanges in local communities, where intercultural exchange is facilitated, and the goal is to enable people to truly live together, transcending mere tolerance.

As outlined in the current Action Plan on Integration and Inclusion, integration embraces all individuals within society. The European way of life promotes inclusivity, recognizing that integration and inclusion are crucial for people coming to Europe, local communities, and the long-term well-being, stability, and prosperity of our societies and economies. It is our collective responsibility to support everyone as an integral part of society, with integration being both a right and a duty for all.

Within this module, we provide a comprehensive curriculum that empowers migrants and refugees to navigate their new lives with confidence and actively participate in shaping their communities. The module encompasses six parts, covering topics such as understanding the host society, communication skills, respect for cultural diversity, and accessing local resources. Through a combination of theoretical knowledge, practical exercises, and real-life scenarios, we create a transformative learning experience that emphasizes empathy, tolerance, and respect for cultural diversity.

By encouraging dialogue and collaboration, we aim to equip participants with the necessary skills to overcome social barriers and foster social cohesion within their communities. Our ultimate vision is to create a more inclusive and cohesive society, where everyone has the opportunity to thrive and contribute to the common good.

- **Context (10 minutes)**

In this sense, the importance of social and civic skills for successful integration into a new culture cannot be overstated. These skills encompass personal, interpersonal, and intercultural competences, enabling individuals to effectively participate in social and working life, navigate diverse societies, and resolve conflicts when necessary. Civic competence, on the other hand, equips individuals with the knowledge of social and political concepts and structures, fostering active and democratic participation in civic life.

Social competence plays a fundamental role in personal and social well-being. It involves understanding how individuals can ensure optimal physical and mental health for themselves, their families, and their immediate social environments. Knowledge of maintaining a healthy lifestyle and its contribution to overall well-being is essential.

Successful interpersonal and social participation requires familiarity with the codes of conduct and manners accepted in different societies and environments, including workplaces. It is equally important to grasp basic concepts related to individuals, groups, work organizations, gender equality, non-discrimination, society, and culture. Understanding the multicultural and socio-economic dimensions of European societies, as well as the interaction between national cultural identity and the European identity, is crucial.

The core skills associated with social competence encompass constructive communication in diverse environments, the ability to demonstrate tolerance, express and understand different viewpoints, and negotiate with confidence while fostering empathy. Individuals should also be capable of managing stress and frustration in a constructive manner, distinguishing between personal and professional spheres.

Collaborative attitudes, assertiveness, and integrity form the basis of social competence. Having an interest in socio-economic developments, intercultural communication, and valuing diversity while respecting others are key attributes. Overcoming prejudices and being willing to compromise are also integral to fostering social competence.

Civic competence is rooted in knowledge of democracy, justice, equality, citizenship, and civil rights. It involves understanding how these concepts are expressed in the Charter of Fundamental Rights of the European Union, international declarations, and their application by various institutions at different levels. Knowledge of contemporary events, as well as significant historical events and trends at national, European, and global levels, is important.

Furthermore, individuals should develop awareness of the aims, values, and policies of social and political movements. Understanding European integration, the structures of the European Union, its main objectives, values, and diversity within cultural identities in Europe are also vital components of civic competence.

Skills for civic competence revolve around effectively engaging with others in the public domain, displaying solidarity, and showing interest in solving problems that affect the local and wider community. This involves critical and creative reflection, as well as constructive participation in community or neighborhood activities and decision-making at various levels, from local to national and European, including active participation through voting. Respecting human rights, including equality as a foundation for democracy, appreciating and understanding differences among religious or ethnic groups, contribute to a positive attitude. It encompasses a sense of belonging to one's locality, country, the European Union, and Europe as a whole, along with a willingness to engage in democratic decision-making.

Civic competence also involves demonstrating responsibility, understanding and respecting shared values essential for community cohesion, such as respect for democratic principles. Constructive participation includes engaging in civic activities, supporting social diversity and cohesion, sustainable development, and being ready to respect the values and privacy of others.

In conclusion, social and civic skills play a vital role in facilitating the integration of individuals into new cultures. By developing these competences, individuals can navigate diverse societies, actively participate in civic life, and contribute to the well-being and cohesion of their communities. It is through the cultivation of social and civic skills that we can foster a more inclusive, harmonious, and democratic society for all.

- **Breaking the ice (10 minutes)**

Activity: Cultural Collage Showcase

OBJECTIVE	The objective of this 10-minute activity is to break the ice and foster integration among participants in the module by creating a collaborative cultural collage. Through this activity, participants will have the opportunity to share their cultural backgrounds, engage in dialogue, and appreciate the diversity within the group.
INSTRUCTIONS	**Introduction (2 minutes)** Begin by explaining the purpose of the activity: to create a cultural collage that represents the diverse backgrounds and cultures of the participants. Emphasize that the activity aims to foster a sense of community, understanding, and appreciation for each other's cultural heritage. **Cultural Sharing (5 minutes)** Provide each participant with a sheet of paper and art supplies (such as colored pencils, markers, or crayons). Instruct participants to draw or write about a cultural symbol, tradition, or aspect of their own background that they would like to share with the group. Encourage participants to be creative and use colors and images that represent their culture.

	After completing their drawings or writings, invite participants to briefly explain their chosen cultural elements to the group. **Collage Creation (3 minutes)** As participants share their cultural elements, collect the sheets of paper and arrange them on a communal board or wall, creating a collage. Assemble the drawings and writings in a way that showcases the diversity and richness of the participants' cultural backgrounds. Discuss with the group how the collage represents the collective cultural tapestry of the module participants. **Reflection (2 minutes)** Facilitate a brief reflection by asking open-ended questions, such as: What did you learn or appreciate about the different cultures represented in the collage? How can understanding and embracing diverse cultures contribute to integration and social cohesion? How can we celebrate and respect cultural differences within our communities? Encourage participants to share their thoughts and engage in a respectful discussion.

4.2. Understanding the host society (Duration 1 hour)

Understanding the host society is crucial for fostering social cohesion, promoting inclusive citizenship, and facilitating the successful integration of refugees and migrants. This chapter aims to delve into the topics of culture, values, and traditions, as well as citizens' rights and duties, the political structure, and the education system and services available in the host country. By exploring these subjects, we can gain insights into the factors that shape the host society and influence the integration process.

- **Section 1: Culture, Values, and Traditions**

Culture plays a significant role in shaping the identity and practices of a society. It encompasses shared beliefs, values, customs, and behaviors that are passed

down through generations (Cross et al, 1989). In the context of immigration, understanding the culture of the host country becomes essential for immigrants and their successful integration. The cultural values and traditions of the host country can influence various aspects of social interaction, including language, social norms, and daily practices (Bauloz, Vathi, & Acosta, 2019). It is important to explore the host country's culture and provide newcomers with the knowledge and understanding necessary to navigate and respect these cultural dynamics.

Activity: Cultural Immersion Carousel (Duration: 20 minutes)

DESCRIPTION	The objective of this activity is to provide participants with a hands-on and interactive experience to explore the culture, values, and traditions of the host country. Through a carousel of engaging stations, participants will gain a deeper understanding of the cultural dynamics, fostering respect and integration.
MATERIALS	Station signs (each labeled with a specific aspect of culture, values, or traditions) Flipchart or whiteboard Markers Index cards Pen/pencil for each participant
INSTRUCTIONS	**Introduction (3 minutes):** Gather participants in a designated area and introduce the activity. Explain the importance of understanding and respecting the culture, values, and traditions of the host country for successful integration. Emphasize that the activity will provide a snapshot of different aspects of the host country's culture through interactive stations. **Carousel Stations (12 minutes):** Set up multiple stations around the room, each focusing on a different aspect of culture, values, or traditions (e.g., food, language, celebrations, clothing). Assign a facilitator to each station who will guide the participants and provide information about that particular aspect.

	Instruct participants to move from one station to another within a set time frame (e.g., 2 minutes per station). At each station, participants should engage in a brief activity or discussion related to the specific aspect being explored. Encourage participants to ask questions and actively participate in the activities. **Reflection and Discussion (5 minutes):** Gather participants back in the designated area. Facilitate a group discussion using the flipchart or whiteboard. Ask participants to share their observations, experiences, and insights from the carousel stations. Guide the discussion to highlight the importance of cultural understanding and how it can contribute to successful integration. **Conclusion (2 minutes):** Summarize the key takeaways from the activity. Emphasize the ongoing importance of cultural exploration and integration. Encourage participants to continue their cultural learning journey beyond the activity.

