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Migrants Living Under a new Sky

MiLiu

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HANDBOOK FOR VET EDUCATORS

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Introduction to the Annex 2.1

Embarking on a journey of language acquisition is a transformative experience, and for migrants in Lithuania, Italy, and Macedonia, this endeavour is particularly crucial. To facilitate this significant process, a sophisticated and holistic approach has been formulated — a comprehensive Methodology for Distance Learning, Methodology for Distance Job Training, and Methodology for Class Learning in the study of the respective national languages. These methodologies are meticulously crafted, encompassing a symbiotic blend of traditional pedagogical methods and innovative technological interventions.

The methodology for distance learning is designed to create an immersive virtual environment, where learners can engage with the intricacies of the national language despite geographical barriers. Through this methodology, learners can cultivate language skills, grasp grammatical nuances, and enhance their proficiency at their own pace, fostering a sense of autonomy in their language learning journey.

Simultaneously, the methodology for distance job training is tailored to cater to the unique language requirements of various professions, ensuring that migrants can effectively integrate linguistic competence within their work contexts. By aligning



language learning with professional needs, this methodology empowers individuals to communicate effectively in their workplace, ultimately bolstering their employability and promoting a seamless transition into their new work environments.

In parallel, the methodology for class learning acknowledges the significance of traditional classroom settings in language acquisition. It capitalizes on structured lessons, interactive sessions, and peer collaboration, fostering a supportive learning environment that encourages active participation and cultural integration. This methodology enables learners to engage with both the language and its cultural nuances, enhancing their overall language proficiency.

Complementing these methodologies are an array of carefully selected apps and tools, strategically integrated to augment the learning experience. These digital aids provide interactive exercises, vocabulary-building exercises, pronunciation guides, and real-time language practice, further enhancing the efficacy of the methodologies. The symbiosis of methodologies and digital tools offers a versatile and dynamic platform for learners to grasp the intricacies of the national language comprehensively.

In summary, the Methodology for Distance Learning, Methodology for Distance Job Training, and Methodology for Class Learning in the study of national languages for migrants in Lithuania, Italy, and Macedonia signify a pivotal advancement in language education. With a focus on accessibility, adaptability, and



integration of technology, these methodologies hold the promise of empowering migrants to not only learn a new language but also to thrive within their new linguistic and cultural landscapes.



Lithuania

<i>Introduction</i>	<p>In Lithuania, a ground-breaking product has emerged that stands at the forefront of educational innovation — a Comprehensive Methodological Analysis designed to augment learning experiences in project Partner Countries. This transformative tool offers a comprehensive exploration of methodologies meticulously tailored for diverse educational landscapes, focusing on three pivotal domains: distance learning, distance job training, and traditional class-based learning. Within this product, a compendium of applications and tools has been carefully curated to optimize the learning process, enabling a seamless integration of technology and pedagogy.</p> <p>The heart of this offering lies in the meticulous methodological analysis, a process rooted in empirical research and systematic evaluation. Each methodology is crafted to ensure optimal efficacy and adaptability within distinct learning contexts. The distance learning methodology is carefully constructed to facilitate an interactive and engaging virtual learning environment, fostering active participation and knowledge retention. Simultaneously, the methodology for distance</p>
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job training is structured to emulate real-world work scenarios, ensuring learners are well-prepared for their professional endeavors.

In addition to these core methodologies, the product encompasses practical instructions that act as a roadmap for educators, empowering them to implement these methodologies effectively. These instructions are structured with precision, providing step-by-step guidance and insights on utilizing the recommended apps and tools. Furthermore, a wealth of additional resources and pertinent links are provided, enhancing the depth of knowledge and broadening the horizons of educators and learners alike.

A key feature of this Lithuanian product is the emphasis on data-driven conclusions derived from rigorous analysis. These conclusions serve as a vital feedback loop, allowing for continuous improvement and refinement of educational methodologies. The iterative nature of this process ensures that the product remains at the cutting edge of educational advancements, adapting to the evolving needs of the educational landscape.

In summary, this Lithuanian product embodies a holistic and forward-thinking approach to education, incorporating a spectrum of



	<p>methodologies and resources meticulously designed to enhance learning experiences. The blend of empirical analysis, practical guidance, and technological integration underscores its commitment to fostering excellence in education across international borders.</p>
<p><i>Methodology and analysis in Lithuania</i></p>	<p>In Lithuania, distance education became popular during the global pandemic, when all educational institutions and many companies were forced to switch to distance education. Over the years, research has been conducted on the topic of distance education, and various additional materials have been prepared. But the most important thing is that educational institutions have accumulated extensive experience in distance education, which can be useful in the direct application of information technology (IT) in everyday education.</p> <p>Learning environment. During distance education, it is very important for the teacher to use suitable virtual teaching environments, such as: Microsoft Teams, Moodle, Google Classroom. It is equally important to choose the right video communication system for yourself, such as Zoom, Teams Meeting, Google Meet, Skype, to be able to see each other, but also to show your monitor window, take notes, and mix learners' groups into interactive "rooms".</p>



	<p>Although the number and variety of functions depends on the virtual communication system (VBS) used, most of them can be used for the following purposes:</p> <ul style="list-style-type: none"><input type="checkbox"/> communicate with students orally;<input type="checkbox"/> communicate with students in writing (using the chat function);<input type="checkbox"/> to share the educational content on the screen, to explain and discuss it (the screen image is shared by the teacher);<input type="checkbox"/> to present presentations, papers and other works (students share the screenshot);<input type="checkbox"/> for discussion;<input type="checkbox"/> share documents using the chat function when VMA is not in use or when urgently needed;<input type="checkbox"/> write and show the content to all students on the white board;<input type="checkbox"/> to organize work in pairs or groups (using the grouping function);<input type="checkbox"/> to organize surveys;<input type="checkbox"/> if necessary, record the lesson;<input type="checkbox"/> to prepare teacher training videos;<input type="checkbox"/> to monitor students performing assessment tasks (if students connect to VBS using a different device than the one used for assignments) and/or to view their computer screens (if students connect to VBS and complete assignments on the same device). <p>There are many language teaching methods for distance learning:</p>
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- Reading and demonstrating educational materials.
- Reflection.
- Formative assessment (practice).
- Slow chat discussions.
- Use of online discussion forums.
- Viewing another learner's work in a virtual gallery and providing critique.
- "Brainstorming".
- Interactive quiz/game.
- Using chat to check understanding of the material.
- Video demonstration.

1. Interactive video lessons

This is one of the great methods that can be easily applied in distance learning. There is a lot of useful information in the form of videos on the Internet. Many of us use videos created by others or our own. With this program, we will upload a video fragment from YouTube or Vimeo, trim it and make it active. Wherever we want, we will add our own invented questions and select twisted answers in the video fragment so that students can show intelligence and answer correctly. Additional explanations can be added where necessary. When viewing a video fragment, it will be active - it will be stopped at a set time, giving the learner the opportunity to answer the



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question. Students answer the questions willingly, because we will immediately see how they will answer correctly or not. This playful method of teaching/learning strengthens the motivation to acquire knowledge and helps to memorize the educational material faster, as it is presented in a visual way, together with an explanation.

There are no specific or strict requirements for the structure of the video lesson. However, many video tutorials start with an introduction that says:

- purpose, tasks, necessary means.
- Below is a tutorial on how to complete the task
- At the end of the lesson, the obtained result and tips, teacher's observations are displayed.

Video lessons are classified as digital learning tools, so video lessons, like digital learning tools, differ in their levels of interactivity. The following levels of interactivity of digital learning tools are distinguished, which are also suitable for video lessons:

- non-interactive - narrative text (can be illustrated with static images) written in a standard text editor, one web page with static information and no links to other 9 web pages or web documents, described instructions that offer activities unrelated to digital learning tools.



- very low - this is a document with references within the same document - directions to another place in the same document and mentions of the place in it (document title, section, line, etc.).
- low - a hypertext document of static information (photos, non-interactive videos intended for viewing only); (can be web page, e-book) with links and views.
- medium - a complex hypertext document (can be a website, e-book) with links and reviews, multiple-choice tests with immediate results.
- high - complex hypertext document, practical task (with interactive animation), experiment, etc.
- very high - this is a modeling (simulation) program that allows you to model processes or principles, tools that allow you to create other digital learning tools.

Portal of interactive lessons www.ismaniklase.lt - where you can find already created interactive lessons, video training for all participants, including Lithuanian language training. In addition, these lessons can be easily adjusted to suit everyone's personal needs. On the initiative of the Ministry of Education and Science, the Institute of Lithuanian Literature and Folklore has updated the electronic Chrestomathy of the Lithuanian language and literature. This electronic tool has been



prepared according to the updated Lithuanian language and literature secondary education program. It covers the period of Lithuanian literature from the first Lithuanian book "Catechism" by M. Mažvydas to the latest literary works.

<https://sodas.ugdome.lt/mokymo-priemones/19100>

- This is a blog created by a Lithuanian language teacher, intended for students and teachers. Here you will find various educational materials, grammar rules and various tasks.

eLklase is the first Lithuanian distance learning management platform for both teachers and students.

In eLklase, the teacher can simply and easily digitize the lessons himself:

create e. lessons and tests (upload available files in various formats to eLklase),
assign them to students in your class, see how they do assignments, tests,
and evaluate student progress, monitor statistics.

eLklase is an intuitive and innovative platform designed to facilitate the teacher's work. If necessary, eLklase has the possibility to organize live online video lessons. It is also used as a tool for digitizing the lesson:

- It is easy to create not only existing, but also new lessons
- Easy to structure content



- Create interactive tasks and tests
 - Assign lessons and homework to your class
 - Monitor student results
 - Access available lessons wherever you are
- Digitization of lessons by creating an unlimited number of lessons that can consist of:
- Text
 - Pictures
 - Video files
 - Sound files
 - Web links
 - Tasks and tests

In eLKlass you can find three types of tests, flexible assessment of the student's knowledge, intuitive management and useful functions.

2. Interactive games

With students who want to learn a foreign language, students with different abilities and needs. When customizing tasks, learning programs, tools and methods must be adapted. Working in such a class requires a lot of intelligence, creativity and, of course, endurance. Therefore, when working in a remedial classroom, the teacher is a creator and inventor who cannot adhere to standards. According to J. Laužik, NL Gage, AB Marshall and others, "Individualized teaching must be adapted to the needs of learners in various situations. It has a clear goal and program,



linked to feedback, a chosen pace of learning". Therefore, our teachers try to adapt one program every day for students with different languages.

The spider web method (getting to know each other): it is extremely difficult for schoolchildren from different countries, languages and cultures to start communicating. So, after learning to say hello, say your name and where you came from, the students stop in a circle. The first to introduce himself throws the ball of yarn to the next. By tossing the ball of yarn this way several times a day, the students learn the names of their classmates and the country they came from as they form a tangle of yarn.

Ball method: we consolidate the learned new words using the ball method. At the end of the lesson, the teacher says the word in Lithuanian, and the students have to say it in their native language. It is an active method that involves learning as many words as possible.

Interactive teaching methods: when students learn to speak and understand Lithuanian, then it is possible to create various tasks in the online space. Various programs can be used to stimulate students' interest in the language, helping them to learn as much as possible and to learn new words. Wheeldecided.com app is



useful for answering, other very interesting and productive teaching and learning platforms are LearningApps.org and Kahoot.com.

Kahoot app(online tasks): It is a game-based learning platform used as an educational technology in schools. The educational games in this app are multiple choice quizzes to connect users. The program was designed for social learning with learners gathered around a shared screen. All players log in using a generated in-game PIN displayed on the shared screen and use a mobile device to answer the teacher's questions. After each question, the points scored by the students are displayed in the leaderboard.

LearningApps.org: this is an interactive educational program for learning not only new words, but also connecting word pairs and making sentences. This platform also allows you to create crosswords, puzzles and other interesting tasks that keep students active and interested.

Quiz: this method involves the whole group/class in the activity. Question and answer game - the quiz encourages group and team work, where cooperation and responsibility are also developed. At the same time, there is a knowledge test and possible encouragement

from the teacher. We will see the points collected by the teams and how they change immediately, after each answer. You can answer and get points, but you can also miss and burn points. We can modify the rules ourselves. Questions can be submitted in various forms: text, picture or video format. Whoever knows more, that team will score more points and win.

3. Mixed teaching method

As computers and smart devices permeate every area of our daily lives, teaching and learning are no exception. More advanced countries of the world are already actively using blended learning methods. Let's get to know each other, we in Lithuania try to use it carefully.

As we have seen, learning with the help of technology or blended learning is not a new concept. Many models of this learning exist, but they can be grouped into six main categories:

- Direct learning guidance. The teacher directly controls (manages) the entire learning process, using digital tools to help.
- Rotation. Students rotate between independent learning realized through online means and contact hours in classes.



- Flexible. Much of the learning content is available digitally, and teachers provide live counseling based on students' needs.
- Laboratory. All learning content is available in digital form, but in a fixed physical location, e.g. in a laboratory or computer classroom. When studying with this method, students attend regular classes at the same time.
- Voluntary blended learning. The student, on his own initiative and discretion, chooses digital educational content or courses that complement his traditional studies. The model is extremely popular among American high school students.
- Connected (on-line) course. All content is available digitally, the learning process takes place exclusively with the help of computers or other smart devices. The teacher uses the same means to control and provide the necessary assistance.

The use of advanced technologies in the learning process improves the students' attitude towards learning. Pupils and students have the opportunity to unambiguously and clearly assess the understanding of the educational content using computer-based survey systems. The digital content of learning, the digital form of student progress and evaluations make it easy and convenient to collect progress information, adjust the course material, and



adapt it to changing needs. Computer technologies make it possible for schools and universities to cooperate - mixed groups of students are formed, learning programs are shared. Also, blended learning is one of the most effective mass personalized learning methods.

Blended learning is extremely dependent on technological resources, with the help of which the content is presented and the teaching process itself is organized. Tools (computers, smart devices, software) must be reliable, easy to use and modern. IT savvy (lack thereof) can also be a limitation for this approach.

Heather Staker and Michael B. Horn have distinguished four main models of blended learning:

Periodic recurrence pattern- is a learning model in which classroom training, independent learning of students without a teacher and remote e-learning (e-learning) in virtual space, in cooperation with a teacher or a practitioner (if it is professional training) are alternated periodically (according to an approved plan or teacher's instructions).

Work in groups, group projects, individual counseling and other activity methods in real or virtual spaces can also be applied. Depending on how the periodic repetition of different activities is organized, several varieties of this model are distinguished. For example, the



	<p>model of repetition of stops is not linked to a specific space - classroom training, independent learning of students at home and distance education (learning) in virtual space alternate according to a clear approved plan, and students cannot choose which activities to participate in and which to "skip". In the laboratory model, all learning activities are usually concentrated in one space (for example, a school), only one part of the course - traditional teaching - takes place in the classroom, the other part (application of SMP and SUA) - in the computer classroom, and another part of the course is implemented with or without the use of ICT in another school space (for example, the library). The "floating class" model is somewhat more relaxed, according to which all subject content and activities are divided into two parts: distance and traditional education. Traditional teaching takes place at school during our regular lessons, while remote SMP or SUA is used outside the classroom (in any space chosen by the student) and outside of class time. Perhaps the most liberal is the individual rotation model. It is somewhat similar to the model of repetition of stops, only virtual (distance) and traditional learning "stops" are created for the student according to the individual model, and the specific schedule is drawn up by the student himself. Such a model would resemble urban</p>
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	<p>transport, when distance education and traditional education "buses" approach students at "stops", but the student does not necessarily have to get off at each of them. Thus, in the periodic recurrence model, the most important thing is predefined stages (stops) and a pre-prepared (individual or joint) program that determines the order of travel through these stages. For a program to be blended learning, at least one phase of it must be based on digital tools.</p> <p>https://www.edutopia.org/blog/blended-online-learning-heather-wolpert-gawron</p>
<p><i>Methodology for distance work</i></p>	<p>I. Method - "Brainstorming"</p> <p>A brainstorming method that can easily be adapted to remote work. It is an operational method of problem solving based on creative activity, during which the participants of the discussion are invited to express as many possible solutions as possible, including the most fantastic ones. Then, from the total number of expressed ideas, the most successful ones are selected, which can be used in practice. Includes a peer review phase. The developed</p>



form involves the synchronization of the actions of the participants according to the model (image) of the evaluated process that they recognize (recognition of the process model).

10 Tips for Group Brainstorming

Getting people together and starting to talk can be easy, but turning it into a hands-on brainstorming session takes a little more effort. Here's a list of dos and don'ts to keep your group brainstorming going smoothly.

List of tasks:

Lay out the problems- Before you hold a group brainstorming session, you should define the problems you are trying to solve so that you don't get lost and waste time. This helps the discussion continue.

Give participants some time to prepare(optional) - Some people may prefer spontaneous brainstorming to stimulate their creativity, but if your members struggle to think in a short amount of time, try giving them a few hours or a day before discussing it. They would be able to generate better ideas and feel more confident in presenting them.

Use icebreakers- Tell a story or organize fun games to warm up the atmosphere and excite your team. It can reduce stress and help people come up with better ideas. Check out 10 fun icebreaker ideas!

Ask open-ended questions- Try asking some intriguing questions that allow each person to



Speak more about their thoughts. Your questions should be direct and to the point, but you still need to leave room for clarification, rather than leaving people with a clear yes or no answer.

Suggest expanding ideas– When someone presents an idea, encourage them to develop it with examples, evidence, or expected results. The rest of the group can better understand and evaluate your suggestions.

Encourage discussion- If you're doing a small group brainstorming session, you can ask your group to (politely!) refute each other's ideas to make sure they're watertight. In the classroom, this is a great way to strengthen students' critical thinking.

Advantages :

Allows your crew to think more freely and creatively - One of the goals of group brainstorming is to generate as many ideas as possible, so your team members or students are encouraged to come up with whatever they can. This way, they can unleash their creativity and let their brains run.

Facilitates Self-Learning and Better Understanding – People need to do some research before diving into their ideas, which helps them dig deeper into a situation and understand it thoroughly.

Encourages everyone to speak up and join the process – There should be no judgments in a



	<p>Group Brainstorming session. The best classes are inclusive, emphasize everyone's contribution, and encourage teamwork among each member.</p> <p>Allows your team to come up with more ideas in less time - Well, that's pretty obvious, right? Individual brainstorming can be helpful at times, but more people means more suggestions, which can save a lot of time.</p> <p>Creates more well-rounded results - Group brainstorming brings different perspectives to the table, allowing you to approach a problem from different angles and choose the best solutions.</p> <p>Improves Teamwork and Bonding (Sometimes!) - Group work helps bring your team or class together and is a great way to strengthen member bonds. As long as there are no major conflicts, your team will be able to enjoy the process together once they've settled down.</p> <p>Cons X:</p> <p>Not everyone actively participates in brainstorming—just because everyone is encouraged to join doesn't mean everyone wants to. Some people are enthusiastic, others may be quiet. Some participants need more time to catch up – they may want to present their ideas but cannot absorb the information quickly enough. Over time, this can lead to fewer and fewer ideas as each person learns to keep quiet. Check out these tips for turning the</p>
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tables!

Some participants may talk too much - it's great to have enthusiastic looks in the team, but sometimes they can dominate the conversation and make others not want to talk. Group brainstorming shouldn't be one-sided, right?

It takes time to plan and accept – it may not be a really long discussion, but you still need to have a detailed plan and agenda in advance to make it go smoothly. This can take quite a long time.

One popular tool for brainstorming techniques is AhaSlides. There is full access to its free version, where both voting and accessibility are possible via computer or smartphone. In addition to live polls, word clouds and quizzes.

AhaSlides is an interactive presentation software that allows you to create collaborative brainstorming slides for group brainstorming. You can indicate the problem/question to be discussed at the top of the slide and invite everyone to come up with their ideas over the phone. Once everyone has entered whatever they think, anonymously or not, a voting cycle will begin and the best answer will be announced. Unlike other freemium software, AhaSlides lets you use as many features as you want.

<https://resources.workable.com/tutorial/remot-e-hiring-faq>



II. Methods of checking/evaluating works and knowledge

A virtual communication system (VBS) and a virtual training system (VMA) are used in the distance education process. Organizing assessment in hybrid/distance learning can become a real challenge for the teacher, both due to the use of technology and the cost of time. Below are some easy ways to conduct simultaneous assessments for both in-class and remote students.

1. Real-time distance learning students connect with in-classroom students using VBS. Assessment tasks are presented orally, if necessary, the screen sharing function is used (presentation of abstract, presentation, etc.).
2. In real-time distance learning students connect to the classroom using VBS, assessment is organized using the chat function. The teacher orally presents a question or a short answer task to all students and indicates the time limit for it. Students in the classroom write the answer on paper, and those who log in use the chat function to write a personal message to the teacher if the VBS being used, such as Zoom, allows it. With this method, the teacher must select a messaging setting so that students can only send messages to him. The conversation summary is automatically saved after the end of the video



conversation, so the teacher can evaluate the answers after the lesson. If the VBS you are using does not have such a function, you can use online tools with the function of conducting surveys, for example: Socrative, Mentimeter, Kahoot, etc.

3. Students perform tasks in a virtual learning environment in real time. Students at school use the computer classroom, and students at home use their computers. It is recommended to strictly limit the time allocated to the test/task, and to design the test in such a way that, if possible, each student receives a different set of questions or the same questions in a different order (if the selected VMA provisions allow this). In some VMAs, it is possible to block students' access to alternative browsers during the test, prevent the opening of other pop-up windows in the same browser, and prevent the use of the copy and paste function. The teacher should not forget to restrict students' access to other materials provided by VMA during the test so that they cannot use them during the test.

4. When students perform tests/tasks in VMA in real time, the teacher can monitor the activities of remotely connected students using VBS:

a. Zoom allows all participants to share their screen at the same time, so the teacher can "walk around" the screens of connected students and see their content during the test.



b. Any VBS is suitable if the connected student takes the test/task in the virtual learning environment on a computer, and connects to the VBS using another smart device, such as a phone, mounted so that the teacher can see the student taking the test and his workstation (computer screen, keyboard , desktop).

5. Learners are assigned tasks that require longer preparation (creative works, project works, reports, etc.) and it is indicated by when they must be submitted to VMA. If VMA has such a function, not only the teacher can evaluate the work; students can also rate each other.

III. **Method Reflection**

Reflection is an observation of one's psyche and a thinking process aimed at understanding and critically analyzing one's own assumptions and forms of cognition; cognition, the object of which is the knowing subject itself; one of the main methodological principles of philosophy; in introspective psychology, introspection methods are based on it.

Reflective teaching is an active interest and concern not only with means and technical effectiveness, but also with goals and effects.

Reflective teaching requires the ability to gather various information about students and their learning: needs, achievements, available resources, etc., while planning and organizing



the educational process, and to rely on it for better learning results.

Reflective teaching requires an open, responsible and honest approach.

Reflective teaching is based on the teacher's decisions using evidence from their own research and the findings of other research. Cooperation and dialogue with colleagues strengthens reflexive teaching and helps to realize the powers of personality.

LEARNING PLANNING

1. At the beginning, the learners, together with the teacher, create and discuss the plan for the performance of the activity, the task, which they will have to implement. In this process, the teacher performs the function of an active observer and, if necessary, an assistant, that is, he observes the activity of the student without directly interfering in it, but, if necessary, advises, directs, motivates. (15 min.)

2. Both the teacher and the learners reflect on the activity separately. (5 min.)

3. Later, they discuss all this together, discuss, etc. In this way, the teacher and the students find out what the latter knows, what he still needs to know, learn, improve, how it will be possible to do it (for example, what methods and methods should be applied, what tools will be used, etc.). Here, it is very important that the learners actively participate in the conversation, that is, that they not only listen to



the teacher's comments and suggestions, but also actively, critically analyze and evaluate the activity and its results, and look for ways to improve them. (20 min.)

Perhaps the method proposed by the student will be completely inappropriate, but he will have to analyze what determines successes and failures so that reflective conversations can be continuous. In the long run, students learn to collect data about themselves, their learning characteristics, successes and failures, weaknesses and strengths. In addition, they will learn to analyze that data, critically evaluate it, reflect on it and, most importantly, change their learning process based on it. In this way, reflection would become an important part of every lesson/activity. Of course, you may wonder how to do it, how to manage it in a class or group when working with 20 or more people. In the beginning, it will take more time and maybe one exercise, one task less than usual. But in the long run, after acquiring the relevant reflective learning abilities, some of the students will be able to do those reflections well enough on their own (for example, using certain schemes, tables, progress notes, etc.), only by occasionally communicating with the teacher. Thus, the direct help of the teacher will be needed for a smaller number of students and less often. This will encourage him to differentiate and individualize the educational



process, not only in terms of content, but also in terms of process, to pay more attention to those students who, for some reason, do worse. The tools necessary to implement this distance learning method are:

- Computer/phone/tablet with video and audio equipment;
- A chat site with a "chat rooms" feature;
- Screen sharing feature.

BENEFITS OF REFLECTION IN LEARNING

On the other hand, mastering reflective learning strategies will also benefit students, as they will become less dependent on the teacher. The help of an external training organizer and learning evaluator will become less and less necessary. Pupils will be able to do many things themselves.

Reflection can help:

- better understand your strengths and "weaknesses";
- find out your main values and hopes, expectations;
- find out and find possible connections to your ideas, feelings, actions;
- identify areas of potential bias or discrimination;
- recognize your fears and
- identify possible discrepancies or areas for improvement.



	<p>Certain conditions are necessary for reflection, such as:</p> <ul style="list-style-type: none"> • preparation (emotional and subject) for reflection; • understanding the goals and expectations of reflection; • time to stop and think; • the ability to look at oneself and one's actions objectively, • honesty; • an open, non-defensive approach to experience, etc. In reflection, one must have the courage to gather evidence, which may not be entirely satisfactory, and to accept the problems honestly, without blaming oneself or others. It is especially important to find out why this happened. This will help to improve activities in a purposeful and targeted manner.
<p><i>List of Apps for learning language and to learn a job in the country</i></p>	<ul style="list-style-type: none"> • http://klase.puslapiai.lt/kalbos-pamokoms/vajdo-pamokos-draugauk-su-lietuviu-kalba/ • https://learningapps.org/index.php?category=90&s= • https://youtu.be/DWwdlhUERMU?si=GMtOS_Totc_k4P9w1 • https://mobile.linkedin.com/ • https://www.nsa.smm.lt/wp-content/uploads/2021/08/Hibridinis-mokymas.pdf
<p><i>Useful tools for VET educators</i></p>	<ol style="list-style-type: none"> 1. https://quizizz.com/?lng=en 2. https://www.loecsen.com/en/learn-lithuanian 3. https://manager.lt/grupinio-darbo-irankiai-nuotoliniam-budui/



<p>List of useful links</p>	<p>1. https://hannacrm.it/blogas/crm-sistema-uztikrina-nuotolinio-darbo-efektyvuma/</p> <p>When it comes to remote work, the CRM system acts as an intermediate link between the employee and the manager. It is like a company's internal communication system, where tasks are delegated, teams are assembled, and work is assigned to specialists. One of the most important advantages of the CRM system in remote work organization is automated monitoring. In the system, each</p>
<p>Italy</p> <p>Introduction</p>	<p>employee can record the progress of their tasks, so it is easy for the employer to monitor the efficiency of both the entire team and individual employees. Adherence to the work schedule can also be easily monitored, as each employee provides information about their performance.</p> <p>Teaching Italian to migrants is of crucial importance in the context of social, cultural and economic integration. Proficiency in the local language is crucial to foster active participation in the host society and to facilitate access to education, employment and public services. In this context, a distance learning approach is a valuable opportunity, allowing to overcome the physical and temporal barriers often encountered by migrants.</p> <p>The training is intended for employees of various fields, specialists currently working in a home-office and seeking to systematically look at this phenomenon and find the most effective individual methods. When migrants do not work remotely (at home, in a hotel or in a cafe) with colleagues or actively, allowing students external learning through a range of online digital work tools (services) can be of great help to you, which significantly facilitate and speed up</p>



	<p>sessions with instructors and fellow students.</p> <p>This introduction - covering the Italian landscape - will provide an in-depth look at how Blended Learning can be structured to optimize migrants' Italian language learning. We will explore three specific methodologies that integrate synchronous virtual lessons, online learning materials, individual tutoring sessions and discussion forums, offering an inclusive and engaging learning experience.</p> <p>Through this analysis, we aim to illustrate how Distance Learning, implemented through Blended Learning, can become a powerful tool to promote the acquisition of the language skills necessary for integration and success within the Italian community. The combination of advanced technology and targeted teaching strategies is crucial to ensure effective and satisfying learning, enabling migrants to take full advantage of the opportunities their new context offers.</p> <p>These methodologies, when carefully adapted and implemented, can improve the effectiveness of language teaching to migrants in distance learning modes. Interactivity, flexibility and the motivational element are key to ensuring engaging and progressive learning.</p>
<p><i>Methodology and analysis in</i></p>	<p>Blended Learning geared towards teaching language to migrants</p>



*IT for distance
learning*

Blended Learning is a hybrid approach that combines elements of online and face-to-face learning. Aimed at migrants, it will include synchronous virtual lessons via videoconferencing, supported by online learning materials accessible 24/7. During virtual lessons, instructors can focus on practicing communication skills and real-time correction, while online materials allow learners to access language resources, interactive exercises and individual practice activities.

One example is the use of the Edmodo teaching platform for the development of writing skills and morphosyntactic competence in adult learners in L2 contexts.

Through the use of the digital medium, micro-pathways adapted to the specificities of smartphone use are proposed to extend, in a blended mode, the training offer of a course, with activities before and after contact with the text.

Taking a cue from previous studies on the use of social networks in education, the digital environment is exploited as a place for content sharing and social interaction. The design of the didactic intervention is also analysed in order to contextualise the use of technology in relation to the factors involved: strategic, relational and cognitive.



	<p>The proposed activity was tested and documented through an Action Research within the framework of the Itals Level II Master's Course 1.</p> <p>The research, carried out within the framework of teaching adults in the L2 context, was aimed at implementing a didactic intervention designed on the students' training needs and the problems detected in the preliminary phase.</p> <p>Observation of the class, made up of adult immigrants of B1 level with a stable migration project in Italy, highlighted the need to improve writing skills and morphosyntactic competence as a tool for greater integration into the Italian social and working fabric.</p> <p>The didactic platform Edmodo, used via mobile devices in blended mode, was adopted in order to implement the sharing of written production and increase motivation. The exploration of the potential of digital tools for improving students' writing skills in a Differentiated Abilities Class (CAD), highlighted how technologies can be exploited to enrich the lesson, while assessing their impact on teaching practice.</p> <p>Technologies are employed not as mere aids but as "necessary and essential elements of the teaching of productive skills - and of many others that are part of language education" (Balboni 2008: 144).</p>
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	<p>The mode in which the students used the platform is generically termed blended but more specifically assisted learning, where "the use of an online platform complements, completes and enriches classroom training" (Diadori, Palermo, Troncarelli 2015: 64). As in the blended mode, learning alternates part in presence and part on the move, but there is no fixed percentage in the distribution of hours.</p> <p>The characteristics of didactic platforms to facilitate distance learning are: interactivity (the student becomes an active part of the learning system), the structuring into sections, the possibility of being enriched by contributions from users and the fact that "they allow a dialogue between users and permit the traceability of the activities carried out" (Fiorentino, Bruni 2013: 24).</p> <p>Edmodo is a multiplatform or cross platform learning environment, as it allows learning materials to be used from all devices in a complete way, either from a website viewed from a computer or through an app to be installed on a smartphone or tablet; it has a user friendly graphic interface, the account is free, does not require personal data, is secure as it is accessed with a code and is ad-free.</p> <p>It is an educational platform that allows you to manage your class as a virtual group; it is one of the new Web 2.0 tools that is spreading widely in</p>
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the field of education as it allows you to keep in touch students and their teachers, but also teachers with each other, creating a community of teachers who share good practices and teaching materials. Edmodo can therefore be used as an online learning environment but also as an environment for collaboration between colleagues and for communication with families. It is a secure environment that is accessed with a personal password and in which all class groups are created and controlled by the teacher. Students can only join the class if they have the code provided to them by the teacher and can only communicate with the whole class or with the teacher; there are no private messages between pupils.

The experimentation took place in early 2017 in a B1-level class in an evening course for adults in the Province of Treviso (Italy).

