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NEW TIMES
NEW European citizens!
"Tools for the Inclusion of Migrants in European Society"
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HANDBOOK ON THE METHODOLOGICAL GUIDELINES AND NEW TIMES CURRICULUM

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Action	A.1. to write the Handbook useful for the 6 areas of action on the basis of helping workers with migrants, this is a methodology of action useful for further workshops and for the LTTA
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1. METHODOLOGICAL GUIDELINES

1.1 What are we talking about?

To implement the set objectives, the project intends to carry out a series of coordinated activities at national and transnational level:

A.1. Collection (on a documentary basis) of good practices on the transmission of social and civic skills to the adult population;

A.2 Detailed investigation of the educational needs and social and civic skills of migrants and refugees;

A2.1 Focus Group among sector operators;

A2.2 Focus Group among migrants and refugees;

A3. Development of the educational model and the **NEW TIMES curriculum**;

A4. Transnational training of the first group of educators / mentors of NEW TIMES project;

A5. National in-depth workshops.

The Educational module and the curriculum are part of the point A3

R1) active involvement at local level and through the coordination of partner organizations, citizenship education experts and the various subjects involved in the training of migrants and refugees from third countries;

R2) the development of new approaches, methods, tools dedicated to European citizenship education for effective social and political inclusion of migrants and refugees from third countries within European society (NEW TIMES educational model);

R3) **NEW TIMES curriculum** (In this sense, the project aims to produce a positive and lasting impact on all those involved at local and transnational level by showing the effectiveness of coordinated and integrated interventions for the inclusion of refugees and migrants in a European and supranational dimension).

1.2 The target groups

Adults' Teachers and trainers / mentors / expert professionals (linguistic and cultural mediators, social workers, pedagogists, operators of training agencies, voluntary associations, employment centres, civil servants) – needs: to be better prepared to support migrants and refugees in their difficult path of inclusion, also thanks to training programs linked to the transmission of knowledge of European citizenship; role: participation in focus groups for clarifying a shared training model and a shared index

of contents (the **curriculum**) on the base of migrants'/refugees' and teachers'/tutors' knowledges, competences and abilities gaps.

Other participants and stakeholders

- Public institutions and private associations dedicated to the reception and inclusion of migrants and refugees;
- bodies involved in the vocational training of young adults;
- migrants' associations interested in promoting the protagonist of their members;
- pro-European and federalist associations, local European documentation centres promoting European citizenship education courses, etc.

1.3 Which results are expected?

The current difficulty of implementing an effective inclusion policy aimed at migrants and refugees from third countries manifests itself at the level of the different national models of insertion of migrants and refugees in the societies of the countries of arrival, as they have historically affirmed in the main immigration countries. The current integration models are, in fact, fundamentally based on the principle of sovereignty and national citizenship, today in crisis due to the process of European unification and globalization.

As a consequence, that these old models can no longer represent an effective framework for insertion, adherence to shared community values and political participation. There is therefore a need to act within a European framework of common rules and institutions and to imagine new formulas of citizenship (e.g., a citizenship of residence) that would help to overcome the illegality of many migrants, with positive effects on the stability of social cohesion, and in naturally distributing its presence where there are greater employment opportunities. In this perspective, the positive and lasting impact that the project wishes to achieve at various levels is summarized as shown below:

- To perceive the importance of adequate training for European citizenship specifically addressed to migrants and refugees from third countries for their social and political inclusion;
- To increase awareness of the positive potential represented by migrants and refugees from third countries for the development of European society as a whole and for the affirmation of European citizenship as effective supranational citizenship;
- To improve public debate on the subject, currently dominated by xenophobic and Eurosceptic pressures;
- To expand mutual understanding and intercultural dialogue between migrants and refugees from third countries and host societies, with consequent positive effects on social cohesion, on maintaining democracy and on strengthening European institutions and the process of European integration as a whole;
- To spread the need to promote coordinated and integrated interventions for the inclusion of refugees and migrants in a European and supranational dimension.

The ways in which the partnership will promote the achievement of these objectives can be seen from the indicators chosen to measure the impacts.

1.4 Distribution of Tasks

A.1. Collection (on a documentary basis) of good practices on the transmission of social and civic skills to the adult population (Months 3 to 7)

Lead Partner = CSCI (IT)

CSCI proposed to the partnership a common framework for conducting the desktop survey, as well as a set of criteria for the selection of the good practices. The Project Management Committee approved them during the first skype meeting in month 3. All the partners participated in the selection of up to 5 best practices. Each partner wrote the National report following the framework agreed (for Italy it has been done by Prometeo). CSCI examined all the National Reports for writing a common conclusion and give feedback on what can be used for working on **NEW TIMES moral and curriculum**.

A.2 Detailed investigation of the educational needs and social and civic skills of migrants and refugees (Months 6 to 12)

Lead Partner = Prometeo (IT)

Prometeo proposed to the partnership a common framework for conducting the focus groups. The Project Management Committee approved it during the TPM 2.

In each Country partners organised the focus groups (selection; logistic organization; collection of the data and the suggestions) and wrote the National report following the framework agreed (for Italy it has been done by CSCI). Prometeo examined all the National Reports for writing a common conclusion and gave feedback on what can be used for working on NEW TIMES moral and curriculum. Conclusions has been analysed during the TPM 3, agreeing the competences on what to focus the attention and the possible modules/courses for which to **develop a curriculum (the index of contents)**.