- **Section 2: Citizens' Rights and Duties**

Citizenship entails both rights and responsibilities. Exploring citizens' rights and duties in the host country is crucial for promoting active citizenship and fostering a sense of belonging among immigrants. Citizens' rights may include political rights such as the right to vote, freedom of expression, and access to public services. Additionally, understanding the duties of citizens, such as obeying laws, paying taxes, and participating in civic activities, can help immigrants integrate into the social and political fabric of the host society.

Activity 2: Rights and Responsibilities Game (Duration: 15 minutes)

DESCRIPTION & INSTRUCTIONS	Create cards with different rights and duties written on them. Distribute the cards randomly among the participants. Instruct them to move around and find others with cards that correspond to their own (e.g.,

	someone with the right to vote matches with someone with the duty to participate in elections). Once they find their matches, they form pairs or small groups and discuss the importance of the matched rights and duties. This activity encourages interaction, critical thinking, and understanding of the interconnections between rights and duties.

- **Section 3: Political Structure**

Understanding the political structure of the host country is vital for immigrants to engage effectively in democratic processes. This section should provide an overview of the host country's political system, including its governance structure, electoral processes, and decision-making mechanisms. It should also highlight the importance of civic participation and the opportunities available for immigrants to contribute to the democratic processes of the host society.

Activity 3: Political System Quiz (Duration: 10 minutes)

DESCRIPTION & INSTRUCTIONS	Prepare a short quiz with multiple-choice or true/false questions related to the political structure of the host country. Distribute the quiz sheets to participants and give them a limited time to complete the quiz individually. Afterward, review the answers as a group, discussing the correct responses and providing explanations for each question. This activity assesses participants' knowledge of the political system and fosters engagement through active participation.

- **Section 4: Education System and Services**

The education system plays a pivotal role in the integration of immigrants and their children. Providing information about the education system in the host country, including its structure, policies, and available support services, is crucial for immigrants to navigate educational opportunities. Access to quality education equips immigrants with the necessary skills, knowledge, and language proficiency to thrive in the host society.

Activity 4: Community Resource Mapping (Duration: 15 minutes)

DESCRIPTION & INSTRUCTIONS	Divide participants into groups and provide them with a map of the local community. Ask each group to identify and mark various services available, such as healthcare centers, community centers, language support programs, and social support organizations. After mapping the resources, encourage participants to discuss the accessibility, effectiveness, and potential improvements of these services. This activity enhances participants' knowledge of the support systems available within the host society.

- **Conclusion:**

Understanding the host society is essential for immigrants to successfully integrate and contribute to their new communities. By exploring the culture, values, and traditions of the host country, providing information about citizens' rights and duties, discussing the political structure, and highlighting the education system and available services, immigrants can be better equipped to engage in the democratic processes, access educational opportunities, and foster a sense of belonging in their new home.

4.3. Communication skills (Duration 1 hour)

Proficiency in the language of the host country is a critical factor for the successful integration of both immigrant and refugee populations. Language mastery plays a vital role in the occupational integration of adults, leading to positive employment outcomes and enhanced social integration. Moreover, the language skills of immigrant parents significantly influence the educational and occupational trajectories of their children. While extensive research has explored the determinants of language acquisition among labor and family immigrants, the language skills of refugees have received comparatively less attention (Fennelly and Palasz 2003). However, due to the unique characteristics associated with forced migration, it is essential to examine the determinants of language learning specific to refugees. Factors such as pre-migration experiences, traumatic events (Marsella, Bornemann, Ekblad and Orley 1994), and legal status can significantly impact the language acquisition process. This chapter aims to shed light on the determinants of language learning among refugees and immigrants, emphasizing the similarities and differences between the two groups.

Studies across disciplines identify three general mechanisms underlying immigrants' acquisition of the host languages (Chiswick and Miller 2001, 2007; Esser 2006; Hwang and Xi 2008; Mesch 2003; Stevens 1999): *language exposure, economic incentives, and learning efficiency*. Language exposure refers to the frequency and quality of interactions in the host country's language. Economic incentives indicate the role of language proficiency in employment prospects and earnings. Learning efficiency encompasses individual differences in language aptitude and the effectiveness of language learning strategies. Various determinants have been observed within these mechanisms, including age, gender, length of stay in the host country, and educational background. For instance, younger immigrants tend to acquire the host language more proficiently, while longer stays and increased educational opportunities positively influence language acquisition. Gender has also been found to play a role, although the specific dynamics require further exploration.

Refugees face distinct challenges in language acquisition due to their unique migration experiences. Unlike voluntary immigrants, they may not have had the opportunity to learn the host country's language in advance. Additionally, the presence of traumatic events and limitations imposed by legal status can further hinder language learning. However, studies indicate that many determinants of language acquisition observed among labor and family immigrants also apply to refugees (Chiswick and Miller 2001; Van Tubergen and Kalmijn 2005). Factors such as age at arrival, educational background, gender, length of stay in the host country, and settlement intentions have been identified as predictors of refugees' language skills. Although initial language proficiency may be lower among refugees, they tend to narrow the gap with other immigrant groups over time, indicating a positive trajectory.

Comparative research on language skills among refugees and non-refugee immigrants (Dekker and Scholten 2017) has shown that language proficiency levels can be similar, with refugees gradually improving their skills over time. Younger age at arrival and higher educational attainment have been found to positively correlate with language proficiency in both groups. Furthermore, post-migration factors such as longer stays in the host country, increased participation in the local education system, and frequent usage of the host country's dominant language have been associated with enhanced language acquisition for both immigrants and refugees.

Understanding the determinants of language learning among immigrants and refugees is crucial for promoting successful integration. While there are similarities in the factors influencing language acquisition for both groups, it is essential to recognize the unique challenges faced by refugees due to their forced migration

experiences. By supporting programs such as “Mind in Motion” that consider the specific circumstances of refugees and promoting language proficiency, societies can facilitate the social, educational, and economic integration of immigrants and refugees, fostering a more inclusive and cohesive society.

Activity 1: Virtual Language Lab (Duration: 20 minutes)

DESCRIPTION & INSTRUCTIONS	Create a virtual language lab using a collaborative document or a shared online whiteboard. Divide participants into small groups and assign them a specific language task, such as creating a dialogue or a short conversation in the local language. Provide them with a digital space where they can collaborate and work together in real-time. Participants can use text, images, and audio recordings to develop their conversation, practice pronunciation, and exchange feedback. At the end of the activity, each group can present their dialogue to the rest of the participants

Activity 2: Cultural Roundtable Discussions (Duration: 20 minutes)

DESCRIPTION & INSTRUCTIONS	Divide participants into small groups and assign each group a specific cultural topic or theme, such as greetings, family dynamics, or social customs. Provide participants with discussion questions related to their assigned topic, encouraging them to share their own cultural practices and listen to others' perspectives. Give participants a set amount of time to engage in a roundtable discussion, allowing each person to contribute and express their thoughts. Encourage active listening, asking follow-up questions, and promoting respectful dialogue. After the discussions, reassemble as a larger group and invite representatives from each small group to share key insights and interesting points from their roundtable discussions. Facilitate a reflective discussion where participants can discuss commonalities, differences, and the impact of cultural practices on intercultural communication.

	Prompt participants to consider how understanding cultural practices can enhance communication and promote cultural understanding in diverse communities.

Activity 3: Lights, Camera, Communication: Analyzing the Dynamics of Social Interactions (Duration: 20 minutes)

DESCRIPTION & INSTRUCTIONS	Select video clips that depict various social and everyday situations, such as job interviews, shopping interactions, or community gatherings. Divide participants into small groups and provide each group with a video clip to analyze. Instruct participants to watch the video clip together and discuss the communication techniques, non-verbal cues, and cultural dynamics portrayed. Encourage participants to reflect on effective communication strategies and potential challenges in the given situation. Facilitate a group discussion where each group shares their observations and insights. Prompt participants to discuss questions such as: ● What effective communication techniques did you notice in the video clip? ● How did cultural dynamics impact the communication in the given situation? ● What challenges might arise when communicating in similar social or everyday scenarios? ● How can we adapt and apply the effective communication strategies learned from the video clips to our own interactions? Summarize key learnings and encourage participants to reflect on the importance of effective communication in different social contexts. This activity promotes sociological awareness, critical thinking, and the analysis of real-life communication scenarios, fostering the development of effective communication skills through video-based observations.

4.4. Respect for cultural diversity (Duration 1 hour)

In the context of enduring geopolitical instability and the growing public concerns surrounding migration and diversity, it becomes imperative to examine and celebrate cultural diversity as an asset of the host society, with a specific focus on refugees and migrants (Orton, 2012). Discrimination continues to affect numerous ethnic minorities, immigrants, and children of immigrants, resulting in integration policies that often fall short of European human rights standards. However, by adopting a comprehensive approach that acknowledges the responsibilities of both migrants and societies, we can fully harness the potential of diversity and promote social cohesion.