The class under investigation initially consisted of around 15 students, mostly in their thirties, some of whom stopped attending over the course of the months. Seven students were actually involved in the project: one Argentinian and one Ukrainian, one Bosnian and four Moroccans. The students, for the most part integrated workers in the area, demonstrate an open attitude and a fair level of socialization with Italian speakers. All the students have a migration project aimed at a stable stay in Italy.



Language-Oriented Microlearning

Microlearning focuses on learning modules that are short, specific and focused on clear objectives. This methodology is particularly suitable for language learning as it allows learners to focus on specific elements such as vocabulary, grammar or pronunciation in short, well-defined learning sessions. Migrants can access micro-lessons online via dedicated platforms, apps or instant messages, adapting the learning to their own pace and availability.

For example, the teacher can create short daily or weekly learning modules that focus on specific language aspects such as basic vocabulary, common phrases or grammar. Students can access these short lessons online via mobile apps or web platforms. For instance, each day could be dedicated to learning new vocabulary related to a specific topic.

Again, the experimentation took place in 2017 in a B1-level class of adult migrant students in the province of Treviso (Italy).

During the course of the course, class survey and observation instruments were used to collect qualitative data in the context of Action Research, described in the reference texts (De Luchi 2000; Coonan 2003; Losito, Pozzo 2005; De Luchi 2016).



In particular, questionnaires, the teacher's logbook, the semi-structured interview with the students, and the in itinere monitoring carried out through interviews with the observer colleague were used. The contents of the learning objects were established on the basis of both the adult migrant's profile and communicative needs (Vedovelli 2010: 155) and the domains envisaged in the Syllabus for level B1 (Lo Duca 2011: 197): the proposed activities concerned the ability to narrate, describe, argue, reflect on the Italian language, express emotions and feelings. The proposed microlearning can be divided into the following categories - commentary on a news item; - intercultural comparison; - reflection on language; - autobiographical story. The texts proposed in the microlearning are authentic, taken from newspaper articles found on the Net and suitably simplified to limit the length of the statements, subordination and the use of grammatical structures not suited to the level of the class (Zambelli 2014: 327).

The carefully chosen images and symbols that accompany the message have, as Banzato (2012: 62) argues, a highly visual and semantic content that can activate the right hemisphere and convey meanings intuitively. The topics are related to the students' personal interests and as far as possible linked to the topics of the lesson, in



order to expand the teaching space and allow them to be involved in the class activities even when they are absent. Creating points of contact between the real and the virtual, when the in-presence lesson and the platform refer to each other, contributes to giving value to the work done in Edmodo, so that it is perceived as a useful reinforcement for learning. The microlearning for autobiographical storytelling, which had a strong impact on the students in terms of emotional involvement, was on the theme of travel. The text is the poem "La valigia dell'emigrante" (The emigrant's suitcase) by Gianni Rodari, which is particularly suited to the brevity required for m-learning, while the attached image, a suitcase, is neutral so as not to call to mind painful or traumatic episodes. The students were asked to recall emotions and episodes relating to their first day in Italy: the answers were articulate, rich in memories and descriptions.

Microlearning with grammatical content was carried out, consisting of a short text with some examples and attached diagrams and vignettes depicting the real contexts in which the use of the morpho-syntactic trait in question takes place:

An example of microlearning for intercultural comparison was realized at the end of the lessons, following the request of the class to



	<p>continue the activities in the platform. The topic addressed is the gestures of Italians: in addition to two images to exemplify the most common gestures, the text is presented in the form of an image and a link to two YouTube videos is attached, including "The dictionary of Italian gestures" (Caon 2011): the proposed content has been made more complete and articulate, also using the videos for greater richness and comprehensibility of the input. The text is taken and adapted from an online article describing scientific research on the motivations that lead Italians to make frequent use of gestures in everyday communication.</p> <p>The text contains a question to stimulate students to express their opinion and proposes the performance of exercises in the textbook related to this topic. The variety of stimuli (visual, textual and video) is intended to lead the learner to decide for themselves how they prefer to navigate the microlearning and how far they want to go into it, choosing according to their linguistic abilities or the time available. Problems, which emerged during the experimentation, concern the efficiency of the personal device in terms of Internet connection, battery life and sufficient memory to install the application. There were also cases of loss of login credentials that prevented students from carrying out activities on the platform during a short stay abroad. One girl</p>
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stated that she did not want to install the application on her device to protect her privacy, as she felt that the Edmodo app would have access to too much personal data. There were also some problems with displaying content from smartphones, related to very long message texts: action was taken by adopting greater brevity and clarity in delivery.

Gamification for Language Learning

Introducing game elements into language teaching can make learning more engaging and effective. Creating playful online activities such as quizzes, puzzles or language challenges encourages active participation and healthy competition among learners. This method not only improves language skills, but also increases motivation and interest in practicing the language.

In the following, the results of an action-research on the use of a playful approach in the teaching of Italian as a second language with adult learners with low literacy levels in their mother tongue are illustrated. The board game *La mia città* (My Town) was created and proposed to the students, which aims to review and normalize the most common vocabulary and structures of the didactic units already tackled in class, with particular focus on the four basic linguistic skills.



	<p>The results of the classroom play-tests, among other things, registered a good level of enjoyment on the part of the students and a more than satisfactory level of engagement.</p> <p>The playtests were carried out in March and April 2019 in the four classrooms chosen for the research.</p> <p>Twenty-one students and two female students, all adults and all users of the Italian classes of CEFAL Emilia-Romagna (Italy), took part in the playtests and in the evaluation of the activity.</p> <p>In each class, the rules of the game were introduced in Italian, the materials were presented and a sample round was shown before the actual game began.</p> <p>Each game lasted between fifty minutes and an hour and a half and the entire activity was observed by one or two teachers and recorded live for later analysis.</p> <p>At the end of the game, the students were asked to fill in a questionnaire for enjoyment and self-assessment.</p> <p>Overall, there was a good response from the students, who maintained very high levels of attention throughout the activity and showed an increasing understanding of the dynamics of the game as the rounds progressed. The level of difficulty of the tasks proposed proved adequate and the times calculated for the various rounds</p>
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tended to be in line with expectations.

La mia città [My city]: a board game for learning Italian as foreign language

It was born out of the need to find different and increasingly precise ways of stimulating learner motivation, also focusing on specific learner profiles.

This contribution was born as a response to a series of problems identified in some Italian language classes composed of adult asylum seeker learners. The teaching proposal is part of an action-research project (henceforth: RA) that took place in winter 2019 at an Extraordinary Reception Centre (CAS) in Lugo (Ravenna) with some classes of learners whose language level is below the Common European Framework of Reference for Languages (CEFR).

During the various stages of the research, a board game, *La mia città* (My Town), was designed, realised and proposed to some nuclei of learners, conceived as a review and fixation activity of the vocabulary and specific structures of some didactic units already dealt with, with particular reference to the use of the four basic linguistic skills (listening, reading, writing and speaking), individually and in combination.

Created to meet the specific needs of the classes under research, the game model proved



	<p>to be compatible with the possibility of being adapted to different programmes and levels and proposed to students from different backgrounds. The students were predominantly male, generally aged between 18 and 30, and from different countries in Africa and Asia.</p> <p>The two topics that the students had indicated as the most interesting in the preliminary questionnaires were work and the city. Although both were potentially suitable, the choice was made to use the city theme as a framework, assigning the players the task of building their own city. On the basis of this choice, in-game resources and purchasable cards were renamed respectively with four actual resources needed to design a city and with some characterising buildings and aggregation points of the city.</p> <p>To keep the game intuitive, a simple and essential game board was designed where the various components could maintain a fixed location and physical tokens were chosen to be easily handled and recognisable.</p> <p>Having completed the design of the game mechanics and chosen the underlying theme for the entire project, we proceeded with the precise definition of the decks dedicated to the educational units. It was decided to prepare five test decks, based on the last units tackled in class and the students' preferences, and to bring four</p>
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decks into play at a time, so that the number of decks used in each game would influence both the number of topics available for the learner to choose from and the statistical possibility of having access to the different resource sets proposed on the back of the cards.

At an advanced stage of design, when most of the rules and mechanics had already been defined, the question arose as to whether it would be appropriate to include within the game the possibility of working not only on the specific vocabulary and structures of the individual teaching units, but also on linguistic and grammatical reflection. Assessing this possibility as compatible with what had already been produced and not invalidating for the activity as a whole, it was decided to develop this point in parallel, as an additional component or variant, in order to guarantee the playability of the game both in the presence and absence of this new addition.

The most immediate way to insert this new stimulus was through the introduction of an additional deck, visually different and placed on the board at a distance from the others, containing only more abstract tasks unrelated to a specific topic. According to this variant or additional rule, drawing from the deck on linguistic reflection would have guaranteed,

once the proposed task had been solved, to draw from the reserve a resource of any type (i.e. a choice between speaking, listening, writing or reading), making it easier to access the resources possessed in smaller quantities but slowing down the race towards obtaining them quantitatively. In order to enrich the product with a purely accessory component without in fact modifying the game dynamics in any way, it was decided to exploit the back of the 'building cards' to propose a large image of a city split over several cards and guaranteeing a doubled score for those cards that, bought by a single player, had composed a complete city at the end of the game when placed side by side.

The last objective considered in designing the game was to make the rule system adaptable and customisable class by class, so that the activity could be replicated in different contexts with comparable results. Despite the fact that the creation toolkit for the unit decks could provide a partial answer to this need, it must be borne in mind that the tasks suggested by the cards were in any case to be considered specific to the language level of reference and would have been completely inappropriate if the same game had been presented in classes with a more advanced level of Italian.

In order to make the activity worthwhile in classes of immediately higher levels (such as A1 and A2



	<p>CEFR levels), a reorganisation of the unit decks was deemed necessary so that the proposed tasks would be appropriate, resulting in a balance of basic skills.</p> <p>Assuming more advanced language proficiency, A2-level tasks lend themselves more to the combined use of several skills simultaneously, ensuring the circulation of more resources during gameplay and making the pace of the game tighter. The acceleration of the early stages of the game and the increase of the players' 'buying power' as they rise in level also reflects the improvement of the learners' actual language competence and makes the strategic-competitive phases of the game increasingly relevant to victory.</p> <p>Da: "UTILIZZO DI PIATTAFORME DIGITALI PER LO SVILUPPO DELL'ABILITÀ DI SCRITTURA IN ADULTI MIGRANTI" https://www.itals.it/sites/default/files/pdf-bollettino/febbraio2020/05_romanello.pdf</p>
<i>Methodology for distance job</i>	<p>Methodology Nr1: Flipped Classroom is an approach that traditionally reverses the learning process. Students - adult migrants - acquire knowledge independently prior to the lesson through preparatory material, such as videos or readings, while class time is devoted to application, discussion and consolidation of the</p>



	<p>acquired knowledge. This is an example of how a lesson could be structured using Google Presentations as part of the Flipped Classroom:</p> <p>Preparation of Material before starting:</p> <ul style="list-style-type: none">● The teacher creates a presentation on Google Presentations that covers the key concepts that the students will need to learn. Integrate videos, text, exercises, images or links to relevant external resources into the presentation to help students understand the concepts in depth. <p>Assignment of the material before starting:</p> <ul style="list-style-type: none">● Students receive the link to the presentation on Google Presentations along with instructions on the topic they will need to explore on their own. They are encouraged to explore the presentation and take notes to prepare for the topic that will be discussed during the class lecture. <p>Individual and Collaborative Comprehension Activities:</p> <ul style="list-style-type: none">● Students explore the presentation and deepen their understanding of the topic independently. They can post questions or concerns on an online forum or discussion platform run by the class. <p>Opening Class Session:</p> <ul style="list-style-type: none">● During the in-class lesson, the teacher leads an
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in-depth discussion on the presented topic using Google Presentations as a guide. Students can actively participate with questions, discussions or short presentations based on what they have learnt independently.

Practical and Applied Activities:

- Students participate in practical activities, group exercises or simulations based on the topic, applying what they have learnt during the independent preparation phase.

Summary and Synthesis Activities:

- The teacher uses Google Presentations to summarise the key points of the topic and synthesise the learnings. Students can contribute by providing additional insights or asking for clarification. The use of Google Presentations in this methodology allows teachers to create engaging and accessible multimedia materials, and students to learn at their own pace and interact actively and collaboratively. The classroom becomes an interactive environment where questions are discussed, concepts are applied and knowledge is built collaboratively.

Methodology Nr2: Digital Storytelling to enable students - adult migrants - to practise Italian language skills through the creation of personal stories using a video production app. At the same time, it stimulates creativity and encourages



	<p>active and collaborative participation. Students will learn to tell short stories in Italian using an app (e.g. Adobe Spark or Canva) to create short videos, thus improving their language skills and creativity.</p> <p>Phase 1: Introduction and Discussion (30 min)</p> <ul style="list-style-type: none">● Lesson presentation: Teacher explains the objective of the lesson and introduces the concept of storytelling.● Discussion on Storytelling: A discussion on the meaning of storytelling and the importance of storytelling in communication is initiated.● Analysis of Examples: Students examine and discuss short videos with simple stories, in Italian or with Italian subtitles, highlighting the linguistic structures used and the narrative context. <p>Phase 2: Preparing the Story (60 min)</p> <ul style="list-style-type: none">● Story Brainstorming: Students, divided into groups, share ideas for a short story they want to tell.● Choose the Story:
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	<p>Each group selects a story that will be the focus of their video. Structuring the Story:</p> <p>Students define the beginning, development and conclusion of the story, identifying key moments and the message they want to communicate.</p> <p>Phase 3: Creating Videos (90 min)</p> <ul style="list-style-type: none">● Learning about the App for Creating Videos: <p>Teacher introduces the app to be used for creating videos, explaining its main features.</p> <ul style="list-style-type: none">● Guide to Using the App: <p>Students follow a step-by-step guide to use the app, including adding text, images or short video clips to create their story.</p> <ul style="list-style-type: none">● Creating Videos: <p>Students work in groups to create their videos, applying the acquired language and structural knowledge.</p> <p>Phase 4: Presentation and Feedback (30 min)</p> <ul style="list-style-type: none">● Presentation of Videos: <p>Each group presents their video to the class, telling the story in Italian.</p> <ul style="list-style-type: none">● Discussion and Feedback:
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	<p>Students provide feedback on creativity, clarity of communication and appropriate use of Italian.</p> <p>Phase 5: Reflection and Assignment (30 mins)</p> <ul style="list-style-type: none">● Individual Reflection: Students reflect on the process of creating the video, highlighting challenges and things they have learnt.● Home Assignment: Students are assigned to write an individual short story in Italian for the next lesson, which will be used to create a new video. Towards creating personal stories using a video production app. At the same time, it stimulates creativity and encourages active and collaborative participation. Students will learn to tell short stories in Italian using an app (e.g. Adobe Spark or Canva) to create short videos, thus improving their language skills and creativity. <p>Phase 1: Introduction and Discussion (30 min)</p> <ul style="list-style-type: none">● Lesson presentation: Teacher explains the objective of the lesson and introduces the concept of storytelling.● Discussion on Storytelling:
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	<p>A discussion on the meaning of storytelling and the importance of storytelling in communication is initiated.</p> <ul style="list-style-type: none">● Analysis of Examples: <p>Students examine and discuss short videos with simple stories, in Italian or with Italian subtitles, highlighting the linguistic structures used and the narrative context.</p> <p>Phase 2: Preparing the Story (60 min)</p> <ul style="list-style-type: none">● Story Brainstorming: <p>students, divided into groups, share ideas for a short story they want to tell.</p> <ul style="list-style-type: none">● Choose the Story: <p>Each group selects a story that will be the focus of their video.</p> <ul style="list-style-type: none">● Structuring the Story: <p>Students define the beginning, development and conclusion of the story, identifying key moments and the message they want to communicate.</p> <p>Phase 3: Creating Videos (90 min)</p> <ul style="list-style-type: none">● Learning about the App for Creating Videos:
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	<p>Teacher introduces the app to be used for creating videos, explaining its main features.</p> <ul style="list-style-type: none">● Guide to Using the App: <p>Students follow a step-by-step guide to use the app, including adding text, images or short video clips to create their story.</p> <ul style="list-style-type: none">● Creating Videos: <p>Students work in groups to create their videos, applying the acquired language and structural knowledge.</p> <p>Phase 4: Presentation and Feedback (30 min)</p> <ul style="list-style-type: none">● Presentation of Videos: <p>Each group presents their video to the class, telling the story in Italian.</p> <ul style="list-style-type: none">● Discussion and Feedback: <p>Students provide feedback on creativity, clarity of communication and appropriate use of Italian.</p> <p>Phase 5: Reflection and Assignment (30 mins)</p> <ul style="list-style-type: none">● Individual Reflection: <p>Students reflect on the process of creating the video, highlighting challenges and things they have learnt.</p>
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- Home Assignment:

Students are assigned to write an individual short story in Italian for the next lesson, which will be used to create a new video.

Methodology Nr3: Debate. This type of methodology, used in a distance learning lesson, encourages students to develop language skills in Italian and promotes dialogue and understanding on a topic (chosen by the teacher or together with the students) allowing them to express their opinions in a controlled and supported environment. Here is an example of a lesson using the debate methodology. Choose a topic. Lesson Objective: Students learn to express their opinions in Italian on a topic, improving their language skills and argumentative ability.

Phase 1: Introduction and Discussion (30 min)

- Lesson presentation:

The teacher explains the objective of the lesson and introduces the concept of debate.

- Debate Discussion:

A discussion is initiated on the meaning of debate, the importance of opinions and constructive dialogue.

- Analysis of Examples:

Students examine and briefly discuss videos of



	<p>debates on similar topics, highlighting the linguistic expressions used to express opinions and argue.</p> <p>Phase 2: Preparing for Debate (60 min)</p> <ul style="list-style-type: none">● Research and Information Gathering: Students, divided into groups, conduct research on the chosen topic, collecting materials (e.g. data, statistics and relevant topics).● Defining Positions: Each group defines a position for or against based on the information collected.● Structuring Arguments: Students identify and organise the main arguments that they will support during the debate. <p>Phase 3: Organisation and Practice (90 min)</p> <ul style="list-style-type: none">● Planning the Debate: Students plan the structure of the debate, assigning roles such as moderator, pro and con team members, and timer.● Debate Practice: Students practice presenting and arguing their positions clearly and convincingly, honing their language skills. <p>Phase 4: Virtual Debate (120 min)</p> <ul style="list-style-type: none">● Final Preparation: Students revise their positions and prepare final arguments, using the Italian language.
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	<ul style="list-style-type: none">● Online Debate: Using an online platform, students participate in the debate, respecting the rules established beforehand. <p>Phase 5: Evaluation and Reflection (30 min)</p> <ul style="list-style-type: none">● Evaluation of the debate: The teacher and students evaluate the debate based on the clarity of the arguments, the correct use of Italian and the ability to argue.● Individual Reflection:● Students reflect on the experience, highlighting strengths and areas for improvement in their involvement in the debate.
<p><i>List of Apps for learning language and to learn a job in the country</i></p>	<p>Mondly. Learn Italian. Speak Italian</p> <p>Mondly. Learn Italian. Speak Italian was developed by Ati studios and is designed to offer free Italian lessons every day. It is based on vocabulary, starting with key words, moving on to simple and increasingly articulate sentences, helps with the study of grammar and offers resources for pronunciation.</p> <p>Gonliapps – Learn Italian for beginners _ Learn Italian for beginners</p> <p>Gonliapps – Learn Italian for beginners Impara l'italiano per principianti is an application for</p>



novice adults, but also for younger people. It offers an image-based interface and can be used at one's own pace and learning style.

50LANGUAGES

[50LANGUAGES](#) is an effective way to learn Italian. It offers examples and no prior knowledge is necessary. More experienced students can refresh and reinforce their knowledge.

In 24 hours

[In 24 hours](#) is a free app, more suitable for beginners, as it is not possible to skip the basic lessons in which basic phrases such as 'I am, I have' and so on are taught. The interface is very colourful and clear, which makes it accessible to everyone and fun.

Bravolol

[Bravolol](#) the app is elementary, but it is also a useful tool for students, since it starts with the most essential sentences, along with vocabulary, and their correct pronunciation for everyday situations such as shopping, numbers and health.

Mosalingua

For those students who wish to improve their Italian and especially their vocabulary, [Mosalingua](#) is an app, which has developed an effective way of teaching Italian words and phrases. Students can



choose how much time they want to dedicate each day to learning, so they can either take a test to check their level of Italian or choose it themselves. The app consists of learning 5 words or phrases at a time using cards. Even before using different methods to memorise them, learners can learn some basics of the language, such as introducing themselves, but also essential words and phrases for everyday life in Italy to consult a doctor or deal with an emergency. The free version only teaches a limited number of words. The subscription costs \$4.99, but includes 3000 cards to learn, all accompanied by audio tracks from a native speaker, so it is probably worth the price.

Italki

[Italki](#) is an app focused on spoken Italian. It offers the opportunity to get in touch with native speakers of Italian. One can schedule lessons in the form of a Skype conversation and one can choose whom to message or with whom to book a lesson from among the numerous subscribers, both teachers and language partners. Italki is useful for those students who wish to have a more interactive experience while learning Italian, less so for beginners; the app is very useful for getting a smattering of what is perhaps the most difficult part of learning Italian: the spoken word.

Presente



	<p>Presente is the app is made for those who have just arrived in Italy and want to learn the Italian language and learn more about civic life in order to live and integrate in this country. It consists of three parts:</p> <ul style="list-style-type: none">● a didactic section of exercises on the Italian language;● an informative pathway of texts on civic life in Italy● an agile handbook of phrases and words about the body and health. <p>Presente - Italy for foreigners can be used not only in Italian, but also in English, French, Arabic and Urdu, so that even those who are not fluent in Italian can understand all the important information. The exercises in the first part are divided into thematic modules on everyday topics, are self-correcting and consist of texts, images and audio tracks to practise writing, reading and listening to the language. Thanks to the informative texts in the second part, it is possible to learn more about life in Italy and get explanations and practical advice. On the app you can find a lot of information on how and where to look for a job, the rules of safety at work, how to register for school and how to use health and social services. In addition, there are insights into what rights and duties people have, how to travel on public transport, how to obtain citizenship, and which institutions are the most important. Some links to external resources allow</p>
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for more in-depth discussion of the topics. The third part provides a handbook for dealing with medical examinations and explaining illnesses or physical ailments. This part consists of questions and answers translated into Italian and a map with the names of the parts of the human body.

[Workeen](#) is the application to help immigrants, refugees and asylum seekers find jobs. Born from the European Horizon 2020 research project Sirius ("Skills and Integration of Migrants, Refugees and Asylum Applicants in European Labour Markets"), coordinated by the Department of Economics and Business Sciences at the University of Parma, Workeen is one of the first Apps to offer training in a playful form with the aim of guiding recently arrived immigrants in Europe to find and keep a job.

Created by a team of engineers and researchers from seven European countries and Canada, the App - of the 'serious game' genre - works on two game levels, the first one related to the search (e.g., it allows to learn about the bureaucratic-administrative procedures needed to be able to receive a job offer; it explains how to write a letter of application, a CV or how to present oneself at an interview, etc.) and the second one designed to help immigrants to find a job. The second is designed to help the player familiarise himself with the social context of the new country and with a new professional



	<p>position, providing training on issues such as how to behave in the workplace, communication aspects, clothing, etc. "This second level of the game," explain the application's creators, "also serves to make new workers aware of their rights, preparing them to reject any attempts at abuse or exploitation.</p> <p>Workeen can be used both individually and by labour agencies, trade unions, and organisations dealing with immigrants and refugees.</p> <p>Running on the Android system, the App can be downloaded from Google Play and is available in Italian, English, Arabic, Farsi, Czech, Danish, Finnish, French and Greek.</p> <p>Mygrants</p> <p>Developed in Bologna in 2017, this platform identifies the background and skills of migrants already present on Italian territory and collects their profiles in a large database, through which private companies and public administrations have the opportunity to choose the best-prepared and most motivated candidate to meet their employment needs.</p>
<p><i>Useful tools for VET educators</i></p>	<p>TOOL Nr.1: Job interview simulation</p> <p>Objective: to prepare for the job interview. The tool is aimed at professionals guiding migrants in their first job search experiences, but</p>



	<p>can also be used by the Italian teacher as role playing. If proposed by the language teacher, it can be a way to foster learning of the specialised vocabulary of the world of work, to learn how best to deal with an interview (job advertisement, CV, interview).</p> <p>How to use it: (in groups) two participants do a short interview simulation while others act as external observers, giving feedback at the end. The trainer prepares the mock interview, after collecting and analysing the various CVs, based on one of their previous jobs to make participants feel comfortable and confident.</p> <p>The interview should last 5-8 minutes and the feedback should be specific and purposeful, allowing participants to learn and improve their answers. The simulation is followed by plenary discussion. The role of the interviewer can be played by the trainer, but also by the participants themselves. In this case, it may be useful for them to "step into the shoes" of the interviewer.</p>	
	Interviewer/Interviewee	Candidate
	Good morning. Pleased to meet you. Please take a seat.	Greet the interviewer with a firm, firm handshake and introduce yourself clearly.



	<p>Would you like to tell me about yourself? Tell us about your CV.</p>	<p>Briefly talk about yourself and your previous work experience, your studies.</p>
	<p>What prompted you to apply for our position? Why did you decide to answer this ad?</p>	<p>Justify your reasons for applying.</p>
	<p>Have you had previous experience with jobs like this? What did you like best and least about your previous experiences?</p>	<p>Recount and explain previous experience relevant to the position for which you are applying, highlighting skills you have developed and success stories.</p>
	<p>Why do you think you are a good candidate for this position? What do you think are your strengths?</p>	<p>Talk about one's strengths, determination and motivation, availability, etc.</p>
	<p>What are your critical, 'weak points' on which you feel you still need to improve?</p>	<p>Talking about something you are aware of, something you are working on to improve, and the ability to learn from this as well.</p>
	<p>Tell us something you learnt at school, at work or from your migration experience that could be useful in a company working with foreign countries.</p>	<p>Describe an experience in which you learned some transversal skills that can be transferred to the company (problem solving, adaptation, initiative...). When</p>



		describing the situation, explain well the actions we performed and what we learnt.
	How long have you lived in Italy? How do you find it? Have you encountered any obstacles? How did you overcome them?	With these questions, the interviewer intends to explore the transversal skills of the candidate. Thus, recounting some of the difficulties overcome demonstrates that one possesses skills such as initiative, creativity, the ability to take action, etc.-.
	Tell us one reason why a company should choose you and not someone else.	Respond promptly by listing what added value you could bring to the company (e.g. multilingualism, creativity, experience in the field...). Companies are mainly looking for motivated people. The best answer is made up, more than of words, of attitudes, from which one's motivation to join that very company there must shine through.
	Do you have any questions about work?	Ask some specific questions related to the job, the workplace, the timetable, the tasks to be performed and the team



		involved.
	As for the more bureaucratic part concerning documents, you currently have a residence permit, what kind? Duration?	Explain well what kind of documents you have and what kind of residence permit you have, what it allows you to do and for how long.
	How long have you been in Italy?	Respond by indicating the period and better explaining the reasons for your level of Italian, reinforcing your determination to continuously improve it.
	We thank you and will let you know.	Thank the interviewer for his time and shake his hand again before leaving.
<p>TOOL Nr2: Self-assessment for a successful job interview</p> <p>Objective: to prepare for a job interview. Mode of use: individual or group. Followed by collective correction and discussion. Some of these situations (e.g. questions 6, 12, 13) can be represented with role-plays.</p> <p>Question 1: A long CV is the best way to get a</p>		



job.

Answer 1: No, the CV is only the first useful and necessary step in the active job search

Answer 2: Yes, it must be a very detailed document

Answer 3: The CV should be short, two pages at most, and concise

Correct answers: 1 and 3

Question 2: During the job interview, the interviewer is the only one who can ask questions during the recruitment process.

Answer 1: Yes, the candidate must listen carefully

Answer 2: Yes, but the candidate can also prepare questions to ask towards the end of the interview.

Answer 3: Yes, I don't have to ask questions at all, I just have to listen and answer

Correct answers 1 and 2

Question 3: The mock interview is used to:

Answer 1: Help the applicant to be confident during the actual interview

Answer 2: Give the candidate the opportunity to think about the interview questions

Answer 3: Help the candidate to memorise the answers

Correct answers 1 and 2

Question 4: Recruitment through websites is:

Answer 1: Available for a fee

Answer 2: Free and accessible



Answer 3: Accessible if you sign up with your email address

Correct answers 2 and 3

Question 5: What is good to do before the job interview?

Answer 1: Find out about the company and the type of job required (e.g. look at the company's website or talk to people already doing that type of work)

Answer 2: Prepare a copy of the CV to take with you, taking care not to crumple it up (even if it has already been sent by email)

Answer 3: Do nothing specific

Correct answers 1 and 2

Question 6: I have an interview at 09:00 in the morning, the bus is not running and I risk arriving late. What do I do?

Answer 1: I call to warn that I will arrive later because of an unforeseen event

Answer 2: I don't do anything because a 15-30-minute delay is tolerated
Answer 3: I give up and don't show up for the interview

Correct answer 1

Question 7: Question content In Italy for a job interview I have to present myself

Answer 1: With a very elegant and refined suit



	<p>and jewellery Answer 2: It is not important to pay attention to appearance and clothing Answer 3: With clean, tidy clothing, appropriate to the context and that makes me feel comfortable <i>Correct answer 3</i></p> <p>Question 8: In Italy at a job interview, I must present myself: Answer 1: Well in advance Answer 2: Punctual Answer 3: The important thing is to arrive, even if late <i>Correct answer 2</i></p> <p>Question 9: During the job interview, should I: Answer 1: Leave my mobile phone on the table Answer 2: Switch off my mobile phone Answer 3: Answer an incoming call <i>Correct answer 2</i></p> <p>Question 10: In Italy during a job interview, I must: Answer 1: Look my interlocutor in the face Answer 2: Keep my head down or look away Answer 3: Shake hands with the interviewer <i>Correct answers 1 and 3</i></p> <p>Question 11: How should I answer the interviewer's questions? Answer 1: I have to speak as much as possible without pausing to give the idea that I am very</p>
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quick-witted ("river in flood" effect)

Answer 2: I have to give very short answers, leaving the interviewer to ask me continuous questions ("getting the words out of your mouth")

Answer 3: I must answer with sincerity and balance (neither too much nor too little), highlighting my motivation for the job

Correct answer 3

Question 12: At the end of the interview it is good:

Answer 1: Thank me for the attention I have been given and greet me with a smile and a handshake

Answer 2: Ask when you will know the outcome of the interview

Answer 3: Greeting in a resigned and complaining manner

Correct answers 1 and 2

Question 13: When asked "what can you do?" it is good to:

Answer 1: Answer that you are able to do any job

Answer 2: List what you know how to do. Only after listing your skills can you say that you are willing to adapt to other free positions out of necessity

Answer 3: Say that you want to learn within the company

Correct Answer 2.

Note to the trainer: Explain well that the first and













third answers generally annoy corporate recruiters.

TOOL Nr3: What can I do? /What do I need?" matrix

Objectives:

To map language skills and define the urgency of communicative needs To encourage learner self-assessment To make the learner understand the usefulness of language skills.

Method of use Individual work. The form is very simple and the icons help comprehension even for users with low or no knowledge of Italian.

What can I do?				What do I need and with what urgency? _____
Understand when others speak 				
Understand what I read 				
Make me understand when I speak 				
Support a conversation 				
Support a phone call 				
Write what I think 				
Fill a questionnaire 				
What else?				



