



REGAP

REDUCING EDUCATIONAL GAP FOR MIGRANTS AND REFUGEES

IN EU COUNTRIES WITH HIGHLY RELEVANT
E-LEARNING RESOURCES OFFERING STRONG SOCIAL BELONGING

Booklet for Educators



www.regap-edu.net

Contents:

| | |
|--|----|
| 1. Executive summary | 3 |
| 2. Introduction | 4 |
| 3. The importance of Social Inclusion for migrants, refugees and asylum seekers | 4 |
| 3.1 Building social inclusion through digital stories | 6 |
| 4. ReGap Project | 8 |
| 4.1. Why ReGap? | 8 |
| 5. The ReGap courses | 9 |
| 5.1. Courses overview | 10 |
| 5.2. Online and Blended learning model | 17 |
| 5.3. The ReGap Moodle platform functionalities | 20 |
| 6. How to get the most of the ReGap courses? | 27 |
| 7. Final remarks | 27 |
| 8. References | 28 |
| 9. ReGap project partners | 29 |

1. EXECUTIVE SUMMARY

The ReGap Booklet presents a manual for the ReGap courses use. The ReGap courses are the most important outcome from the ReGap project – a two year Erasmus + project. The intention is to ease the process of learning, acquiring knowledge, capacities and skills for the migrants, refugees and asylum seekers, aiming for their social and personal inclusion into host countries.

This document is intended for educators to help them to use the ReGap learning resources both in efficient and effective way.

The booklet consists of several parts that are independent offering an overview of the project, the project goals, partners and the project deliverables.

There is a section which explains the online and blended way of learning, as well as the benefits of both. Given that ReGap e-resources can be used in both ways, the educators and trainers will be able to decide which method is most appropriate in accordance with the characteristics of the target group, technical options and the level of language and ICT skills possessed by students.

The seven course developed within the ReGap project are accessible through a Moodle platform. Moodle platform functionalities, access and how to navigate through the courses are presented to educators and trainers in this document.

Cultural and gender sensitivity are issues that have a legitimate place in all ReGap courses, especially when we take into consideration that those are issues very important for migrants, refugees and asylum seekers who may face language, cultural, equality and other barriers in host countries. The importance of social inclusion and cultural belonging for migrants and refugees is presented in a separate section of the guide.

The booklet has a section with some useful tips on “How to get the most of the courses?”

At the outset, educators and trainers should already possess some knowledge and experience of the topic they present, including some understanding of the importance of cultural, gender and historical characteristics of their students for social inclusion. They will also be expected to manage the learning process in a caring and effective manner.

We encourage you to use the ReGap learning materials, keeping in mind the final beneficiaries and complementing it with all the materials that motivates them to use their skills and to have successful social inclusion in the host countries.

2. INTRODUCTION

Europe has witnessed in the last few years a mass influx of refugees towards protection and of migrants influenced by a combination of economic, environmental, political and social factors.

Education is at the center of the challenges for the hosting countries. Assuring access to education and the integration and acquisition of skills to the migrant and refugee population, in settings of formal or non-formal and lifelong long education- becomes therefore central for long-term solutions to migrants and refugees (UNHCR, 2016).

Ensuring inclusive education for refugees and migrants is a clear responsibility for UN member states under international treaties (UNHCR, 2017).

Usually, the refugees and migrants lack of language skills and knowledge of civic as well as practical every-day-life's issues, is not only a barrier for being employed but also a handicap as to their inclusion in the receiving society leading to their marginalization and social segregation.

Within an increasingly diverse Europe, it is important that those educational resources are sensitive to culture and gender.

The potential of using of free online learning for developing the skills needed by migrants and refugees in host countries has become a subject of great interest.

Developing refugees' skills and competences, especially for those with low levels of education became one of the most significant factors to boost employment and social inclusion.

3. THE IMPORTANCE OF SOCIAL INCLUSION FOR REFUGEES, MIGRANTS AND ASULYM SEEKERS

Social inclusion is a fundamental human right and intimately connected with the right to reside in a country. For refugees and migrants this takes on multiple and new forms as digital experiences increasingly wrap every part of our existence.

Social inclusion is more than simply feeling that you belong and have access to work, education, social security, health services and rights and justice. In today's digital world it also means to be digitally included, so that migrants and refugees are able to access safely and securely to all the digital aspects of these institutions in the host country.