Integration policies for migrants and refugees involve a complex and delicate process that spans various policy areas and levels of government (European Commission, 2020). It necessitates systematic consultation and coordination among all stakeholders. The success of these policies lies in their ability to achieve effective inclusion through active engagement from state institutions, regional and local authorities, and civil society. Furthermore, it is crucial to embed integration policies within diversity-management frameworks that not only recognize diversity as a valuable resource but also promote diversity in institutions, residential areas, and public spaces while reducing segregation (UNHCR, 2020). The intercultural integration model advocated by the Council of Europe offers valuable insights from successful implementations across Europe and beyond, informing state policies.

The recognition of cultural diversity as an asset of the host society is of paramount importance in realizing the benefits that refugees and migrants bring. These individuals bring with them a wealth of diverse traditions, languages, arts, music, cuisine, and customs, enriching the cultural fabric of the host society. The exchange of ideas, values, and perspectives fosters inclusivity, cultural dialogue, mutual understanding, and respect. By embracing and celebrating this diversity, host societies can create a vibrant and harmonious environment that promotes social cohesion and cultural integration (Council of Europe, 2021).

Integration strategies should adopt a balanced and comprehensive approach that recognizes the responsibilities of both migrants and societies. On one hand, these policies should prioritize the responsibilities of migrants by providing necessary services that facilitate their integration into the new country of residence. These services encompass language learning, acquiring new qualifications, and developing an understanding of the social and cultural environment. On the other hand, integration policies must also recognize and capitalize on the assets that migrants bring, such as their talents, skills, and knowledge (including languages), which can benefit both migrants themselves and the broader communities. Creating spaces and opportunities for meaningful intercultural interaction is crucial

for fostering a sense of belonging, active participation, and peaceful coexistence among diverse communities. Access to rights should be seen as the starting point, not the end point, of integration, as it ensures equality, non-discrimination, and accelerates the integration process.

By recognizing cultural diversity as an asset, integration policies can contribute to the overall development and prosperity of the host society. Migrants and refugees possess diverse educational backgrounds, professional expertise, and experiences that can enhance the workforce and drive social mobility. Their contributions fill labor market gaps, foster innovation, and promote economic growth. Moreover, their involvement in the labor force addresses demographic challenges, such as declining birth rates and an aging population, ensuring the sustainability of essential public services like healthcare and pensions. In addition, the transnational connections maintained by migrants and refugees bridge their home countries and the host society, fostering cross-cultural understanding, international cooperation, and global perspectives. This exchange of ideas and perspectives broadens the worldview of the local population, promoting a society that embraces and appreciates cultural differences.

To achieve these goals, integration policies should be developed through multilevel dialogue and should adhere to human rights standards. Collaboration among Council of Europe member states, policy officials, and intercultural cities can facilitate the sharing of best practices and inform the development of national intercultural integration strategies. These strategies should be holistic, based on a realistic understanding of cross-border mobility, and aware of the social, economic, and human costs of non-integration. By adopting the intercultural integration approach, societies can create inclusive environments that value diversity, foster social cohesion, and maximize the benefits of cultural differences.

Celebrating cultural diversity as an asset of the host society is crucial in the integration of refugees and migrants. By recognizing and embracing the wealth of traditions, languages, arts, music, cuisine, and customs that migrants bring, host societies can enrich their cultural fabric and promote social cohesion. Integration policies should adopt a comprehensive approach that acknowledges the responsibilities of both migrants and societies, capitalizing on the diverse assets and talents migrants bring. By fostering an inclusive environment that values diversity, societies can thrive, benefitting from economic growth, cultural enrichment, and global interconnectedness. Embracing diversity is not only a strategic choice but also a commitment to building a future that celebrates the richness of cultural differences and ensures the well-being of all members of society.

Activity 1: Breaking Stereotypes (Duration: 30 minutes)

DESCRIPTION	This 30-minute activity is designed to engage migrants and refugees in breaking down stereotypes, challenging prejudice, and combating discrimination. Through a combination of group discussions, interactive exercises, and personal reflections, participants will develop a deeper understanding of these issues and work towards fostering inclusivity and respect.
OBJECTIVE	Explore stereotypes, prejudice, and discrimination.
INSTRUCTIONS	**Introduction (5 minutes)** Welcome participants and explain the objective of the activity. Create a safe and open environment where participants feel comfortable expressing their thoughts and experiences. Conduct a short icebreaker activity to build rapport and establish a positive atmosphere. **Understanding Stereotypes (5 minutes)** Facilitate a discussion on stereotypes, asking participants to share examples they have personally encountered or witnessed. Encourage open dialogue and active listening among participants. Define stereotypes, prejudice, and discrimination to ensure a common understanding. **Small Group Discussions (10 minutes)** Divide participants into small groups (3-4 people) and provide each group with a list of common stereotypes or prejudices associated with migrants and refugees. Instruct each group to discuss and reflect on these stereotypes, debunking them by sharing personal experiences, positive contributions to society, and examples that challenge the stereotypes. Encourage participants to think critically about the root causes of stereotypes and how they can contribute to breaking them down in their communities. **Sharing and Reflection (7 minutes)** Reconvene as a whole group and have each group share their insights and experiences.

	Facilitate a group discussion on strategies to combat stereotypes and promote inclusivity and respect. Encourage participants to share their thoughts on how they can challenge stereotypes and promote understanding and acceptance in their daily lives. **Conclusion (3 minutes)** Conclude the activity by asking participants to individually reflect on one action they can take to challenge stereotypes and promote understanding and acceptance in their communities. Provide a brief summary of the key takeaways from the activity. Thank participants for their active participation and engagement.

Activity 2: Stories that Unite: Cultivating Empathy for Diversity (Duration: 30 minutes)

DESCRIPTION	This 30-minute activity focuses on cultivating empathy among migrants and refugees by encouraging them to share their personal stories and experiences. Through storytelling and active listening, participants will gain a deeper understanding of diverse perspectives and foster tolerance, respect, and appreciation of cultural diversity.
OBJECTIVE	Promote tolerance, respect, and appreciation of diversity
INSTRUCTIONS	**Introduction (5 minutes)** Welcome participants and explain the objective of the activity. Create a comfortable and supportive environment for participants to share their stories. Emphasize the importance of active listening, empathy, and respect for each other's experiences. **Personal Storytelling (15 minutes)** Ask each participant to choose a culture, ethnicity, or background different from their own. Instruct them to conduct research and engage in personal interviews or conversations with individuals from that culture to gain insights and understanding.

	Provide a platform for participants to share their personal stories, whether through written narratives, spoken word, visual arts, or multimedia presentations. Encourage creativity and self-expression. **Presentation and Discussion (7 minutes)** Allocate time for participants to present their stories to the group. Facilitate a brief discussion after each presentation to allow participants to ask questions, express their appreciation, and reflect on the shared experiences. Encourage participants to identify commonalities and differences in their stories, fostering understanding and empathy. **Reflection and Action (3 minutes)** Conclude the activity with a guided reflection session, where participants can individually reflect on the impact of sharing their stories and how it has contributed to their own empathy and appreciation of diversity. Provide resources and information on local support networks, cultural organizations, or initiatives that promote inclusivity and respect for migrants and refugees. Encourage participants to explore these opportunities for further engagement. **Conclusion (2 minutes)** Thank participants for their active participation and willingness to share their stories. Highlight the importance of empathy in promoting tolerance, respect, and appreciation of diversity. Conclude the activity with a reminder to continue fostering empathy and understanding in their daily lives. These activities provide engaging and interactive opportunities for participants to explore socioemotional skills related to cultural diversity, stereotypes, prejudice, discrimination, tolerance, respect, and appreciation of diversity. By actively participating in these activities, migrants and refugees will develop a deeper understanding of these topics and be better equipped to navigate and contribute to a diverse and inclusive society.

4.5. Getting to know local resources (Duration 30 minutes)

Migrants and refugees face numerous challenges when they arrive in a new country, including language barriers, cultural differences, and unfamiliarity with local resources. Access to essential services such as healthcare, education, employment, housing, language classes, and legal support is crucial for their successful integration into their host communities (Ager & Strang, 2008). This chapter aims to explore the topic of getting to know local resources available for migrants and refugees in Europe. It will inform readers about local services, introduce support organizations and integration networks, and provide practical guidance on accessing essential services. The ultimate goal is to empower migrants and refugees with the necessary information and tools to navigate their new environment effectively.

Local Services and Resources

European countries offer a wide range of local services and resources to support migrants and refugees. These services often include:

Healthcare: Local healthcare services provide medical assistance, including primary care, emergency services, and specialized treatments. Migrants and refugees can access these services through public healthcare systems, community clinics, and dedicated healthcare programs.