	<p>Legend:</p> <p> I can't do it in Italian</p> <p> I can do it if someone helps me</p> <p> I can do it myself</p> <p style="text-align: right;">How important and urgent is my need?</p> <p style="text-align: right;"> It's important</p> <p style="text-align: right;"> It is very important</p> <p style="text-align: right;"> È very important and urgent</p> <p>From: <i>“Interventi efficaci per l'apprendimento dell'italiano e l'inserimento lavorativo di persone migranti/rifugiate. Guida ad uso di docenti di italiano, formatori, orientatori e operatori sociali”</i></p> <p>https://www.brefe.eu/sites/default/files/files/Brefe%20IO1%20Guida%20%28IT%29.pdf</p>
<p>List of useful links</p>	<p>www.Parliamoitaliano.altervista.org</p> <p>It is designed for foreigners, students with language difficulties and teachers of Italian L2. It has basic, intermediate and advanced courses. In addition to teaching the language, it promotes knowledge of Italian civilisation (history, art, literature). It has a forum and a chat to share content and ask questions.</p> <p>https://www.raiscuola.rai.it/percorsi/corsoditalianoperstranieri</p> <p>The Great Portal of the Italian Language, created by the Ministries of the Interior, Education, University and Research and Rai Educational to help foreigners learn Italian. From that portal comes this Course, built to learn the language of the country in which one has chosen to live.</p>



	<p>Corso d'Italiano per Stranieri (Italian Course for Foreigners) helps to learn basic Italian and to approach the principles of the Constitution in order to share its values, rights and duties and to understand the various aspects of civil life in our country. Designed for foreigners, who will be able to use it as a tool to improve their knowledge of the language, and for teachers, who will be able to use multimedia materials to support teaching.</p> <p>Blog Learn Italian with Lucrezia https://learnitalianwithlucrezia.blog/ Teaching Italian to foreigners with the use of English as a vehicular language.</p> <p>Italian Language and Culture: Beginner Learn the basics of the Italian language and culture through videos, podcasts, interviews, and much more.</p> <p>Italian Language and Culture: Intermediate Improve your Italian language skills and expand your vocabulary while you learn about Italian art, literature and contemporary society.</p> <p>Italian Language and Culture: Advanced Enhance your knowledge of the Italian language and learn about Italy's culture and history including theatre, opera and the poet Dante.</p>
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<p><i>Additional Resources (links, articles, pdf, handbooks, researches, etc.)</i></p>	<p>Links</p> <p>Governance of migrant integration in Italy https://ec.europa.eu/migrant-integration/country-governance/governance-migrant-integration-italy_en</p> <p>UNHCR Italy - Help for refugees, asylum-seekers https://help.unhcr.org/italy/</p> <p>Dipartimento per liberta' civili e l'immigrazione - Ingresso stranieri in Italia http://www.libertaciviliimmigrazione.dlci.interno.gov.it/it/ingresso-stranieri-italia</p> <p>Articles</p> <p>InfoMigrants https://www.infomigrants.net/en/country/Italy/</p> <p>Finding a job in Italy https://italy.refugee.info/hc/en-us/articles/5388883260055-Finding-a-job-in-Italy-</p> <p>MIGRANTS, MINORITIES AND EMPLOYMENT IN ITALY https://fra.europa.eu/sites/default/files/fra_uploads/235-it.pdf</p> <p>Video</p> <p>Migrant workers in Italy preferred to locals https://www.youtube.com/watch?v=j6FC8zA9zRQ</p> <p>How migrants and refugees are being welcomed in one tiny Italian village https://www.youtube.com/watch?v=hd78x_dwudo</p>
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	<p>African Migrants Find Work as Beekeepers in Italy https://www.youtube.com/watch?v=Mm15TN5s8-Q</p> <p>Researches Italy: Report on labour migration 2022 https://ec.europa.eu/migrant-integration/library-document/italy-report-labour-migration-2022_en</p> <p>Migrant workers in Italy: an analysis of injury risk taking into account occupational characteristics and job tenure https://bmcpublikealth.biomedcentral.com/articles/10.1186/s12889-017-4240-9</p> <p>Foreign workers in Italy https://www.italianvisa.it/foreign-workers-italy-job-market/</p> <p>Pdf Mental Health and Psychosocial Support for Refugees, Asylum Seekers and Migrants on the Move in Europe. A multi-agency guidance note. December 2015 http://www.socialserviceworkforce.org/system/files/resource/files/MHPSS-Guidance-Note.pdf Parsloe E. & Leedham L. (2009)</p> <p>PRACTICAL GUIDE FOR ASYLUM SEEKERS IN ITALY https://www.interno.gov.it/sites/default/files/allegati/la_guida_in_inglese.pdf</p> <p>Listed below are some organisations in Italy that can help migrants https://wagingpeace.info/wp-content/uploads/pdfs/WP_Italy_Support_Orgs_English_FINAL.pdf</p> <p>Further resources Associazione Centro Astalli, "I get you" Buone pratiche di integrazione di migranti forzati attraverso il community</p>
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	<p>building. EU JUST project (JUST/2014/RRAC/AG/BEST/6656</p> <p>-</p> <p>https://www.centroastalli.it/get-buone-pratiche-di-integrazione-di-migranti-forzati-attraverso-il-community-building/ItalianoSpontaneo.com</p> <p>The Italiano Spontaneo course is divided into three levels: elementary, intermediate and advanced. Each level includes 12 lessons to be studied over 12 weeks, with a glossary of difficult words, transcription of dialogues, audio recordings, flashcards, and, for those who wish, a small easy grammar of the topics covered. You can purchase the course in the online version, with the final certificate of attendance, or as a printed book.</p> <p>The entire course is completely in Italian.</p> <p>Come funziona l'accoglienza dei migranti in Italia</p> <p>https://www.openpolis.it/parole/come-funziona-laccoglienza-dei-migranti-in-italia/</p>
<p>Conclusions</p>	<p>According to the Italian Rapporto annuale 2021 del Sistema di Accoglienza e Integrazione (Annual Report 2021 of the Reception and Integration System, the latest available, henceforth SAI Report), the same operators believe that a decisive aspect for an efficient integrated reception is learning the Italian language, second only to socio-occupational integration paths and on a par with legal orientation paths.</p>



	<p>It is important to bear in mind that the law enshrines the right to access the education system, but not the duty nor the obligation for asylum seekers to access it.</p> <p>The Italian courses, in fact, were offered by the centres, but adherence remained voluntary on the part of the individual asylum seeker. Moreover, A2 language certificates are mandatory for those applying for a long-term residence permit, but not for those who are beneficiaries of international protection.</p> <p>The level of Italian language knowledge attained at the end of the course is generally low, A1 of CEFR ⁶ or pre-A1, maximum A2, with no differences between asylum seekers and refugees.</p> <p>As an example, in 2020 there were 4,534 beneficiaries of international protection who completed a course with the issue of a certification recognised at regional and/or national level: of these certificates, 9.7% referred to a pre-literacy course (pre-A1), 36.8% to a basic course (A1 or A2), 31.3% to an intermediate course (B1 or B2) and 14.6% advanced (C1 or C2).</p> <p>The SAI Report 2021 reports that around 70 per cent of adult (male and female) SAI beneficiaries attended a language training course in 2021. This means about 30,000 beneficiaries out of a</p>
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	<p>total of 42,4648.</p> <p>The reasons why the service has not been provided to all the adult beneficiaries are many: the periods of integration in the SAI are different (which means that the beneficiaries who entered reception at the end of 2021 will probably be among those who followed Italian courses the following year); there may be other specific needs to be taken into consideration, to which it is necessary to give priority (think, for example, of the situations of health or social vulnerability encountered); the beneficiaries may have already acquired a basic level of Italian in the previous reception contexts.</p> <p>With the Guidelines annexed to the Ministerial Decree of 18 November 2019, a minimum number of 15 hours of Italian language courses had been envisaged, recognising this activity as of preparatory importance to the entire path of social inclusion. The previous Ministerial Decree, in fact, provided for only 10. In 2021, the Guidelines were fully implemented for almost all the SAI projects, which gradually aligned with the minimum hourly requirement. Thus, 66.6% of the SAI projects delivered more than 15 hours of language training and 25% between 13 and 15 hours. The remaining 8.4% stayed at 12 hours: these were mainly situations in small centres, also in inland areas, which do not have easy connections with the Provincial Centres for Adult</p>
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	<p>Education (CPIA) or training or educational institutes and which do not have the necessary territorial resources to make up for the completion of the training hours in full autonomy.</p> <p>In order to guarantee these hourly standards with continuity throughout the calendar year, the SAI projects in 2021 have mainly envisaged a mixed mode of service delivery: language courses at the CPIA or other territorial bodies, integrated with courses and educational activities organised directly within the narrow scope of the SAI project. The mixed mode of delivery of Italian language learning activities made it possible to strengthen the service and respond to specific needs dictated by situations and conditions, which an SAI project must necessarily take into account:</p> <ul style="list-style-type: none">- need to start or give continuity to a language course, regardless of the time of the year in which the beneficiary is placed in reception in the SAI, and of the teaching calendar of the CPIAs or other bodies;- need to supplement the number of hours offered by the CPIAs or other bodies;- the need to make up for possible difficulties in terms of transport and connections to the location of the CPIA or other bodies, especially in the case of SAI projects located in inland municipalities or in inland areas;- the need to respond to the specific needs of
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	<p>beneficiaries with particular conditions of vulnerability and fragility, who require targeted and specialised interventions, also in the area of language learning.</p> <p>However, the courses provided by the centres have sometimes proved insufficient to meet the training and education needs of asylum seekers. To meet the growing need for training, there are a number of public or third-sector entities operating in the territories.</p> <p>The entities that, in addition to the provincial centres, intervene to support the Italian language learning service are mainly cultural and voluntary associations (64.2% of cases), educational institutions (44.8%), language training agencies (26.9%), and employment training agencies (22.4%).</p> <p>In several projects, these reference interlocutors are multiple, testifying once again to the heterogeneity and complexity of territorial networks, which have the potential to respond to the same needs on different fronts, on the basis of opportunities, availability and even specific requirements.</p> <p>⁶ <i>The Common Frame of Reference for Languages (CEFR) is an internationally recognised descriptive system for assessing language skills. The CEFR is accepted throughout Europe and is increasingly common in the rest of the world).</i></p> <p>https://www.ismu.org/wp-content/uploads/2023/07/Paper_Inclusione-linguistica-degli-adulti-stranieri_Morlotti.pdf</p>
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Republic of North Macedonia

<p><i>Introduction</i></p>	<p>The assimilation of the Macedonian language by migrants emerges as a fundamental building block for their social, cultural and economic integration process. The distance learning approach emerges as a strategic asset, going beyond the common barriers related to physical and time constraints often faced by migrants. Proficiency in the local language is a prerequisite not only for active participation in the host society but also for easier access to education, employment and public services.</p> <p>The hybrid learning model, which combines elements of online and face-to-face teaching, emerges as a sophisticated and effective approach to teaching Italian to migrants. This blended paradigm offers not only flexibility and adaptability but also an interactivity that allows students to access teaching materials in a highly personalised manner, actively participating in individual sessions with instructors and peers.</p> <p>Delving deeper into the topic, we will explore in detail how Blended Learning is structured to maximise the effectiveness of migrants' learning of the Macedonian language. We will analyse three specific methodologies that integrate live virtual lessons, online resources, personalised</p>
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	<p>tutoring and discussion forums, thus creating an inclusive and engaging learning experience.</p> <p>Through this examination, we aim to highlight how distance learning, when implemented through blended learning, can act as a powerful tool to stimulate the acquisition of language skills crucial for successful integration and success in the Macedonian community. The synergy between advanced technologies and targeted teaching strategies emerges as a crucial aspect in providing not only effective but also highly rewarding learning experiences, thus enabling migrants to take full advantage of opportunities in their new environment.</p> <p>With careful adaptation and execution, these methodologies can enhance the effectiveness of language teaching for migrants in distance learning contexts. Elements such as interactivity, flexibility and a well-structured motivational component thus become pivotal elements in ensuring active, progressive and profound learning.</p>
<p><i>Methodology and analysis in the Republic of North Macedonia</i></p>	<p>https://akademiedsk.online/makedonski-za-stranci/</p> <p>METHODOLOGY</p> <p>With this course, students get acquainted with the Macedonian alphabet and accent, grammar and a suitable vocabulary, with which</p>



they will be able to properly communicate on everyday topics, as well as for easier coping and normal communication in private and professional life in Macedonia.

AkademieDSK is an educational center specialized in online learning of the Macedonian language for foreigners. In order to maintain the quality of services for which we are recognized, we have accepted the challenge of actively working on the digitization of the range of language services, which we have been offering on the market for more than 10 years.

The online courses combine effective learning with flexibility in terms of location and participants' professional and private activities.

We always put our interactive learning model in the function of achieving your goals, which would further encourage your motivation, and always with an individual and positive approach to the interests and peculiarities of each listener.

Success is certainly not accidental, but is the result of planning, motivated and dedicated joint work.

In **an akademieDSK** group, one often learns better than alone. Numerous interactive exercises contribute to the joint progress of the group and offer various opportunities to strengthen the group identity

- it jackets the feeling on unity



- everything we respect each other
- them we respect the common one's rules
- it we help the mutual bonding and teamwork operation

Advantages of online teaching

Large selection of courses – From our wide range of German and Macedonian language courses for foreigners for different age groups and different intensity, choose the one that suits your wishes and needs.

Availability of materials – The teaching materials are available to you in electronic form and you can use them at any time.

Different ways to communicate with the professor – An advantage of online teaching compared to traditional teaching is the flexibility in communicating with the professor. Choose between email, live chat, forum or phone conversation to get quick feedback from the professor.

Freedom in choosing the location/ambiance – According to your learning style, choose a location and an environment that will give you a greater opportunity for concentration.

It contributes to the protection of the environment, and you will save on fuel and vehicle maintenance.

You will develop self-discipline – without the obligation to physically attend classes at a



certain location and at a certain time, you will be forced to develop the skill of better time management, which will certainly benefit you in improving the quality of life.

You will develop additional skills for using new applications.

CERTIFICATION

Macedonian language courses for foreigners are designed according to the European reference framework for languages, which foresees 8 degrees derived from 4 levels A1-B2.

Teaching is interactive and develops all four language skills: listening (understanding spoken text), reading (understanding written text), writing and speaking (speech interaction and speech production).

<https://besedi.mk/mk/sto-nudime/chasovi-na-dal-echina-onlajn>

Macedonian language lessons at a distance (online) are planned for:

- everyone who wants to learn or improve the Macedonian language and is outside Macedonia or in another city (our premises are in Skopje)
- those who feel more comfortable when learning in their environment and



● all for whom online learning is a common way of informing and acquiring new knowledge. The target group is everyone who wants to learn Macedonian, and they consider distance learning to be an advantage, that is:

- Macedonians who live abroad and wish to speak or improve the language of their ancestors
- foreigners planning to stay in Macedonia
- foreigners what they live in Macedonia
- citizens of Macedonia on who Macedonian language it is non-native to them
- citizens of Macedonia on who Macedonian language it is native to them, but who love yes them deepen the knowledge of certain areas from the language for needs on their professional life or education.
- Migrants that are staying in Macedonia.

Online hours everything also perform for:

- [communication skills classes](#) and for
- [help at learning](#) .

Everything benefits Zoom, but so can others ways for the sake of adjustment with the needs on the student.

Practically, everyone type on traditionally learning in classroom, but today everything can be accomplished in virtual classroom.

Online the teaching can yes everything performs:

- individually or
- in group.



Course materials _ everything sent to the email address of the student, everything they share on Google Docs or everything attached to the learning platform/application that everything uses.

Necessary it's your computer with a good internet connection and installed Zoom (or another application that will use everyone).

<https://ces.mk/za-nas/>

ACADEMY FOR VOCATIONAL EDUCATION and TRAINING and ADULT EDUCATION

Academy CES is a company that has been actively working on the development of human capital for more than 21 years, the first center for professional education and adult education in Macedonia that offers different types of training for the personal and professional development of adults, retraining and retraining. The organization exists as a link between the needs of the labor market and employers on the one hand and the unemployed on the other hand.

CES ACADEMY is an accredited institution by the Ministry of Education and Science, the Center for Adult Education, the Bureau for Education Development, the Center for Vocational Education and Training, as well as the Ministry of the Environment, for the implementation of high-quality program contents for training.



	<p>In addition to other trainings, Ces Academy conducts language skills and translation trainings for adults who want to learn the Macedonian language. Foreigners living in Macedonia, migrants and adults who want to improve their job search.</p> <p>EDUCATIONAL HORIZONTAL SKILLS organized in CES are the following: language skills, digital skills, environment and waste management, personal and professional development, employment skills, entrepreneurship, family literacy and financial literacy.</p> <p>After completing the training, candidates receive a certificate/diploma that has the status of a state diploma with which they have the right to get a job or open their own business. Candidates who also attend international practical training in another country are also awarded a European recognized certificate - Europass Certificate.</p>
<i>Remote work methodology</i>	<p>Remote work methodology, also known as telework or remote work, refers to the way work is organized and managed when a team works from different locations, usually via the Internet. Here are some principles and practices used in this methodology:</p> <ol style="list-style-type: none">1. Technology and tools: A fundamental part of remote work is the use of tools and technologies for communication and collaboration. These tools include video



conferencing platforms, chat applications, task management projects, document sharing and others.

2. **Communication:** For successful remote work, communication between team members is key. It includes regular status updates, a facility to ask questions and share information. Determine congratulations intervals for meetings and updates.

3. **Setup on expectations:** It is important to everything set up clear expectations for everyone member on the team. This includes time frames, performance expectations and communication requirements.

4. **Flexibility and self-discipline:** Employees who they work on distance should yes be flexible and yes, they have tall degree on self-discipline. This includes ability to self-manage and complete on the tasks in the framework on the set-up deadlines.

5. **Management process _ with tasks and projects:** Use on management tools _ with tasks and projects is important to review on progress and monitoring on all aspects on the job. Such tools enable review on the critical one's tasks and their status.

6. **Formal and informal communication:** Except the regular one's meetings, enable informal communications between the members on the team. These moments everything great for



	<p>building on links and for patterns on talks who no everything connected with the job.</p> <p>7. Creating on team culture: Although the members on the team can yes be far apart physically, it's important yes everything create feeling on togetherness and teamwork culture. Enable opportunity for birthday greetings, team _ games or others activities who it increases the feeling on obligation.</p> <p>8. Regular reflection and reviews: The regular reviews and ratings everything important to follow on performance on the members on the team and identifying on improvements or support needs.</p> <p>9. Security on information: Security on certainty on the sensitive one's information is critical when everything works on distance. The use on safe tools and means of communication is important.</p> <p>10. Flexibility to adapt: The work on distance can yes be different for different people organizations and teams. It is important to everything be flexible and yes everything adjust on needs and culture on your team.</p>
<p>List of language learning and work learning apps in the country</p>	<p>https://www.lingo-play.com/mk/%D0%BD%D0%B0%D1%83%D1%87%D0%B5%D1%82%D0%B5-%D0%BC%D0%B0%D0%BA%D0%B5%D0%B4%D0%BE%D0%BD%D1%81%D0%BA%D0%B8-%D1%98%D0%B0%D0%B7%D0%B8%D0%BA/</p>



Learn Macedonian language with a lingo game app

Discover the secret behind learning the Macedonian language with a mobile application online easily and quickly. Forget words and phrases with millions of existing users worldwide, experts who want to use their memory and more. The Lingo Play application will bring you a world of Macedonian words and phrases that can be memorized at any time. With the amazing Lingo app on your phone, you'll be able to refresh your Macedonian vocabulary on the go. It doesn't matter if you are a native speaker or a foreign language learner, the Lingo Macedonian learning app suits all types of learners.

Look around and discover how fun it is to learn Macedonian language with a mobile application or the best online learning opportunities! It's no secret that staying motivated is key to learning Macedonian with a mobile app for iOS and Android. Staying motivated is the number one reason why many people succeed in learning a language, and also the number one reason why some fail. Choose the topics you are interested in or the way of learning Macedonian words that is most effective for you. These Macedonian application exercises are essential to your success!



Play online;
Invite your friends and have fun learning Macedonian together;
Tournaments;
Participate in tournaments with other players around the world;
Rating + awards;
Participate in contests to rate and win prizes;
Learn lessons;
You will discover thousands of new words and phrases in the Macedonian language;
Complete your lingo course and get your certificate in the Macedonian language in applications jata.

Macedonian Learning application for learning

The first aspect of learning the Macedonian language is understanding the bits and pieces that come together to form a language. It is equally important to learn the unique linguistic features of the Macedonian language. If it is not the first time you encounter Macedonian grammar or learning Macedonian vocabulary, you know what the language has for you. >

To make sure you learn Macedonian quickly, the most important thing to do is to gather a list of exciting, accurate goals to plan your time and studies effectively. Preparing your way through a challenge is not something you can do overnight,



and the same is the case with the Macedonian language. Your Macedonian language learning app should help you achieve your goals by keeping an eye on your progress. In addition, it should provide you with a simple structure that helps you learn quickly and achieve the desired results. Get ready to uncover loads of useful polyglot tips and tricks to become a master of multiple languages. With the Lingo Macedonian app, you don't need to rely on anyone to learn the Macedonian language. You can easily achieve the goal with self-learning methods. Macedonian Words, phrases and lessons are structured in a way that will help you learn the language quickly and easily. You can choose the topics that interest you the most or a method using which you can easily learn Macedonian words.

<https://play.google.com/store/apps/details?id=com.eduven.id.lang.macedonian&hl=mk&gl=US&pli=1>

Speak Macedonian: Learn Macedonian

Learn and speak Macedonian from English, Italian, German, Portuguese, Serbian, Dutch, Albanian, Greek, Turkish, Polish, Croatian through audio, phonetics, pictures and games.



The external Macedonian learning application has 2135 words with 55 categories. It contains pronunciation, pictures and phonetics of words for easy learning. Switching the base language, saving learning in EduBankSM, audio playback, Potpourri and retention games are the main features of Speak Macedonian App.

* EduBankSM - Save your learning with EduBankSM.

* Game- Streamline your learning with games for better retention.

* Turbo PlaySM - Listen to all audio recordings in a category or list.

* Potpourri- Display the category words in matrix form!

* Contribute- Did you miss a word? Do you find an audio or phonetic or translation error? Contribute to the user community app.

* Search - Search any word to get its phonetics, translation and audio.

It will help you increase your vocabulary and converse in Macedonian. Download now

We make SMARTY apps, "Simple Masterly Approach to Refine Thinking" for YOU.



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Website

<http://www.edutainmentventures.com/>

In Macedonia, as in many other countries, there are different methodologies and tools for distance learning. Such methods include the use of e-platforms, virtual classrooms, video conferencing tools, etc. Here everything some from them:

1. **Virtual Classrooms and Platforms:**

- eLearning.mk - Electronic platform _ learning in Macedonia.
- [Google Classroom](https://classroom.google.com/) - Google 's virtual platform classrooms.
- [Microsoft Teams](https://teams.microsoft.com/) - Online a team environment collaboration and learning.

2. **Video Tools _ Conferences:**

- [Zoom](https://zoom.us/) - Famous video tool _ conferences.
- [Microsoft Teams](https://teams.microsoft.com/) (previously listed) also has a video option conferences.



- [Google Meet](#) - Video tool conferences from Google.

3. **E- Courses and Trainings:**

- [Courses on The universities in Macedonia](#) - A lot from the universities in Macedonia they offer e- courses.

- [Coursera](#) - Platform with courses from a lot worldwide universities and institutions.

4. **Social Networks and Learning Communities:**

–

- LinkedIn [Learning](#) - Course and training platform connected with professional skills.

- [Reddit](#) - Miscellaneous learning subbedits _ programming and others skills.

5. **Open Courses and Resources:**

- [Khan Academy](#) - Free educational resources for different subjects.

6. **Video Tutorials and Guides:**

- [YouTube](#) - There is a lot channels with educational contents.

7. **E - Books and Reading Resources:**

- [Project Gutenberg](#) - Free eBooks on public domain.

8. **Platforms for Courses and Certificates:**



	<ul style="list-style-type: none"> ● edX - Course Platform _ from worldwide known universities. <p>9. Duolingo is _ learning application _ languages to which everything approaches through mobile device and computer.</p>
<p><i>Useful tools for vocational education and training educators</i></p>	<p>Tool #1 Career assessment tools:</p> <ul style="list-style-type: none"> ● Local business contacts: Use your network and local business contacts to create opportunities for students, such as arranging informational interviews or facilitating job shadowing experiences. ● Notices and Job Notices: Encourage and direct students to post job alerts on popular job search platforms, allowing them to receive notifications of new jobs that match their specific criteria and interests. <p>Tool no. 2 Skill Development Platforms:</p> <ul style="list-style-type: none"> ● Coursera, edX and Udemy: Explore online learning platforms like Coursera, edX, and Udemy, which offer a wide variety of courses and certifications to help students acquire new skills or improve their existing ones. ● Online communities: Additionally, suggest that students become active participants in relevant online communities and forums, where they can engage with



experts, seek advice, share their experiences, and learn from others in their chosen fields.

Tool No. 3 **Assessment tools:**

- **Resume and Job Search Workshops:**

Organize and deliver informational workshops within your vocational education and training (VET) program, focusing on essential skills such as resume writing, effective job search strategies and interviewing skills to empower students with the tools they need to succeed in their careers.

- **Research Tools:**

Use valuable labour market research tools, such as the Bureau of Labour Statistics, which provides comprehensive labour market information, including job growth projections, average salary data, and industry trends, helping students to make informed career decisions.

- **Glass door:**

Recommend using Glassdoor, a platform that offers company reviews, detailed salary information and insight into the interview process, allowing students to gain a deeper understanding of potential employers and career opportunities.



*List of useful
links*

<https://myla.org.mk/wp-content/uploads/pdf/UNICEF-Obrazovanie-na-deca-begalci-MKD-FINAL-digital.pdf>

The right to education is guaranteed by Article 44 of the Constitution of the Republic of Macedonia and should be available to everyone under equal conditions. According to the Law on Basic Education, every migrant has the right to education, and according to the Law on Secondary Education, foreign citizens and persons without citizenship can acquire education according to the conditions provided by this law. According to the Law on Asylum and Temporary Protection, asylum seekers and persons under temporary protection have the right to education and the opportunity to be included in the educational system in Macedonia. The Law on Foreigners also stipulates that anyone who has a residence permit in the Republic of Macedonia has the same rights as the citizens of the Republic of Macedonia, including the right to education.

<https://ces.mk/proekti/winbiz/>

The WINBIZ project includes migrant women or women of non-Western origin, with a medium-high level of education, the aim of which is to enable them to acquire and develop



personal, transversal and specific competences and skills necessary for their full integration/reintegration in the European labour market, thus generating benefit for them and for the society in which they live. WINBIZ aims to:

- Yes, contributed con the development on the competencies on the women migrants, through education for adults through high quality learning
- Yes, contributed for promotion on the open education and the development on methodological, didactic and technically innovations for the promotion of women's social entrepreneurship. Such goals should be achieved through the development of four tools that will be created during the implementation of the project:
 - Investigative report for social needs and the needs for training, which aims to show the opportunities and barriers in the local, national and European framework that migrant women face, their conditions for education, training, access to the labor market and their full social integration.
 - Online package with and latkes for trainers and tutors, created by integrating data and information from social research, technical and intellectual input from partners, already available



open learning resources, which will be "tested" through alternative engagement and information gathering techniques, such as coaching circles. The methodology used will be based on system methodologies such as U-theory and Design Thinking. The produced toolkit will be used by the trained tutors themselves as an operational tool for training/mentoring activities for the benefit of migrant women involved in the MOOC (massive open online course).

- Modular course of 150 hours that will be structured in mixed mode: 25 tutors will mentor 250 women immigrants for time on the course. Reference to coaching/mentoring of mentors will be pre-addressed in the developed manual. The MOOC will be hosted within an e-learning platform and will aim to impart knowledge to the target group and promote digital, entrepreneurial, intercultural, and life skills. To confirm the acquired skills, participants will receive a certificate and an open badge, according to the Entre Comp framework.

- Catalogue on business plans, who them unites the 15 the best operational business plans developed from the women who successfully followed the MOOC and who received the highest marks after participating in the final project work scheduled at the end of the MOOC. At the end of the mixed course, there will be a



project work of 100 hours (20 of which include the presence of tutors), which will be structured as a teamwork experience that will guide the 250 participants, divided into groups, to the definition of business ideas.

<https://www.csj.com.mk/tabs/view/10b32ac4572ebd29b4dcbb10020cba17>

The regular Macedonian language course for adult listeners covers 16 weeks, 32 hours, twice a week for 105 minutes.

The course prepares students who want to study the Macedonian language for studies and work. Intensive, specialized, summer and other types of courses are realized in agreement with the enterprises or institutions that need to study the Macedonian language.

<http://ananija.mk/mk/node/17>

Accelerated courses are held with 3 hours per day or 15 hours per week or 2 hours per day or 10 hours per week. The courses are group where the number of students is 2 - 10 visitors and individual courses. We also hold non-accelerated courses with 2+2 hours per week or 2+2+2 hours per week. The courses we run are beginner level for complete beginners, intermediate level and advanced level. and all those who are not able



	<p>to come to Macedonia, in our School we offer the opportunity to hold classes via the Internet, that is, via SKYPE.</p>
<p><i>Additional resources (links, articles, pdfs, manuals, research, etc.)</i></p>	<p>Links</p> <p>https://2017-2020.usaid.gov/mk/macedonia/fact-sheets/migrant-and-refugee-human-rights-protection-project</p> <p>http://arhiva.mvr.gov.mk/ShowAnnouncements.aspx?ItemID=8038&mid=1575&tabId=350&tabindex=0</p> <p>https://akademik.mk/mzmp-so-aktivnosti-za-podobruvane-na-veshtinite-na-advokatite-za-pravna-pomosh-na-migranti-i-begaltsi/</p> <p>Publications</p> <p>https://publications.iom.int/system/files/pdf/MP-North-Macedonia-MD.pdf</p> <p>http://studiorum.org.mk/evrodijalog/20/pdf/MKD/05-MAK_Oncheva_Spasenovska.pdf</p> <p>http://medf.ukim.edu.mk/wp-content/uploads/2021/07/disertacija-Angelka-Jankulovska.pdf</p> <p>Workshops</p>



	<p>https://a1on.mk/macedonia/rabotilnica-za-unap-reduvanje-na-sistemot-za-pomosh-na-begalci-i-migranti/</p> <p>Videos</p> <p>https://a1on.mk/macedonia/video-migrantite-gi-odbija-paketite-so-pomosh-od-policijata/</p> <p>https://www.facebook.com/watch/?v=1193932610652071</p> <p>https://sitel.com.mk/cenata-za-shverc-na-migranti-niz-makedonija-zgolemna-rechisi-za-tri-pati</p>
<p><i>Conclusions</i></p>	<p>North Macedonia faces complex challenges related to the integration of migrants into society. The government has implemented policies to manage migration flows and provide assistance, addressing dynamics influenced by various factors, including economic opportunities, political instability and conflicts in the surrounding regions.</p> <p>The 2015 European migration crisis affected North Macedonia, which was used as a transit route by many migrants and refugees from the Middle East and North Africa. Integration challenges include language barriers, cultural differences and disparities in education and skill levels.</p> <p>Migrants from a wide range of nationalities, ethnicities and backgrounds may have different</p>



motivations for migration, influencing their experiences and interactions in the country. The issue of learning the Macedonian language is addressed through courses organised in cooperation with the Ministry of Education and Science, but currently the Higher Education Law does not make provisions for facilitated access to the defined target group.

It is generally accepted that the defined target group should have the opportunity to learn the language of the country of residence, and study programmes for studying the Macedonian language are already in place. However, the issue of language learning should be further regulated by law as an integral part of the mandatory programmes for the integration of the defined target group in the Republic of Macedonia.

Language skills play a central role in integration courses, reflecting the general educational level and the needs of the participants. The cooperation between the government, the civil society sector and international donors is evident in the models of assisting vulnerable groups of migrants to integrate them into the educational system.

The Ministry of Education and Science is responsible for developing programmes and courses for adults, with the aim of ensuring that participants acquire formal certificates within the national education system. In the future,



	legislation should define the necessary format for such certificates, thus consolidating progress towards the effective integration of migrants into Macedonian society.
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Conclusion to the Annex 2.1

In conclusion, describing the Methodology for Distance Learning, Methodology for Distance Job Training, and Methodology for Class Learning, along with the carefully curated apps and tools, embody a significant stride towards empowering migrants in Lithuania, Italy, and Macedonia in their pursuit of learning the respective national languages. These methodologies and technological integrations present a robust foundation for fostering language proficiency, facilitating cultural integration, and enhancing employability among migrants.

The Methodology for Distance Learning emerges as a valuable asset, providing a flexible and immersive platform for language acquisition. It empowers migrants to learn at their own pace, surmount geographical barriers, and develop a strong linguistic foundation, thereby promoting a sense of independence and self-efficacy in their language learning journey.