A3. Development of the educational model and the NEW TIMES curriculum (Month 12 to 22)

Lead Partner = Prometeo (IT)

On the basis of the A1. and A2. conclusions, Prometeo (IT) suggested a common template to organize in the same way the index of contents, as well as the division of tasks between partners on the basis of their competences and the added value they can take. The Project Management Committee approved it during the 4th meeting online in month 13.

For organizing the knowledge and facilitate the communication at European level, all partnership worked to agree a common index for some adult education modules that has been produced in order to be used in a next future on the topics highlighted with NEW TIMES.

A4. Transnational training of the first group of educators / mentors NEW TIMES (Month 18) KPMPC in collaboration with El Olivar (ES) will organize the LTTA proposing the detailed Agenda and a common direction for the activities

Lead Partner = El Olivar (ES)

A5. National in-depth workshops (Month to 19 until 21)

LP = Shipcon (CY)

Shipcon proposed to partnership a common framework for conducting the national workshops. Partnership agreed on common framework at TPM 3. All partners conducted and will conduct the workshops, collecting the information to finalize the **NEW TIMES Handbook containing the methodology and the curriculum**. It will be edited by KPMPC.

1.5 Participants in the focus groups

Focus groups. Each Country partners will organise 2 types of the focus groups (virtual or physical):

Focus Groups among sector operators. In the various national contexts, focus groups will be organized between sector operators (linguistic and cultural mediators, educators, teachers of adult education centres, social workers, pedagogists, operators of training agencies, voluntary associations, employment centres) to:

- gather the experiences of the protagonists regarding the tools they commonly use in the field of social inclusion and politics of migrant subjects;
- identify and enhance existing good practices in the sector of developing the social and civic skills of migrants and refugees from third countries;
- discuss new tools suitable for the purpose.

Focus groups between migrants and refugees. Organization, in different national contexts, of focus groups open to migrants. During the meetings:

- what emerged from the document collection and during the focus groups with the sector operators will be presented with a view to its validation;
- will be given knowledge of the institutional reality of the host country and the EU institutions will be investigated;
- the social and civic skills, competences and knowledge deemed necessary for the preparation of the NEW TIMES curriculum will be identified.

The focus groups have been conducted using specific analysis tools (questionnaires) approved by partnership during virtual project partners meeting. The tools have been used to investigate a local sample that is sufficiently representative of the reference target. At the end of the focus groups, a national report has been drawn up. The data will be used for the realization of the NEW TIMES educational model and for the definition of the curriculum.

1.6 How will the project leads to the objective's achievement?

Several Focus Group between migrants and refugees have been organised, in different national contexts, and they have been opened to professionals and migrants.

During the meetings partners listed:

- what emerged from the document collection and during the focus groups with the sector operators which have been presented with a view to its validation;
- knowledge of the institutional reality of the host country and the EU has been investigated;
- the social and civic skills, competences and knowledge deemed necessary for the **preparation of the NEW TIMES curriculum** have been identified.

The focus groups have been conducted using specific analysis tools (check lists, questionnaires) proposed by the lead partner and validated by the whole partnership during TPM 2. The tools have been used to investigate a local sample that is sufficiently representative of the reference target (nr. Have been defined during the kick-off meeting but a sample between 10 and 20 units attended each focus group). At the end of the focus groups, a national report has been drawn up, the data of which will be used for the realization of the NEW TIMES educational model and for the definition of the curriculum

The NEW TIMES educational model allowed partners to organize knowledge, share languages and facilitate communication between operators in the sector with regard to new approaches, methods and tools dedicated to education for European citizenship. The aim is to attract, motivate and stimulate the participation of migrants and refugees in the training moments, guaranteeing them a complete and effective training.

The project foresaw also the development of a training curriculum which equip professionals working with migrants with skills and competences to promote the European citizenship spirit among migrants and refugees and increase their knowledge in networking and outreach techniques. Partners worked to agree a common index for adult education modules on:

- education for active citizenship;
- education for European citizenship;
- active teaching methods;
- inter-cultural dialogue;
- growth of self-awareness as a member of a group;
- facilitating groups and promoting widespread leadership.

Moments of restitution to the territory have been organized in relation to the **NEW TIMES model and curriculum**. The first core of educators/mentors trained during C1 will be involved in a national workshop addressed to local policy makers and practitioners during which they will be presented **NEW TIMES model and curriculum** and important indications to adapt them to the national context of reference will be collected.

1.7 Sustainability

NEW TIMES aims at strengthening the existing policies about migrants' and refugees' inclusion in a capacity building process made available through the exchange of good practices among the involved partners in different European Countries. At the end of these exchange activities, any partner have acquired a better and wider knowledge of what others do to tackle the same problem, and it will be ready to select the aspects that can be transferred in its territory to improve the policies in act.

To encourage this process of transferability and future sustainability of results, the role played by the local stakeholders in each country will be strategic and vital: it's up to them, and not only to the former Partners, the task to spread the good practises and to boost the search for resources needed to go on once the project will be over. Anyway, in order to support and "multiply" the results achieved by NEW TIMES by placing them in a wider context of regional collaboration and social innovation, the consortium, with own resources, will act in three main directions:

- 1) Raising of funds made available under Erasmus+ for those partnerships aiming at working on the implementation of what has been studied in previous exchange of good practices, as well as funding from territorial cooperation and those made available by the future Horizon Europe and other European Programmes dealing with social inclusion and European citizenship.
- 2) Using local resources that should happen to be affordable applying to national or regional calls under welfare policies of social innovation or other financial tools.
- 3) Leveraging its collaboration networks, partnership will operate "free charge" to progressively extend the number of organisations for signing some Memoranda of Understanding in order to guarantee the transferability of the most relevant good practices, as well as to disseminate the recommendations even after the end of the project activities.