Education: Educational opportunities are vital for the integration and future prospects of migrants and refugees. Local schools and educational institutions offer language classes, vocational training, and academic programs tailored to meet the needs of newcomers. Public schools often have integration programs to help students adapt to the education system and local culture.

Employment: Access to employment opportunities is crucial for migrants and refugees to achieve economic self-sufficiency and integration. Local job centers, employment agencies, and online platforms provide information on job vacancies, skill development programs, and career counseling services.

Housing: Local authorities and housing organizations offer support in finding suitable housing options, including temporary shelters, subsidized housing, and rental assistance programs. They also provide information on tenants' rights and responsibilities to ensure fair treatment and prevent exploitation.

Language and Cultural Integration: Language classes and cultural integration programs help migrants and refugees overcome language barriers and familiarize themselves with the local culture. Non-governmental organizations (NGOs), community centers, and language schools often provide language courses and cultural orientation sessions.

Support Organizations and Integration Networks

Support organizations play a crucial role in assisting migrants and refugees throughout their integration process. These organizations provide various forms of support, including:

NGO Support: Non-governmental organizations, both local and international, offer a wide range of services such as legal aid, counseling, social support, and referral services. They often specialize in specific areas, such as refugee rights, women's empowerment, or youth support.

Community Centers: Community centers act as hubs for migrants and refugees to access information, resources, and support. They organize cultural events, workshops, and social activities that facilitate integration and community building.

Integration Networks: Integration networks bring together different stakeholders, including local authorities, NGOs, and community representatives, to coordinate efforts and promote the integration of migrants and refugees. These networks collaborate to address challenges, share best practices, and advocate for inclusive policies.

Practical Guidance on Accessing Essential Services

To help migrants and refugees access essential services effectively, practical guidance is essential. Here are some key steps and strategies:

Information Sources: Familiarize yourself with local resources by consulting government websites, community directories, and online platforms dedicated to immigrant services. These sources provide comprehensive information on available services, eligibility criteria, and contact details.

Local Assistance: Seek guidance from local support organizations, community centers, or refugee/migrant helplines. These organizations can provide personalized assistance, connect you with appropriate services, and offer language support if needed.

Language Learning: Prioritize language learning to enhance communication and access to services. Enroll in language classes offered by educational institutions, NGOs, or community centers. Language learning apps and online resources can also supplement formal language courses.

Networking: Engage with local communities and connect with fellow migrants and refugees. Join community events, cultural associations, or integration programs to build social networks, exchange experiences, and gain valuable insights into accessing services.

Legal Support: Familiarize yourself with your legal rights and seek legal advice from specialized organizations or legal clinics if needed. They can provide

guidance on immigration regulations, labor rights, housing laws, and any legal issues that may arise.

Documentation: Ensure you have the necessary identification documents, residency permits, and other required paperwork. Keep copies of important documents in a safe place and be aware of the procedures for renewals or updates.

Understanding local resources is vital for migrants and refugees in Europe to successfully integrate into their new communities. This essay has provided an overview of local services and resources available, introduced support organizations and integration networks, and offered practical guidance on accessing essential services. By empowering migrants and refugees with information and guidance, we can enhance their ability to navigate their new environment, access necessary services, and establish a sense of belonging. It is crucial for governments, NGOs, and communities to work together to ensure that migrants and refugees have the necessary support to thrive in their new homes.

Support Guide: Essential Services and Resources for Migrants and Refugees

Services/Resources	Description	Contact Information
Healthcare	Access to healthcare services and medical facilities	Serviço Nacional de Saúde (National Health Service)
Education	Schools, language classes, and educational institutions	Direção-Geral da Educação (Directorate-General for Education)
Employment	Job centers, career counseling, and employment agencies	Instituto do Emprego e Formação Profissional (Employment and Vocational Training Institute)
Housing	Housing organizations, rental assistance, and accommodation	Instituto de Habitação e Reabilitação Urbana (Housing and Urban Rehabilitation Institute)
Language Classes	Language learning programs and language schools	Escolas Oficiais de Idiomas (Official Language Schools)

Legal Support	Legal advice, immigration services, and legal aid	Serviço de Estrangeiros e Fronteiras (Immigration and Borders Service)
Community Organizations	NGOs, community centers, and support networks	Alto Comissariado para as Migrações (High Commissioner for Migration)

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Module V

Socio – Professional Competences

Introduction

This module is conceived to:

- Increase participants' awareness and understanding of the significance of social professional competencies in their personal and professional lives.
- Help participants grasp how these competencies contribute to effective communication, collaboration, and success in social and professional settings.
- Develop participants' core social professional competencies by providing practical knowledge and skills related to essential areas such as communication, teamwork, leadership, cultural competence, and problem-solving.
- Equip participants with strategies and techniques to enhance their proficiency in these competencies.
- Foster self-reflection and personal growth in participants as:
- Encourage participants to reflect on their own strengths, areas for improvement, and personal goals in relation to social professional competencies.
- Support participants in developing self-awareness and identifying strategies for personal growth and development.

5.1 Introduction to Social Professional Competencies

- Defining social professional competencies and their importance in various fields

Social professional competencies encompass a comprehensive set of skills, knowledge, attitudes, and behaviors that are crucial for individuals to navigate and excel in both social and professional settings. These competencies play a vital role in fostering strong relationships, facilitating effective collaboration, and attaining objectives across various fields and industries. Unlike technical expertise, they emphasize the interpersonal and social abilities necessary for thriving in professional environments.

- Exploring the relevance of these competencies for personal and career development.

Social professional competencies are highly relevant for personal and career development, as they contribute to various aspects of professional success and overall growth such as:

Effective Communication

Strong communication skills are vital for expressing ideas clearly, engaging with others, and building relationships. Effective communication allows individuals to convey their thoughts, actively listen to others, and collaborate effectively, leading to improved interactions, career advancement, and personal growth.

Relationship Building

Social professional competencies play a critical role in building and maintaining positive relationships with colleagues, clients, and stakeholders. Skills like empathy, cultural competence, and collaboration contribute to stronger professional connections, increased trust, and the ability to work harmoniously in diverse teams.

Leadership and Teamwork

Developing social professional competencies enhances leadership abilities, enabling individuals to motivate, inspire, and guide others towards shared goals. Effective teamwork skills foster cooperation, collaboration, and mutual support, leading to increased productivity and success in professional settings.

Adaptability and Resilience

Social professional competencies provide individuals with the tools to adapt to change and overcome challenges. Being adaptable and resilient helps individuals navigate evolving work environments, handle unexpected situations, and bounce back from setbacks, fostering personal growth and career advancement.

Cultural Competence

In today's globalized world, cultural competence is crucial for personal and career development. Understanding and respecting diverse cultures, values, and perspectives enables individuals to work effectively with people from different backgrounds, enhances problem-solving abilities, and opens doors to international opportunities.

Ethical Conduct and Professionalism

Social professional competencies encompass ethical behavior and professionalism. Upholding high ethical standards in professional interactions fosters trust, integrity, and credibility. Demonstrating professionalism in demeanor, work ethic, and interactions with others contributes to a positive reputation and career advancement opportunities.

5.2 The holistic approach

The operator should adopt a holistic approach that focuses on empowering individuals in every aspect of their lives, taking into account their various dimensions. This approach begins by identifying and enhancing the individual's distinct strengths and resources.
By embracing a holistic approach, operators or facilitators acknowledge the multidimensional nature of individuals and their invaluable resources that can fuel personal growth and development. By identifying and nurturing these resources, individuals are empowered to unlock their full potential.To implement this approach effectively, operators or facilitators should take into account different aspects of an individual's life, such as their unique strengths, skills, knowledge, experiences, values, beliefs, and interests. By considering these facets, they can create a comprehensive environment that supports and enhances individual growth and development.To embrace a holistic approach, it is essential to take specific steps such as focusing on identifying and nurturing an individual's existing strengths, talents, and capabilities. By doing so, individuals can gain a deeper understanding of their own potential and cultivate a positive self-image. Additionally, collaborating with individuals to establish goals that align with their aspirations, values, and interests is crucial. This collaborative process encourages individuals to reflect on their own experiences, values, and beliefs, empowering them to shape their own growth. Moreover, creating an inclusive environment that fosters a sense of belonging, respect, and inclusion is paramount. This involves recognizing and valuing the diverse perspectives of individuals and providing safe and supportive spaces for them to thrive.