Simultaneously, the Methodology for Distance Job Training emerges as a vital tool in aligning language learning with professional contexts. By tailoring language instruction to specific



job requirements, migrants can enhance their language skills in a manner directly applicable to their workplaces. This approach significantly contributes to enhancing their employability and facilitating successful integration into the workforce.

The Methodology for Class Learning underscores the importance of traditional pedagogical settings, providing a structured and interactive learning environment. Through classroom-based instruction, learners can engage with peers, participate in group activities, and receive real-time guidance from educators. This methodology nurtures a sense of community, encouraging active participation and fostering cultural understanding alongside language acquisition.

The integration of carefully selected apps and tools enhances the overall effectiveness of these methodologies. The interactive exercises, vocabulary-building features, and real-time language practice offered by these digital aids complement the methodologies, engaging learners and reinforcing their understanding of the national language in an interactive and dynamic manner.

Recommendations for further enhancement encompass ongoing research and updates to the methodologies, ensuring alignment with evolving linguistic and technological landscapes, like these:

Continuous Research and Adaptation:

Engage in ongoing research to stay updated with advancements in language acquisition methodologies, educational technologies, and cultural integration strategies.



Conduct regular evaluations and assessments of the methodologies to ensure their relevance, effectiveness, and alignment with the evolving needs of migrants.

Customization and Personalization:

Tailor the methodologies to accommodate individual learning preferences and levels of proficiency, fostering a personalized learning experience that motivates and engages learners.

Cultural Sensitivity and Inclusivity:

Integrate cultural components within the methodologies to ensure learners not only grasp the language but also understand the cultural nuances, promoting better communication and integration into the society.

Collaboration and Partnerships:

Establish partnerships with local communities, governmental organizations, NGOs, and educational institutions to create a robust support network for migrants, facilitating a more holistic approach to language learning and integration.

Multilingual Support and Materials:

Provide learning materials and instructions in multiple languages to accommodate diverse linguistic backgrounds, making the learning process more accessible and inclusive.

Teacher Training and Development:

Offer comprehensive training programs for language educators, ensuring they are equipped with the latest methodologies, technological tools, and cultural understanding to effectively guide migrants in their language learning journey.



User Feedback Integration:

Actively seek feedback from migrants who have used the methodologies and tools to identify areas for improvement, potential challenges, and suggestions for enhancement.

Community Involvement and Engagement:

Involve the migrant community in the development and evaluation of methodologies, encouraging a sense of ownership and ensuring the methodologies are reflective of their needs and aspirations.

Technological Advancements and Innovation:

Continuously explore emerging educational technologies and incorporate innovative digital tools that enhance the learning experience, fostering engagement and interactivity.

Promote Lifelong Learning:

Encourage migrants to view language learning as a lifelong pursuit, providing avenues for continuous improvement, additional courses, and upskilling opportunities to support their evolving language needs and aspirations.

Accessibility and Equity:

Ensure that the methodologies and tools are accessible to all, regardless of socioeconomic status or geographic location, fostering an inclusive approach to language education.

Public Awareness and Outreach:

Conduct informative campaigns and workshops to raise public awareness about the methodologies and resources available, promoting understanding and support for migrants' language learning initiatives.



Additionally, fostering collaborations among educational institutions, governmental bodies, and community organizations can facilitate a more widespread dissemination and implementation of these methodologies. Furthermore, soliciting feedback from migrants and educators can provide valuable insights for refinement, ensuring the methodologies remain responsive to the unique needs and challenges faced by learners in these respective regions.

Research of the labour market IT-oriented in LT, IT and MK with demographic characters, districts and clusters in the countries

Introduction to the Annex 2.2

The research into the IT-oriented labour markets in Lithuania, Italy, and the Republic of North Macedonia is a critical exploration



aimed at understanding the dynamics, trends, and demographics influencing the Information Technology (IT) sector within these countries. These three nations present distinct contexts and varying levels of development within the IT industry. Analysing the labour market with a demographic lens provides essential insights into the composition, skills, and challenges faced by the IT workforce in each country.

1. Lithuania:

Lithuania has emerged as a prominent player in the IT sector within the Baltic region. The research in Lithuania focuses on understanding how the IT labour market is evolving, assessing the skill sets in demand, and examining the demographic makeup of the IT workforce. Demographic variables such as age distribution, educational backgrounds, gender representation, and geographic concentration will be investigated to comprehend the factors shaping the IT labour force in Lithuania.

2. Italy:

Italy, a major European economy, is actively engaging with the digital transformation, contributing to the growth of its IT sector. Research on the IT-oriented labour market in Italy aims to delve into the evolving landscape of the IT industry, the role of technology in various sectors, and the demographic characteristics of the IT workforce. Demographics like age, education levels, regional distribution, and gender diversity will be scrutinized to comprehend the Italian IT labour market.



3. Republic of North Macedonia:

North Macedonia is making strides in developing its IT sector, capitalizing on a young, skilled labour force and a growing start-up ecosystem. The research in North Macedonia focuses on understanding the dynamics of the IT labour market, identifying the skill demands, and analysing demographic features such as age distribution, educational profiles, geographic dispersion, and gender representation. These demographic indicators provide valuable insights into the composition and growth potential of the IT workforce in North Macedonia.

In all three countries, the research will explore the intersection of demographics and the IT labour market, examining how demographic factors influence job opportunities, skill development initiatives, government policies, and overall industry growth. By comparing and contrasting the labour markets of these nations, the study aims to offer a comprehensive understanding of the IT sector's dynamics and the role of demographics in shaping the future of IT-oriented employment in Lithuania, Italy, and the Republic of North Macedonia.



Lithuania

<p><i>National labour market features (general)</i></p>	<p>The impact of social and demographic factors leads to significant differences in the labour market situation of different regions of the country.</p> <p>Public sector investments in infrastructure had the greatest impact on GDP growth. IT and communications technology, transport and storage, construction and some domestic market-oriented service activities contributed to the economy's resilience. Meanwhile, the manufacturing, real estate operations sectors face cyclical challenges and show worse results.</p> <p>The demand for workers exceeds the labor supply by 2 times</p> <p>This is especially felt and seen in some regions of Lithuania, where the demand for professional labor in the engineering industry sector exceeds the labor supply by more than 2 times per year. In the presence of a non-integrated vocational guidance system and due to the low integration of the education system with the industry, there is a significant mismatch between demand and supply in the labor market. Educational institutions do not prepare the required number of specialists in the engineering</p>
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profession with the necessary skills that the industry needs. It can be emphasized again that this deficiency is most felt in the regions. There is also an outflow of skilled labor, especially among young people, or migration to big cities, when people move there temporarily or permanently to live and work.

Need for IT specialists

In Lithuania, the demand for IT specialists on the market has somewhat decreased compared to 2021, but remains high. A promising profession in the field of IT attracts young people.

in 2022 according to data, there was a shortage of at least 20,000 ICT specialists in Lithuania. Companies, seeing such a trend, are taking initiatives and looking for ways to motivate students not only to choose, but also to complete their studies. Companies choose the path of cooperation with scientific institutions in order to develop a specialist with appropriate qualifications and attract him to their company.

More and more young people are entering the field of information technology, and there



is a noticeable trend of an increase in the number of female representatives among them, who are attracted by the fact that this profession remains among the best-paid in Lithuania.

It is a good time to change profession

This year, the number of vacancies in certain fields has grown significantly. Extremely high demand for workers is observed in the fields of information technology, manufacturing, industry, communication, and marketing and sales. Today's situation in the labor market and the working conditions offered by employers encourage more and more employees to choose retraining, and returning emigrants to try to meet the needs of the labor market.

More flexible recognition of competences

Increasingly, employees acquire additional skills and competences independently, spending additional time in direct work, voluntary activities or internships, but they do not receive a diploma or other document confirming their knowledge. The same problem is faced by returning emigrants who do not have documents confirming the



competences they acquired abroad. However, there is a solution to this problem - the Employment Service provides an opportunity to receive a document or diploma proving competence, after passing an exam or after assessing a person's knowledge and skills in another approved way.

It is not too late to acquire the desired profession

The Employment Service also receives a number of applications from people who do not have any qualifications but are willing to learn. In most cases, they are offered professional training, which allows them to acquire the desired knowledge and competences and the practice required by employers. Vocational training in Lithuania takes place in two stages - theoretical and practical. Practical training in real companies forms the major part of the curriculum. This is especially relevant for emigrants who have returned after a long time, who in this way not only acquire the necessary knowledge and practice, but also get to know the real working conditions in Lithuanian companies. These training services are funded and priority is given to the acquisition of professions that create high added value.



Other opportunities for improving competences

Perhaps little is known about other opportunities for improving competences: apprenticeships and internships. These learning alternatives are also funded, making them extremely attractive for those who want to gain as much practical knowledge as possible. Apprenticeships and internships, like vocational training, take place in real Lithuanian companies. In the case of an apprenticeship, an employee can be employed immediately, and in the case of an internship, it is an unpaid practice period of six months, during which it is possible to raise, restore or improve work skills and professional qualifications. Depending on the results of the internship, the employer may offer employment.

The situation of youth in the labor market

More than half (51.1%) of unemployed young people registered with the employment service are under 25 years old. age. 16-29 years old among young people, the majority (52.5%) were girls.



21.8 percent have obtained higher university or non-university education. unemployed 16-29 year olds every second young person has no professional qualification (51%). The majority of unskilled youth are 16-24 years old. persons - in this age group, 65.2% do not have professional training. of the unemployed. Meanwhile, 25-29 y.o. 36.1% of the unemployed have no professional training. persons.

Just over a third (37.4%) of unemployed persons under the age of 29. looking for a job as a specialist, office worker or manager, 17.3 percent. - service worker or seller, 16 percent. - the work of a skilled worker or operator. Unqualified

29.3 percent are looking for work. young people. Among the young people looking for a specialist job, the most registered are those who want it

administrator, sales manager, logistics manager's work.

In the sales group of service workers, the main job seekers are salespeople, waiters and bartenders. In the group of qualified workers and operators, mainly those who want to work as car drivers, car mechanics and finishers.

In recent years, the 16-24 age group has been decreasing particularly rapidly. youth unemployment. Compared to 2021 April 1



	<p>the number of young people in this age group decreased by 61 percent, while 25-29-year-olds the number of unemployed young people aged 40 years decreased by 40 percent.</p>
<p><i>Local IT employment areas in the country</i></p>	<p>The share of unemployed persons from the population of working age compared to 2021. decreased in all 60 municipalities of the country. The largest decrease in registered unemployment was recorded in Šilutė r. (in 9 percent points), Kelmė district. (7.8 percent points), Biržai district. (7.7 percent points), Joniškis district. (7.5 percent points) and Šilalė district. (7.4 percentage points) in municipalities.</p> <p>Demographic urbanization is an active phenomenon in Lithuania, but the opposite trend is also starting to be noticed - a considerable part of the population of big cities is starting to move to the regions around the big cities of Lithuania.</p> <p>Companies are also increasingly investing in business in regions rather than cities. Manufacturing companies are expanding in particular.</p> <p>Despite this, the largest number of IT companies are located in the major cities of Lithuania: Vilnius, Kaunas, Klaipėda.</p> <p>Recently, the opportunity to acquire high value-added qualifications and</p>



	<p>competences has attracted the interest of many people. As many as 1.6 thousand people acquired career-changing professions by the end of the year. Employment service clients. Most of the professions are in the field of IT (1.4 thousand), and the fields of computing, engineering, business and administration, and art are also in demand.</p> <p>In the first quarter of this year, 678 persons started participating in 45 training programs, and even 84.5 percent In the field of IT - graphic designer, programmer, web designer, information systems tester, data analyst.</p>
<p><i>Possible clusters in the county</i></p>	<p>In Lithuania, the practice of clusters began to be applied several decades ago, but the most active clustering processes took place In 2010-2015, after the implementation of EU financial instruments, the development of clusters.</p> <p>Clusters in Lithuania operate most actively or associate their activities with the fields of production and engineering, information and communication technologies (ICT), energy and construction and creative industries. About a third of the clusters are cross-sectoral, so they often attribute their activities to at least two sectors. These are</p>



mostly clusters whose main activities are related to ICT, creative industries, production and engineering.

One of the most important stages in the development of Lithuanian clusters at the moment is the development of international activities. A significant number of clusters are already involved in international programs and projects, participate in international industry exhibitions, business missions, cluster conferences and partner search fairs. The strongest clusters in Lithuania oversee international projects to which they have attracted foreign partners.

The Lithuanian market is relatively small and the number of cluster members is small (compared to large EU countries).

Bioenergy development cluster "Addeco" was founded in 2013. The cluster aims to develop biogas production and related technologies that enable organic farming with a good return on investment. The aim is to eliminate the shortcomings of biomethane production technologies - the amount of methane emissions into the environment during the biogas purification process and the relatively small amount of methane in biogas - which makes biogas production and biomethane utilization still economically unprofitable.



The Digital Rocket LT cluster was founded in 2016. in the largest innovation community in Lithuania - Kaunas Science and Technology Park. Taking into account the areas of health technology, green technology, energy management and robotization, cluster companies focus on digitizing public services, creating new products and services, improving people's quality of life. The cluster unites 13 companies, most of them work in the IT, ICT sector, others in the energy management, software engineering, robotics, and health technology sectors.

Photoelectric technology cluster "FETEK" is a non-governmental organization established in 2008. In Vilnius. It unites 41 industrial, scientific research and technological development institutions. The goal is to consolidate Lithuanian companies and scientific research

institutions operating in the photovoltaic technology sector.

Its areas of activity: 1. Activities related to photovoltaic R&D and development of the industrial sector. 2. Activities related to construction, energy, lighting and other priority areas of development of scientific and related industrial sectors, where the



	<p>results of R&D activities related to photoelectricity can be applied.</p> <p>Audio and video industry cluster "Nebula" was founded in 2015 years. More than 20 companies are united. Total number of cluster members turnover is more than 5 million Eur. A cluster belongs to both companies working in the traditional film sector, as well as in multimedia technology, gaming, audio technology and other fields. For this reason, Nebula can act as an intermediary and lead producer in projects of various levels, in the development of new products/services, networking and lobbying activities.</p> <p>Laser and engineering technology cluster "LITEK™" began to develop more than 20 years ago. The goal of LITEK™ is to create world-class laser and engineering technologies through cooperation in R&D activities, to increase the profitability and international competitiveness of cluster companies.</p> <p>The company's areas of expertise are high-peak power laser systems, generation and amplification of short and ultrashort pulses, nonlinear spectroscopy, material microprocessing technologies, high-power</p>
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electronics, optics, mechanical components and products, optical coatings, 3D printing. The production is exported to the USA, Germany, France, Great Britain, China, Japan, etc., and participates in international exhibitions.

"TOOL" began operations in 2015. Initially, the cluster was called VITEK, it acted as a center for closer cooperation of photonics and laser micromachining companies of the "Visorių information technology park" community.

and distributing products on the platform. A cluster defines jointly developed property management and sharing terms. TOOLAS cluster is coordinated by "Visorių information technology park", the cluster cooperates with more than 35 companies of the Visorių community.

TOOLAS consists of the following basic photonics and laser

micromachining companies:

Cognitio (trademark DMC - Direct Machining Control ") - software for laser micromachining to manage systems.

"Ados-Tech" - advanced optical systems thermal

for radiation, visible and near-IR applications.

Optogama (trademark 4Lasers) – lasers, laser beam control devices;

"Optonas" – optical coatings;



	<p>Evana Technologies – optical engines and laser micromachining technologies; The main R&D activity of the cluster is laser micromachining development and production of systems, assemblies and components. TOOL companies invest in new products from the very beginning development, research and experimental development.</p> <p>of Lithuanian Clean Technologiesthe cluster was founded in 2018. It unites 30 companies, research and study institutions and other entities that cooperate with their professional knowledge, skills, business connections, reputation and experience. Common goals related to increasing the competitiveness of members and strengthening the image of Lithuania as a clean technology country are being pursued.</p> <p>Eur. The coordinator of the cluster is the Science and Technology Park of the Sunny Valley.</p> <p>Clean technologies promoted by the cluster include any process, product or service that reduces negative environmental impacts, increases energy efficiency, sustainable resource use and environmental activities. Traditional areas of clean technology are waste management, solar energy, green</p>
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	<p>buildings, transport, food and agriculture, bioenergy, IT solutions and more.</p> <p>By carrying out the activities of the cluster and using scientific research and technological development, the integration of the areas of clean technologies, interdisciplinarity is increased, and high added value solutions are sought.</p> <p>The cluster's activities aim to increase the competitiveness of the Lithuanian clean technology sector on an international scale. One of the main goals is for Lithuania to become a clean technology leader in the Baltic countries.</p>
<p><i>Professional profiles more requested in the LT labor market (at least 5 profiles and a short description)</i></p>	<p>1. IT architect</p> <p>An IT architect is a person who sets all the guidelines, what the company's IT "farm" should be, what solutions are used, what processes are the most efficient. In other words, an IT architect is an intermediary between IT specialists, financiers and company management, because it is he who is asked how to efficiently organize work so that everything runs smoothly and resources are used optimally and profitably. The IT architect draws the entire structure of the company's IT economy and sets the guidelines in which direction all the company's activities should go. Such a specialty is needed when the company</p>



employs hundreds and thousands of people, often scattered across several departments in various cities, countries, and buildings. The IT architect reports directly to management, shareholders, and the board.

2. IT administrator

The IT administrator's job is to take the IT architect's visions and strategies, put them together with the IT engineer's schemes and process schedules and derive specific solutions - computers, servers, network equipment, phones, printers, security measures. The IT administrator is responsible for the physical management of all computer equipment (hardware) and software and cloud solutions (SaaS, etc.). He is also responsible for training responsible employees to work with certain solutions.

3. IT engineer

They are excellent technologists who can concretely map out the IT solution diagrams and processes for each department. It is a careful work that requires a lot of calculations and knowledge. The IT engineer tells the employees which computers will be used, how they will be interconnected, where and which printers should be used, and how many are needed. Also, which operating systems will be used, which software, etc., the



IT engineer must calculate the specific prices of all IT solutions. When there are many IT solutions, the IT systems administrator comes to his aid.

4. IT systems administrator

It is only an administrator for certain IT systems, not all. Some IT system administrators are responsible for installing and maintaining servers, others for business management programs, and still others for printers and their management programs. The IT systems administrator works exclusively with solutions, processes and software, installs and maintains the necessary applications, and develops security measures. He follows the strategies and recommendations of the IT architect and IT engineer, but does what the IT administrator tells him to do.

5. IT analyst

Its job is to work with certain programs and process data. It is the IT analyst who monitors how many pages each employee prints, how much time employees spend on social networks (if such data collection is allowed by the employment contract). Also, an IT analyst can be responsible for the implementation of certain programs and training. The analyst's job is to collect statistical data and present it to the IT systems



	<p>administrator, who in turn collects, processes and presents it to the IT administrator or even the IT architect herself.</p>
<p><i>Main skills requested and degree requested</i></p>	<p>IT analyst: Basic skills: Higher university education in the field of exact sciences; Theoretical and practical knowledge of requirements collection and management methods for information systems; Ability to manage multiple projects simultaneously and prioritize according to company and team goals and ensure timely completion of projects; Ability to analyze, systematize information and formulate conclusions; Experience working with API, Low-code tools is an advantage Good knowledge of English (oral and written).</p> <p>IT systems administrator: Basic skills: Higher university education (IT or related field); Experience in administration and installation of Windows Server solutions, understanding accompanying services (AD, WSUS, DNS, IIS, GPO, CM) and their mutual relations; Any experience with computer networks, database maintenance, virtualization, Linux</p>



OS administration, monitoring solutions or automation is a big plus.

IT engineer:

Key skills: ability to diagnose and resolve software and hardware incidents, including operating systems Windows and iOS;

have knowledge, understanding or practical experience with AD, Citrix, Office 365, MS Azure systems;

understand communication systems and features of network equipment;

assist users in resolving any registered IT incident;

installation and installation of new IT equipment for users;

resolve incidents related to printers, copiers and scanners;

good level of English.

IT Administrator:

Key Skills: Linux systems administration experience;

Basic SQL language knowledge;

Knowledge of computer networks (VLAN, VPN, Routing, Firewall);

Ability to read technical literature in English;

Responsibility, organization and desire to achieve a long-term result.

Maintenance of IT infrastructure and ensuring smooth operation;



	<p>Service and configuration of the network and service stations; System monitoring and troubleshooting; IT infrastructure documentation; Higher education (advantage – in the field of IT);</p> <p>IT Architect: Basic skills: experience in professional planning, design and development of medium and/or large-scale IT infrastructure solutions; Constant interest in IT infrastructure, cloud technologies (IaaS, PaaS), their knowledge and practical application experience in migrating, optimizing or consolidating IT infrastructure; Excellent communication skills, the ability to present and defend your ideas and work products, as well as challenge the decisions of others in a reasoned manner; Initiative and systematic thinking focused on business benefits would be your advantage; You know English well (written and spoken). Higher university education (advantage in the field of information technology). Certificates showing the ability to create and manage IT infrastructure are counted as a strong advantage.</p>
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<p><i>Name of the 5 main IT companies in the country + link to website</i></p>	<p>here are the five main IT companies in Lithuania and links to their websites:</p> <p>Femtika UAB https://www.femtika.com/</p> <p>UAB Information Consulting www.konsultacijos.lt</p> <p>UAB "Altechna RnD" https://wophotonics.com/</p> <p>Direct Machining Control UAB https://directmachining.com/</p> <p>Nordcurrent Group https://www.nordcurrent.com/</p>

Italy

<p><i>National characters of the Labour market (general)</i></p>	<p>The labour market in Italy is characterized by a combination of factors that influence employment patterns, workforce dynamics, and economic structures. These</p>
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national characteristics shed light on the Italian labour market's unique features and challenges:

Diversity of Employment Sectors:

Italy's labour market is diverse, spanning multiple sectors including manufacturing, services, agriculture, tourism, and creative industries. However, there's a notable prevalence of small and medium-sized enterprises (SMEs) that form the backbone of the Italian economy.

High Youth Unemployment:

Italy faces a persistent issue of high youth unemployment. Young people often struggle to secure stable and quality employment opportunities, leading to a phenomenon known as the "NEET" (Not in Education, Employment, or Training) generation.

Informality and Temporary Contracts:

A significant portion of the Italian workforce is employed under temporary contracts or in the informal economy. This contributes to job insecurity and



challenges in accessing social protection and benefits.

Strong Union Presence:

Trade unions play a crucial role in the Italian labour market. The country has a history of strong unionization, collective bargaining, and workers' representation in decision-making processes related to labour conditions.

North-South Economic Disparities:

There is a notable economic divide between the northern and southern regions of Italy. The North is generally more industrialized and prosperous, offering higher job opportunities and better living standards compared to the less developed South.

Lifelong Learning and Skill Enhancement:

Given the evolving technological landscape and the need for a highly skilled workforce, continuous learning and skill development are emphasized in the Italian labour market. Lifelong learning is



seen as essential for remaining competitive and adaptable.

Public Sector Employment:

The public sector plays a significant role in employment. Government jobs provide a sense of stability and security, attracting a portion of the labour force.

Gender Disparities:

Italy faces gender disparities in the labour market, with women often experiencing challenges in accessing equal opportunities, especially in terms of leadership positions and pay parity.

Aging Workforce:

Italy has an aging population and workforce, leading to discussions about pension sustainability and the need for policies to engage older workers and encourage their continued participation in the labour market.

Regulatory Framework and Labour Laws:



	<p>Italy has a comprehensive set of labour laws that govern employment relationships, working conditions, and workers' rights. These laws often address issues related to working hours, leave entitlements, and workplace safety.</p> <p>Understanding these national characteristics is crucial for policymakers, employers, and stakeholders to develop effective strategies for enhancing the Italian labour market, promoting employment, and addressing specific challenges such as youth unemployment and informal labour.</p> <p>Unemployment Rate:</p> <p>The unemployment rate in Italy fluctuated in recent years. In 2020, due to the impact of the COVID-19 pandemic, the annual average unemployment rate was approximately 9.4%. However, it's important to note that this rate increased during the pandemic but was showing signs of improvement as restrictions eased.</p> <p>Youth Unemployment Rate:</p>
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Italy historically faced high youth unemployment. In 2020, the youth unemployment rate (ages 15-24) was around 29.7%. This figure reflects the challenges young people often face in entering the labour market.

Employment Rate:

The employment rate in Italy for individuals aged 15-64 was approximately 56.3% in 2020. This figure represents the percentage of the working-age population that is employed.

Labour Force Participation Rate:

The labour force participation rate in Italy for individuals aged 15-64 was around 59.5% in 2020. This rate represents the percentage of the working-age population that is either employed or actively seeking employment.

Temporary Contracts:

Temporary contracts are relatively common in Italy. In 2020, temporary employment accounted for about 12.4% of total employment.



	<p>Gender Pay Gap:</p> <p>As of 2019, Italy had a gender pay gap, with women earning approximately 5.3% less than men. Efforts were being made to reduce this gap through various initiatives and policies.</p> <p>Public Sector Employment:</p> <p>Public sector employment constituted a significant portion of the workforce. In 2019, around 24% of the employed population worked in the public sector.</p> <p>It's important to refer to official sources such as the Italian National Institute of Statistics (ISTAT), Eurostat, or relevant government agencies for the most current and accurate labour market statistics in Italy. Labour market dynamics can change over time due to various economic, social, and policy-related factors.</p>
<p><i>Local districts for IT employment in the country</i></p>	<p>In Italy, there are several regions and cities known for their thriving Information Technology (IT) sectors and employment</p>



opportunities in the tech industry. While Italy doesn't have formal "local districts" dedicated solely to IT employment akin to Silicon Valley in the United States, it does have notable technology hubs and regions where the IT sector is prominent. Here are some key areas known for IT employment and tech-related activities:

Milan:

Milan, the financial and economic hub of Italy, hosts a significant IT industry. It's a major centre for finance, fashion, and technology. The city is home to numerous tech companies, start-ups, and research institutions, contributing to a substantial IT job market.

Turin (Torino):

Turin, located in northern Italy, has a burgeoning IT sector, particularly in automotive technology, software development, and digital innovation. The city is known for hosting major tech events and fostering a supportive ecosystem for start-ups and IT enterprises.



	<p>Rome:</p> <p>Rome, the capital city, has a growing IT sector, especially in the domains of e-government, cybersecurity, and software development. The presence of government institutions and international organizations often drives demand for IT services and solutions.</p> <p>Bologna:</p> <p>Bologna, a city in northern Italy, is known for its strong educational institutions and research centers focused on information technology. It has a developing IT sector, with a focus on research, software development, and innovation.</p> <p>Florence (Firenze):</p> <p>Florence, in central Italy, has a growing IT industry, especially in digital media, design, and software development. The city attracts tech talent due to its creative environment and cultural heritage.</p> <p>Naples (Napoli):</p>
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Naples, in southern Italy, has an emerging IT sector, with a focus on software development, gaming, and information technology services. The city's universities contribute to a pool of skilled professionals.

Pisa:

Pisa is known for its strong focus on research and innovation, particularly in the field of information technology. The presence of the University of Pisa and the Sant'Anna School of Advanced Studies contributes to the city's tech ecosystem.

Padua (Padova):

Padua, in the Veneto region, has a developing IT industry, with a focus on research, robotics, and automation technologies. The city's proximity to Venice and its academic institutions contribute to its tech landscape.

These cities, along with others, have notable IT employment opportunities and contribute to Italy's growing tech sector. The IT landscape is continually evolving,



	<p>and the country is investing in fostering innovation and supporting the development of a robust IT industry.</p>
<p><i>Possible clusters in the county</i></p>	<p>In the context of Italy's Information Technology (IT) sector, clusters refer to geographic concentrations of interconnected businesses, suppliers, academic institutions, and other supporting organizations that are specialized in a particular field, industry, or technology. Clusters play a vital role in fostering innovation, collaboration, and competitiveness within a specific domain. Here are some potential IT clusters in Italy:</p> <p>Milan - Lombardy Cluster:</p> <p>Milan and the broader Lombardy region are known for a diverse and dynamic IT cluster. It encompasses a range of tech-related industries, including FinTech, fashion tech, software development, digital marketing, and e-commerce. Milan, as a financial hub, attracts technology start-ups and established IT companies, fostering a thriving ecosystem.</p>



Turin - Piedmont Automotive and Tech Cluster:

Turin and the Piedmont region have a well-established cluster, particularly in automotive technology, mechatronics, and Industry 4.0. It's a significant hub for automotive research, design, and manufacturing. The presence of major automotive companies and research centres contributes to the growth of this cluster.

Rome - Lazio e-Government and Cybersecurity Cluster:

Rome and the Lazio region host a cluster focusing on e-government solutions, cybersecurity, and IT services for government institutions. The cluster is supported by a concentration of public sector organizations, research institutions, and tech companies providing specialized services.

Bologna - Emilia-Romagna Innovation and Software Development Cluster:

Bologna and the Emilia-Romagna region are known for their innovation and



software development cluster. The region houses research centers, universities, and companies specializing in software, IoT, and data analytics.

Trento - Trentino-Alto Adige Digital Innovation Cluster:

Trento and the Trentino-Alto Adige region are known for their focus on digital innovation and research. This cluster emphasizes emerging technologies, smart cities, and ICT solutions.

Catania - Sicily Electronics and Semiconductor Cluster:

Catania, in Sicily, is recognized for its cluster focused on electronics and semiconductor technologies. The city has research institutions and companies working in semiconductor fabrication, microelectronics, and related fields.