2. THE SIX AREAS FOR THE NEW TIMES CURRICULUM

2.1 Context of NEW TIMES project

The European Union has found itself unprepared to govern the mass migration phenomenon of the last five years (2015-2020), as many of the tools to manage it are still in the hands of the national states. For their part, individual states have not shown a willingness to act together and according to common rules. The initiatives have thus fragmented.

However, the European Commission has tried to activate programs and funding for projects to support the reception and inclusion of migrants and refugees, however, little has been done about a complete social and political inclusion that takes into account the rights / duties of citizenship within the national communities and within the common European home.

This is an important task, on which the future stability of the EU institutions and the preservation of its principles inspired by the dignity of the person will depend.

The aim of the project is to exchange good practices at transnational and European level and to outline new approaches, methods and tools for the training of migrants and refugees from third countries as future aware and responsible European citizens.

2.2 Education for active citizenship (El Olivar)

Title of the method used to educate to an Active citizenship	Active citizenship learning: social and labour rights
Duration	4 hours a week during four weeks
Target Groups	Migrants in process of integration.
Main aims of the methodology	<ul style="list-style-type: none"> -How to cope with the administrations. - Learn the steps to obtain the documentation for legal residency. -Approach to labour and social rights and laws. -Learn how to find legal information. -Create a community of support.
AT THE END Migrants will know...	<ul style="list-style-type: none"> -What are the social and labour rights that they are entitled to. -How to obtain the residency documents. - Associations that can give legal and rights support. - Which are the local and national administrations in charge of migration, social and labour rights. -Migrants who have lived throughout similar experiences.
Migrants will be able to ...	<ul style="list-style-type: none"> -Demand their rights. -Obtain the legal documents. -Deal with the administration -Get jobs with better conditions. -Support other migrants in their path to integration
Migrants will be ...	<ul style="list-style-type: none"> - Empowered by the knowledge of their rights. - Safer, because they feel part of a community of support.
RESOURCES Resources to use (hardware, software, humans, tools, human resources)	<ul style="list-style-type: none"> - Legal tutor - Social service tutor - Migrant community mediators - Pc + projector + screen - Internet access - Photocopies Ppt presentations
RESULTS Describe which results are expected	<ul style="list-style-type: none"> - Migrants will have more control over their future, therefore they will feel more self-confident. -They will be able to understand how the system works. -Migrants will know the network of associations that work in integration and support. -Creation of a community of support.
ASSESSMENT Describe the assessment of	<ul style="list-style-type: none"> -Test with multiple questions. -Test with open questions. -The involvement in the studies.

the methodology	-Final presentation with the integration path
<p>COOPERATIVE LEARNING</p> <p>Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning</p>	<p>The course will have a theoretical part where the tutors will explain the social and labour rights in the European Union. Afterwards, tutors and migrants will work together on the practical application of the topics. Migrant should be open to describe their current situation, their doubts and concerns in order to address collectively the issues and find the best solution for the situation. They must work in a collaborative way, listening to each other problems and trying to put the best of themselves in obtaining a solution. The course will finish with an individual presentation of the integration path applying the knowledge of the course. The presentation will be enrich with the comments and suggestion from the peers and tutors.</p>

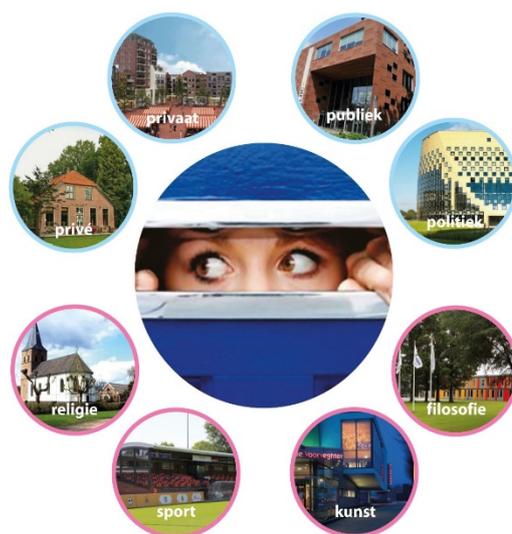
2.3 Facilitating groups and promoting widespread leadership (Tirantes)

Title of the Holistic Approach	Bossche Sferen / Agora model
Duration	<p>At the start of Bossche Sferen (2017) participants followed a program of 3 hours per week, 9 weeks long.</p> <p>At this moment (2022) there have been some changes in the duration.</p> <p>The meetings were chosen because they give substance to the core values that need to be discussed, namely; freedom, equality and participation.</p>
Target Groups	<p>Every municipality has newcomers whom they want to let participate in society.</p> <p>But how do you do that as newcomers:</p> <ul style="list-style-type: none"> - don't know the way? - don't speak the language? - and have no network? <p>This is the target group of Bossche sferen are migrants, refugees.</p>
Main aims of the methodology	<p>“You don’t integrate in “society”, you integrate per sphere”.</p> <p>The Agora model divides society into 9 spheres. These are the places where we living together. They correspond to the buildings that we see in all villages and cities in the world. In this way, there are eight types of buildings that all have their own function in the midst of nature. We distinguish four spheres of life and four training atmospheres. The spheres of life are the places where we live, work, govern, or our homes, businesses and council chambers. We often visit the training spheres a little shorter and help us prepare for the realms of life. Think of the schools, museums and sports clubs.</p> <p>The buildings in the model are timeless and can be found all over the world; they are universal. But how we behave within those buildings is different.</p> <p>This makes the model a wonderful means of integrating newcomers to give shape.</p> <p>Where you live, work, play and sport you come together and learn to live together.</p> <p>Bossche Sferen is a program in which migrants and refugees are introduced in society. based on the Agora model. Migrants/refugees are introduced in:</p> <ul style="list-style-type: none"> - Privacy sphere - Private sphere

- Public sphere
- Political sphere
- Philosophical sphere
- Arts sphere
- Sports sphere
- Religion sphere

The conversation about norms and values, between newcomer and Dutch, is central. Per atmosphere, per building.