5.3 The Social Work Core Competencies

Competency #1: Demonstrate Ethical and Professional Behavior
Social workers understand the ethical standards and values that form the foundation of their profession. They are knowledgeable about the laws and

regulations that impact their work at different levels - micro, mezzo, and macro. Social workers are adept at applying frameworks of ethical decision-making, using critical thinking skills in practice, research, and policy domains. They recognize the distinction between personal and professional values, and understand how their personal experiences and emotions can influence their professional judgment and actions. Social workers are well-informed about the history, mission, roles, and responsibilities of their profession, as well as the importance of collaborating with other professions in inter-professional teams. They are committed to lifelong learning, continuously updating their skills to ensure they remain relevant and effective. Social workers are also knowledgeable about emerging technologies and understand the ethical use of technology in their practice.
In their work, social workers:

- Make ethical decisions based on the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical research practices, and other applicable codes of ethics.
- Reflect on and regulate their personal values to maintain professionalism in practice.
- Demonstrate professionalism in their behavior, appearance, and communication (oral, written, and electronic).
- Use technology ethically and appropriately to enhance practice outcomes.
- Seek supervision and consultation to guide their professional judgment and behavior.
- Apply social work principles in their interactions with clients and other stakeholders.

Competency #2: Engage Diversity and Difference in Practice
Social workers recognize and appreciate the impact of diversity and difference on the human experience and identity formation. They understand that diversity encompasses various factors such as age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. They also acknowledge that individuals may encounter oppression, poverty, marginalization, alienation, privilege, power, and acclaim as a result of these differences. Additionally, social workers are aware of the different forms and mechanisms of oppression and discrimination. They recognize that a culture's structures and values, including social, economic, political, and cultural exclusions, can oppress, marginalize, alienate, or create privilege and power.
Social workers:

- Apply and convey their understanding of the significance of diversity and

difference in shaping life experiences at the micro, mezzo, and macro levels.

- Approach clients and communities as experts of their own experiences, presenting themselves as learners.
- Employ self-awareness and self-regulation to effectively manage personal biases and values when working with diverse clients and communities.
- Utilize inclusive strategies that consider the specific context of individuals, families, groups, organizations, and communities. They challenge common assumptions, seek input and ideas, and draw inspiration from clients and other relevant stakeholders.

Competency #3: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize the ongoing nature of engagement in their practice with diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships and utilize theories of human behavior and the social environment to effectively engage with clients and constituencies. By critically evaluating and applying this knowledge, social workers aim to enhance their practice effectiveness. They also understand the strategies needed to engage diverse clients and constituencies. Additionally, social workers acknowledge that their personal experiences and emotions may influence their ability to engage effectively. They prioritize relationship-building and collaboration with other professionals to facilitate engagement. Overall, social workers use their knowledge of human behavior and the social environment, along with empathy, reflection, and interpersonal skills, to engage effectively with diverse clients and constituencies. They employ evidence-informed engagement skills to address complex systems and meet the needs of clients or communities in different fields of practice.

Competency #4: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing part of their work with diverse individuals, families, groups, organizations, and communities. They use their knowledge of human behavior and the social environment to evaluate and apply this information in the assessment process. Social workers also understand different methods of assessment and how to collaborate with other professionals. They are aware of how their own experiences can impact their assessment and decision-making. In their practice, social workers collect and organize data, analyze it using various theoretical frameworks, and develop intervention goals and strategies based on their assessment. They also demonstrate high-quality

assessment skills to address complex needs in different fields of practice.

Competency #5: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers recognize that intervention is an ongoing part of the dynamic and interactive process of social work practice. They work with diverse individuals, families, groups, organizations, and communities. Social workers are familiar with evidence-based interventions to help clients and constituencies achieve their goals. They understand theories of human behavior and the social environment and apply this knowledge to effectively intervene with clients and constituencies. Social workers also know how to identify, analyze, and implement evidence-based interventions. They value the importance of teamwork and communication in interventions, knowing that collaboration across disciplines and organizations can lead to positive outcomes.

Social workers:

- Thoughtfully select and implement interventions to achieve practice goals and empower clients and constituencies.
- Utilize knowledge of human behavior, the social environment, and various theoretical frameworks to guide interventions.
- Collaborate with other professionals when necessary to achieve positive outcomes in practice.
- Advocate for and negotiate on behalf of diverse clients and constituencies.
- Facilitate smooth and beneficial transitions and endings that align with agreed-upon goals.
- Demonstrate high-quality intervention skills informed by evidence to address complex systems related to client or community needs in different areas of practice.

Competency #6: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Evaluation is a continuous and essential part of social work practice. Social workers understand the significance of evaluating processes and outcomes to enhance the effectiveness of practice, policy, and service delivery. They utilize qualitative and quantitative methods to evaluate outcomes and practice effectiveness. Social workers select appropriate evaluation methods, apply knowledge of human behavior and the social environment, and critically analyze intervention and program processes and outcomes. They use evaluation findings to improve practice effectiveness across various levels and demonstrate skills in monitoring complex systems in different fields of practice.

5.4 Activity

- Video Analysis

Look this video clip

https://video.irtshdf.fr/m/872bb05c2dac82bde5971f7f2380c0597753d64827369e8cecd12c403a995ff210dc9d6e76eda815f2b157f7cf457c16af15e03b097c693fb215ac09191bcca depicting social work interactions or challenges.
Pause the video at key moments and discuss the application of core competencies observed. Encourage participants to analyze effective communication techniques, ethical decision-making, and the use of cultural competence. Use the videos as a basis for group discussions and brainstorming alternative strategies.

5.5. References

"Social Work Skills for Beginning Direct Practice: Text, Workbook, and Interactive Web-Based Case Studies" by Linda K. Cummins and Judith A. Sevel: This comprehensive book provides a foundation in social work practice skills, including communication, interviewing, assessment, and intervention techniques.

"Becoming a Helper" by Marianne Schneider Corey and Gerald Corey: This book explores the essential skills and qualities needed to become an effective helper in various helping professions, including active listening, empathy, and problem-solving.

"Professional Skills for Social Workers: A Practice Handbook" by Malcolm Payne: This handbook offers practical guidance on a wide range of social work skills, such as communication, assessment, collaboration, and reflective practice.

"The Social Work Skills Workbook" by Barry R. Cournoyer: This workbook provides hands-on exercises and activities to develop and enhance social work practice skills, including engagement, assessment, and intervention techniques.

"The Essential Skills for Setting Up a Counselling and Psychotherapy Practice" by Gladeana McMahon and Stephen Palmer: This book focuses on the professional skills necessary for setting up and running a successful counseling or psychotherapy practice, including effective communication, building rapport, and ethical practice.

"The Reflective Practitioner in Social Work: Learning from Practice" by Chris

Beckett and Andrew Maynard: This book explores the importance of reflective practice in social work, highlighting the value of critical self-reflection and learning from professional experiences.

"Skills for Human Service Practice: Working with Individuals, Groups, and Communities" by Nancy Summers: This book covers a wide range of skills required for human service practice, including communication, counseling, crisis intervention, and community organizing.

Websites:
https://socialwelfare.berkeley.edu/msw-student-handbook/32-social-work-core-competencies
https://www.atlantis-press.com/proceedings/sores-19/125935356
https://romatrepress.uniroma3.it/wp-content/uploads/2023/05/agia-acgi.pdf
https://www.welforum.it/centri-di-accoglienza-migranti/

3. Piloting

Pilots' Key Findings

The training course was piloted in the 4 countries

- GREECE - 6 participants
- LUXEMBOURG – 8 participants
- PORTUGAL – 7 participants + 2 professional workers
- ITALY - 6 participants

In **Greece, the Athens Lifelong Learning Institute** organised one face-to-face session with a duration of 4h and breaks in-between each hour. The meeting took place on 26 July 2023 and 6 refugees from Ukraine participated. The participants were registered in the Greek language courses the Athens Lifelong Learning Institute implements and one lesson was dedicated to the piloting of the ICT module. Participants had already expressed interest in developing ICT knowledge and skills aiming at adapting that knowledge in their working environment and also apply for jobs that require digital skills. The trainer started with a discussion and an introduction to the ICT and their definition. The discussion was focused on the opportunities the development of ICT skills could offer such as enhancing the efficiency of language learning; fostering critical thinking; stimulating meaningful dialogues; developing skills adaptable to everyday life and labour market challenges. The topics that interested more the participants were the language

learning and the labour market. The session continued with some specific information on how the ICT skills could support the language learning and the professional sector. Afterwards, the participants had the chance to undertake some non-formal activities that include the use of the ICT. They experienced how technological instruments could support the creation of digital productions that may enhance language learning and digital skills in an interactive and fun way. Overall, participants expressed satisfaction for the material presented.