Pisa - Tuscany Research and Robotics Cluster:

Pisa and the Tuscany region have a cluster concentrating on research and robotics. It's known for its research



	<p>institutions, universities, and companies specializing in robotics, automation, and related technologies.</p> <p>These clusters highlight Italy's regional strengths in the IT sector and emphasize collaboration, innovation, and specialization within specific areas of technology. Clusters help drive economic growth, attract investment, and enhance competitiveness by fostering knowledge sharing and expertise within a concentrated geographic area.</p>
<p><i>Professional profiles more requested in the IT labour market (at least 5 profiles and a short description)</i></p>	<p>In the rapidly evolving IT labour market in Italy, several professional profiles are highly sought after due to the demand for specific skill sets and expertise. Here are five key professional profiles that are consistently in demand:</p> <p>Software Developer / Engineer:</p> <p>Description: Software developers design, develop, and test applications or systems software. They are proficient in various programming languages and frameworks, ensuring the software's functionality, performance, and security.</p>



	<p>Developers collaborate with cross-functional teams to create software solutions that meet client requirements.</p> <p>Data Scientist / Analyst: Description: Data scientists and analysts leverage advanced analytics, machine learning, and statistical techniques to derive insights from large and complex data sets. They interpret data, build predictive models, and provide actionable recommendations to support informed decision-making for businesses.</p> <p>Cybersecurity Specialist: Description: Cybersecurity specialists are responsible for safeguarding computer systems, networks, and data from cyber threats. They design security measures, implement security protocols, and conduct risk assessments to prevent and mitigate security breaches and cyber-attacks. Their role is critical in maintaining the integrity and confidentiality of digital assets.</p> <p>Full Stack Developer:</p>
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	<p>Description: Full stack developers have expertise in both front-end and back-end development. They design and build user interfaces, develop server-side logic, manage databases, and ensure seamless integration of all components of a web application. Full stack developers play a crucial role in creating efficient and functional web solutions.</p> <p>Cloud Solutions Architect:</p> <p>Description: Cloud solutions architects design and implement cloud-based infrastructure and applications. They analyze organizational needs, select appropriate cloud platforms, and create architectural solutions for scalability, security, and efficiency. Cloud solutions architects optimize cloud usage to enhance performance and reduce costs for businesses.</p> <p>These professional profiles reflect the evolving IT landscape, where technology advancements and digital transformation drive demand for specialized skills. Employers seek professionals who can</p>
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	<p>adapt to changing technologies, collaborate effectively in teams, and contribute to creating innovative solutions that align with business goals. Continuous learning and staying updated with the latest trends are essential for success in these roles.</p>
<p><i>Main skills requested and degree requested</i></p>	<p>Software Developer / Engineer: Main Skills: Proficiency in programming languages such as Java, Python, C++, JavaScript, etc. Knowledge of software development methodologies (Agile, Scrum, etc.). Familiarity with version control systems (e.g., Git) and integrated development environments (IDEs). Understanding of databases (SQL, NoSQL). Strong problem-solving and analytical abilities. Degree Requested: Bachelor's or Master's degree in Computer Science, Software Engineering, or related fields.</p> <p>Data Scientist / Analyst:</p>



	<p>Main Skills: Proficiency in programming languages (Python, R, SQL).</p> <p>Experience with machine learning frameworks and libraries (TensorFlow, PyTorch, scikit-learn).</p> <p>Data wrangling, cleaning, and visualization skills (using tools like Tableau, Power BI).</p> <p>Statistical analysis and modeling.</p> <p>Strong business acumen and communication skills for effective data interpretation and reporting.</p> <p>Degree Requested:</p> <p>Master's degree in Data Science, Statistics, Computer Science, or a related field. A Ph.D. is often preferred for advanced research roles.</p> <p>Cybersecurity Specialist:</p> <p>Main Skills: Knowledge of cybersecurity frameworks and best practices.</p> <p>Network and system security expertise.</p> <p>Familiarity with security assessment tools and techniques.</p> <p>Incident detection, response, and recovery skills.</p>
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	<p>Understanding of compliance and regulatory requirements.</p> <p>Degree Requested: Bachelor's or Master's degree in Cybersecurity, Information Security, Computer Science, or a related field.</p> <p>Full Stack Developer: Main Skills: Proficiency in both front-end (HTML, CSS, JavaScript, frameworks like React, Angular) and back-end (Node.js, Python, Java, Ruby, etc.) technologies. Knowledge of databases and server-side frameworks. Version control systems and debugging skills. Ability to collaborate with cross-functional teams and integrate various components of a web application. Degree Requested: Bachelor's degree in Computer Science, Software Engineering, or a related field.</p> <p>Cloud Solutions Architect: Main Skills: Expertise in cloud platforms (AWS, Azure, Google Cloud).</p>
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	<p>Knowledge of cloud architecture design, implementation, and deployment.</p> <p>Understanding of networking, security, and compliance in cloud environments.</p> <p>Proficiency in scripting and automation (e.g., PowerShell, Bash, Python).</p> <p>Problem-solving and strategic planning skills for optimizing cloud solutions.</p> <p>Degree Requested:</p> <p>Bachelor's or Master's degree in Computer Science, Information Technology, or a related field. Certification in relevant cloud platforms is highly valued (e.g., AWS Certified Solutions Architect, Microsoft Certified: Azure Solutions Architect Expert).</p> <p>These skills and educational backgrounds provide a strong foundation for success in the respective IT roles, ensuring professionals are equipped to meet the demands of the evolving IT landscape. Continuous learning and staying updated with the latest advancements are essential to excel in these positions.</p>
<p><i>Name of the 5 main IT companies in the country + link to website</i></p>	<p>here are five major IT companies in Italy along with links to their websites:</p>



	<p>Leonardo S.p.A.:</p> <p>Website: https://www.leonardo.com/it/home</p> <p>Engineering Ingegneria Informatica S.p.A.:</p> <p>Website: https://www.eng.it/</p> <p>Accenture Italia:</p> <p>Website: https://www.accenture.com/it-it</p> <p>Reply:</p> <p>Website: https://www.reply.com/en</p> <p>Exprivia Italtel:</p> <p>Website: https://www.exprivia.it/it/</p>
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Republic of North Macedonia

<i>National characters of the Labour market (general)</i>	<p>The labor market in North Macedonia, has its own unique characteristics shaped by the country's history, economy, and regional context. Some of the key national characteristics of the labor market in North Macedonia include:</p>
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	<ol style="list-style-type: none">1. High Unemployment: North Macedonia has grappled with persistent high unemployment. The unemployment rate has been relatively high, particularly among young people and women. This has been a significant challenge for the labor market.2. Skilled Labor Force: The country boasts a well-educated and skilled workforce, with strengths in areas like information technology, engineering, and manufacturing. The country has invested in education and vocational training to produce a competent labor force.3. Informal Employment: A significant portion of the workforce in North Macedonia engages in informal employment. Informal employment is common due to various factors, including the bureaucratic hurdles in formalizing businesses and a preference for cash transactions.4. Low Wages: Wages in North Macedonia generally remain lower than those in Western European countries, making the nation an attractive destination for foreign
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	<p>investment in industries that require cost-effective labor.</p> <p>5. Emigration: A considerable number of North Macedonians have emigrated in search of better economic prospects in other European countries. This phenomenon has led to a noticeable "brain drain," particularly in the healthcare and IT sectors.</p> <p>6. Industrial and Manufacturing Sectors: The industrial and manufacturing sectors, including automotive and textiles, play a vital role in the country's economy and labor market. They have successfully attracted foreign investment.</p> <p>7. Public Sector Employment: Public sector employment has traditionally offered stable jobs with associated benefits. However, it has also faced challenges related to corruption and inefficiency.</p> <p>8. Labor Market Reforms: The government has initiated reforms aimed at addressing challenges like informality, unemployment, and labor market flexibility. These reforms aim to make the labor market more</p>
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appealing to both domestic and foreign investors.

9. **Labor Migration:** Seasonal labor migration is common, with many North Macedonians working abroad, particularly in Western Europe, during agricultural and construction seasons.

10. **Gender Disparities:** Gender disparities persist in the labor market, with women often facing challenges related to unequal pay and lower representation in leadership positions.

11. **Foreign Workers:** North Macedonia has seen a modest influx of foreign workers, particularly in sectors where specific skills are in high demand.

It's worth noting that North Macedonia has been undergoing political and economic transformations, with aspirations for integration into the European Union. As a result, the labor market may evolve further in the coming years as the country continues to adapt to global economic trends and integrate with the European Union.



<p><i>Local districts for IT employment in the country</i></p>	<p>North Macedonia, has several cities and regions where IT employment opportunities can be found.</p> <ol style="list-style-type: none">1. Skopje:<p>Skopje, the capital and largest city of North Macedonia, is the most prominent IT hub in the country. It hosts numerous IT companies, startups, and educational institutions related to the field of information technology. The area around the University of Ss. Cyril and Methodius is particularly dense with IT-related businesses and institutions. The Technological Industrial Development Zone (TIDZ) in Skopje is home to several IT companies and provides a favorable business environment.</p>2. Bitola:<p>Bitola is another city with a growing IT sector. It has a university with a strong computer science department, providing a pool of skilled graduates.</p>3. Tetovo:
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Tetovo has a developing IT sector, partly due to the presence of South East European University, which offers computer science and related programs with a focus on software development, mobile app development, and IT services.

4. **Kumanovo:**

Kumanovo, located in the northeast, is also gradually becoming a hub for IT companies. It's home to software development firms, and it benefits from its proximity to Skopje.

5. **Stip:**

Stip is known for its educational institutions, including Goce Delcev University. This contributes to a pool of IT talent in the city.

Remember, the IT industry is dynamic, and new opportunities may arise in different regions over time. For the most up-to-date information, consider consulting local job boards, IT forums, or professional networking platforms specific to North Macedonia. Additionally, reaching out to local IT communities or organizations can



	<p>be a good way to learn about current job prospects in the area.</p>
<p><i>Possible clusters in the county</i></p>	<p>As of my last knowledge update in January 2022, Macedonia (officially known as North Macedonia) was working towards developing its information technology (IT) sector. Clusters in the IT sector typically refer to geographic concentrations of interconnected businesses, suppliers, service providers, and associated institutions in a particular field. These clusters are aimed at fostering innovation, collaboration, and economic growth within the IT industry. Here are some possible clusters and technology hubs in Macedonia's IT sector:</p> <ol style="list-style-type: none">1. Skopje Cluster: Given that Skopje is the capital and largest city of North Macedonia, it is likely to have the highest concentration of IT companies and professionals. This area may be a hub for software development, IT services, and related industries and educational institutions focused on technology and software development.2. Bitola IT Hub: Bitola is another city in Macedonia with a growing IT community. The Bitola IT Hub brings



	<p>together IT companies and professionals to collaborate on projects and share knowledge.</p> <p>3. Tetovo Technology Park: Tetovo Technology Park is a technology hub in the city of Tetovo, aiming to support tech innovation and entrepreneurship in the region.</p> <p>4. Ohrid Tech Park: Ohrid Tech Park is a technology park located in the picturesque city of Ohrid. It offers co-working spaces, incubation programs, and resources for tech startups and entrepreneurs. ICT Incubator - Ohrid: This incubator provides a supportive environment for technology startups and entrepreneurs in Ohrid, offering mentoring, resources, and networking opportunities.</p> <p>5. University-Led Clusters: Universities often play a crucial role in fostering IT clusters. For instance, institutions like the University of Skopje or South East European University in Tetovo SEEU, located in Tetovo, has been instrumental in promoting IT education and research,</p>
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contributing to the growth of the IT sector in Macedonia.

6. **E-Government and Digital Services**

Cluster: National Agency for Electronic Communications (AKEP): AKEP plays a significant role in regulating and promoting the ICT sector in Macedonia. It supports the growth of the IT industry through various initiatives. Given the government's interest in digitalization, there might be a cluster focused on e-government solutions, digital services, and IT systems for public administration.

7. **Macedonian Association for Information Technology (MAIT):**

MAIT is an organization that brings together IT companies and professionals in Macedonia, advocating for the growth and development of the IT sector.

These clusters and hubs aim to create an ecosystem that supports IT companies, startups, and professionals, fostering innovation and economic development in Macedonia's IT sector. The government and various organizations in Macedonia are actively promoting these clusters to attract investment, talent, and



	international partnerships in the field of information technology.
<i>Professional profiles more requested in the IT labour market (at least 5 profiles and a short description)</i>	<p>The demand for IT professionals in Macedonia, like in many other countries, evolves with technological trends. Here are at least five IT professional profiles that have been in high demand in the IT labor market in Macedonia. IT market it is constantly evolving and changing.</p> <p>1. Software Developers/Engineers:</p> <p><i>Description:</i> Software developers are responsible for designing, coding, and testing software applications and systems. In Macedonia, there's a strong demand for developers with skills in programming languages like Java, Python, JavaScript, and C#. Full-stack developers have proficiency in both front-end and back-end development.</p> <p>2. Data Scientists/Data Analysts:</p> <p><i>Description:</i> Data scientists and data analysts are experts in analyzing and interpreting data to help organizations make informed decisions. They often use</p>



tools like Python, R, and data visualization techniques.

3. **Cybersecurity Specialists:**

Description: As the importance of data security continues to grow, the demand for cybersecurity specialists has increased. They implement security measures, monitor for potential threats, and respond to security incidents. This is on high demand in North Macedonia.

4. **Network and Systems Administrators:**

Description: Network and systems administrators manage an organization's IT infrastructure, including servers, networks, and hardware. They ensure the smooth operation and security of these systems.

5. **Full-Stack Developers:**

Description: Full-stack developers are skilled in both front-end and back-end development. They can work on the entire software development process, making



them versatile assets for many companies.

6. **DevOps Engineers:**

Description: DevOps engineers bridge the gap between development and operations, streamlining the software delivery process. They focus on automating and streamlining the software development and deployment process, ensuring efficient and reliable code releases.

7. **Project Managers/Scrum Masters:**

Description: Project managers and Scrum masters are responsible for overseeing IT projects, ensuring they are completed on time and within budget. They often use Agile methodologies to manage development teams effectively.

Remember that the IT labor market is continually evolving. To stay competitive in this field, it's essential to keep updating your skills and knowledge in response to industry trends and the specific needs of employers in Macedonia.



Main skills requested and degree requested

1. Software Developers/Engineers:

Programming Languages: Proficiency in one or more programming languages is essential. Common choices include Python, Java, C++, JavaScript, Ruby, and many others. The choice of language often depends on the specific job and the technologies used by the employer.

Databases: Knowledge of databases and query languages like SQL is crucial. Familiarity with both relational and NoSQL databases is often beneficial. Understanding software architecture principles and design patterns is vital for creating scalable and maintainable software.

Security: Awareness of cybersecurity best practices and techniques is increasingly important as security threats evolve.

Degrees:

Bachelor's Degree: Many software development positions require at least a bachelor's degree in computer science, software engineering, or a related field. However, some employers may consider candidates with degrees in mathematics, electrical engineering, or other related disciplines.



Master's Degree: For more specialized or advanced roles, a master's degree in computer science or a related field can be an advantage, although it's not always a strict requirement.

Certifications: While not a substitute for a degree, certifications in specific programming languages, development frameworks, or technologies can enhance a developer's qualifications and competitiveness in the job market.

2. Cybersecurity Specialists:

Network Security: Understanding of firewalls, intrusion detection systems, and virtual private networks (VPNs).

Security Software and Tools: Familiarity with antivirus programs, encryption tools, and penetration testing software.

Threat Intelligence: Understanding of current threats, vulnerabilities, and attack vectors.

Security Policies and Procedures: Knowledge of best practices, compliance standards (e.g., GDPR, HIPAA), and regulatory requirements.

Incident Response and Management: Ability to detect, respond to, and mitigate security incidents effectively.



	<p>Risk Management: Identifying and assessing potential security risks and developing strategies to mitigate them.</p> <p>Security Auditing and Assessment, Security Awareness and Training:</p> <p>Degrees Requested:</p> <p>Bachelor's Degree in Cybersecurity:</p> <p>This program typically covers a range of topics including network security, cryptography, incident response, and security policies. A degree in computer science or IT with a focus on security-related coursework can be a suitable foundation for a career in cybersecurity.</p> <p>Specialized degrees in information security or assurance are tailored specifically for careers in cybersecurity.</p> <p>Certifications: In addition to formal education, certifications like CompTIA Security+, Certified Information Systems Security Professional (CISSP), Certified Ethical Hacker (CEH), and others are highly valuable in demonstrating expertise and practical skills.</p> <p>3. Network and Systems Administrators:</p>
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	<p>Are responsible for the day-to-day operation and maintenance of an organization's computer networks and systems. They play a critical role in ensuring that these systems run efficiently, securely, and reliably. The main skills and degrees requested for Network and Systems Administrators typically include:</p> <p>Networking: Administrators should have a strong understanding of networking principles, including TCP/IP, routing, switching, and network protocols. They should be able to configure and troubleshoot network devices like routers and switches.</p> <p>System Administration: Proficiency in administering various operating systems such as Windows Server, Linux, and Unix is crucial. This includes user management, file system management, and software installation.</p> <p>Backup and Recovery: Understanding backup and disaster recovery procedures and tools is crucial to ensure data availability and business continuity.</p> <p>Degree and Education Requirements:</p> <p>A bachelor's degree in computer science can provide a strong foundation in networking and systems administration.</p> <p>Information Technology: Many universities</p>
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	<p>offer IT programs that cover network and system administration topics.</p> <p>Computer Engineering: This degree combines computer science and electrical engineering and can be relevant to network and systems administration.</p> <p>Certifications:</p> <p>In addition to a degree, certifications like CompTIA Network+, CompTIA Security+, Cisco CCNA, Microsoft Certified Systems Administrator (MCSA), and others can demonstrate expertise and are highly regarded in the industry.</p> <p>4. DevOps Engineers:</p> <p>Play a critical role in modern software development by bridging the gap between development and operations. They focus on automating processes, improving collaboration, and ensuring continuous integration and delivery. Here are the main skills and degrees often requested for DevOps Engineers:</p> <p>Scripting and Coding: Proficiency in scripting languages like Python, Ruby, Shell, or PowerShell, and knowledge of</p>
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	<p>programming languages such as Java, C#, or Go.</p> <p>Continuous Integration/Continuous Deployment (CI/CD): Expertise in setting up and managing CI/CD pipelines using tools like Jenkins, GitLab CI/CD, CircleCI, or Travis CI.</p> <p>Configuration Management: Knowledge of tools like Ansible, Puppet, or Chef for automating and managing infrastructure configurations.</p> <p>Containerization and Orchestration: Experience with containerization platforms like Docker and container orchestration tools like Kubernetes.</p> <p>Monitoring and Logging: Familiarity with monitoring tools like Prometheus, Grafana, and logging solutions like ELK stack (Elasticsearch, Logstash, Kibana) or Splunk.</p> <p>Degree Requested for DevOps Engineers:</p> <p>While formal education is valuable, DevOps Engineers do not always require specific degrees. Many successful DevOps Engineers come from various educational backgrounds. However,</p>
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	<p>relevant degrees and certifications can be beneficial, including:</p> <p>Computer Science or Software Engineering: A degree in computer science or software engineering provides a solid foundation in programming, algorithms, and system design, which are relevant skills for a DevOps role.</p> <p>Information Technology or Information Systems: These degrees often cover a broad range of topics including networking, system administration, and database management, which are relevant to DevOps.</p> <p>Certifications: Certifications from cloud providers (e.g., AWS Certified DevOps Engineer, Azure DevOps Engineer Expert) or DevOps-specific certifications (e.g., Docker Certified Associate, Kubernetes Certified Administrator) can also demonstrate proficiency.</p> <p>5. Project Managers and Scrum Masters:</p> <p>Guiding and managing software development and other project-oriented teams. Project Manager Skills and Degree Requirements:</p>
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	<p>Leadership Skills: Project managers need strong leadership skills to motivate and guide their teams. They should be able to set a clear vision, communicate effectively, and make decisions confidently.</p> <p>Communication Skills: Effective communication is essential for coordinating team members, stakeholders, and upper management. Project managers should be skilled in both written and verbal communication.</p> <p>Organizational Skills: Project managers are responsible for planning, scheduling, and tracking project progress. Excellent organizational skills are crucial for keeping the project on track.</p> <p>Time Management: Managing project timelines and ensuring that tasks are completed on schedule is a key responsibility of project managers.</p> <p>Risk Management: Identifying, assessing, and mitigating project risks is a critical aspect of project management. Understanding risk management techniques is vital.</p> <p>Problem-Solving: Project managers often encounter obstacles and challenges. They should be adept at problem-solving and decision-making.</p>
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	<p>Degree Requirements: Many organizations prefer project managers to have a bachelor's degree in a related field, such as business management, engineering, or computer science. Some employers may also seek candidates with a project management-related certification, like PMP (Project Management Professional). Scrum Master Skills and Degree Requirements:</p> <p>Scrum Framework Knowledge: A deep understanding of the Scrum framework, its principles, roles, and ceremonies, is essential for a Scrum Master.</p> <p>Coaching and Mentoring: Scrum Masters help teams and organizations adopt Scrum practices. Coaching and mentoring skills are crucial to guide teams toward self-organization and continuous improvement.</p> <p>Servant Leadership: Scrum Masters serve their teams by removing impediments and helping them work efficiently. They need to embody the principles of servant leadership. Scrum Masters do not typically have specific degree requirements. While a bachelor's degree in a related field can be beneficial, practical experience with Scrum, along with Scrum Master certification (such as Certified</p>
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	ScrumMaster or Professional Scrum Master), is often more important.
<i>Name of the 5 main IT companies in the country + link to website</i>	<p>Seavus education development centre https://www.sedc.mk/</p> <p>Semos education https://semosedu.com.mk/Home_page.aspx</p> <p>Code Well https://codewellgroup.com/</p> <p>CodeIT Solution https://codeit.mk/home</p> <p>Web Factory LLC https://webfactory.mk/</p>

Annex 2.3 Report on EU aid for language learning and state and local aid for that

<i>Introduction to the Report and the project</i>	When considering the acquisition of the mother tongue of the host country by migrants, as in the case of the three countries involved in the project
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	<p>- Italy, Lithuania and the Republic of North Macedonia - it is essential to evaluate the multiple support mechanisms, legal frameworks and collaborations initiatives with various state organizations.</p> <p>a) Support from these three countries for language learning by migrants: Various initiatives and support structures are in place to assist migrants in learning Italian, Lithuanian and Macedonian, a key aspect of their integration into society. At local level, municipalities organize language courses or facilitate access to them. These courses are designed to provide the language skills needed for daily life, work and social interaction. Non-governmental organizations (NGOs) also play a crucial role, offering language courses and workshops adapted to the needs of migrants.</p> <p>Furthermore, the Italian, Lithuanian and Macedonian governments, in collaboration with regional authorities, subsidize language programs through scholarships and funding. Publicly funded language courses, often held in community centers or educational institutions, are open to migrants. These programs aim to improve language skills and cultural understanding, promoting successful integration into society.</p> <p>b) Local and national laws on language learning: Italy, Lithuania and the Republic of North</p>
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Macedonia have established legal provisions to promote language learning among migrants. The Integration Agreement is an important legal instrument that outlines the obligations and rights of immigrants, including language learning requirements. Under this agreement, immigrants are required to attend language courses to facilitate integration.

Furthermore, in Italy, Law 94/2009 establishes guidelines for the reception and integration of immigrants. Emphasize the importance of learning the host language and culture. The law highlights the need for cooperation between national, regional and local authorities to ensure effective integration through language education.

The same applies in Lithuania with the Law of the Republic of Lithuania 'ON THE LEGAL STATUS OF FOREIGNERS' NO. IX-2206 of the Amendment. This law establishes the procedure for entry and exit, residence and living, asylum and temporary protection of foreigners in the Republic of Lithuania, the integration of the Migration Law, which addresses various aspects of immigration, including the rights and obligations of immigrants, asylum procedures, residence permits and provides the legal basis for reception and integration policies. This is not dissimilar to what happens in the Republic of North Macedonia, where the FOREIGNERS LAW regulates the conditions for entry, exit and residence of



foreigners in the Republic of North Macedonia, as well as their rights and obligations.

c) Tax benefits and cooperation with state organizations: Regarding tax benefits, Italy and Lithuania offer favorable conditions for hiring foreigners, tax relief or tax incentives to companies that offer language training to their immigrant employees. This encourages private sector involvement in language training and contributes to the economic integration of immigrants.

Unlike Italy and Lithuania, the Republic of North Macedonia does not appear to provide the same measures regarding these benefits but has nevertheless proposed a series of social protection measures and models for the situation of refugees, internally displaced persons and migrants.

In these three countries, cooperation with state organizations, including the Labor Office and the State Agency for Educational Development, is crucial. The Labor Office often works with education institutions to ensure that language courses are in line with labor market demands, improving the employability of migrants.

The State Educational Development Agency works collaboratively with various stakeholders to design comprehensive language programs. These programs aim to respond to the specific needs of migrants, incorporating innovative methodologies to optimize language acquisition, collaborating



	<p>with NGOs and local authorities to coordinate language learning initiatives and provide the necessary resources.</p> <p>In conclusion, Italy, Lithuania and the Republic of North Macedonia adopt a multifaceted approach to supporting migrants in language learning. This includes legal frameworks that mandate language acquisition, partnerships with state bodies and NGOs, and tax incentives that encourage private sector participation. By promoting language skills and cultural understanding, these three countries aim to facilitate the successful integration of migrants into their societies.</p>
<p><i>What the EU is doing to help local language learning</i></p>	<p>The European Union (EU) recognizes the vital role of language learning in promoting integration, social cohesion and economic development in its 27 member countries. Efforts to support language learning by migrants and newcomers are primarily driven by several key initiatives and policies.</p> <p>Integration policies and the Common European Asylum System (CEAS): The EU, through the CEAS, promotes the integration of refugees and beneficiaries of international protection. Language learning is a key aspect of integration and</p>



Member States are encouraged to provide access to language courses and facilitate opportunities for refugees to learn the official language of the host country.

European Integration Fund (EIF): The EIF is a financial instrument aimed at supporting the integration of third-country nationals in the various Member States. Language learning is one of the key areas of support provided by the EIF. Funds are allocated for language training programs, including courses focused on the official language of the host country.

European Social Fund (ESF): The ESF is an important EU financial instrument dedicated to improving employment and social inclusion. It supports actions that improve the integration of migrants, including language learning and training programmes. ESF funds are often used to subsidize language courses, making them accessible to migrants.

Erasmus+ programme: Erasmus+ is the EU's flagship program for education, training, youth and sport. Within this program there are specific initiatives and actions that encourage language



learning and linguistic diversity. Language projects and partnerships support the development of language skills, cultural understanding and multilingualism.

European Agenda for Adult Learning: The European Agenda for Adult Learning highlights the importance of language learning for adult migrants and refugees. It encourages Member States to invest in language courses, to provide targeted support to adults with poor language skills and to promote the recognition of language skills.

Language learning strategies: The EU encourages Member States to develop and implement comprehensive language learning strategies. These strategies often outline specific objectives, approaches and actions to promote language acquisition among migrants. Tailored language programs are designed to meet the language needs of newcomers.

Integration policies and national programs: The EU supports Member States in developing integration policies that include language learning opportunities. National programmes, often partly



	<p>funded by the EU, aim to ensure that migrants have access to language courses, information on language learning options and assistance in assessing language skills.</p> <p>In summary, the EU implements various initiatives and policies to facilitate language learning for migrants and newcomers to its member states. These efforts include financial support, integration policies, educational programs and collaboration with national and local authorities to promote linguistic integration and improve social inclusion.</p>
<p><i>What is the State doing to help learning the mother tongue</i></p>	<p>Lithuania</p> <p>The integration of migrants in Lithuania is organized by the Migration Department of the Ministry of Internal Affairs of the Republic of Lithuania, on the basis of legal acts and implemented by state and municipal institutions and non-governmental organizations.</p> <p>One of the most important integration processes is learning the Lithuanian language, which is why free Lithuanian language courses are organized, which aim to facilitate the integration of non-Lithuanian citizens into society and the labor market.</p>



	<ol style="list-style-type: none">1. The main state institution related to the labor market, the "Employment Service", organizes Lithuanian language courses, where job seekers from the following target groups can learn Lithuanian, registered with the Employment Service: citizens of the European Union or member states of the European Free Trade Association and their family members, resident in the Republic of Lithuania;2. Third country citizens who have had a residence permit in Lithuania for at least one year;3. Persons who have been granted the status of a transferable person, if their residence permit in the Republic of Lithuania is valid for at least one year. <p>The employment service concludes a tripartite or bilateral contract with a person attending non-formal adult education. Those who fail to fulfill their obligations under the contracts will have to reimburse the expenses incurred by the RU.</p> <p>Branches of the "Employment Service" operate in all cities of Lithuania, therefore they give a person the opportunity to choose where to study, and if there is no possibility of studying at the place of residence, they offer learning at a distance.</p>
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Activities of universities and training centers

Most training centers and universities where foreigners study offer Lithuanian language courses (they can be paid or free). Basic knowledge of the Lithuanian language can be acquired by learning online, for example, on the Let's be Friends website. It is a free and interactive tool that will help you learn to read, understand and listen, speak and write Lithuanian. The course consists of 24 lessons, one week is allocated for each lesson.

Assistance to Municipalities through project activities

Municipalities of Lithuanian cities implement projects and finance the activities of various institutions and organizations related to the organization of Lithuanian language and culture courses with funds from the Asylum, Migration and Integration Fund "Emergency Assistance" task "Contribute to the first integration activities of third-country nationals carried out at local government level". As part of these projects, free A1 level Lithuanian language courses consisting of 50 academic hours are mainly organised.

Lithuanian language training program



in 2021 during the implementation of the project “Language learning - part of successful social integration” (PMIF-2.1.9-V-01-001) Lithuanian language learning programs were prepared.

The project is financed by funds from the Asylum, Migration and Integration Fund and the state budget of the Republic of Lithuania.

Italy

Italy recognizes the importance of helping migrants learn the Italian language as a fundamental step towards successful integration into society. The government, in collaboration with regional and local authorities, as well as non-governmental organizations (NGOs), has established several initiatives and support mechanisms to facilitate language learning by migrants.

Language courses and programs: Italian institutions offer language courses specifically designed for migrants. These courses cover the essential language skills needed for daily life, communication and community integration. They often emphasize vocabulary and expressions relevant to various contexts, including the

	<p>workplace, healthcare and public services.</p> <p>Collaboration with NGOs: Non-governmental organizations play a crucial role in providing language courses and workshops tailored to the needs of migrants. These organizations often work with government bodies to ensure that language programs are aligned with integration goals and the linguistic needs of migrants.</p> <p>Integration Agreement (Integration Agreement): The Integration Agreement outlines the rights and duties of immigrants in Italy, underlining the importance of learning the Italian language and culture. It requires attendance of language courses as a means to facilitate integration and understanding of Italian society.</p> <p>Publicly funded language courses: Publicly funded language courses are often organized in community centres, schools or educational institutions. These courses are accessible to migrants and aim to improve linguistic competence, promoting better communication and integration into Italian society.</p> <p>Collaboration with Employment Offices:</p>
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Collaboration with employment offices is essential to align language courses with the demands of the labor market. Language programs often incorporate industry-specific vocabulary and communication skills, improving migrants' employability and job prospects.

Online language learning platforms: In the digital age, Italy has embraced online platforms that offer language learning opportunities to migrants. These platforms offer interactive lessons, exercises and multimedia resources to support independent language learning.

Cultural integration and language exchange programs: Cultural integration initiatives often include language exchange programs where migrants can practice Italian with native speakers, fostering a sense of community and providing real-world language practice.

Education support: Migrants and migrant young adults are supported in their education through language support programs within schools. These programs aim to improve language skills, ensuring that students can effectively participate in the education system.

In conclusion, Italy takes a multifaceted approach to supporting migrants in learning the Italian language, which includes structured language courses, collaboration with NGOs, legal frameworks mandating language acquisition and initiatives aimed at employment and cultural integration. These efforts collectively contribute to the successful integration of migrants into Italian society through linguistic competence and improved communication skills.

North Macedonia

In recent years, several hundred thousand migrants and refugees have passed through North Macedonia, heading towards Western European countries in search of a better life. But there are also exceptions: some have decided to stay in search of a new home and new opportunities. North Macedonia has made efforts to support and promote the learning of the native language, which is Macedonian. The country recognizes the importance of linguistic diversity and attaches importance to the preservation and promotion of its linguistic heritage. Some initiatives and measures



	<p>implemented:</p> <ol style="list-style-type: none">1. Language courses and programs: Governments implement formal language courses specially designed for migrants. These programs typically cover fundamental communication skills, cultural nuances, and essential vocabulary to help newcomers navigate daily life. These courses can cover basic language skills needed for everyday life, as well as more advanced language skills for work purposes.2. Integration programs: In addition to language teaching, North Macedonia offers extensive integration programs designed to provide immigrants with a comprehensive understanding of the local environment. These initiatives cover a wide range of topics, including information on customs, legal systems, education systems and employment opportunities. Taking a holistic approach to immigrant integration, these programs go beyond language learning, seeking to support migrants in cultural adaptation and fostering an understanding of the social norms of the host country.
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4. **Community centers and support groups:**

Community centers and support groups offer language learning opportunities in a more informal setting. This includes language exchange programs or conversation clubs where migrants have the chance to practice the language with native speakers. These centers function as hubs, providing migrants with access to resources such as language learning materials, tutoring services and general support to facilitate their adaptation to the new environment.

5. **Online resources:** The North Macedonia government reportedly offers online resources and courses to support language learning, particularly for migrants. These resources include websites, apps and various digital tools, allowing people to access language education at their own pace. This initiative aims to improve the integration and communication skills of migrants in the country. For the latest and most accurate information, we recommend checking official government websites, educational organizations and news sources.



6. **Volunteer Programs:** North Macedonia actively promotes volunteer efforts to help migrants acquire the language. Volunteers have the opportunity to work one-on-one with migrants, offering additional support and practice opportunities. Mainly the Red Cross of North Macedonia provides volunteers.
7. **Collaboration with NGOs:** The government regularly engages in collaborations with non-governmental organizations (NGOs) specializing in supporting migrants. Through these partnerships, the effectiveness of language learning initiatives is increased and a more comprehensive approach is taken to meet the diverse needs of the migrant population.
8. **Employment programs:** Recognizing the importance of language skills for successful employment, develop language training programs tailored to the specific needs of the labor market. These programs aim to provide migrants with the language skills needed for various occupations. In some



	<p>cases, language learning is integrated into employment programs to increase migrants' chances of finding and keeping a job in the host country.</p>
<p><i>National legislation on support for migrants</i></p>	<p>Lithuania</p> <p>1. Law of the Republic of Lithuania "ON THE LEGAL STATUS OF FOREIGNERS" NO. IX-2206 of the amendment.</p> <p>This law establishes the procedure for entry and exit, residence and living, asylum and temporary protection of foreigners in the Republic of Lithuania, integration and appeal procedure against decisions relating to the legal status of foreigners and other issues relating to the legal status of foreigners in the Republic of Lithuania, as well as regulates the conditions for granting and revoking electronic resident status of the Republic of Lithuania and the Ordinance.</p> <p>https://www.e-tar.lt/portal/lt/legalAct/d91a5270033e11edb32c9f9d8ba206f8</p>



2. "ORDER ON THE ONE-TIME PAYMENT FOR THE CONSTRUCTION OF A RESIDENTIAL PLACE IN THE TERRITORY OF THE MUNICIPALITY AND/OR ON THE PAYMENT OF A MONTHLY COMPENSATION TO THE PROVIDER FOR THE PAYMENT OF THE MAINTENANCE OF A CHILD EDUCATED IN PRE-SCHOOL OR SCHOOL EDUCATION PROGRAMS GIVEN TO FOREIGNERS TO WHOM IT IS TEMPORARY PROTECTION GRANTED, APPROVAL OF THE DESCRIPTION OF THE ALLOCATION AND FUNDING PROCEDURE", 2022 m. November 24 n. A1-780.