A group of newcomers meet sphere every week from the Agora model. We do that by visiting the buildings corresponding to the spheres and go discussing norms and values with local residents.



The methodical set-up of the sphere meetings deals with three questions:

1. How are we doing here?
2. Where do we differ from each other?
3. How do we come together?

	<p>We fill this in by:</p> <ol style="list-style-type: none"> 1. Atmosphere creator: a representative of the atmosphere (the building) provides practical information about the building where we are at that moment. What is happening in the building, who's coming? How can you participate? <p>What is special about it and so on.</p> <ol style="list-style-type: none"> 2. Cross the line: we discuss provocative statements about the atmosphere of the meeting. Statements that make the differences between Dutch culture and that of the newcomer expose. By choosing a side you make your opinion knowable. The dialogue leader asks the participants about their choice. <ol style="list-style-type: none"> 3. Socratic conversation: in the latter part of the meeting we break up into small groups. any group chooses a statement to discuss. Sit in the groups Dutch and newcomers. The group is guided by a moderator and supported by an interpreter. <p>We use the rules of Socratic conversation to value-free conversations with each other.</p> <p>We are looking for common ground. How can we, apart from the differences, come together?</p>
<p>AT THE END</p> <p>Migrants will know...</p>	<p>More about the important aspects within the different spheres:</p> <p>Privacy sphere:</p> <p>Disinterested, Concern, Intimacy, Sensuality, Support</p> <p>Private sphere:</p> <p>Performance, Reward, Produce, Consume, Market forces, Competition</p> <p>Public sphere:</p> <p>Social importance, Voluntary, Commitment, Spontaneity, Public space</p> <p>Political sphere:</p> <p>Procedural, Bureaucracy, Common interest, Organizations, Management</p> <p>Religious sphere:</p> <p>Transcendence, Ritualization, Rules of life Connectedness, God's light</p> <p>Sports sphere:</p> <p>Win and lose, Performance, Team spirit, Sportsmanship</p> <p>Arts sphere:</p> <p>Presentation, Imagination, Craftsmanship, Creative freedom, Avant Garde</p> <p>Philosophical (education) sphere:</p>

	Methodical, Cognitive Hygiene, Wonder.
Migrants will be able to ...	Mutual acquaintance together within the spheres; Integrate with conservation of difference; Striving for consensus about how we can think differently.
Migrants will be ...	<ul style="list-style-type: none"> - Introduced in Dutch society; - Participant in the meetings with local citizens. Integration works from both sides, newcomers have to be able to learn from Dutch people and the other way around; - Part of a new network, which makes it easier to find your way in society, in the different spheres.
RESOURCES Resources to use (hardware, software, humans, tools, human resources)	Per group: <ul style="list-style-type: none"> - 30 newcomers - Sphere makers - 15 local citizens - 1 leader dialogue - 4 moderators - 3 interpreters
RESULTS Describe which results are expected	Participants are introduced in Dutch society; Participants take part in the meetings with local citizens. Integration works from both sides; newcomers have to be able to learn from Dutch people and the other way around; Participants invest in a new network, which makes it easier to find their way in society, in the different spheres.
ASSESSMENT Describe the assessment of the methodology	The model is aimed at making reality less complex by means of different spheres, themes. In addition, in the methodology of the Bossche Sferen added loose philosophical methodology and work forms. For example, a polarization exercise (Over de Streep) and becomes Socratic interviewing used. Volunteers and moderators are familiar with these methods and apply them. The group is not linked through the explicit approach informed, but experience the steps and the background through the questions that are asked and the themes that are touched upon.
COOPERATIVE LEARNING Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning	In the classroom, students are involved in working in small groups to accomplish a learning task. The task is assigned by the teacher with clear directions. Students work on the task together with defined roles (i.e., reporter, spokesperson, researcher, recorder). There is face-to-face interaction, positive interdependence, individual accountability, group processing, and collaborative skills. Cooperative learning increases individual responsibility in students. They know that they have a specific task they should perform for the entire team to succeed. They also gain accountability as they are aware of a backlash from team members if they fail to play their part.