In **Portugal, Aproximar** organized 3 face-to-face sessions – 1h each – to discuss the main topics of intercultural competence. The 1st meeting took place on 22nd June 2023, in a face-to-face session in the facilities of Start-Up Leiria, in the city of Leiria. For this activity, we had 5 participants, from Turkey, Venezuela, India, the United States and Morocco. During the session, the trainer covered the topics of Present Continuous, and answered some questions that came up from the group about it. Then, the trainer presented them some terms about feelings and emotions, in Portuguese language, to facilitate their participation during the activity itself. The next step was to project the pre-selected images, which caused interesting reactions. Participants reported that, while looking at pictures of people hugging each other, what they felt was that they missed their family. Three participants reported that they missed their sister, their friends, their family, and one of them tried to express in Portuguese that she wanted to give her family a hug. Another participant reacted to the photo of refugees, saying that she felt sad and used the translator to form a sentence in which she expressed her will to help because she felt a lot of empathy for the people in that situation. The key result of this activity was that, despite the initial concern of the trainer that the subjects would be too controversial and would lead to heated discussion, it turned out that participants focused on the positive aspects of it and on the display of affection present in the pictures and related the images to their feelings towards their families, friends and home country. The 2nd session took place on 27th June 2023, in a face-to-face session in the facilities of Start-Up Leiria, in the city of Leiria, Portugal. For this activity, we had 7 participants, from Turkey, Venezuela, India, the United States and Afghanistan. In this activity, the trainer gave each participant a printed table entitled “In my country…”, containing three columns, and asked them to think of 2 truths and 1 lie about their home country, and write one sentence in each column. Then, the other participants had to tell their opinion about which sentences they thought were true and which sentences they considered to be a lie, by sticking a post-it according to it. After other participants tried on guessing, each person shared the correct answers about the sentences. The activity was very fun and the possibility to talk about their home country and cultural aspects was

positively received by the group. It was also an opportunity for them to learn a lot about each other's culture. The group was very participative and excited during the event, so the session lasted a little bit longer than we expected. The last session took place on 29th June 2023, in a face-to-face session in the facilities of Start-Up Leiria, in the city of Leiria, Portugal. For this activity, we had 6 participants, from Turkey, Venezuela, India, and the United States. For this activity, we prepared an online quiz at the platform *Kahoot!*. The quiz contained 10 questions, in Portuguese language, divided in *True or False* and *Multiple Choice*, and with a time limit of 4 minutes to each one of them. Since the team was already familiar with the group of migrants and the particular needs they had, the chosen vocabulary to approach in the session was related to a medical appointment and the Portuguese words used to describe body parts. The goal was to provide them practical knowledge to communicate in such contexts and to enhance their self-confidence and independence in real life situations. During the session, the trainer shared a link for participants to join the game. The idea to participate in an online quiz was greatly appreciated by the migrants, who faced no difficulties to access it. The activity was very fun and provided the opportunity for them to ask questions related to the vocabulary and to learn how to engage in conversations in a medical context. The overall result of the session was very positive, and the activity turned out to be a good strategy towards the development of intercultural skills.

In **Portugal, Amadora Inova**, after completing the module, got in touch with CLAIM of Amadora - Local Support Centres for the Integration of Migrants - which is an office whose mission is to go beyond information, supporting the entire process of reception and integration of migrants, articulating with the various local structures, and promoting interculturality at the local level. These services provide support and general information in various areas, such as regularisation, nationality, family reunification, housing, voluntary return, work, health, education, among other everyday issues. Two senior technicians who provide assistance to migrants were contacted and presented with the social and civic competences module and asked for their opinion by filling in the questionnaire in Annex 1 and adapting it to the context in which it was applied.

Regarding the usefulness of the module the technicians considered the module very useful. They said that within the presented theme the most important criteria and topics to be discussed when talking about working on social and civic competences with migrants were presented. They consider that given the specificity of the module, it has to be adapted to each of the participating countries, since in order to understand the host society and the local resources it is necessary to circumscribe the information to the host country. The experts mention that this could be the type of module to present in the development of their daily

tasks when working with migrants. They also ask, if possible, to share the other modules of the training course and to translate them into Portuguese. They point out that there are no topics to add to the module presented.

In **Luxembourg**, two training sessions were implemented, each session was dedicated to one theme. The training took place during summer in one reception centre of the Caritas where we are undertaking other projects. This training module was incorporated in our regular French course for adult migrants. 8 participants from Eritrea, Syria and Afghanistan took place in the training. Each training lasts for two hours. Since we already know about our participants, two days before the piloting, the participants were informed about the topic to be discussed. The educator asked them to do some brainstorming on each theme. Concerning the theme 1: **"Me and my daily routine"**, participants were encouraged to list down the activities they do each working day and to write sentences describing those activities in a chronological order. They were also informed that each person will present his/her day before the class. Concerning the theme 2:" **Going to the supermarket**" participants were asked to describe what they do when they arrive in the supermarket, what they buy, how they pay for their goods, where they put them and what they do with the items once they arrive in their homes. Usually in our classes, we work a lot with pictograms to help learners to visualize concepts and better keep them in mind. In this sense, the educator who did the piloting selected pictograms which were related to both topics and they were used during the activities. The day of the first activity, as announced by the educator, each participant read his/her piece of writing and pasted it on the wall. After that phase, all participants went round with colourful pencils to underline any mistake they see in their peers' text. This stage was funny because participants were at the same time motivated to be "the teacher of the day" and at the same time afraid of making mistakes themselves if they underlined something which was not wrongly spelled. In addition, after that stage, the educator asked the whole class to name all the activities that came out from their texts. The educator wrote them on the board. After that, each participant selected the picture that was in line with an activity. For the activities which could not be represented with pictures, the person who mentioned them were asked to express that by movement or express them with their body or gesture if possible. The educator was very helpful in making their body expression clear to the rest of the students. To sum up, this exercise was very practical and interesting because it focused on learners. Participants were excited to share their daily experience with the rest of their peers and they could find points of similarity in their daily routine. The fact that participants have some knowledge in the French language was very helpful because they could speak, using a good amount of vocabulary they have already acquired. After the activity was complete, the educator asked them to do the same brainstorming on the theme" My evenings at home". This exercise aimed to keep a dynamic of learning and to help learners develop both their writing and speaking abilities. But this new exercise was not

part of the piloting. These types of practical activities based on the learned were integrated in their teaching and learning method. The feed-back we had from the educator is that participation has increased in their classes and that learners feel more confident to speak, even when they make mistakes.

Concerning the activity 2: “Going to the supermarket”, here again, pictograms were used. In this activity, participants were asked first to select the pictures or objects which represent what was written in their text. The educator had prepared pictures on food categories: fruits, wine, soft drinks, meat and fish, vegetables, cleaning products, etc. After selecting these pictures, participants read their text in front of their peers. During this exercise, the educator encourages them to use connectors in the chronological order” before, next, after, in the end, etc”, to rewrite their sentences. The educator noticed that learners were very active and participated very well because the activity was linked to what almost everyone does and because what they described was linked to what they use: food, clothes, products, money, etc. The educator concluded that both activities (1 and 2) are learner-centred approaches, and they include and view learners as active agents. These activities allow learners to bring their own knowledge, past and present experiences, and ideas in the classroom. This framework in return motivates learners, enhances their competences and self-confidence. The educator recommended that type of activities should be adapted to any topic a teacher wants to teach to his students. She also mentioned that practical topics linked to daily activities and routine are important topics which help adult migrants learning foreign languages to quickly master the vocabulary related to their topics of interest: employment, family, housing, health, education, etc.

When evaluating the piloting activities, the following **instruments** were applied:

1) Module’s quality assessment (Annex 1)
2) Training’s satisfaction assessment (Annex 2 and Annex 3).

In **Italy**, two training sessions have been organised in June 2023 with a total of 6 participants coming from Syria (2), Niger (1), Senegal (2) and Nigeria (1). The sessions were conducted in Italian with some translations for those who are not fluent in Italian and were organised in the CAOI (Intercultural listening and orientation centre) with two volunteers of SG. We implemented two practical activities: the first one was a talking mime game; each migrant took a piece of paper from a box and on the piece of paper there was a profession written which they had to explain by providing 5 adjectives. The participant who he guessed was the one whose turn it was then to draw the paper. The objective of the activity was to practice the Italian language, entering into relationships with others, making an effort to be understood. The second interactive activity instead consisted in

watching the video "beauty from Sierra Leone" and discussing together the challenges and obstacles of social interaction, what communication techniques are and how culture influences communication. In this session, three professionals working in the migrant reception center took part and provided their feedback to the training. The evaluation was very positive because for professionals this is a way to involve and keep the motivation of migrants high, especially adult ones which is increasingly difficult.

Piloting Conclusions

Greece - The ICT module provided refugees with the opportunity to learn about the importance of ICT skills in the modern world, and how these skills can be used to enhance language learning, foster critical thinking, and stimulate meaningful dialogues. The module also provided participants with the chance to undertake non-formal activities that involved the use of ICT, which helped them to experience how technological instruments can be used to support the creation of digital productions that may enhance language learning and digital skills in an interactive and fun way.