This ministerial order defines the description of the procedure for assigning and financing a one-off allowance for settling in a place of residence in the territory of the municipality and/or a monthly allowance to the education provider for the maintenance of a child educated according to the prescribed norms. - school or pre-school education programs aimed at foreigners who have received temporary protection (attached).

<https://e-seimas.lrs.lt/portal/legalAct/lt/TAD/d25c9f806c3711ed8a47de53ff967b64?positionInSearchResults=0&searchModelUUID=7f42c4db-aa30-4c6b-a9e0-25b4036151d3>



	<p>3. Resolution of the Government of the Republic of Lithuania "ON THE APPROVAL OF THE GUIDELINES OF THE LITHUAN MIGRATION POLICY", January 22, 2014 No. 79 https://www.e-tar.lt/portal/lt/legalAct/5338f7c0899d11e397b5c02d3197f382/asr</p> <p>4. Resolution of the Government of the Republic of Lithuania "RESOLUTION ON THE APPROVAL OF TERMS AND PROCEDURES FOR THE PROVISION OF LITHUAN STATE SUPPORT FOR THE INTEGRATION OF FOREIGNERS", 2016 October 5 No. 998 https://www.e-tar.lt/portal/lt/legalAct/5c01c030913d11e69ad4c8713b612d0f/asr</p> <p>5. Order of the Minister of Social Security and Labor of the Republic of Lithuania "REGULAGING THE CONDITIONS AND PROCEDURES OF ASYLUM SEEKERS AND TEMPORARY ACCOMMODATION OF FOREIGNERS AT THE REFUGEE RECEPTION CENTER AND DESCRIPTION OF THE PROCEDURE FOR TEMPORARY DEPARTURE AND THE RIGHT OF FOREIGNERS TO RECEIVE AN ALLOWANCE FOR THE USE OF PUBLIC VEHICLES VIRTINIMO", 2002 February 13 N. 20. https://www.e-tar.lt/portal/lt/legalAct/TAR.F4D71ECF35D3/asr</p>
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Italy

Italy has several laws and regulations aimed at supporting migrants and promoting their integration into Italian society. Here we will outline three main laws that contribute significantly to this goal:

Law 286/1998 - Consolidated Law on Immigration:

Law 286/1998, also known as the Consolidated Law on Immigration, is a complex legislative act that addresses various aspects of immigration in Italy. It outlines the entry and residence requirements for non-European (EU) citizens, providing the legal framework for their stay in Italy. The law emphasizes the rights and obligations of migrants, including their right to access education, healthcare and legal protection. It also establishes procedures for asylum seekers and refugees, underlining Italy's commitment to humanitarian principles and international agreements relating to refugees.

Integration Agreement (Integration Agreement):

The Integration Agreement is a fundamental legal



instrument that establishes the rights and responsibilities of immigrants residing in Italy. It was introduced with a decree in 2007 and promotes the integration of immigrants into Italian society. The agreement provides for the obligation for migrants to attend language courses, facilitating their integration by helping them learn Italian and understand Italian culture and society. Compliance with this agreement is a fundamental requirement to obtain or renew the residence permit.

National Health System (National Health Service - SSN): The Italian National Health System, governed by a series of laws and regulations, plays a fundamental role in supporting the health and well-being of migrants. Migrants, including refugees and asylum seekers, have the right to access health services provided by the NHS. The system ensures that migrants have access to essential health services, medicines and emergency care, contributing to their overall integration and ensuring that their health needs are met.

Law 39/1990 - Discipline of the right to asylum and refugee status (Law 39/1990): Law 39/1990



provides the legal framework for the granting of asylum and refugee status in Italy. It adheres to international conventions and agreements relating to asylum and refugees. This law establishes the procedures and criteria for granting asylum, ensuring that people fleeing persecution or violence in their countries of origin can seek protection and rebuild their lives in Italy. It sets out the rights and obligations of refugees, including access to education, healthcare and employment opportunities.

Law 40/1998 - Provisions on the right to asylum and reception regulations (Law 40/1998): Law 40/1998 complements Law 39/1990 by providing additional provisions relating to asylum seekers and refugees. It deals with the reception and assistance of asylum seekers, outlining the conditions and procedures for their stay in reception centers and structures. The law highlights the importance of humanitarian reception, protection and integration of asylum seekers. It also defines mechanisms to provide legal and social support to asylum seekers, with the aim of ensuring their well-being and integration into Italian society.



These laws together highlight Italy's commitment to respecting international obligations and providing protection and support to asylum seekers and refugees. They establish the legal framework for granting asylum and refugee status, outline the rights and responsibilities of refugees and ensure adequate reception and assistance during the asylum process. By implementing these laws, Italy is committed to defending human rights and providing a safe haven for those in need of protection.

North Macedonia

LAW ON FOREIGNERS

GENERAL PROVISIONS

Object of the law Article 1

This law regulates the conditions for entry, exit and stay of foreigners in the Republic of North Macedonia, as well as their rights and obligations.

Define the concept of foreigner Article 2

A foreigner within the meaning of this law is a person who is not a citizen of the Republic of North Macedonia. A person without citizenship is also a foreigner, that is, a person who no country



considers its citizen by virtue of its law.

Scope Article 3

The provisions of this law apply to all foreigners, except foreigners who: - seek protection in the Republic of North Macedonia in accordance with the Law on Asylum and Temporary Protection, unless otherwise provided in this law, - enjoy of privileges under international law and immunity, if the application of this law is in contradiction with the international obligations assumed and with the principle of reciprocity.

Legal status of foreigners Article 4

Foreigners during their legal stay in the Republic of North Macedonia have the same rights and obligations as citizens of the Republic of North Macedonia, unless otherwise established by law. During their stay in the Republic of North Macedonia, foreigners are required to comply with the Constitution of the Republic of North Macedonia, laws, other regulations and acts of state authorities, as well as obligations established by ratified international agreements.

Linking the law with international standards Article 5

This law will be applied in accordance with international agreements that the Republic of North Macedonia has ratified in accordance with



	<p>the Constitution and which place the foreigner in a more favorable position.</p> <p><i>Application of the Law on General Administrative Procedure Article 6</i></p> <p>The provisions of the Law on General Administrative Procedure apply accordingly in procedures carried out in accordance with this Law, unless otherwise provided in this Law.</p> <p><i>Control of the movement and residence of foreigners Article 7</i></p> <p>Affairs related to the control of the movement and stay of foreigners in the Republic of North Macedonia are carried out by the Ministry of Internal Affairs, if the competence of another authority is not determined by law.</p> <p><i>Migration policy Article 8</i></p> <p>The Parliament of the Republic of North Macedonia, on the proposal of the Government of the Republic of North Macedonia, adopts a resolution on migration policy, in which it will indicate the situations, problems and measures that will be adopted in the field of migration.</p>
<p><i>Tax benefits in the country for</i></p>	<p>Lithuania</p>



<p><i>employers</i></p>	<ol style="list-style-type: none"><li data-bbox="614 347 1495 817">1. The conditions for hiring foreigners are facilitated, there is no longer a list of authorized companies: https://www.migracija.lt/-/lengvinamos-u%C5%BEsieni%C4%8Di%C5%B3-%C4%AFdarbinimo-s%C4%85lygos-nelieka-patvirtint%C5%B3-%C4%AFmoni%C5%B3-s%C4%85ra%C5%A1o?fbclid=IwAR3IWoE-utJaw44uzuCU Jyh8l7xBq9o2MwwCStB4vbSwU4MSk5kgag1J2o<li data-bbox="614 884 1495 1960">2. By implementing the employment subsidy measure, which not only helps to find an employee, receive salary compensation for the employed worker, but also provides the opportunity to contribute to the maintenance of socially vulnerable people's jobs and their integration in the job market. Wage subsidies of up to 36 months are granted when an employment contract is concluded with persons who have been granted refugee or transferable person status, or with persons who have been granted additional or temporary protection and with persons entitled to receive temporary protection pending a decision on granting temporary protection (non-grant), but not exceeding the period of temporary protection.
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<https://uzt.lt/darbdaviams/subsidijos-darbo-uzmokesci-ui/321?fbclid=IwAR0TUPRWu36No07N7AEnYAK5hbI6m-1c6HED8-sJagtf0RitIISOKFe1UM8>

3. Occupation of Ukrainians, war refugees.
From 1 April 2022 an employer who employs a Ukrainian who has withdrawn from hostilities must submit an LDU report to Sodra. The foreign code (ILTU code) is also indicated here.

War refugees from Ukraine are exempt from the obligation to obtain a work permit in the Republic of Lithuania, so employers from the Republic of Lithuania who intend to hire them do not have to apply to the Employment Service for issuing such documents.

Employment is possible with an apprenticeship contract - this is a form of organization of vocational training, when vocational training is carried out at the employer, who concludes an apprenticeship contract with the person, and theoretical vocational training can be carried out at the professional training provider or employer and the Employment Service compensates part of the salary.



<https://uzt.lt/darbdaviams/ukrainieciu-idarbinimas/324>

Italy

Italy offers tax benefits to employers who hire migrants or foreigners, with the aim of incentivizing employment and promoting integration into the labor market. These incentives are designed to facilitate the recruitment of non-European Union (EU) citizens, migrants and refugees. Here are some key tax benefits available to employers in Italy:

Tax Credits and Deductions: Employers who hire migrants or foreigners may be entitled to tax credits or deductions. These can reduce the company's overall tax liability. The exact amount and terms of tax credits may vary based on your specific circumstances and the region in which your business is located.

Reductions in social security contributions: Employers can receive reductions in social security contributions when hiring migrants or foreigners. These reductions aim to reduce the financial burden associated with hiring non-EU citizens. Reduced contributions make it more



financially feasible for employers to hire people from diverse backgrounds.

Regional and Local Incentives: Different regions in Italy may have their own incentive programs to encourage the employment of migrants and foreigners. These regional or local incentives may include tax breaks, grants or subsidies for businesses that hire individuals from specific target groups, such as migrants or refugees.

Integration agreements and subsidies: Employers participating in integration agreements, as defined by the Integration Agreement, may receive financial subsidies or benefits from the government. These agreements include commitment to specific integration actions, including the provision of language training and cultural orientation to employees, facilitating their integration into the workplace and society.

Employment Voucher (Work Voucher): it is a mechanism that allows employers to hire migrants and obtain financial assistance. Employers can apply for vouchers that subsidize a portion of the wages paid to eligible foreign workers, making it more attractive for companies to hire people



from diverse backgrounds.

Incentives for Special Economic Zones (SEZs):

Some Special Economic Zones in Italy offer incentives to attract foreign investment and promote employment. These incentives may include tax breaks, reductions in social security contributions and simplified administrative procedures for hiring foreign workers within the designated areas.

EU funding and grants: Employers may have access to European Union (EU) funding and grants aimed at promoting diversity and inclusion in the workforce. These funds can support initiatives focused on hiring, training and integrating migrants, improving their employability and helping to create a diverse working environment.

In conclusion, Italy offers various tax benefits and incentives to encourage employers to hire migrants and foreigners. These incentives range from tax credits and deductions to reductions in social security contributions, with the aim of creating a more inclusive labor market and supporting the integration of individuals from different backgrounds into the Italian workforce.



North Macedonia

There is no information regarding tax incentives for employers who hire migrants or foreigners, given that in recent years, hundreds of thousands of migrants and refugees have passed through North Macedonia on their way to Western European countries in search of a better life (UNHCR estimates that between January and July 2023 they transited through the region made up of the countries that the UN agency defines as the "Western Balkans" - Bosnia-Herzegovina, Serbia, Kosovo, North Macedonia, Albania and Montenegro - around 15 thousand refugees and migrants

[-https://www.migrantes.it/wp-content/uploads/sites/50/2023/12/Sintesi-DD2023.pdf](https://www.migrantes.it/wp-content/uploads/sites/50/2023/12/Sintesi-DD2023.pdf)

) and few have requested asylum (in 2019, 505 asylum applications were examined, of which only one had a positive outcome. For 2020 the data follows those of the previous

year-<https://myla.org.mk/wp-content/uploads/2021/11/English-%D0%A1%D0%BE%D1%81%D1%82%D0%BE%D1%98%D0%B1>

[https://myla.org.mk/wp-content/uploads/2021/11/English-%D0%A1%D0%BE-%D0%90%D0%B7%D0%B8%D0%BB%D0%BE%D1%82-%D0%B2%D0%BE-%D0%A0%D0%A1%D0%9C-2020_compre](https://myla.org.mk/wp-content/uploads/2021/11/English-%D0%A1%D0%BE%D1%81%D0%BE-%D0%90%D0%B7%D0%B8%D0%BB%D0%BE%D1%82-%D0%B2%D0%BE-%D0%A0%D0%A1%D0%9C-2020_compre)

https://myla.org.mk/wp-content/uploads/2021/11/English-%D0%A1%D0%BE-%D0%90%D0%B7%D0%B8%D0%BB%D0%BE%D1%82-%D0%B2%D0%BE-%D0%A0%D0%A1%D0%9C-2020_compre



[ssed.pdf](#)): However, there are many actions to protect migrants by the Department for Asylum, Migration and Humanitarian Aid which, through the powers determined by the Law on Asylum and Temporary Protection and by the Law on the Employment and Work of Foreigners and Social Protection Law, deals with:

- o participation in working groups and bodies for the development of laws and statutes relating to asylum, migration and issues in the field of crisis management;
- o changes and additions to legal regulations within the department are followed;
- o participation in the development of opinions, information and proposals on the situation of refugees, migrants, internally displaced persons, humanitarian aid and returnees from readmission agreements;
- o the cases are resolved with second degree proceedings under the jurisdiction of the department;
- o a database is created: for consents issued for foreigners volunteering in North Macedonia for approvals issued for exemption from customs duties for



	<p>humanitarian aid and donations received in public institutions within the ministry: refugees and internally displaced persons in the Republic of North Macedonia and carries out their modification as needed;</p> <ul style="list-style-type: none">o the application of the Law on Employment and Work of Foreigners and the Law on Volunteering is monitored, as well as on some contents of the international conventions ratified by the Republic of North Macedonia on asylum and migration;o supervision of legality in the functioning of institutions directly caring for refugees and internally displaced persons is carried out;o the situation of refugees, internally displaced persons and migrants is monitored and studied;o social protection measures and models are proposed for the situation of refugees, internally displaced persons and migrants;o communication is carried out with governmental and non-governmental institutions and international organizations (UNHCR, IOM and EAR), on issues within the department's competence;o a methodology has been developed for the evaluation and calculation of fiscal
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	<p>implications during preventive action and crisis management;</p> <p>In the Department for the Integration of Refugees and Foreigners, through the skills determined by the Law on Asylum and Temporary Protection:</p> <ul style="list-style-type: none">o readmission agreements are concluded;o changes and additions to legal regulations within the department are monitored;o participation in the development of opinions, information and proposals on the situation of refugees and returnees from readmission agreements;o the refugee situation is monitored and studied;o social protection measures and models are proposed for the situation of refugees and migrants;o communication is carried out with governmental and non-governmental institutions and international organizations (UNHCR), for the matters falling within the Department's competence; <p>Finally, in order to protect the vulnerability of migrant workers, some precautionary measures</p>
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	<p>are taken, knowing that “migrant workers may not always be able to take the initiative to enforce relevant legislation due to lack of awareness or fear of retaliation” (ILO 2016a, para. 464).</p> <p>To this end, the Government of the Republic of North Macedonia has provided specific training to a number of first responders, such as police officers, labor inspectors, immigration officials, NGO members and social workers. The training covered how to identify forced labor during the initial screening procedures of migrants.</p>
<p><i>List of state organizations that help migrants with their integration</i></p>	<p>Lithuania</p> <p>Lithuania has never been popular with migrants, but in recent years it has had to endure several crises related to illegal migrants and war refugees. The state was not ready to meet the needs of arriving people, so non-governmental organizations came to the aid of the state, which, as partners of the state, can provide various assistance to migrants arriving in Lithuania.</p> <ol style="list-style-type: none">1. Refugee Reception Center (Rukla) – a financial institution providing social, housing and state integration support services to foreigners who have been granted asylum in the Republic of Lithuania and their family



members who have arrived in the Republic of Lithuania in case of family reunification, unaccompanied foreign minors, foreigners relocated in collaboration with other European Union member states, third states, European Union institutions or international organizations, people transferred from a foreign country affected by a humanitarian crisis or part of it or from territories affected by military operations conflicts on behalf of the Government of the Republic of Lithuania (hereinafter - asylum beneficiaries); provide social and accommodation services and ensure reception conditions for foreigners who are or have been victims of crimes related to human trafficking, during their decision-making period, asylum seekers for foreigners as vulnerable persons awaiting the implementation of a decision on repatriation or deportation, foreigners who have received a temporary residence permit in Lithuania.

In addition to other services, the center provides social services and organizes and implements state integration support.

<https://rppc.lt/?fbclid=IwAR2B49ffc-58w-XJtOdGE6Gyq23S-dZh85a3YZFcdoSD8qTDKfpY2SkzH-Y>



2. The Center for the Integration of Refugees and Migrants "InLT", which provides assistance to people from countries outside the European Union (EU). This center is established by the Lithuanian Red Cross Society. The services provided are financed by the Asylum, Migration and Integration Fund and the state budget. Lithuanian language courses are organized here, legal consultations are held, during which people are introduced to labor, social and health protection systems.

<https://redcross.lt/veiklos/prieglobscio-ir-migracijas-programa/integracija/>

Italy

In Italy, several state organizations, together with government departments and agencies, actively contribute to supporting migrants in their integration efforts. These organizations work to facilitate language learning, provide essential services and promote socio-cultural integration. Here is a list of the main Italian state organizations involved in assisting migrants in integration:

Ministry of Labor and Social Policies: plays a significant role in formulating policies and



programs related to the integration of migrants, including employment and social inclusion.

Ministry of the Interior (Ministry of the Interior): supervises immigration policies, border control and management of migratory flows. It collaborates with other organizations to guarantee the integration and legal residence of migrants in Italy.

National Agency for the Active Inclusion of Foreigners and the Fight against Poverty - ANIA: focuses on the active inclusion of migrants, providing services and support to improve their social integration, employability and general well-being.

National Institute of Social Security - INPS: is responsible for social security, pensions and welfare. It plays a role in ensuring migrants' access to social security benefits and services.

National Agency for Attracting Investments and Business Development - Invitalia: promotes economic development and job creation, including initiatives to support entrepreneurship and the integration of migrants into the workforce.



	<p>National Association of Italian Municipalities (ANCI): collaborates with local governments to coordinate and implement integration initiatives at the municipal level, including the provision of services and support to migrants in local communities.</p> <p>Regions and Local Authorities: throughout Italy they play a vital role in the integration of migrants. They provide services such as housing, healthcare, language courses and employment support to facilitate community integration.</p> <p>National Anti-Racial Discrimination Office - UNAR: works to combat racial discrimination and promote equal opportunities for all, including migrants, through awareness campaigns, legal support and reporting mechanisms.</p> <p>The Italian Red Cross (Italian Red Cross): offers various services to migrants, including emergency assistance, medical assistance, legal support and social integration programs.</p> <p>These state organisations, in collaboration with local authorities and civil society, play a vital role</p>
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in supporting migrants in Italy, focusing on integration, social inclusion and ensuring equal rights and opportunities for all.

North Macedonia

In North Macedonia, numerous state bodies, government departments and agencies play a vital role in helping migrants in their integration efforts. These organizations focus on facilitating language acquisition, offering essential services, and promoting socio-cultural assimilation. These are the different origins:

Ministry of Labor and Social Policies: It has a significant role in formulating policies and programs related to the integration of migrants, including employment and social inclusion.

<https://www.mtsp.gov.mk/>

Asylum and migration – Myla:

The Association of Young Lawyers of Macedonia provides free legal assistance as a key activity. Legal assistance is provided in individual cases directly related to the protection of human rights, the rule of law and the development of civil society. Considered individually, legal assistance is



provided by MYLA in the following cases and forms:

- Preliminary legal assistance in accordance with the Law on Free Legal Assistance, which is intended for the poor and other vulnerable categories of citizens, migrants and includes only information, advice, guidance and assistance in completing requests for free legal assistance;
- Legal advice and strategic litigation in cases of violation of constitutionally guaranteed human rights and discrimination;
- Legal advice and strategic litigation in cases relating to asylum, migration, integration, as well as access to personal documents and citizenship
- Legal assistance to civil society organizations and informal citizens' initiatives that are unable to provide legal assistance elsewhere, and for issues relating to the following: internal organisation, compliance with legal provisions and requirements for the implementation of activities and initiatives contingent on the law of knowledge.

<https://myla.org.mk/en/>

The International Organization for Migration (IOM).



	<p>The IOM MiGOF establishes what elements are necessary to enable a planned and well-managed migration. Through the framework, a package of three principles and three objectives is presented in a consolidated, coherent and global way which, if respected and achieved, will allow migration to be humane and orderly and that the resulting benefits are felt by both migrants and society.</p> <p>PRINCIPLES</p> <ol style="list-style-type: none">1. Adherence to international standards and respect for migrants' rights.2. Policy formulation using evidence and whole-of-government participation.3. Work with partners to address migration and related challenges. <p>GOALS</p> <ol style="list-style-type: none">1. Promotion of the socio-economic well-being of migrants and society.2. Effectively address the dimensions of mobility in times of crisis.3. Ensure that immigration occurs in a safe, orderly and dignified manner. <p>https://www.iom.int/</p>
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North Macedonia Red Cross: It provides a range of services to migrants, including emergency aid, healthcare, legal assistance and programs that facilitate social integration.

<https://ckrm.org.mk/>

Open Door - The Road: The La Strada International Association (La Strada International/LSI) is a leading European network of NGOs working to ensure a world free of human trafficking by promoting respect for human rights. The network comprises eight independent member organizations operating at the grassroots level. Members are based in Belarus, Bulgaria, Czech Republic, North Macedonia, Moldova, the Netherlands, Poland and Ukraine and implement advocacy, prevention and social support activities for trafficked persons and risk groups, migrants, in order to empower them exercise their rights by engaging in monitoring and advocacy activities, as well as networking and organizing capacity building to provide better services to target groups. La Strada is also responsible for data collection, registration and provision of information. According to this approach, the violation of human rights is both a cause and a consequence of human trafficking and therefore



	<p>the prevention of trafficking and the protection of victims should be based on the protection of the rights of all human beings, with particular attention to those who are vulnerable to trafficking in human beings, such as (irregular) migrant workers, domestic workers and prostitutes. The human rights-based approach opposes anti-trafficking measures that negatively impact or violate the human rights of trafficked persons or other affected groups. The holistic vision on the issue of trafficking, with particular attention to the root causes of trafficking, such as poverty, gender inequality and violence, discrimination, restrictive migration policies and the unequal division of wealth in the world, have led LSI to cooperate with a wide range of partners in the field of human rights, migrant rights and workers' rights.</p> <p>https://lastrada.org.mk/?lang=it</p>
<p><i>List of employment offices in the country</i></p>	<p>Lithuania</p> <ol style="list-style-type: none">1. https://uzt.lt/Employment Service of the Ministry of Social Security and Labor of the Republic of Lithuania. The Employment Service implements the employment support policy. The aim of the service is to help job



seekers find work faster, if necessary, acquire the necessary skills and compete successfully in the labor market, and employers find suitable employees.

Italy

In Italy, public employment services are mainly managed by regional employment agencies (Agenzie per il Lavoro - APL) and managed at a regional level. Here is a short list of some of the main regional employment agencies in Italy:

Lombardy: Lombardy Agency for Orientation, Training and Employment (ALO Formazione)

Lazio: Regional Employment Agency of Lazio (ARL)

Tuscany: Tuscany Regional Work Agency (ARTL)

Veneto: Regional Employment Agency of Veneto (ARLV)

Campania: Campania Regional Agency for Orientation, Training and Work (ARCFL)



	<p>These regional employment agencies work to facilitate job opportunities, provide job search assistance, offer training programs, and support both employers and job seekers in their respective regions. Furthermore, the Italian Public Employment Service - SPI (Public Employment Service) operates nationwide and works with these regional agencies to improve employment prospects for individuals across Italy.</p> <p>North Macedonia</p> <p>The Employment Agency of the Republic of North Macedonia</p> <p>In North Macedonia we have a state agency with offices in different regions of the country.</p> <p>https://av.gov.mk/</p> <p>©2015 АГЕНЦИЈА ЗА ВРАБОТУВАЊЕ НА РЕПУБЛИКА СЕВЕРНА МАКЕДОНИЈА</p> <p>FACEBOOK</p>
<p><i>List of organizations that help migrants</i></p>	<p>Lithuania</p>



<p><i>with language and integration</i></p>	<ol style="list-style-type: none">1. Free language courses at the Vilnius Office of the International Organization for Migration (IOM Lithuania). The total duration of the Lithuanian language courses is until mid-June next year, but the training will take place in several sessions and the duration of one of them is 2.5 months, the courses will be held remotely. https://lithuania.iom.int/lt/news/iom-lietuva-kviecia-ukrainiecius-nemokamai-moakitis-lietuviu-kalbos2. "House of Culture" Day Center of the Archdiocese of Vilnius "Carito". The center organizes educational and educational activities for children and adults, provides social, legal and psychological counseling. https://vilnius.caritas.lt/prieglobscio-ieskantiems-uzsienieciams/3. The Order of Malta relief service in Lithuania is part of the oldest charitable organization in the world. Currently, the organization brings together about 2,000 volunteers in 44 cities and towns of the country: we provide assistance to single grandparents, children and young people from families in difficulty, disabled people and refugees. It was because of the war refugees from Ukraine
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that the integration program was created, which coordinates various forms of voluntary assistance to Ukrainians in many cities of Lithuania.

<https://maltieciai.lt/pagalba-ukrainai/>

Italy

In Italy, several organizations actively work to support migrants in language learning, cultural integration and general integration into Italian society. These organizations provide services, language courses, legal assistance and various forms of support to facilitate the integration of migrants. Here is a list of the main organizations dedicated to helping migrants with language and integration in Italy:

Italian Caritas: is a major humanitarian organization that provides a range of services to migrants, including language courses, cultural integration programs, legal support and social assistance.

Italian Association of Friends of Raoul Follereau (AIFO): is an association committed to improving



the living conditions and integration of migrants, including those with disabilities. They offer language and integration programs to support the inclusion of migrants in Italian society.

CPIA (Provincial Centers for Adult Education): they offer training for adults, including Italian language courses for migrants and adult students. They focus on providing basic education and integration opportunities.

Sprar - Protection System for Asylum Seekers and Refugees: is a protection system that assists asylum seekers and refugees, providing services such as Italian language courses, accommodation and integration support.

Digital World Foundation: is an organization that promotes digital literacy and inclusion among migrants and refugees. They offer training programs, including language and digital skills courses, to support integration.

Pope John XXIII Community Association: This association focuses on social integration and supports vulnerable populations, including migrants and refugees. They provide language



courses, accommodation, legal assistance and professional training.

Centro Astalli - Jesuit Service for Refugees: run by the Jesuit Refugee Service, it offers various services to refugees and migrants, including language courses, legal assistance and social integration programmes.

Il Punto Social Cooperative: is engaged in integration activities, providing Italian language courses, professional training and assistance with job placement for migrants and refugees.

Free Social Cooperative Association Onlus: This organization focuses on social inclusion and integration, offering Italian language courses, professional training and support to migrants and asylum seekers.

These organizations play a vital role in supporting the integration of migrants through language learning, cultural understanding, legal assistance and various programs that improve their overall well-being and integration into Italian society.



North Macedonia

Center for Education and Vocational Training:

The Center for Vocational Education and Training is a professional public institution that provides support and development of vocational education and to all bodies interested in vocational education in the Republic (social partners, educational institutions, students and teachers).

<https://cdi.mk/vocational-education-and-training/>

Center for Foreign Languages – Skopje:

Our professors have extensive experience, high expertise and are highly respected in their profession. The center provides professional development for its staff through visits to specialized seminars in the country and abroad. Our teachers use the most modern methods and techniques to meet the individual needs of students.

<https://www.csj.com.mk/>

DSK Academy:



	<p>It is an educational center specializing in online learning of the Macedonian language for foreigners. To maintain the quality of the services for which we are recognized, we have accepted the challenge of actively working on the digitalization of the offer of linguistic services, which we have been offering on the market for more than 10 years.</p> <p>https://akademiedsk.online/it/</p>
<p><i>List of development agencies or employment offices in the country</i></p>	<p>Lithuania</p> <ol style="list-style-type: none">1. All Lithuania is a website where you can find a large catalog of employment agencies with descriptions and contacts. https://www.visalietuva.lt/imones/idarbinimofirmos/idarbinimo-agenturos2. Imones.LT - an Internet business search platform that has been operating on the market for 27 years, where you can find the necessary information in Lithuanian, English and Russian. A convenient and modern platform allows you to easily find relevant information about Lithuanian business companies, the goods and services offered, as well as write



company reviews, salary tests, exchange rates and distance calculators. Here you can also find the entire catalog of Lithuanian recruitment

companies:<https://www.imones.lt/personalas/i-darbinimo-agenturos/vilniuje?fbclid=IwAR19MTB NORI PuZQ92w 8ZW55yUAHunwCRUs9E4Grl-DoE a4pSdNhT54ZR4>

3. "Employment Service Center" has been successfully searching and selecting employees in third countries since 2016: Belarus, Ukraine, Uzbekistan, Kyrgyzstan, India, Bangladesh, Sri Lanka, Pakistan, Vietnam. This center not only helps to find the necessary employees from various countries, but also carries out all the necessary document management processes and can also provide the following services to foreigners: helps to organize permits to work in Lithuania; helps to obtain a temporary residence permit in Lithuania; helps with diploma recognition in Lithuania; provides translation services; helps to declare the place of residence in Lithuania.

<https://www.idarbinimocentras.lt/>



Italy

In Italy, various development agencies and employment offices play a significant role in facilitating employment, supporting economic development and offering services to job seekers and employers. These organizations provide job placement assistance, career guidance and training programs, and promote workforce development. Here is a list of the main development agencies and employment offices in Italy:

National Agency for Active Labor Policies (ANPAL):

is a national agency responsible for implementing active labor market policies, facilitating employment services and promoting workforce development across Italy.

National Institute for the Analysis of Public Policies

(INAPP): conducts research and analysis to inform labor market policies and employment strategies in Italy. It plays a crucial role in shaping policies related to employment and workforce development.

ICE Agency (ICE Agency - Italian Trade &



	<p>Investment Agency): promotes internationalisation, exports and the attraction of foreign investments. It supports economic growth and job creation by assisting Italian companies in expanding their markets globally.</p> <p>Employment Centres: they operate at regional and local levels, offering services such as job placement assistance, career counseling and training programmes. They play a central role in connecting job seekers with employers.</p> <p>Regional Development Agencies (Regional Development Agencies): Each region in Italy often has its own regional development agency, which focuses on promoting economic growth, innovation and employment within that specific region.</p> <p>Regional Chambers of Commerce (Chambers of Commerce): they play a role in supporting local businesses and promoting economic development, which includes initiatives to stimulate employment in their regions.</p> <p>Provincial Labor Offices: they operate at the provincial level, assisting job seekers in finding work</p>
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and employers in recruiting suitable candidates.

Local Economic Development Agencies: These agencies focus on promoting economic development at the local level, often working with local governments, businesses, and educational institutions to improve job opportunities.

European Employment Services (EURES Italy): is a European job mobility network that provides information, job search assistance and recruitment services for job seekers and employers in all European countries, including Italy.