2.4 Education for European citizenship (CSCI)

Title of the method used for Educating to the EU citizenship	In Dialogue with Europe: Towards Active Citizenship for Young Migrants
Duration	3 meetings of two hours + 1 follow-up meeting (two hours)
Target Groups involved	Groups of migrants (mainly young migrants aged 10/15) already literate and owner of the minimum requirements for understanding and using a vehicular language and/or the language of the hosting Country.
Main aims of the methodology	Leading young migrants to become active protagonists of their own path of migration through a path of knowledge of the founding values, norms, rules of coexistence, institution and forms of active participation in European Union.
<p>AT THE END</p> <p>Migrants will know...</p>	<p>1) The meaning of citizenship as a condition carrying rights and duties (guiding question: "what does it mean to be a citizen?").</p> <p>Themes/problems to be tackled: the rights and duties of citizenship (as mutual recognition of one's own and others' fundamental needs); references to the Universal Declaration of Human Rights and to the Charter of Fundamental Rights of the European Union; migrants' rights and political asylum; the founding values of civil coexistence (personal autonomy, also interpreted from a gender equality perspective; freedom, equality, solidarity); comparison with the different realities of migrants' origin.</p> <p>2) The sense of belonging to a social and political community, which is expressed in norms, rules of coexistence, institutions and forms of participation (guiding question: "what does it mean to be an active part of a social and political community?").</p> <p>Themes/problems to be tackled: what is a rule of law (the forms of power and the question of its control); what is a Constitution; the meaning of rules and institutions; political participation and voting; comparison with the migrants' different realities; the main institutions migrants have to deal with in their hosting countries and their functioning.</p> <p>3) The meaning of multilevel (national and European) citizenship, with essential information on geography, history and EU institutions (guiding question: "what is the difference between nation states and the European Union?").</p> <p>Themes/problems to be addressed: difference between citizenship and nationality; ways of acquiring citizenship; different levels of citizenship (from local to European level: national citizenship; European citizenship; geography and history of European integration; hints on European institutions; the possibility of moving to Europe and European rules on migrants and refugees; comparison between the</p>

	<p>different realities of migrants' Countries.</p> <p>4) The importance of knowledge of the local language and will quickly acquire a minimum use of it in order to interact with locals.</p>
Migrants will be able to ...	<ul style="list-style-type: none"> - recognise and “dialogue” with the founding values of European societies - interact with the norms and institutions of the hosting countries and with those of the EU - interact with the local population of the hosting country, with a readiness to accept its social rules with a view to full integration. - assert their personal autonomy in a context of democratic principles and rules - become active protagonists of their own path of inclusion - experience forms of active citizenship at different levels (local, national and European) and in different contexts
Migrants will be ...	<ul style="list-style-type: none"> - aware of their personal dignity and autonomy (also in terms of gender equality) and of their rights and duties according to national, European and international declarations - capable of reflecting on their condition as migrants, protecting their rights and planning their own personal path towards full inclusion in European Union - aware of the founding values of the European civic tradition - responsible towards the rules and institutions based on those values - informed about the functioning of the institutions with which they come into contact, the rules relating to migrants/refugees and the ways of acquiring citizenship - aware of the difference between citizenship and nationality and the meaning of the “multilevel citizenship” (local, national and European) - informed about the rules for the mobility of migrants and refugees in Europe - able to understand the geographical, historical and institutional context of the EU in its essentials
<p>RESOURCES</p> <p>Resources to use (hardware, software, humans, tools, human resources)</p>	<p>METHODS</p> <ul style="list-style-type: none"> - STORYTELLING: to start from the concrete experiences of migrants in their countries of origin in order to bring out their experiences of citizenship and compare them with each other and with values, rules, norms, institutions of the countries of arrival and the European Union; - CASE STUDY: to propose concrete problem situations. Migrants are invited to reflect. Concepts and practices of active citizenship can

	<p>emerge;</p> <ul style="list-style-type: none"> - PROBLEM-POSING/PROBLEM-SOLVING: Bringing out the concrete needs of (young) migrants (housing, education, work, health, but also freedom, security, need for recognition, care, social aggregation...), problematizing them and making people understand how these individual needs in a democratic society become "rights" (some already recognised, others in the process of being recognised) which also imply, however, the "duty" to respect the similar "rights" of others and to participate together, in solidarity, in their affirmation within society; - ROLE PLAYING: methodology used to assess the skills learnt (in terms of behaviour) by having (young) migrants interact in an immanent situation involving the assumption of active citizenship practices.
<p>RESULTS</p> <p>Describe which results are expected</p>	<p>It is expected to promote in young migrants a gradual process of 'exiting the state of minority' to acquire the status of autonomous persons, aware of their rights and duties, capable of dialoguing with other individuals and cultures with mutual respect for personal dignity.</p>
<p>ASSESSMENT</p> <p>Describe the assessment of the methodology</p>	<p>During the next partner meetings, in the frame of the evaluation of the course, the students' ability to assume autonomous and responsible behaviour will be tested by means of 'role playing', by imagining a situation of confrontation with local, national and European institutions that involves bringing into play the knowledge and skills they have learnt.</p>
<p>COOPERATIVE LEARNING</p> <p>Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning</p>	<p>The cooperative mode and the peer-to-peer help will be practices used throughout the course, helping the assumption of active, responsible, interdependent and mutually respectful behaviour among participants and between participants and educators.</p>