Overall, the ICT module was a valuable experience for the refugee participants. It helped them to develop their ICT skills, which will be beneficial for both their personal and professional lives. It is important to note that this was just a pilot module, and more research is needed to assess the long-term impact of ICT training on refugees. However, the results of this pilot suggest that ICT training can be a valuable tool for helping refugees to integrate into their new communities and find employment. It is also important to ensure that ICT training for refugees is tailored to their specific needs and interests. For example, the fact that the language learning and labour market topics were of most interest to the participants in this pilot module suggests that future ICT training programs for refugees should focus on these areas.

Portugal – Aproximar: The sessions provided participants with the opportunity to: Learn about the importance of intercultural competence in the modern world, discuss and explore different aspects of intercultural competence, such as feelings and emotions, cultural differences, and communication in medical contexts, develop their intercultural skills in a fun and interactive way, learn about each other's cultures and backgrounds and Increase their self-confidence and independence.

Overall, the three sessions were a valuable experience for the participants. They helped to develop their intercultural competence, which will be beneficial for both their personal and professional lives. It is important to note that these were just three sessions, and more research is needed to assess the long-term impact of intercultural competence training on migrants. However, the results of these sessions suggest that intercultural competence training can be a valuable tool for helping migrants to integrate into their new communities and find employment.

It is also important to ensure that intercultural competence training for migrants is tailored to their specific needs and interests. For example, the fact that the topics of feelings and emotions, cultural differences, and communication in medical contexts were of interest to the participants in these sessions suggests that future intercultural competence training programs for migrants should focus on these areas. The activities that were used in these sessions were also very effective. The use of images, games, and quizzes helped to make the sessions fun and engaging for the participants. It also helped to create a safe and supportive environment where participants felt comfortable sharing their thoughts and experiences.

Overall, Aproximar's three face-to-face sessions on intercultural competence were a well-designed and well-executed program. The sessions were beneficial for the participants, and they could be used as a model for future intercultural competence training programs for migrants. Portugal Amadora Inova: The module's added value lies in the fact that it is tailored to the specific needs of migrants. It covers topics such as understanding the host society, accessing local resources, and participating in civic life. The module is also designed to be flexible and adaptable to different countries and contexts.

The fact that the technicians at CLAIM of Amadora have expressed interest in using the module in their daily work is a testament to its value. The module can help them to provide better support to migrants and help them to integrate more fully into their new communities. It is important to note that this is just one example of how the social and civic competences module can be used. The module can be used by a variety of organizations, including government agencies, NGOs, and educational institutions. It can also be used in a variety of settings, such as group workshops, individual counselling sessions, and online learning platforms.

The module is a valuable resource for anyone who is working with migrants. It can help to ensure that migrants have the knowledge and skills they need to participate fully in their new communities.

Luxembourg: The two sessions were learner-centred, meaning that they were designed to meet the needs and interests of the participants. The sessions also focused on practical topics that are relevant to the participants' daily lives.

The sessions used a variety of teaching methods, including brainstorming, role-playing, and group work. These methods helped to create a fun and interactive learning environment. The use of pictograms was also very effective. The pictograms helped the participants to visualize concepts and better keep them in mind. Overall, the two training sessions were a valuable experience for the participants. They helped to develop the participants' French language skills and their knowledge of practical topics. The sessions also helped to increase the participants' confidence and motivation.

The feedback from the educator who piloted the sessions was very positive. She noted that the participants were more engaged and participated more actively in class after the sessions. She also noted that the participants were more confident to speak, even when they made mistakes. The educator also recommended that these types of activities should be adapted to any topic that a teacher wants to teach to their students. She also mentioned that practical topics linked to daily activities and routine are important topics which help adult migrants learning foreign languages to quickly master the vocabulary related to their topics of interest: employment, family, housing, health, education, etc.

Overall, the two training sessions implemented in Luxembourg were a well-designed and well-executed example of learner-centred teaching. The sessions were beneficial for the participants, and they could be used as a model for future training programs for adult migrants learning foreign languages.

Italy: The two sessions were interactive and practical, and they were designed to help the participants develop their Italian language skills, their social interaction skills, and their understanding of communication techniques and cultural influences on communication. The use of a talking mime game in the first session was a particularly effective way to encourage the participants to practice their Italian language skills and to interact with each other. The second session, which involved watching a video and discussing the challenges and obstacles of social interaction, was a good way to help the participants reflect on their own communication experiences and to learn from others.

The fact that the participants were able to interact with three professionals working in the migrant reception centre was also an added value. This gave the participants

the opportunity to learn from experts and to get their feedback on the training sessions.

Overall, the two training sessions were a valuable experience for the participants. They helped to develop the participants' Italian language skills, their social interaction skills, and their understanding of communication techniques and cultural influences on communication. The sessions also helped to increase the participants' confidence and motivation. The feedback from the professionals working in the migrant reception centre was very positive. They noted that the training sessions are a good way to involve and keep the motivation of migrants high, especially adult ones.

This suggests that these types of training sessions could be a valuable tool for helping migrants to integrate into their new communities and to succeed in their new lives.

General conclusion

The training activities for migrants that were piloted in Greece, Portugal, Luxembourg, and Italy were all successful. The participants were engaged and interested in the material, and they expressed satisfaction with the overall experience. The activities were designed to meet the specific needs and interests of the participants, and they covered a wide range of topics, including ICT skills, intercultural competence, social and civic competences, and language learning and social interaction skills.

The activities were also interactive and practical, and they used a variety of teaching methods, including brainstorming, role-playing, group work, and games. This helped to create a fun and engaging learning environment. Overall, the training activities were a valuable experience for the participants. They helped to develop the participants' skills and knowledge, and they also helped to increase their confidence and motivation.

Additional thoughts

It is important to note that these were just pilot activities, and more research is needed to assess the long-term impact of these types of training on migrants. However, the results of these pilot activities suggest that these types of training can

be a valuable tool for helping migrants to integrate into their new communities and to succeed in their new lives. It is also important to ensure that training for migrants is tailored to their specific needs and interests. This includes considering the migrants' language skills, their cultural background, and their personal and professional goals. The training activities that were piloted in Greece, Portugal, Luxembourg, and Italy are all good examples of how to develop and deliver training that is tailored to the specific needs of migrants. These activities could be used as a model for future training programs for migrants.

In the next section, we present a table with a review on the main **findings and conclusions** of each pilot.

Partner	Training format	Participants (nr)	Evaluation		Recommendations
			Modules	**Overall training satisfaction**	
Aproximar	Face-to-face	5	This activity was developed during a sequency of events with the target group. Therefore, we did not apply the specific Evaluation for the Module.	From a total of 7 participants, we received 4 responses to this Evaluation. In a scale from 1 (Very Poor) to 6 (Excellent) applied to measure 10 elements of the training, participants overall satisfaction was 5.1. Also, 2 participants considered it “Very practical”, 1 person found it “Very theoretic”, and 1 person found it ”Balanced, theoretic and practice”. All 4 participants would recommend others to attain this training.	Because some activities may touch sensitive topics, the trainer must be prepared/able to conduct the session in a way that is light and safe for everyone.
Aproximar	Face-to-face	7	This activity was developed during a sequency of events with the target group. Therefore, we did not apply the specific	From a total of 7 participants, we received 4 responses to this Evaluation. In a scale from 1 (Very Poor) to 6 (Excellent) applied to measure 10 elements of the training, participants overall satisfaction was 5.1. Also, 2 participants considered it “Very	Promoting activities that allow migrants to share about their home countries and traditions is a great strategy to promote their