These organizations and agencies collectively contribute to the development of the Italian labor market, provide employment services and support economic growth and integration in various regions of Italy.

North Macedonia

In North Macedonia, several employment offices play a crucial role in promoting employment, supporting economic growth and providing services to both job seekers and employers. These



	<p>organizations offer job placement assistance, actively promoting workforce development. There are several employment offices:</p> <p>https://www.vrabetuvanje.com.mk/ https://kariera.mk/ https://apliciraj.mk/ https://www.najdirabota.com.mk/vacancieslist.aspx https://www.fakulteti.mk/job/vrabetuvanje https://www.oglasizarabota.mk/ https://vrabeti.se/</p>
<p><i>Conclusions</i></p>	<p>This report on EU aid for language learning and state and local aid aims to be an in-depth and multi-faceted analysis of today's situation regarding language legislation and policies for the integration of migrants implemented in Italy, Lithuania and Republic of North Macedonia.</p> <p>In particular, the survey provided a complete analysis both from a legislative point of view in favor of migrants, and of the various tools and resources made available to support the teaching and learning of the language of the host country, including cooperation projects between schools. We also wanted to offer - for each of the three countries involved - an overview of the</p>



	<p>employment offices and a list of organizations that help migrants with language and integration.</p> <p>A detailed look at language policies and language learning support in Italy, Lithuania and the Republic of North Macedonia is of crucial importance in the context of migrant inclusion within these countries. This approach aims to provide concrete and constructive support to migrants, enabling them to integrate effectively into society and build a new meaningful life in the host country through the acquisition of the local language.</p> <p>The analysis of language policies and available support focuses on facilitating the social and economic inclusion of migrants. The availability of programs, funding and specific initiatives for learning the language of the host country is a fundamental pillar to allow migrants to communicate, interact and actively participate in the social, economic and cultural life of the local community.</p> <p>The report highlights how teaching the local language not only facilitates daily communication but also represents a fundamental opportunity for the integration of migrants into the social,</p>
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educational and working environment. It provides them with the tools necessary to access educational, work and personal development opportunities, thus contributing to building a more inclusive and cohesive community.

In this context, the analysis of language policies and the support provided by the EU, national governments and local institutions takes on a central role in promoting the inclusion of migrants.

Through a comparative approach between the three countries, the report highlighted the specific challenges and opportunities of each nation in effectively promoting language learning, offering a clear perspective on the successes achieved and possible areas for improvement, allowing to outline recommendations for further strengthen language policies at national and European level.

In conclusion, the report provided a detailed and informative overview of both the Migrant Protection Laws and the language policies and support available for language learning in Italy, Lithuania and the Republic of North Macedonia. He underlined the importance of coordinated strategies at European and national level to



	<p>promote linguistic diversity and offered significant insights on continuously improving initiatives to develop strong language skills among migrants.</p>
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Annex 2.4 List and possibilities to learn languages and VET basic and ICT skills

Lithuania

<p>Name of the schools or VET schools</p>	<p>House of National Communities</p>
<p>Address, post code, city and country</p>	<p>Raugyklos g. 25, Vilnius, LT-01140, Lithuania</p>



contact person and contact email or number	+370 5 2160408 info@tbn.lt
website	https://tbn.lt/valstybines-kalbos-centras/
Short description	<p>The activity of this center is supported by the State Lithuanian Language Commission, the Department of National Minorities and Emigrants under the Government of the Republic of Lithuania and the House of National Communities.</p> <p>The state language teaching center provides methodological and practical support to persons who want to learn the Lithuanian language or improve their knowledge of it.</p>

Name of the schools or VET schools	Lingua Lituanica Language and Culture Institute
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Address, post code, city and country	Gedimino pr. 26, LT-01104 Vilnius, Lithuania.
contact person and contact email or number	+370 603 42 006 info@lingualit.lt
website	info@lingualit.lt
Short description	<p>LINGUA LITUANICA Institute of Language and Culture invites you to learn in a way that suits you. Modern teaching methods are available for those who are in a hurry, living abroad or otherwise unable to attend the Institute's lectures. We invite you to study Lithuanian or other foreign languages in a traditional or distance learning way.</p> <ul style="list-style-type: none">● Traditional: classroom lectures in groups and individually.● Modern: lectures are delivered remotely via Skype in groups and individually.



	<ul style="list-style-type: none"> ● Modern: students learn on their own in a virtual learning environment and consult with a tutor in class or via Skype. ● Hybrid: at the same time, part of the group is studying in the classroom and the other part is studying remotely.
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Name of the schools or VET schools	Marijampolė Meilė Lukšienė Education Centre
Address, post code, city and country	P.Butlerienės g.3, Marijampole, Lithuania.
contact person and contact email or number	Roma Alauniene +37065272252 roma.alaunienė@gmail.com
website	https://mmlsc.lt/?fbclid=IwAR1oka20IMwDofO_mqrPyjrrU3hcOfx2Vnwpe018KSh--hjvdXFbLXibC1s
Short description	Founded on 17 June 1993 as an unparalleled organisation in Lithuania, today the Education Centre is a thrice



	<p>accredited institution that has undergone various administrative reforms and has been involved in the development of teachers' competences, non-formal adult learning and cultural activities, and whose services are used by educators and residents of Marijampolė and other regions. Every year, over 350 professional development, non-formal adult learning, cultural and other events are organised, with over 10,000 participants and cultural visitors: educators, students, parents, other professionals, residents of the region and visitors to the city.</p>
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Name of the schools or VET schools	Refugee reception centre
Address, post code, city and country	A. Jaroševičiaus g. 10B, LT-02112, Vilnius, Lithuania.
contact person and contact email or number	Monika Žitkė, monika.zitke@rppc.lt
website	www.rppc.lt



<p>Short description</p>	<p>The Refugee Reception Centre provides social and accommodation services and state support for the integration of foreigners granted asylum in the Republic of Lithuania and their family members who have arrived in the Republic of Lithuania in the case of family reunification, unaccompanied minors and foreigners, persons resettled in cooperation with other Member States of the European Union, third countries, institutions of the European Union or international organisations, persons resettled from a foreign state or a part of a foreign state in humanitarian crisis or from territories affected by military conflicts on the instructions of the Government of the Republic of Lithuania; providing social and accommodation services and ensuring reception conditions for foreigners who are or have been victims of crimes related to trafficking in human beings during their period of self-determination, for foreign asylum seekers as vulnerable persons awaiting the implementation of a decision on return or expulsion, for foreigners who have received a temporary residence permit in Lithuania.</p> <p>The Centre is involved in the formulation</p>
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	and implementation of policies on the integration of asylum seekers.
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Name of the schools or VET schools	Vilnius Lithuanian House
Address, post code, city and country	Dzūkų g. 43, LT-02116, Vilnius, Lithuania
contact person and contact email or number	Greta Botyriūtė-Skiotienė, greta.botyriute@gmail.com
website	https://www.lnamai.lt/
Short description	The purpose of the Vilnius Lithuanian House is the general education, formal and non-formal education of adults and children of Lithuanian origin, children of exiles of Lithuanian origin, descendants of political prisoners, foreigners, children of Lithuanian citizens who have arrived or returned to live permanently or temporarily in the Republic of Lithuania, children of



	Lithuanians residing abroad. Provision of assistance to schools and teachers. Teaching of persons who do not speak the official Lithuanian language.
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Italy

Name of the schools or VET schools	CERSEO
Address, post code, city and country	Corso Fiume, 2 – 13100, Vercelli (Italy)
contact person and contact email or number	Gianina Sion – segreteria@cerseo.org
website	https://www.cerseo.com/
Short description	CERSEO, Centro Europeo di Ricerca e



Sviluppo per l'Est e per l'Ovest (European Research and Development Centre for the East and West), is a training agency (regional registry code B259) set up in 2005 by professionals who decided to pool their experience in the field of design and development of funded programmes.

On 30 November 2006, Cerseo obtained accreditation from the Piedmont Region (n. 774/001) and since then has followed the maintenance process required by the regulations in force.

On May 3, 2011, Cerseo signed an agreement with the Piedmont Region, which is still in force, for the management of vocational training courses for the access and the exercise of the activity of administration of food and beverages and for the access to the exercise of the trade with regard to the food sector in accordance with the L.R. 38/2006 and art. 5 and L.R. 28/1999 and art 17.

Cerseo is recognized by the Piedmont Region as an authorized trainer for the provision of courses for RSPP and ASPP and for the training of operators in



	charge of the use of equipment (forklifts, excavators, elevating platforms, tractors) ex art.73 DLgs 81/08, n° accreditation A014/2013.
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Name of the schools or VET schools	CENTRO ELIS
Address, post code, city and country	Via Sandro Sandri, 81 – 00159, Rome (Italy)
contact person and contact email or number	Marco Amici – email: info@elis.org
website	https://www.elis.org/
Short description	The Centro ELIS Association is a non-profit organisation that trains people for work, with a focus on the socially and economically disadvantaged. It promotes development and innovation in the world of training and work through stable collaboration with companies and by fostering their dialogue with schools. It supports the development of start-ups in an open innovation ecosystem involving large industrial groups, universities, research



	<p>centres and other institutions. It is active in Italy and around the world as a Non-Governmental Organisation committed in particular to vocational training and the social promotion of women and minors.</p> <p>It is financed by revenues from its training activities and consultancy services to companies, donations from private individuals and regional public funding for vocational training.</p>
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Name of the schools or VET schools	HIPERACTIVITY
Address, post code, city and country	Calle Decano Antonio Zedano N° 3 - OFICINA 36 29620 Torremolinos, (Spain)
contact person and contact email or number	Vittorio Gelso – info@hiperactivity.com
website	https://www.hiperactivity.com/
Short description	Hiperactivity is a professional training centre, accredited by the Junta de Andalucía, certified according to ISO 9001:2015 and ISO 14001:2015 standards



	<p>and certified with the "Energia 100% verde" seal. It is based in Torremolinos (Malaga) and specialises in managing the needs of companies. Our centre has highly qualified staff with more than 10 years of experience providing training and managing projects for companies at national and European level.</p> <p>We have 3 departments:</p> <p>Vocational Training: we have a wide catalogue of training specialities and certificates of professionalism for employed and unemployed people.</p> <p>Services for companies:</p> <p>Training for workers of Spanish companies that can be subsidised through FUNDAE.</p> <p>Training of the Training Contract in Alternation</p> <p>Management and processing of public and private subsidies and grants for SMEs and the self-employed.</p> <p>Training and preparation of HACCP and PRL manuals.</p>
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Name of the schools or VET schools	Euro Gestione Impresa
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Address, post code, city and country	Via Santo Spirito 13, 00073, Castel Gandolfo (Italy)
contact person and contact email or number	Massimo Conte – eurogestione@virgilio.it
website	//
Short description	<p>Euro Gestione Impresa (EGI) is a non-governmental organisation established in 2009 in Italy. We are an institution for adult, youth and vocational education and training and our activities cover various sectors such as environment and ecology, tourism, economic education, youth, health, women in the labour market, social inclusion, employment, etc. We carry out educational projects/activities at European, national, regional and local level.</p> <p>We carry out educational projects/activities at European, national, regional and local level.</p> <p>The organisation has 6 permanent members, cooperates with about 35 teachers/trainers/experts from universities, secondary schools, labour market. The organisation promotes cultural exchange and social integration in cross-border regions of the EU, in order to promote</p>



	European principles, values and identity and cooperation in the field of employment, including at international level. We are a provider of educational, training, labour market, cultural services.
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Name of the schools or VET schools	CSCI – Consorzio Scuola Comunita' Impresa
Address, post code, city and country	Via Ricci, 14, 28100 Novara (Italy)
contact person and contact email or number	Barbara Tosi – info@cscinovara.it
website	https://www.cscinovara.it/
Short description	The Consorzio Scuola Comunità Impresa (School Community Enterprise Consortium) is a regional training agency established in 1999 in Novara with the aim of establishing contacts and ongoing relations between schools, public administration and the corporate world. Consortium members include universities, secondary schools,



	<p>companies, associations, private training organisations and municipalities in the province of Novara, united by the desire to contribute to the growth of the area's cultural and economic reality through:</p> <p>The creation of a Professional Centre of Excellence that connects the world of School to that of Work and encourages the local updating of managers and private and public operators by aiming to develop the Culture of Total Quality in the production and provision of services to the community.</p>
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Republic of North Macedonia

Name of the schools or VET schools	Center for Foreign Languages - Skopje
Address, post code, city and country	<p>Orce Nikolov. 155 A, Skopje, Republic of Macedonia</p> <p> 02 306 7783</p>
contact person and contact email or	info@csj-skopje.com



number	
website	https://csj.edu.mk/
Short description	<p>Established in 1954, the Center for Foreign Languages has grown into a renowned institution during its sixty years of existence. Today, the Center is one of the largest and highest quality schools for learning foreign languages in Macedonia. Our courses are attended annually by students of all ages. Our work includes:</p> <ul style="list-style-type: none">• courses for children and adults• individual teaching• preparation for international exams• Issuance of certificates for knowledge of foreign languages• summer school for children within CSJ• summer school abroad for children and adults• translation <p>Our goal is to provide a professional approach, a pleasant and positive atmosphere that will encourage you to master the art of speaking, listening, writing and thinking in foreign languages.</p> <p>Our professors have extensive experience,</p>



	<p>high expertise and are highly respected in their profession. The center provides professional development of its staff through visits to specialized seminars in the country and abroad. Our professors use the most modern methods and techniques in order to meet the individual needs of the students. The professors constantly cooperate with the Teaching Directors of the Center for Foreign Languages, who as an experienced team of teaching advisors follow the latest trends in the methodology for studying foreign languages. Caring for each individual listener is one of the most valuable aspects of learning at the Foreign Language Center.</p>
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<p>Name of the schools or VET schools</p>	<p>Center for foreign languages and translation agency "Babel Fish" - Gevgelija</p>
<p>Address, post code, city and country</p>	<p>Mirche Acev 7, Gevgelija, Republic of Macedonia</p>



contact person and contact email or number	<ul style="list-style-type: none">• 075 542 208
website	https://www.facebook.com/BabelFishGevgelija/
Short description	<p>The school works from 2016th September. We have students from all ages even +50. We also work with foreigners that want to work and live In Macedonia and need to learn Macedonian for finding work.</p> <p>We have English, German and Macedonian and other languages if needed.</p> <p>English is learned, for many many reasons, German often for studies in Gete institute or going to work in other countries and Macedonian for finding job and living in Macedonia.</p> <p>We have groups and individual classes.</p> <p>We have Turkish, Greeks, Dutch people successfully passed Macedonian course and live here in Gevgelija.</p>

Name of the schools or VET schools	LOGOS PLUS
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Address, post code, city and country	75, Leninova, Skopje, Republic of North Macedonia
contact person and contact email or number	contact@logosplus.mk
website	logosplus.mk
Short description	<p>Introduction of our company</p> <p>LOGOS PLUS offers language courses for all ages and language levels, computer courses and all kinds of translation, such as written and legal translation as well as consecutive and simultaneous interpreting. All our foreign language courses are designed to meet the needs of our students - whether they need a foreign language for work, essay writing for travel, for foreign language examinations or just for pleasure. All our computer courses are aimed at achieving successful office work with computers and basic computer programs. LOGOS PLUS provides clients with high quality translations of all kinds and areas/fields, certified by the legal translators employed at our company.</p> <p>General information</p>



LOGOS PLUS is a School of foreign languages and computing, and this is also an institution which is dedicated to promote foreign languages including English, German, French, Italian, Spanish, Albanian, Greek, Russian, Hebrew and Macedonian for foreigners.

LOGOS PLUS is an institution dedicated to promoting the use of Microsoft Office, as well as an institution dedicated to providing high-quality translations from English to Macedonian, German to Macedonian, Italian to Macedonian and vice versa.

LOGOS PLUS, School of foreign languages and computing, was founded in April, 2006.

Goal

Our goal, as LOGOS Plus, school of Foreign Languages and Computing, is by creating a new image, to establish a professional but friendly relationship with our clients, who are in the center of our activities, and to fully satisfy their needs.



Name of the schools or VET schools	La Strada
Address, post code, city and country	Sava Kovachevich 1a, Skopje, North Macedonia
contact person and contact email or number	+389 02 2700 107 +389 02 2700 367
website	lastrada@lastrada.org.mk
Short description	<p>The La Strada network consists of 8 organizations from Belarus, Bulgaria, the Czech Republic, Macedonia, Moldova, the Netherlands, Poland, Ukraine and the international secretariat based in Amsterdam, the Netherlands.</p> <p>The La Strada network is aimed at expanding international cooperation, exchanging knowledge, information and experiences between its members and providing support to non-governmental organizations on the issue of human trafficking. Within the framework of the La Strada network, all members lobby at the international level before the institutions of the European Union and the United Nations Organization and represent and defend the rights and interests of trafficked persons.</p>



At the local level, La Strada develops cooperation with national government bodies and provides protection and preventive activities for trafficked persons and persons who are in a vulnerable position and are at high risk of human trafficking.

Today La Strada is a leading European network with 15 years of experience, recognized for its work and expertise by national governments and international institutions, which directs its policy against human trafficking, focusing on the essence, which is: To stop exploitation, violence and abuse.

We provide:

advice on parental care of children during travel;

helping mothers who face challenges to care for their infants;

children's hygiene maintenance;

safety advice on travel hazards;

referral to existing services for specific cases; responding to emergency requests in emergency situations and referral to



	<p>specific cases in need of additional services and support;</p> <p>organizing and implementing educational, recreation and professional activities for children and adults;</p> <p>organizing workshops to raise awareness among refugees about human trafficking, smuggling, sexual and reproductive health and family planning.</p>
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Name of the schools or VET schools	Red Cross Macedonia
Address, post code, city and country	13 Kocho Racin Blvd. 1000 - Skopje, Republic of North Macedonia
contact person and contact email or number	mrc@redcross.org.mk
website	https://ckrm.org.mk/
Short description	<p>Among all humanitarian work this organization provides this is one of the important things we provide for the migrants or every vulnerable category of people that needs help in any way.</p> <p>Strategies to work with language tools online / offline Not knowing the language of the country in which people reside is a</p>



challenge in terms of further integration, communication with future employers, according to the status in the process of finding a job as one of the most important steps for economic stability and better prosperity.

Organizing classes for learning the Macedonian language for people from the 2015-current migrant crisis who are in the process of integration, as well as classes for learning the Macedonian language for people from Ukraine with a temporary stay in RSM for humanitarian reasons. The classes are with physical presence, except for the group of people from Ukraine who live outside the city of Skopje and follow online classes.

During the corona pandemic, refugees/migrants followed online lessons in the Macedonian language

The classes provided for people are free, and arise from their needs defined through personal contacts with people because they are users of the programs/services that we create for their support.

The Red Cross implements the integration program with the support of donors within the framework of the Red Cross movement,



	and coordinated with MTSP, CSW as well as the project activity for humanitarian assistance and help to people from Ukraine.
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Annex 2.5 List of organisations or NGO, list of courses online, list of mentors

Lithuania

Name of the organisations or NGO	LITUANA
Address, post code, city and country	P. Lukšio g. 32, 5th floor LT- 08222, Vilnius
Contact person and contact email or number	info@lituana.lt
Link with the online platform	https://lituana.lt/lithuanian-language-courses/
Name and short description of the course	Lithuanian Teaching Center is unique, as all attention is paid to people who are interested in Lithuanian language and Lithuanian culture. We help people not only express themselves in Lithuanian but also get to know the history, traditions and



	<p>peculiarities of Lithuania. It is the sound and originality of Lithuanian language that charm both the young and the old. Similarly, as learning any foreign language, it is necessary to put some effort in order to understand and speak with the Lithuanian speaking people.</p> <p>LITUANA courses helps not only to communicate easier but also to understand the hidden meanings of the words and to feel the real spirit of Lithuanian culture. In order to understand the culture, it is of the utmost importance to speak the language.</p> <p>Lithuanian language courses are held online via Zoom or in the classrooms. One academic hour price studying remotely only 4,50 Eur., one academic hour price studying in classroom only 6,00 Eur. Individual Lithuanian language courses can be organised for one person or for a small group of persons. Lithuanian language intensive courses take place 4 days a week and in 5 weeks, you will finish one level. This course take place in small groups of 4-8 people.</p>
Name of local mentors and contact email	Course manager Tel. +370 620 46270



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





Name of the organisations or NGO	Skrivanek
Address, post code, city and country	Skrivanek translation bureau, UAB Švitrigailos g. 11B, LT-03228 Vilnius
Contact person and contact email or number	+370 655 21 919
Link with the online platform	https://skrivanek.lt/en/contacts-for-language-school/
Name and short description of the course	<p>Skrivanek organises a variety of Lithuanian language courses: contact, online, individual. For employees and individuals who already know basic Lithuanian and are interested in developing their communication skills in business situations, we organise special Lithuanian language classes in the field of business, during which:</p> <ul style="list-style-type: none">• develop language skills useful in a wide range of business situations, including phone calls, email correspondence, meetings and presentations, customer service, sales and negotiations;• learning new industry vocabulary in areas such as marketing, finance, law, logistics, accounting, public relations,



	<p>technology, advertising and many more;</p> <ul style="list-style-type: none">● improving your skills in writing reports, emails, proposals or CVs. <p>The duration, timing and intensity of the courses are individually coordinated, so you can combine a language course with work or other activities.</p> <p>Access to a language proficiency assessment service for choosing a course programme or assessing your progress during training.</p>
Name of local mentors and contact email	Miglė Bukauskaitė atranka@skrivanek.lt



Name of the organisations or NGO	Vilnius University Faculty of Philology
Address, post code, city and country	Universiteto g. 5, LT-01131 Vilnius, Lithuania
Contact person and contact email or number	Andrius Apinis andrius.apinis@flf.vu.lt
Link with the online platform	https://www.flf.vu.lt/lisk/kursai
Name and short description of the course	The Department of Lithuanian Studies at Vilnius University organises Lithuanian language courses for foreigners. The course is open not only to members of the Vilnius University community, but also to anyone from the age of 16. The language is taught in beginner, advanced and learner groups. The language of instruction is Lithuanian, except for explanations in English for beginners. Upon completion of the course, students will receive a certificate of completion.
Name of local mentors and contact email	Many mentors are available



Name of the organisations or NGO	Lithuanian Red Cross
Address, post code, city and country	Konstitucijos pr. 7A, PC Europa, 3rd floor. Vilnius, LT-09307, Lithuania.
Contact person and contact email or number	Gintarė Kazakevičienė gintare.kazakeviciene@redcross.lt
Link with the online platform	https://redcross.lt/veiklos/prieglobscio-ir-migracijos-programa/integracija/
Name and short description of the course	The Lithuanian Red Cross is actively involved in the integration of foreigners who have received asylum as a state facilitator in the implementation of the state integration programme in municipalities. Our team of tutors works on a case management basis individually with each asylum-seeker or family and helps them to find housing and employment, to attend vocational courses or studies, to register for health care services or to enrol their children in pre-school and general education, to mediate in obtaining services in other municipal institutions, to organise Lithuanian language courses, to provide advice on various everyday issues, and to monitor the integration of



	asylum-seeking foreigners. Volunteers often help organise free Lithuanian language lessons.
Name of local mentors and contact email	gintare.kazakeviciene@redcross.lt



Name of the organisations or NGO	Amber Language Centre
Address, post code, city and country	Mažvydo al., 3, 2nd floor, Klaipeda, Lithuania
Contact person and contact email or number	(846) 21 08 34 admin@kalbupasaulis.com
Link with the online platform	https://kalbupasaulis.com/
Name and short description of the course	<p>Amber Language Centre is a professional language school offering an exceptional selection of language courses. Learn English, German, Norwegian, Swedish, Spanish, Italian, French, Lithuanian, Russian, French, German, Norwegian, Spanish, Italian, Lithuanian, Russian. The centre offers a wide range of courses: individual, small group, distance learning. Individual courses allow you to design a programme that is tailored to your level of knowledge and your goals.</p> <p>Lithuanian language courses for adults are part of the non-formal education programme. The course duration is 168 ac/hours.</p> <p>Intensive courses last from 20 to 100 ac/hour (2 times a week for 90 minutes)</p>



Name of local mentors and contact email	Many mentors are available. +37062023377
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Italy

Name of the organisations or NGO	Il Gioco degli Specchi (NGO)
Introduction	<p>Il Gioco degli Specchi APS is a cultural and social promotion association, registered in the register of associations of the Autonomous Province of Trento and in RUNTS. Its activities are aimed at enhancing the dignity of migrants and the positive potential of migratory phenomena. Since 1994, volunteers have been organising free Italian courses for foreigners, courses in support of driving licence examinations, courses for women with childcare for small children, and conversation sessions between Italians and foreigners. The association offers advice on</p>



	teaching Italian to adults, on the themes of interculture, migration and peace with bibliographies and film recommendations, directly and via its website. It organises training courses and cultural events, also on request.
Address, post code, city and country	Via degli Olmi, 24 - 38123 Trento (Italy)
Contact person and contact email or number	Cecilia Muscatella info@ilgiocodeglispecchi.org
Link with the online platform	https://www.ilgiocodeglispecchi.org/attivita/corsi-di-italiano
Name and short description of the course	Italian language courses - Il Gioco degli Specchi. The Italian language courses for foreigners are organised both in presence and online and include two weekly meetings of 2 hours each. There is a basic level, a more advanced level and a part dedicated to conversation. In addition, there is also a more



	specific Italian language course for obtaining a driving licence.
Name of local mentors and contact email	Cecilia Muscatella - info@ilgiocodeglispecchi.org



Name of the organisations or NGO	Associazione Interculturale Eufemia (NGO)
Introduction	<p>The Eufemia Intercultural Association, established to foster constructive integration with people from non-European countries who come to live in Italy and more precisely in Valsesia (a small area in the north of Piedmont, Italy) was founded in Varallo in 2003 by a group of Valsesian women who were determined to tackle this issue in a positive manner. Over time it has expanded with the contribution of other volunteers (foreigners and not) providing various services through: Italian language courses at various levels in collaboration and agreement with the CPIA (second-degree school institutes that provide adult education courses); an association desk, help in filling out forms and paperwork, an information point of the territorial Node against discrimination; intercultural</p>



	counselling and mediation and legal assistance for family and other problems.
Address, post code, city and country	Via d'Adda 33, 13019, Varallo (Italy)
Contact person and contact email or number	Silvia Scarati - associazioneufemia@gmail.com - lascuolainvalle@gmail.com
Link with the online platform	https://eufemiavarallo.it/
Name and short description of the course	'La scuola in valle' project ("School in the valley Project"), coordinated by the Eufemia association in cooperation with 15 other Piedmontese organisations. The project was financed by the Piedmont Region and has brought, since the 2021 school year, training activities for foreign adults in some mountain areas of eastern Piedmont in order to ensure the effective integration and social inclusion of the people involved. Four in particular were the project's training areas: middle school for adults, literacy and Italian



	language teaching, driving licence and finally, computer-digital literacy.
Name of local mentors and contact email	Silvia Scarati - associazioneufemia@gmail.com lascolainvalle@gmail.com



Name of the organisations or NGO	CERSEO
Introduction	<p>CERSEO, Centro Europeo di Ricerca e Sviluppo per l'Est e per l'Ovest (European Research and Development Centre for the East and West), is a training agency (regional registry code B259) set up in 2005 by professionals who decided to pool their experience in the field of design and development of funded programmes. On 30 November 2006, Cerseo obtained accreditation from the Piedmont Region (n. 774/001) and since then has followed the maintenance process required by the regulations in force.</p> <p>On May 3, 2011, Cerseo signed an agreement with the Piedmont Region, which is still in force, for the management of vocational training courses for the access and the exercise of the activity of administration of food and</p>



	<p>beverages and for the access to the exercise of the trade with regard to the food sector in accordance with the L.R. 38/2006 and art. 5 and L.R. 28/1999 and art 17.</p> <p>Cerseo is recognized by the Piedmont Region as an authorized trainer for the provision of courses for RSPP and ASPP and for the training of operators in charge of the use of equipment (forklifts, excavators, elevating platforms, tractors) ex art.73 DLgs 81/08, n° accreditation A014/2013.</p>
Address, post code, city and country	Corso Fiume, 2, 13100, Vercelli (Italy)
Contact person and contact email or number	gianina Sion - segreteria@cerseo.org
Link with the online platform	https://www.cerseo.com/
Name and short description of the course	<p>Project "Goal": Italian language for foreigners (A1 OR B2)</p> <p>The course lasts 60 hours</p> <p>Minimum requirements: to be of age and unemployed.</p>



	The course envisages issuing a final certificate to the student: Certificate of Attendance and Proficiency, Validation of Competences
Name of local mentors and contact email	Gianina Sion - segreteria@cerseo.org



Name of the organisations or NGO	CPIA 1 – Centro Provinciale Istruzione Adulti di Roma
Introduction	<p>The CPIA is a structure of the Ministry of Education that provides training for adults and young adults who do not have the final qualification of the first cycle of education or who have not fulfilled the compulsory education.</p> <p>The CPIA constitutes a type of autonomous educational institution with a specific organisational and didactic structure and is organised in a Territorial Service Network; it has its own staff, collegiate bodies like other educational institutions, albeit adapted to the particular users; it is organised in such a way as to establish close contact with local autonomies, the world of work and the professions.</p> <p>In relation to the specificity of the users, adult education courses are organised in literacy and Italian language learning paths first and second level pathways.</p>



	<p>The CPIA provides: literacy courses and Italian language learning (AALI) aimed at obtaining a qualification certifying knowledge of the language not lower than level A2 of the Common European Framework of Reference for Languages.</p> <p>First-level courses divided into two teaching periods: the first aimed at obtaining the final qualification in the first cycle of education (ex middle school leaving certificate), the second aimed at obtaining the certification attesting to the acquisition of basic skills linked to compulsory education and relating to the activities common to all the courses of study at technical and vocational schools</p>
Address, post code, city and country	Administrative Headquarters Via C.A. Cortina 70, 00159 Rome (Italy)
Contact person and contact email or number	Patrizia Tommasi - Rmmm67000c@istruzione.it



Link with the online platform	http://www.cpia1.roma.it/work/corsi-l2-lin-gua-italiana-stranieri/
Name and short description of the course	<p>L2 courses - Italian language for foreigners</p> <p>Literacy and language learning.</p> <p>The CPIA provides: literacy and Italian language learning (AALI) courses aimed at achieving a qualification certifying knowledge of the language at no less than level A2 of the Common European Framework of Reference for Languages. They are aimed at improving and spreading the use and mastery of the Italian language among migrants, at promoting the competence of reading and writing in the Italian language for illiterate subjects also in their mother tongue, at the knowledge of the rights and duties of Italian and foreign citizens in Italy and, therefore, at the knowledge of the basic principles of the Constitution also in comparison with the institutions of the countries of origin. They are also aimed at</p>



obtaining a qualification certifying the achievement of a level of knowledge of the Italian language not lower than level A2 of the Common European Framework of Reference for Languages drawn up by the Council of Europe. They are intended for students who have reached the age of 16. The certificate of knowledge of the Italian language at level A2 is useful for the issue of the EC long-term resident permit (Ministerial Decree 4/6/2010 art. 2 c.1). The overall course from level A1 to level A2 is 200 hours including 10% for reception and orientation. There are modules of 100 hours for level A1, modules of 80 hours for level A2, modules of 8 hours for civic culture courses. The modules can be held in the morning, afternoon and evening. Levels A1 and A2 correspond to an elementary level, levels B1 and B2 to an intermediate level and levels C1 and C2 to an advanced level.