2.5 Active teaching methods (Prometeo)

Title of the Active Teaching Method	Computer-based English teaching
Duration	Learners and migrants can study 12 months as long as they have got valid passwords.
Target Groups	Any target group, there are not restrictions for participants with at least the Primary School diploma.
Main aims of the methodology	<ul style="list-style-type: none"> - To improve the learner's English speaking and listening ability; - To encourage the learners to speak English and to have self-confidence in the use of the new language; - To raise awareness in learning English using a computer and a software; - To develop students' ICT abilities.
Migrants will know...	<ul style="list-style-type: none"> - The basic of the English language; - The basic of the use of computer and tools which are necessary for living in the country.
Migrants will be able to ...	<ul style="list-style-type: none"> - improve their practise by speaking and listening; - develop their talents in learning English; - use ICT tools; - detect their abilities in English
Migrants will be ...	<ul style="list-style-type: none"> - more participant and active, - more eager to learn English.
RESOURCES Resources to use (hardware, software, humans, tools, human resources)	<ul style="list-style-type: none"> - Projector - Pc + projector + screen - Internet access - Photocopies - Headphones - Manual about how to use the system - Ppt presentation - Excel or Word or Adobe reader software Online tool (need a browser) - Special package - Social Network
RESULTS Describe which results are expected	<p>Learners will be encouraged to learn English in an entertaining way. Mentors and trainers will help them individually and they will be interested in them closely. Studying on the computer will be very attractive for learners, especially when young learners. They will have more and more fun and studying on the computer is motivating for them. The learners have to repeat very often in order to get a higher grade and the risk to avoid is to get bored studying hard on a computer or online platform.</p>
ASSESSMENT Describe the assessment of the methodology	<p>Placement test will be the first kind of assessment. Then it's possible to use test with multiple questions, Test with open questions, Quizzes. The results will be always evaluated by the computer. Each learner will have a tutor or a mentor. Whenever anyone wants to see the results, they can just see the results on computers and online. Evaluation is always ready on the computer at any level of the learning path. Parents or other learners can see</p>

	the results on the platform using their passwords, so trainers and management don't need to publish results at a certain time.
COOPERATIVE LEARNING Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning	First of all, each learner must have one e-mail address and a password (which is given by their teachers) and they are given a Dvd and they have to install the Dvd on their PCs with the help of Internet. All their works will be recorded as long as they keep on studying and as long as they study, they will get higher points. If they stop working, their points will go down. When they don't have any internet connection, they can work offline and whenever they have the internet connection all their works will be recorded. Also, learners have a dictionary in the system and they can look up the words they need to know their meanings. Learners can see their tutor or mentor at any moment of the learning path and they can inquire how much they have studied, what part they have studied such as listening, speaking vocabulary etc. and how long is the path to do.

Title of the Active Teaching Method	Digital storytelling for EU-enlargement stories
Duration	Whole study day, for 5 days
Target Groups	Any target groups, there are not restrictions for participants with at least the Primary School diploma.
Main aims of the methodology	<ul style="list-style-type: none"> - The digital story telling method is a versatile tool that can be used in learning context to transfer not only digital competences, but also competences on the field of application (in this case EU-policy for migrants). Moreover, it is helpful to develop self-esteem and confidence in learning; - 1) day a briefing letting know the learners what the method is about; - 2) storytelling circle; - 3) writing of the story board; - 4) editing of the storyboard; - 5) voice recording; - 6) putting images together; - 7) video editing; - 8) The story is complete ...Screening!
Migrants will know...	<ul style="list-style-type: none"> - How to write a story (story arch) or their story of migration; - How to know more about EU-policy for migrants, rights and obligations;
Migrants will be able to ...	<ul style="list-style-type: none"> - edit images and voices, in order to realise a multimedia objects related with stories of migration; - bond with other participants in order to enrich the final production and in order to compare the different stories and successes.
Migrants will be ...	<ul style="list-style-type: none"> - self-confident with the use of digital tools; - enthusiastic about the story and the feeling of sharing their own adventure with other peers and natives of the host country.
RESOURCES Resources to use (hardware,	<ul style="list-style-type: none"> - Projector + handbook Mouse with a scroll Voice recorder; - Headphones;

software, humans, tools, human resources)	<ul style="list-style-type: none"> - Digital camera; - Paper; - Pen / pencil; - Personal photos or objects; - Any editing video software working under Ms-Windows 9 or 10 and MacOS 10.15 Catalina or superior.
RESULTS Describe which results are expected	<ul style="list-style-type: none"> - To reproduce their migration story using the storytelling methodology, a personal life experience concerning EU-policy for migrants; - To receive help from their peers till they have finished their story; - To have active participation of learners and commitment; - To learn how to break the ice around their life adventure; - To learn how much time is needed to create and display their story; - To work closely with a digital story teller expert.
ASSESSMENT Describe the assessment of the methodology	<ul style="list-style-type: none"> - Questionnaires; - Test with multiple questions; - Test with open questions; - Methodology: the story itself is the evaluation tool.
COOPERATIVE LEARNING Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning	<p>Steps useful to follow the method:</p> <ol style="list-style-type: none"> a) Briefing; b) story circle; c) script writing; d) voice recording; e) edit of the story. <p>The trainer in the middle, learners in a circle start with some warming up games: ask learners to make a list of 10 things they hate and 10 things they love, the rule is that arguments that can hit other participants' sensibility are out of the circle.</p> <p>Then you can use some word games. An example of word games: <i>Nonsense word game</i></p> <p>you give a paper to the learner with 20 words, these words are connected to Eu-migration topics, Italy, Europe, enlargement, boundaries, travel, and you ask her/him to write a story using all the words. No matter if the story has nonsense, but it stimulates creativity thinking and you should ask her/him to write a story that has a beginning, a peak and an end (the arch of the story), or encourage the learner to bring a picture or an object that has a meaning to her/him and encourage her/him to tell a story about it.</p> <p>Another way of cooperative learning is to use a lighted match or candle and ask the learner to tell the story they chose in the meanwhile the match/candle is burning away (be careful of health and safety rules with this one).</p>