			Evaluation for the Module.		practical", 1 person found it "Very theoretic", and 1 person found it "Balanced, theoretic and practice". All 4 participants would recommend others to attain this training.	active participation and learning about other cultures.
Aproximar	Face-to-face	6	This activity was developed during a sequency of events with the target group. Therefore, we did not apply the specific Evaluation for the Module.		From a total of 7 participants, we received 4 responses to this Evaluation. In a scale from 1 (Very Poor) to 6 (Excellent) applied to measure 10 elements of the training, participants overall satisfaction was 5.1. Also, 2 participants considered it "Very practical", 1 person found it "Very theoretic", and 1 person found it "Balanced, theoretic and practice". All 4 participants would recommend others to attain this training.	Remember that the main goal of the activities is to promote intercultural competence, so it is important to bring useful and practical content to the sessions. Digital tools are great allies to help us promote active engagement and dynamic methodologies for intercultural

						learning. In this sense, make sure that all participants have access to the virtual platforms and that activities you bring have a clear purpose.
Athens Lifelong Learning Institute	Face-to-face	6			In general, participants expressed their satisfaction for the module and the activities implemented. However, they indicated that they need more skills and knowledge in order to enhance their digital literacy that would support their professional performance.	Trainer could provide participants with some information on how they could continue their training on the ICT skills.
Social Impact Development Centre	Face-to-face	8	This activity was incorporated in the usually French class for adult migrants. the trainer who did the piloting already knew the participants .		All participants were glad to do the activities. The fact that the topics were linked to their daily experiences was a motivating factor. In addition, the fact that the trainer advised them to do the same activity with the other aspects of their lives(housing, employment, family,etc.) was	The trainer recommend that such practical activities should be used with migrants because it places the focus on them and they

					really appreciated. The activity was not evaluated following the evaluation guidelines proposed, but it was done in an informal discussion where the trainer asked the participants to express their views about the activities. However, the trainer said she saw the difference in their participation, compared to regular activities of her course.	are more willing to actively participate. The method can be applied to various topics.
San Giuseppe	Face-to-face	6	The activity was carried out in the framework of the CAOI's activities with the target group		The overall evaluation is positive; participants were involved in the activities and expressed good feedback for the activities done.	Develop participants' core social professional competencies is essential because means provide practical knowledge and skills related to essential areas such as communication, teamwork, leadership, cultural competence, and problem-solving

AINOVA	face-to-face	2	**The module was presented to the professionals for analysis.**		Regarding the usefulness of the module the technicians considered the module very useful. They said that within the presented theme the most important criteria and topics to be discussed when talking about working on social and civic competences with migrants were presented. They consider that given the specificity of the module, it has to be adapted to each of the participating countries, since in order to understand the host society and the local resources it is necessary to circumscribe the information to the host country. The experts mention that this could be the type of module to present in the development of their daily tasks when working with migrants. They also ask, if possible, to share the other modules of the training course and to translate them into Portuguese. They point out that there are no topics to add to the module presented.	

Conclusion

In order to develop a useful course curriculum as a tool supporting the process of need analysis before guiding migrants, improving their skills in job search and retention, the partnership started by conducting interviews with professionals working with migrants. In parallel, desk research was conducted to analyse the national legislation and regulation on training for migrants and on the professional needs of migrants. After this phase of interviews and desk research, all the partners contributed to the development of the training course – each partner developed one module.

All of these steps have been taken to provide training on the main 5 competencies identified as strategic in the empowerment of migrant people to better correspond to their immediate and long term needs in the process of social and professional integration.

All the modules were piloted in the partner's countries and the feedback was very positive, with the majority of participants reinforcing the importance of these non-formal activities as a facilitator to understand the culture, the social and civic rules from the host communities; and some participants pointed that they consider they need more and more complex training opportunities in some topics, as for example, the digital literacy.

The main conclusions from the pilot findings are an opportunity to continue developing and replicating the training course developed under IO3' MUFOCOM project and some recommendations can be adopted for further implementations of this - or similar - training:

- As some activities may touch sensitive topics, the trainer must be prepared/able to conduct the session in a way that is light and safe for everyone;
- Promoting activities that allow migrants to share about their home countries and traditions is a great strategy to promote their active participation and learning about other cultures;
- Remember that the main goal of the activities is to promote intercultural competence, so it is important to bring useful and practical content to the sessions;
- Digital tools are great allies to help promote active engagement and dynamic methodologies for intercultural learning. In this sense, make sure that all participants have access to the virtual platforms and that activities you bring have a clear purpose;
- Trainer could provide participants with some information on how they could continue their training on the ICT skills;

- These practical activities should be used with migrants because it places the focus on them and they are more willing to actively participate. The method can be applied to various topics.
- Develop participants' core social professional competencies is essential because means provide practical knowledge and skills related to essential areas such as communication, teamwork, leadership, cultural competence, and problem-solving.

Annexes

Annex 1 – Modules Assessment

Evaluation Form for Trainees

Please take a few minutes to fill in this form about how good you think this module was. **Your feedback is very important to us** to improve our trainings. Please be honest and open with your feedback.

Please circle one score from 1 to 5.
1 is the lowest score you can give; 5 is the highest.

1. How useful have you found the module?

1: not useful at all <-> 5: very useful

Score: 1 2 3 4 5

Comments

2. How good do you think the topics covered in the training are?

Score: 1 2 3 4 5

You can write your comments in the box below:

3. Are there any topics that you think should be included into this training module, which are currently missing?

Yes ¨ No ¨

Comments

4. Did you feel that you got enough support from your trainer?

Yes ¨ No ¨

Please explain why or why not:

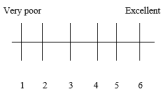
5. If you have any other comments or feedback please write below:

Annex 2 – Training satisfaction assessment

Participants' Satisfaction Assessment

This questionnaire is anonymous and the sincere and attentive answer will be used to continuously improve the training programme. We thank your collaboration.

Scale:



Please mark with an "X" in the box that better represents your evaluation in relation to each of the following items presented below.

	Very Poor	Poor	Fair	Good	Very Good	Excellent
1. How do you assess the organization of training in terms of?	**1**	**2**	**3**	**4**	**5**	**6**
Educational facilities and resources available						
Duration of the action, according to your needs						
Scheduling and time						
Administrative and logistic support						
2. How do you evaluate programmatic content?	**1**	**2**	**3**	**4**	**5**	**6**
As for what I expected						

Objectives and learning outcomes						
Practical application of content						
3. How do you evaluate the trainer(s)?	**1**	**2**	**3**	**4**	**5**	**6**
Domain and knowledge of the subjects						
Use clear and accessible language						
Promoting a good learning environment						

4. Having in Consideration the course nature, do you think it was:

Very theoretical	
Very practical	
Balanced, theoretical and practical	

5. Would you recommend others to attain this course?

Yes	
No	

If you have any suggestion for improvement, please write below:

_____

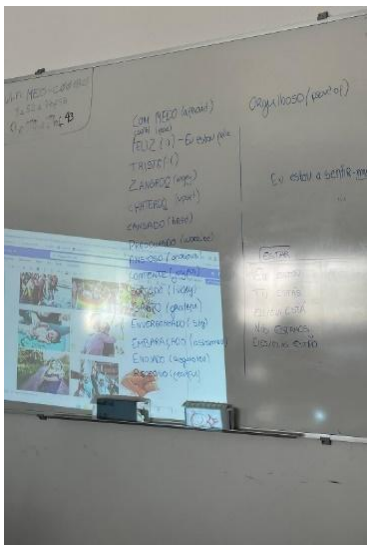
_____

_____

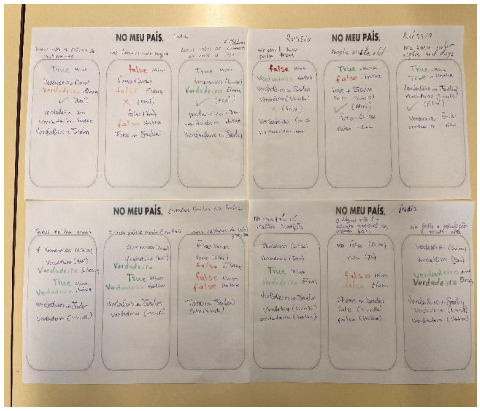
Annex 3 - Photos of the piloting activities

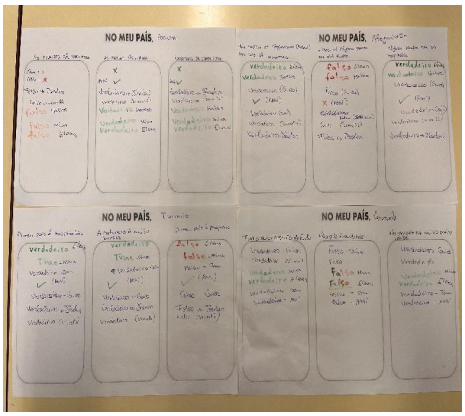
Photos of the piloting activities from **Aproximar**

1) "I see… and I feel…"

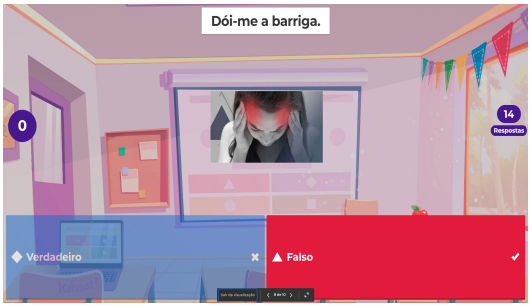


2) “In my country…”





3) Online Quiz “Medical appointment”



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MUTUALIZING GENERATIONALS COMPETENCIES FOR TRAINING MIGRANTS IN EUROPE

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