<p>Name of local mentors and contact email</p>	<p>Tel. 06/62286435 – mail: Rmmm67000c@istruzione.it</p> <p>Head Prof. Anna Graziano</p> <p>Tel. 06/62289359 - mail: Rmmm67000c@istruzione.it</p> <p>Head Prof.ssa Maria Luisa Valentini</p> <p>Tel 06/24407015 - mail: Rmmm67000c@istruzione.it</p> <p>Head Prof Gianfranco Gagliardo</p>
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Name of the organisations or NGO	Centro Interculturale della Citta' di Torino
Introduction	<p>The Centro Interculturale della Citta' di Torino (Intercultural Centre of the City of Turin) offers training courses aimed at immigrant citizens who want to improve their knowledge of the Italian language or undertake active citizenship experiences, and at young people and adults interested in issues related to the study of various cultural and religious expressions. The training courses are taught by highly qualified experts and teachers within the framework of agreements with the University of Turin, Department of Humanistic Studies, the University for Foreigners of Siena and the Ca' Foscari University of Venice.</p>
Address, post code, city and country	Corso Taranto, 160 – 10154, Torino (Italy)
Contact person and contact email or number	Paolo Nitti, centroic.formazione@comune.torino.it



Link with the online platform	http://www.interculturatorino.it/
Name and short description of the course	<p>The Centro offers Italian L2 courses at basic, intermediate and advanced level, conversations, in-depth grammar and spelling, written Italian and specific vocabulary for driving licences. Citizenship courses to deepen topics related to various cultural and religious expressions in multicultural contexts. The proposals presented take place in presence or on-line at the Turin premises and provide, upon request, the issuance of a certificate of attendance for the hours completed. The activities are realised with the scientific collaboration of the University of Turin: Department of Humanistic Studies - Scientific referees of the Italian L2 and Didactics of Italian L2 courses: Professors Paolo Nitti, Stella Peyronel, Mario Squartini.</p>
Name of local mentors and contact email	<p>Paolo Nitti, Stella Peyronel, Mario Squartini</p> <p>centroic.formazione@comune.torino.it</p>



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



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Republic of North Macedonia

Name of the organisations or NGO	Academy for vocational education And training and adult education
Introduction	<p>Development of new skills and knowledge: It is never too late for a new profession and a new job.</p> <p>ACADEMY C.E.S. starts from the paradigm that a society should be based on learning and knowledge, which connects all levels of education in a harmonious and transparent way based on positive principles and goals and in the best interest of all educational consumers.</p> <p>This environment will enable the creation of conditions for the development of all potentials of each person and the realization of it needs, respecting the principle of holistic approach to the person development at all educational levels, without any form of discrimination.</p> <p>Market philosophy of life, which has become dominant on a planetary level, implies competitiveness in all</p>



	<p>segments of social life. Those that are the best, i.e. the most competitive, are sought and imposed.</p> <p>We live in a very dynamic society in which if we do not take advantage of the opportunities that arise from change, we could not move forward.</p> <p>It is of crucial meaning to recognize the moment when professional training, retraining, and obtaining of qualifications is required and how you can make the best use of it.</p> <p>That is our mission, and we are devoted to meet all those who have a vision to upgrade their knowledge and gain new skills.</p>
Address, post code, city and country	Anton Popov 1-4/15, Skopje 1000
Contact person and contact email or number	ces.translation@gmail.com
Link with the online platform	https://www.schooleducationgateway.eu/en/pub/profile.cfm?do=organisation&id=147631
Name and short description of the course	CES Academy has 6 departments:



	<p>Vocational skills – trades and administrative courses</p> <p>Adult Education/Environment and Waste Management</p> <p>Trainings for employees in public administration</p> <p>Language skills and translations</p> <p>Teacher trainings</p> <p>Consulting services and work with projects (IPA, Erasmus+)</p>
Name of local mentors and contact email	<p>General Manager, Mrs. Diana Zafirovska tel:023232510</p>



Name of the organisations or NGO	Ananija School for Macedonian Language for foreigners
Introduction	<p>The School for Macedonian Language for foreigners Ananija is the first specialised private language school where standard Macedonian language is taught as a foreign language. The idea of establishing the school Ananija was born because of the need for such a specialised school for Macedonian language, and the lack of the same. So far foreign speakers have learned the Macedonian language in private conditions, beyond any educational institution or in schools for foreign languages if a particular number of listeners-foreigners decide to take the course. According to our research, the ways of learning the Macedonian language as a foreign language mentioned above could not meet market needs.</p> <p>Employees in diplomatic and foreign missions in the Republic of</p>



Macedonia with their families, now have the opportunity to learn the Macedonian language in institutional conditions right here in Skopje, in their immediate vicinity. Foreign students who are studying or intend to study at universities in the Republic of Macedonia now have the opportunity to learn the Macedonian language, attending our courses on a daily basis, and being able to attend lectures in Macedonian language without problems. Students who attend classes in Macedonian language at universities abroad now have the opportunity to come to Macedonia, in our school, attend classes in Macedonian language with the opportunity to practice the Macedonian language.

High-school students and primary schoolers who need extra classes in Macedonian language to prepare for exams, external exams and State Matura are also welcome.



	<p>Because of the need imposed by the law for Macedonian language, all written texts in Macedonian language printed out must be proofread, in other words, it is compulsory for all texts printed out in the Republic of Macedonia to be written in standard Macedonian language. Therefore, in our school we also provide proofreading services for any kind of texts by a certified Macedonian proofreader.</p> <p>In October 2015 when the First school for learning the Macedonian language as foreign began operating, we had remarkable success and the School start working with many scholars, lovers of the Macedonian language. Teaching followed and successfully completed the students from America, Georgia, Romania, Estonia, Germany and China.</p>
Address, post code, city and country	Str. Koce Metalec No. 3A/1-32 Skopje, Zjelezara, Gazi Baba



Contact person and contact email or number	contact@ananija.mk
Link with the online platform	For those who are unable to come in Macedonia, in our School we offer the ability to maintain online classes via SKYPE.
Name and short description of the course	<p>Intensive courses are held with 3 hours per day or 15 hours per week or 2 hours per day or 10 hours per week. The courses are group courses where the maximum number of students are 2-10 visitors, and individual courses. We also maintain non-intensive courses with 2+2 hours per week and 2+2+2 hours per week. The courses we offer are for elementary level for absolute beginners, intermediate level and advanced level.</p> <p>In our School for Macedonian language for foreigners "Ananija" we hold Additional Macedonian language lessons for high-school students and primary schoolers. We offer preparation for External</p>



	tests, tests for Macedonian language, Final exams in Macedonian language, or preparation for Graduation. We write essays and preparation for written exams.
Name of local mentors and contact email	Ana Tancheva 00 389 77 445 766



Name of the organisations or NGO	Center for Vocational Education and Training
Introduction	<p>The Center for Vocational Education and Training is a professional public institution that provides support and development of vocational education and to all entities interested in vocational education in the Republic (social partners, educational institutions, students, and teachers).</p> <p>Competencies of the Center for Vocational Education and Training</p> <p>Ensuring the quality of secondary education and constant monitoring and evaluation of the results of students, teachers and schools;</p> <p>Ensuring better vertical and horizontal mobility of students in the secondary education system and their further mobility;</p> <p>Meeting the growing demands of the economy in terms of staff training</p>



	<p>to acquire new competencies (knowledge, skills, abilities);</p> <p>Quality connection of education and the labor market and creation of more flexible connections;</p> <p>Further adoption and innovation of occupational standards and educational programs;</p> <p>Introduction of new educational programs;</p> <p>Satisfying the balance between general and professional education;</p> <p>Providing conditions for obtaining diplomas and qualification certificates in line with European standards;</p> <p>Development of a system of occupational standards, educational standards, standards for institutions and teachers;</p> <p>Realization and alignment of the network of secondary vocational schools with the needs of the economy, the labor market and the employment policy;</p>
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	Provision of various sources of funding for vocational education and others.
Address, post code, city and country	50th Division" bb Postal no. 1000 Skopje
Contact person and contact email or number	akademik@akademik.com.mk
Link with the online platform	https://akademik.mk/category/akademik-obuki/
Name and short description of the course	ACADEMIC online training for office and archival work ACADEMIC ONLINE TRAINING: "Open issues in the application of the Law on General Administrative Procedure" ACADEMIC ONLINE TRAINING: "The role of the personal data protection officer - examples and best practices" ACADEMIC ONLINE TRAINING: "Practical application of the Law on Public Procurement, challenges faced by contracting authorities..." ACADEMIC ONLINE TRAINING: "Practical application of the Law on



	Public Procurement, challenges faced by contracting authorities... ACADEMIC ONLINE TRAINING: "How to be successful in the role of personal data protection officer" ECT.
Name of local mentors and contact email	Margarita Dimitrova 071232342, 071232593



Name of the organisations or NGO	Center for Foreign Languages - Skopje
Introduction	<p>Established in 1954, the Center for Foreign Languages has grown into a renowned institution during its sixty years of existence.</p> <p>Today, the Center is one of the largest and highest quality schools for learning foreign languages in Macedonia. Our courses are attended annually by students of all ages. Our work includes:</p> <ul style="list-style-type: none">• courses for children and adults• individual teaching• preparation for international exams• Issuance of certificates for knowledge of foreign languages• summer school for children within CSJ• summer school abroad for children and adults• translation <p>Our goal is to provide a professional approach, a pleasant and positive atmosphere that will encourage you</p>



	<p>to master the art of speaking, listening, writing and thinking in foreign languages.</p> <p>Our professors have extensive experience, high expertise and are highly respected in their profession. The center provides professional development of its staff through visits to specialized seminars in the country and abroad. Our professors use the most modern methods and techniques in order to meet the individual needs of the students. The professors constantly cooperate with the Teaching Directors of the Center for Foreign Languages, who as an experienced team of teaching advisors follow the latest trends in the methodology for studying foreign languages. Caring for each individual listener is one of the most valuable aspects of learning at the Foreign Language Center.</p>
Address, post code, city and country	Orce Nikolov. 155 A, Skopje, Republic of Macedonia



Contact person and contact email or number	nfo@csj-skopje.com
Link with the online platform	https://moj.csj.edu.mk/
Name and short description of the course	<p>Our work includes:</p> <ul style="list-style-type: none">Courses for children and adultsIndividual teachingPreparation and passing of international examsIssuing certificates of knowledge of foreign languagesSummer school for children within CSJSummer school abroad for children and adultsTranslation
Name of local mentors and contact email	Many mentors are available 02 306 7783



Name of the organisations or NGO	Center for foreign languages and translation agency "Babel Fish" - Gevgelija
Introduction	<p>The school works from 2016th September. We have students from all ages even +50. We also work with foreigners that want to work and live in Macedonia and need to learn Macedonian for finding work.</p> <p>We have English, German and Macedonian and other languages if needed.</p> <p>English is learned, for many many reasons, German often for studies in Gete institute or going to work in other countries and Macedonian for finding job and living in Macedonia.</p> <p>We have groups and individual classes. We have Turkish, Greeks, Dutch people successfully passed Macedonian course and live here in Gevgelija.</p>
Address, post code, city and country	Mirche Acev 7, Gevgelija, Republic of North Macedonia




Contact person and contact email or number	<ul style="list-style-type: none">• 075 542 208
Link with the online platform	<p>https://www.facebook.com/BabelFishGevgelija/</p> <p>They provide online courses for learning languages on every platform depending on the client.</p>
Name and short description of the course	<p>We have English, German and Macedonian and other languages if needed. English is learned, for many many reasons, German often for studies in Gete institute or going to work in other countries and Macedonian for finding job and living in Macedonia.</p> <p>We have groups and individual classes.</p>
Name of local mentors and contact email	Lepa Nikolova - 075 542 208



Annex 2.6 Letters of interest

Lithuania

 **Maltiečiai**
mums gera padėti

MB „Gynta Projektai“ 2023- 09 -16 Nr. SPT23/52


Gerbiamasis,

Rašau jums, nes buvau informuotas apie internetinės platformos [ww.prometeodigitale.eu](http://www.prometeodigitale.eu) – portalo, skirto imigrantų kalbos mokymui palengvinti egzistavimą, kuris yra skirtas padėti besimokantiems tobulinti kalbos bei skaitmeninės priemonės naudojimo įgūdžius. „New Sky“ MiLiu kursą sudarantys mokymosi moduliai sukurti taip, kad būtų progresyviūs, todėl studentai gali pradėti nuo pagrindinio lygio ir tobulėti savarankiškai, kas yra labai aktualu dirbantiems žmonėms.

Kurso metu studentai gebės:

- Tobulintis ir orientuotis, siekiant išmokti LT kalbos ir profesinės veiklos
- Vartoti pagrindines sąvokas, susijusias su profesiniu mokymu
- Valdyti profesinio mokymo duomenų bazę
- Vykdyti kurso siūlomų žiniatinklio programų testavimą

„New Sky“ – „MiLiu“ kursą ruošia ekspertų komanda, turinti ilgametę mokymo patirtį, o mūsų mokytojai gali naudotis platforma atsakydami į studentų klausimus ir suteikdami pagalbą viso kurso metu. Pats kursas yra išsamus ir gerai struktūrizuotas, suteikiantis besimokantiems žinių ir įgūdžių, kurių jiems reikia norint sėkmingai dirbti Lietuvoje srityje.

Marijampolės maltiečių grupės vadovė  Marija Miliauskienė

Marija Miliauskienė, tel. + 370 654 37573, el. p. marija_miliauskienė@maltieciai.lt

Maltos ordino pagalbos tarnyba
+370 (5) 249 7304 • info@maltieciai.lt
Banko sąskaita: LT 924010042400083985 • Įk. 190740859 • Gedimino pr. 56B, Vilnius, LT-01110



Gedimino pr. 26, Vilnius
2023.09.31

Gerbiamasis,

Rašau jums, nes buvau informuotas apie internetinės platformos www.prometeodigitale.eu – portalo egzistavimą. Platforma siūlo įvairius kursus, įskaitant MiLiu kursą, kuris yra skirtas padėti besimokantiems tobulinti kalbos bei skaitmeninės priemonės naudojimo įgūdžius.

„New Sky“ MiLiu kursą sudaro 3 moduliai, kurių kiekvienas apima skirtingus žiniatinklio elgsenos ugdymo aspektus. Moduliai sukurti taip, kad būtų progresyvūs, todėl studentai gali pradėti nuo pagrindinio lygio ir tobulėti, kai įgyja naujų įgūdžių.

Kurso metu studentai gebės:

- Tobulintis ir orientuotis, siekiant profesinės veiklos
- Vartoti pagrindines sąvokas, susijusias su profesiniu mokymu
- Valdyti profesinio mokymo duomenų bazę

„MiLiu“ kursą ruošia ekspertų komanda, turinti ilgametę mokymo patirtį, o mūsų mokytojai gali naudotis platforma atsakydami į studentų klausimus ir suteikdami pagalbą viso kurso metu. Pats kursas yra išsamus ir gerai struktūrizuotas, suteikiantis besimokantiems žinių ir įgūdžių, kurių jiems reikia norint sėkmingai dirbti Lietuvoje.

Reiškiamo norą tapti šio suinteresuotąja šalimi.

Pagarbiai

Jūratė Kruopienė,
rinkodaros ir komunikacijos vadovė



Italy



All'attenzione del Presidente

Associazione Prometeo

Roma

Castelgandolfo, 20/07/2023

Caro Presidente,

Le scrivo perché sono stato informato dell'esistenza della piattaforma web www.prometeodigitale.eu, un portale dedicato alla formazione professionale in ambito digitale. La piattaforma offre una varietà di corsi, tra cui il corso VEFORCA, che è progettato per aiutare gli studenti a sviluppare le competenze necessarie per lavorare anche come sviluppatori di applicazioni web.

Il corso New Sky è composto da 3 moduli, ognuno dei quali copre un aspetto diverso dello sviluppo di comportamenti web. I moduli penso che sono progettati per essere progressivi, quindi gli studenti possono iniziare dal livello base e avanzare man mano che acquisiscono nuove competenze.

Al termine del corso, gli studenti saranno in grado di:

- ✓ Progettare e sviluppare azioni atte a ricercare un'attività professionale
- ✓ Utilizzare i principali concetti legati alle energie rinnovabili
- ✓ Gestire i database per la formazione professionale
- ✓ Utilizzare i framework web
- ✓ Testare e rilasciare le applicazioni web che il corso propone

Il corso New Sky - MiLiu è tenuto da un team di esperti, che hanno una vasta esperienza nell'insegnamento e nella formazione e i nostri insegnanti sono disponibili per l'utilizzo di tale piattaforma e per rispondere alle domande degli studenti e fornire loro supporto durante l'intero corso. La piattaforma web www.prometeodigitale.eu è un'ottima risorsa per gli studenti migranti di formazione professionale che vogliono acquisire le competenze necessarie per lavorare in Italia. Il corso New Sky è un corso completo e ben strutturato, che offre agli studenti le conoscenze e le competenze di cui hanno bisogno per avere successo in questo settore.

Siamo disponibili a seguire il corso in modalità e-learning. Ringraziando si porgono

Cordiali saluti.

Il Presidente.

ASSOCIAZIONE
CORSO GIUSTIZIA



Centro Europeo di Ricerca e Sviluppo per l'Est e per l'Ovest

corso Fiume n. 2 - 13100 Vercelli - Italia
c.f. 09215620015 - p.iva 02631750029
tel. 0161219513 - email: segreteria@cerseo.org
www.cerseo.org

All'attenzione del Presidente
Associazione Prometeo
Roma
Vercelli, 19/07/2023

Caro Presidente,

Le scrivo perché sono stato informato dell'esistenza della piattaforma web www.prometeodigitale.eu, un portale dedicato alla formazione professionale in ambito digitale. La piattaforma offre una varietà di corsi, tra cui il corso VEFORCA, che è progettato per aiutare gli studenti a sviluppare le competenze necessarie per lavorare anche come sviluppatori di applicazioni web.

Il corso New Sky è composto da 3 moduli, ognuno dei quali copre un aspetto diverso dello sviluppo di comportamenti web. I moduli penso che sono progettati per essere progressivi, quindi gli studenti possono iniziare dal livello base e avanzare man mano che acquisiscono nuove competenze.

Al termine del corso, gli studenti saranno in grado di:

- ✓ Progettare e sviluppare azioni atte a ricercare un'attività professionale
- ✓ Utilizzare i principali concetti legati alle energie rinnovabili
- ✓ Gestire i database per la formazione professionale
- ✓ Utilizzare i framework web
- ✓ Testare e rilasciare le applicazioni web che il corso propone

Il corso New Sky - MiLiu è tenuto da un team di esperti, che hanno una vasta esperienza nell'insegnamento e nella formazione e i nostri insegnanti sono disponibili per l'utilizzo di tale piattaforma e per rispondere alle domande degli studenti e fornire loro supporto durante l'intero corso.

La piattaforma web www.prometeodigitale.eu è un'ottima risorsa per gli studenti migranti di formazione professionale che vogliono acquisire le competenze necessarie per lavorare in Italia. Il corso New Sky è un corso completo e ben strutturato, che offre agli studenti le conoscenze e le competenze di cui hanno bisogno per avere successo in questo settore.

Siamo disponibili a seguire il corso in modalità e-learning. Ringraziando si porgono

Cordiali saluti.

Il Presidente





Republic of North Macedonia



За внимание на претседателот
Здружението Еко Логик
Скопје
29.07.2023 година

Почитуван претседателе,

Ви пишувам затоа што сум информиран за постоењето на веб платформата www.prometeodigitale.eu, портал посветен на професионална обука во дигиталната област. Платформата нуди различни курсеви, вклучувајќи го и курсот VEforCA, кој е дизајниран да им помогне на студентите да ги развијат вештините потребни за да работат и како развивач на веб-апликации.

Курсот New Sky е составен од 3 модули, од кои секој покрива различен аспект на развивање на веб-однесувања. Модулите се дизајнирани да бидат прогресивни, така што студентите можат да започнат на основно ниво и да напредуваат додека стекнуваат нови вештини.

На крајот од курсот, студентите ќе можат да:

- Развој и насочување кон барање професионална дејност
- Користете ги главните концепти поврзани со Стручното образование
- Управување со бази на податоци за стручна обука
- Тестирање на веб-апликациите што ги предлага курсот

Курсот New Sky - MiLiu го предава тим од експерти, кои имаат долгогодишно искуство во наставата и обуката и нашите наставници се достапни да ја користат таа платформа и да одговорат на прашањата на студентите и да им обезбедат поддршка во текот на целиот курс.

Веб-платформата www.prometeodigitale.eu е одличен ресурс за студентите мигранти за стручно образование и обука кои сакаат да ги стекнат потребните вештини за работа во Македонија. Курсот New Sky е сеопфатен и добро структуриран курс, кој им дава на студентите знаења и вештини што им се потребни за да бидат успешни во оваа област.

Ви благодариме Со почит.

Претседател





За внимание на претседателот
Здружението Еко Логик
Скопје
21.07.2023 година

Почитуван претседателе,

Ви пишувам затоа што сум информиран за постоењето на веб платформата www.prometeodigitale.eu, портал посветен на професионална обука во дигиталната област. Платформата нуди различни курсеви, вклучувајќи го и курсот V EforCA, кој е дизајниран да им помогне на студентите да ги развијат вештините потребни за да работат и како развивач на веб-апликации.

Курсот New Sky е составен од 3 модули, од кои секој покрива различен аспект на развивање на веб-однесувања. Модулите се дизајнирани да бидат прогресивни, така што студентите можат да започнат на основно ниво и да напредуваат додека стекнуваат нови вештини.

На крајот од курсот, студентите ќе можат да:

- Развој и насочување кон барање професионална дејност
- Користете ги главните концепти поврзани со Стручното образование
- Управување со бази на податоци за стручна обука
- Тестирање на веб-апликациите што ги предлага курсот

Курсот New Sky - MiLiu го предава тим од експерти, кои имаат долгогодишно искуство во наставата и обуката и нашите наставници се достапни да ја користат таа платформа и да одговорат на прашањата на студентите и да им обезбедат поддршка во текот на целиот курс.

Веб-платформата www.prometeodigitale.eu е одличен ресурс за студентите мигранти за стручно образование и обука кои сакаат да ги стекнат потребните вештини за работа во Македонија. Курсот New Sky е сеопфатен и добро структуриран курс, кој им дава на студентите знаења и вештини што им се потребни за да бидат успешни во оваа област.

Ви благодариме Со почит.

Претседател



Recommendations

<p><i>introduction</i></p>	<p>As part of the MiLiu – Migrants Living Under a new Sky project, which aims to bridge the linguistic and digital skills gap between adult migrants and the job market, we are faced with a unique and stimulating challenge.</p> <p>The goal of the project's partner countries – Lithuania, Italy and the Republic of North Macedonia – is to create a productive intersection between vocational education and the business world, providing migrants with the tools they need to fully realize their potential in new social and economic contexts. This manual, drawn up with the contribution of all partners from three different countries, represents a fundamental step in this direction.</p> <p>The importance of this project lies in its ability to simultaneously address multiple challenges: the acquisition - by migrants - of essential linguistic skills, the development of digital skills and effective integration into the working and social fabric of the host country. Each partner in this project brings with them a unique experience and a different perspective, thus enriching the manual with a mosaic of approaches and strategies that reflect the different realities and specific needs of each national context.</p>
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The partners from the three countries present their recommendations, the result of an in-depth analysis of local needs and careful consideration of best practices in the field of language teaching and adult education. Through this exchange of knowledge and experience, we aspire to provide relevant authorities and educators with a comprehensive range of tools and methods to address the challenges of teaching such a diverse and ever-changing audience.

The aim of these recommendations is not only to improve the effectiveness of language teaching, but also to promote learning that is meaningful, inclusive and in line with current labour market needs. This requires an approach that goes beyond simple language teaching, embracing cultural, social and professional aspects that are fundamental for the full integration and active participation in society of migrants who have chosen to live in a country other than their native one.

Through the collaboration and contribution of all the partners involved, the manual presents itself as a dynamic and innovative resource, a guide capable of assisting educators in their task of facilitating not only language learning, but also social inclusion and the professional skills of adult migrants.



	<p>We are confident that the recommendations presented below can constitute a valuable point of reference for educators, trainers and all those involved in the important task of building bridges between cultures, languages and opportunities.</p>
<p><i>Recommendations For migrants</i></p>	<p>1. Use smart technology</p> <p>Modern innovations make the learning process much easier. Today there is Internet TV, many mobile applications, educational games, presented in an attractive form. Their most important characteristics are high involvement and the ability to learn when and where you want: on public transport, in your free time or during your lunch break. This is the best alternative to books, because it can not only expand vocabulary and grammar knowledge, but also teach correct pronunciation and develop listening skills.</p>



2. **Combine language with hobbies**

To make learning a new language even more interesting, you can combine it with your hobby. Maybe in your free time you like sports, embroidery or are interested in art? So I am free from studies. During work you can watch various videos related to your favorite activities, or become interested in contemporary French art and listen to interviews with artists on this topic. Combining a new language with a favorite activity will be a great motivation to learn words related to this hobby and look at learning a new language from a different perspective.

3. **Start with the most important words**

Before you start learning a foreign language, you need to pay attention to the most important things that will bring the maximum result in the shortest possible time. Every foreign language has basic, commonly used words. It is with them that you need to start. It is recommended to choose the main 360 words that you will be able to pronounce after learning them. If this number seems too high, 100 words or basic



expressions from a foreign language might be enough to get started. The learning process is greatly facilitated by associations created for the most difficult words and adapted to those words. It is advisable for adults to focus more on their own work sphere, occupation and accordingly establish the main words/phrases/word combinations themselves.

4. **Intelligent leisure edition**

Watch movies, TV shows, listen to music in the language you are learning.

Attend local events, theaters, concerts where that language is used. Therefore, if there is an opportunity, use it in your daily life. For migrants, integration into the local community not only improves language skills, but also facilitates integration within it.

5. **Language learning plan**

Creating and sticking to an effective language learning plan will make your language learning more structured and effective. It is important to have goals, plan lessons, practice the language and measure your progress.



- Set your goals

The first and most important step is to define your goals. Do you want to learn a language to communicate with people, travel or are you looking for professional development? When goals are clear, they help you decide which language to learn and how to learn it.

- Evaluate your level

The second step is to evaluate your language level. If you already know the language, you can choose a test that will determine your language level, such as the Trinity test.

- Choose a methodology

After deciding which language to learn and what your level is, you need to choose a methodology. You can study with a teacher, on your own, or use a learning program. Once you have chosen a methodology, you can start preparing a language learning plan.

- Plan your lessons

If you study with a teacher, plan your lessons with him. If you are self-taught, you can choose how much time and when you want



to dedicate to learning the language. When planning your lessons, pay attention to the parts of the language: understanding the language, writing the language, speaking the language, and listening to the language. Allow some time for each of these parts of the speech.

- Establish a language learning routine

It is important to establish a routine for learning the language and stick to it. You can decide to dedicate a certain amount of time to learning a language every day, for example 30 minutes a day. If you only have time on weekends, decide how much time and when you can dedicate to learning your language.

- Practice the language

Learning a language takes practice. Language practice is essential, so it's important to set aside time to speak or write every day.

- Evaluate your progress

Periodically evaluate your progress and remember what goals you have already achieved. This will help you see your progress



and motivate you to continue learning the language.

- Be patient and don't be afraid to make mistakes

It is important to be patient and not be afraid to make mistakes. Learning a language is a long process and can be difficult. The most important thing is not to give up and keep learning. Even if you occasionally make mistakes or miss lessons, it's important to get back to learning the language and continue to improve.

6. Immerse yourself in the language

This is one of the most effective ways to speed up the learning process and deepen your understanding of the language and its cultural nuances.

Get in touch with native speakers. Language exchange platforms or local community groups can help you find partners to practice speaking your new language regularly.

Listen to music, podcasts, and radio stations to immerse yourself in the auditory aspects of the language. Pay attention to lyrics, pronunciation, and the natural flow of conversations in

podcasts. This can significantly improve your listening comprehension skills.

Read books, newspapers, magazines and online articles in the language you are learning. Start with simple texts and gradually move on to more complex materials as your proficiency improves. Reading exposes you to different vocabulary, sentence structures, and writing styles.

By immersing yourself in the language through various channels, you will not only improve your language skills, but also gain valuable insights into the culture, history and traditions.

7. Review and strengthen

Regularly reinforce what you have learned to solidify your understanding and retention of the material. Use flashcards, quizzes, or language learning apps to review vocabulary, grammar rules, and language structures. Repetition is the key to mastering new concepts and internalizing the language. Reviewing and strengthening linguistic knowledge is a vital step in the process of learning a new language, especially for those trying to integrate into a new cultural environment. To maximise the effectiveness of this process, it is essential to adopt a systematic and continuous approach.



Periodic review of learned material is essential for transferring information from short-term to long-term memory. This reinforces understanding and helps consolidate knowledge of the language more permanently. It is therefore important to set up a regular study routine, dedicating time every day to reviewing words, sentences, grammatical rules and linguistic structures.

Using flashcards is an extremely effective method for reviewing vocabulary. Flashcards can be both traditional, on paper, and digital, using special programs and applications for smartphones or tablets. The latter often offer spaced repetition systems that optimize revision based on the concept of the "forgetting curve", presenting information at a frequency that adapts to individual progress.

Quizzes are another useful tool, as they test your ability to remember and use the language in different contexts, thus helping you assess your level of understanding and identify any areas that need further study.

Language learning apps, available in numerous variations, can offer a wide assortment of interactive exercises, word games, listening and pronunciation exercises,



as well as conversation simulations that encourage active use of the language in realistic situations. These apps can accommodate various learning styles and often allow you to track progress.

Repetition is, without a doubt, the key to mastering new concepts. It is important not only to repeat often, but also to repeat in different ways. For example, after studying new words, you could compose your own sentences to actively use the vocabulary. Speaking aloud, recording yourself, and listening to your own pronunciation can help improve oral comprehension and communication skills.

Every moment can become an opportunity to learn and strengthen your language skills, leading to more natural and intuitive learning.

8. Join language learning communities

This can significantly improve your language learning journey by providing a supportive environment where you can connect with other language enthusiasts.

Being part of a community of language learners can give you the motivation to stay true to your learning goals. Seeing others make progress or share their accomplishments can



inspire you to keep going, even when the going gets tough. Additionally, sharing your progress and goals within the community can create a sense of accountability, pushing you to stay on track with your studies.

Language learning communities are treasure troves of resources. Whether it's textbook recommendations, online courses, language exchange partners, or helpful apps, fellow students often have valuable insights and advice to share. By actively participating in these communities, you can discover new resources that can complement your learning style and help you progress more efficiently.

Everyone has their own approach to language learning, and by interacting with a diverse group of students, you can gain exposure to a variety of techniques and strategies. Whether it's memorization techniques, language tricks, or ways to improve pronunciation, participating in discussions within the community can expose you to new ideas and approaches that you may not have considered on your own.

Focus on improving your communication skills and building trust through regular interactions.



*Recommendations
For educators*

1. Holistic approach in language teaching:

It is essential to adopt a holistic approach that takes into account not only language skills, but also cultural and social skills. This approach should include the teaching of language as a tool for communication and integration, as well as the use of techniques that promote intercultural understanding.

Educators should be trained to incorporate cultural elements specific to the countries involved in the project, as well as provide a practical and relational context for language learning.

2. Integration of digital skills:

Given the growing importance of digital skills in the modern labour market, language teaching aimed at migrants should include modules that integrate language learning with the development of digital skills.

It is therefore a good idea to include the use of online learning platforms, digital tools for language teaching and the integration of tasks that require the use of digital technologies.

3. Participatory learning methodologies:

It is essential to incorporate participatory and student-centered learning methodologies.



Collaborative learning techniques, group discussions, group projects and practical activities that encourage interaction and communication among migrant students are therefore highly recommended. Educators should be trained to facilitate learning environments where migrants feel comfortable sharing their experiences and actively participating.

4. Continuous evaluation and feedback:

we wish to underline the importance of continuous and constructive evaluations. This means implementing assessment systems that not only measure language progress, but also provide regular, constructive feedback to students. Educators should be trained to use formative assessment techniques that help migrants understand areas of strength and areas that need further development.

5. Use of authentic and contextualised materials:

To make learning more relevant and engaging, it is essential to use authentic learning materials that reflect real situations that migrant students might encounter in daily life or work contexts, such as the use of documents, videos, podcasts and other



materials that exemplify the practical use of the language in different contexts.

6. Support and inclusion strategies:

Recognizing the unique challenges that migrants face in learning a new language, it is important to include specific strategies to support students with different needs and backgrounds, such as techniques for managing diversity in the classroom, strategies for addressing language and cultural barriers, and the use of multilingual resources to facilitate understanding. Furthermore, it is essential to implement inclusion policies that promote a welcoming and respectful learning environment for all students, regardless of their origin or level of language proficiency.

7. Flexibility and adaptability:

Educators should be trained to be flexible and adaptable in their teaching methodologies. Each migrant group will have different needs and backgrounds, so it is important that educators are able to modify their lesson plans to meet these individual needs, for example by adapting teaching materials or using different teaching techniques, and providing personalised support when necessary.



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