2.6 Intercultural dialogue (KPMPC)

Title of the methodology to use in order to stimulate intercultural dialogue	Diversity, the bricks and mortar of Europe
Duration of the session	Cycle of meetings: 5 meetings, 1 per week for 2 academic hours.
Main Target Groups	Language teachers working with migrants.
Main aims of the intercultural dialogue	<ul style="list-style-type: none"> - learn about the possibilities and specificities of multicultural education; - reduce stereotyping; - develop the ability to teach a language based on migrants' cultural experiences.
AT THE END Migrants will know...	to be taught by language teachers familiar with multicultural teaching.
Migrants will be able to ...	promote tolerance and the ability to get to know each other and learn new things (in this case, a language) together.
Migrants will be ...	language training using cooperative learning and intercultural awareness methods.
RESOURCES Resources to use (hardware, software, humans, tools, human resources)	<p>A regular classroom with desks set up for group activities.</p> <ul style="list-style-type: none"> - Flipchart (or poster - A1 or A2), marker for a typing board. - Pin board. - Computer or smart board or multimedia (for video and audio).
RESULTS Describe which results are expected	<p>To familiarise teachers who will teach migrants the language with a methodology that promotes intercultural understanding.</p> <p>The influence of stereotypical thinking is reduced.</p> <p>Improved language teaching results and increased motivation of migrants to learn the language of the host country.</p>
ASSESSMENT Describe how to assess the method chosen	<p>Teachers' reflection on the results of the meetings.</p> <p>Follow-up evaluation of the results: evaluation-survey of the (migrant) pupils taught by the teachers who participated in the meetings-trainings.</p>
COOPERATIVE LEARNING Describe how learners will cope with interaction, positive interdependence, individual	<p>A series of educational meetings for those preparing to start teaching migrants the language</p> <p>1 educational meeting</p>

responsibility, cooperative learning	<p>Meeting theme: cultural diversity: know, understand, accept.</p> <p>Duration 2 academic hours (90 minutes).</p> <p>Event:</p> <ol style="list-style-type: none"> 1. Introduction to the programme and the theme of the meeting (10 min.). 2. Presentation of the theme of intercultural education (30 min). 3. Screening of the film "Hello, I am.." (Part 1: https://www.youtube.com/watch?v=hfrswhUr-48 , Part 2: https://www.youtube.com/watch?v=GHNmzFJbbDw) screening (25 min.) and discussion on the topics: "How attitudes towards people from other countries have changed" (the film was made 11 years ago, so it is important to discuss how our society has changed in its acceptance of cultural diversity. Roundtable, 15 minutes to share insights). <p>Summary of the meeting -10 min.</p> <p>2 educational meeting</p> <p>What is cultural diversity?</p> <p>Duration 2 academic hours (90 minutes)</p> <p>Duration:</p> <p>Introductory presentation of the topic (5 min.)</p> <p>Lecture "What is cultural diversity" (45 min.)</p> <p>"How to know, understand and accept your student better".</p> <p>Listening to the general opinion of the participants, speeches. What does it mean to know, understand and accept? (10 min.)</p> <p>Video screenings (10 min.):</p> <p>Cultural differences</p> <p>https://www.youtube.com/watch?v=H33AWP04Mh8</p> <p>Reflection on cultural diversity (20 min.)</p> <p>3 educational meeting</p> <p>The theme of the meeting is: teacher preparation for working with pupils from multicultural or less familiar cultural backgrounds: methods and practices.</p>
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	<p>Duration 2 academic hours (90 minutes)</p> <p>Duration:</p> <p>Introduction to the topic (5 min.)</p> <p>Screening of a video on learning Lithuanian by foreigners (10 min.): https://www.youtube.com/watch?v=h1iBsihQnrQ</p> <p>Specificity and variety of teaching methods in language teaching. Presentation of different sources (45 min.)</p> <p>Experience Circle: presentation of participants' experiences (20 min.)</p> <p>Instead of reflection. How to motivate a person to learn a language. Viewing video material (10 min.): https://www.youtube.com/watch?v=G74nwuYXNBY</p> <p>4 educational meeting</p> <p>The topic of the meeting: teacher preparation: adapting the language curriculum to the target group (planning specific learning activities).</p> <p>Duration 2 academic hours (90 minutes)</p> <p>Duration:</p> <p>Introduction, presentation of the topic and distribution of tasks. A practical activity is organised to prepare a scenario for a language learning activity of 2 academic hours (90 minutes). Participants are divided into four groups, all groups receive the same task: "Preparing a language learning scenario for 2 academic hours (90 min.). First meeting with students". The introduction lasts 10 minutes. A template for the scenario is provided:</p> <p>The theme of the activity, aims, objectives, target results.</p> <p>Required tools</p> <p>Methods to be used</p> <p>Activity phases and their duration</p> <p>Summary of the activity</p> <p>Group work - 60 min.</p> <p>Presentation of the prepared scripts (15 min.)</p>
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	<p>Reflection on practical work (5 min.)</p> <p>5 educational meeting</p> <p>Meeting theme: "Challenging learning activities: preparing for the first meeting" (example).</p> <p>Duration 2 academic hours (90 minutes)</p> <p>Duration:</p> <p>Participants are teachers who will teach the language to the newcomers.</p> <p>They organise an activity according to a prepared plan, with one of them moderating the activity and the others playing the roles of students from different countries. Other examples can be chosen.</p> <p>Introduction: The teacher introduces the objectives and learning outcomes of the methodology. This is followed by a group presentation: learning about the participants and their experiences. Finally, the facilitator introduces the topic "Familiarisation" (15 minutes)</p> <p>Getting to know each other: students who do not know each other form a classroom community.</p> <p>Starting point: all participants have "moved" into a new house. They don't know each other or cut two identical pictures into half as many parts as the number of students. Everyone pulls out a part (there are two identical ones), the participants find an identical part of the picture, this is how the pairs are divided. In pairs, participants should try to connect with each other to get to know each other better.</p> <p>Each pair looks for a quiet place to do the activity.</p> <p>Participants write down what they think their partner is like (using only appreciative assumptions), e.g. about eating habits ("I think you like pizza"....), about their family ("I think you have 1 brother younger than you"), ... (20 minutes)</p> <p>Each student introduces a different partner (They learn to say in Lithuanian the phrases: "My name is", "I am....", "I am from....", "What is your name?", "Where are you from?"</p> <p>At the end, all assumptions are corrected. Participants introduce themselves, tell about themselves and say whether the assumptions were correct or incorrect. 20 min. For a group of 12 participants</p>
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	<p>Community room:</p> <p>Starting point: New communities have been created in the neighbourhood.</p> <p>Community rooms should now be set up.</p> <p>The learners should create a coat of arms. In this coat of arms, they should present their likes, dislikes and hobbies. They should draw these things on the coat of arms to reflect their personality.</p> <p>The coats of arms should be put on the classroom walls. (30 minutes)</p> <p>Learners form groups of four (if there is an odd number, try groups of 4 and/or groups of three). Groups should form according to common interests, hobbies, etc., which are drawn on the coats of arms. The moderator names the hobby in Lithuanian.</p> <p>Groups with similar interests form a community (10 minutes).</p> <p>The aim is to get to know each other in the languages spoken by the other participants. It is possible to make the task more difficult and ask to find out without speaking.</p> <p>Summary: Repeat the names of all participants, where they come from and what their hobbies are. (15 min.)</p>
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2.7 Growth of self-awareness as a member of a group (Ship con)

Title of the method used to grow the self-awareness and group identity	Integrating minority, migrant & refugee children at European schools & society
Duration	4 hours
Target Groups	<ul style="list-style-type: none"> • Minority individuals • Migrants/refugees individuals • Educators • Educational Advisors • Community leaders & workers • Social workers • NGO's working with minority groups, migrants & refugees • Civil organisation staff
Main aims of the method used	<ul style="list-style-type: none"> • Understand the concept of cultural awareness and how to deal with cultural differences • In depth knowledge of best practices & policies at school for integrating minority, migrant & refugee children • Understand the need for organisational adaptations at school environment • How to develop and implement desegregation policies at school • Comprehend the importance of national language acquisition for migrants & refugees • Overview of best practices related to supplementary schooling in immigrant communities
AT THE END Migrants will know...	<ul style="list-style-type: none"> • The importance of national language acquisition for integration of minority groups and migrants • The importance and value of cultural differences <p>To embrace cultural diversity and best practices for integrating their children at school and society at large</p>
Migrants will be able to ...	<ul style="list-style-type: none"> • Deal with cultural differences and make the most out of cultural diversity • Embrace cultural diversity • Develop and implement desegregation policies within their household
RESOURCES Resources to use (hardware, software, humans, tools,	<ul style="list-style-type: none"> - Projector - Pc + projector + screen - Internet access - Photocopies - Ppt presentation

human resources)	Excel or Word or Adobe reader software
<p>RESULTS</p> <p>Describe which results are expected</p>	<ul style="list-style-type: none"> • Dealing efficiently and effectively with cultural differences • Comprehending of the best practices & policies at school for integrating minority, migrant & refugee children • Understanding the need for organisational adaptations at school environment <p>Comprehend the importance of national language acquisition for migrants & refugees</p>
<p>ASSESSMENT</p> <p>Describe the assessment of the methodology</p>	<p>The methodology of the training is based on a combination of three important elements:</p> <ul style="list-style-type: none"> • Provision of knowledge required (theory) • Use of training tools, such as case studies, videos, games, animations & exercises (practice – hands on experience) • Feedback/reflection (review)
<p>COOPERATIVE LEARNING</p> <p>Describe how learners will cope with interaction, positive interdependence, individual responsibility, cooperative learning</p>	<p><u>FIRST HOUR – CULTURAL AWARENESS</u></p> <ul style="list-style-type: none"> • Deal with cultural differences inside the classroom and make the most out of cultural diversity • Embrace cultural diversity and best practices for integration <p><u>SECOND HOUR - POLICIES</u></p> <ul style="list-style-type: none"> • Develop and implement desegregation policies • Implement best diversity policies and take affirmative <p>Actions</p> <p><u>THIRD HOUR</u></p> <p><u>Policies and Measures in Educational Establishments</u></p> <ul style="list-style-type: none"> • The teacher- student relationship • Organizational Adaptions • The school and its environment • Relations to parents and communities of migrants and refugees • Desegregation policies and procedures

	<p><u>FOURTH HOUR</u></p> <p><u>Relevance and importance of national language</u></p> <ul style="list-style-type: none">• Language is a medium of communication• Plays a central role in the migrant integration process• Education happens largely through the medium of language• Language is a precondition for participating successfully in core societal institutions of the receiving country <p>VIDEOS TO BE PRESENTED</p> <ul style="list-style-type: none">• Asian Americans Try To Speak Their Native Language• Education- The key to integrating the Roma community - right on• Noam Chomsky on Language Acquisition <p>Mr Khan on Immigration - Citizen Khan</p>
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3. ANNEXES