For example, to know how to submit a digital application and digital CV for a job vacancy. Simply put, it is about digital inclusion woven and integrated with more traditional forms of being included in the aspects of work, education, school, social security and rights where physical present and attendance is required.

All courses topics and aims are aligned in a comprehensive, homogenous but also focused on countries' specificities framework.



Cultural and gender sensitivity are issues that have a legitimate place in all ReGap e-learning resources.

Cultural sensitivity means to function in other cultures, to show an interest in other cultures, to notice the different cultural ways and forms of expression, and to be willing to modify behavior as an indication of recognition and respect towards other people and their cultures. In sum, it is not simply learning about the host country's people and their cultures, it is also about sharing one's own culture and ways with the host country. It is about letting them know and learn about the migrants and refugees and the richness of their histories.

Gender sensitivity, means to recognize and be aware of how gender relations interact with cultural and socio-political factors and may act as barrier or progressor of education, pay and equality. Gender can therefore be an indicator or sign of rights, health, justice, education or roles in the labor market, at home or in the community. Gender themes must be approached carefully and with great sensitivity, since both men and women are sometimes resistant to change regarding gender relations and how they have become accustomed to living them. These issues are addressed in all courses through real life examples and situations.

Something to reflect on..

“Education makes sense because women and men learn that through learning they can make and remake themselves, because women and men are able to take responsibility for themselves as beings capable of knowing—of knowing that they know and knowing that they don't.”

[P. Freire, (2004). Pedagogy of Indignation. Boulder: Colorado, Paradigm. p. 15]

The Sense of Belonging in the ReGap courses refers to the manner in which to be socially included leads to a sense of wellbeing. More broadly understood it is expressed and felt as a sense of social belonging. It means the experience of being valued, needed, or important to other people, groups, or environments; to feel part of something, feel integrated; to fit in with other people, groups, or environments and sharing characteristics without necessarily giving up all of your own culture and ways of being.

Thoughts such as these have played a crucial role in how the courses have been developed and designed with the input of migrants and refugees. It was ensured that they meet the needs of the target migrant and refugee groups and also those of the host countries. Each partner collected country specific information about these topics according to shared partner guidelines and templates.

The participation in learning courses promotes social inclusion and belonging, since the participants feel valued and part of ‘something’. As such, courses in online or blended mode can be a good opportunity for social inclusion of the ReGap target group.

Cultural and gender information, promotion of sense of belonging as well is a theme, transversal to all courses, showing migrants/refugees that every culture and its way of being should be respected, so all can live together and learn from each other.

- Respect for others is a fundamental point of departure for the opportunity to learn from each other and enter into learning conversations facilitated by the ReGap online resources.

3.1 BUILDING SOCIAL INCLUSION THROUGH DIGITAL STORIES

Digital Storytelling is the process of telling a **story** through **digital** means. Also, it happens to be one the easiest ways to integrate technology into the classroom. Educators can use **digital storytelling** with almost any subject and can even "flip" their classroom by using mobile apps.



Digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips, and/or music. Digital stories can vary in length, but most of the stories used in education typically last between 2 and 10 minutes. The topics used in digital storytelling range from personal tales to the recounting of historical events, from exploring life in one’s own community to the search for life in other corners of the universe, and literally, everything in between.

Today the use of digital storytelling is being practiced in neighborhood community centers, schools, libraries and businesses, by novice technology users to those with advanced skills. In the field of education, teachers and their students, from early childhood classrooms through graduate school, are using digital storytelling in many different content areas and across a wide range of grade levels.

Digital stories in ReGap:

Every single human being has a unique personal history based on their experience, thoughts and feelings. The art of storytelling has been an important part of social interactions since the very birth of humanity. The digital storytelling is a concept that combines two crucial aspects - the power of creating personal narratives and our modern need to "go digital".

Digital stories are powerful pedagogical tool for creating social belonging and well-being in the ReGap courses. They are interweaved in the learning resources and activities through videos, texts, images and interactive activities - presenting personal stories.

The ReGap courses include a digital video introduction where migrants and refugees share their stories in brief. Participants/students will be able to identify with these people and feel a sense of wellbeing: they are not alone in their concerns or anxieties and they are not alone in engaging with these resources, even if they do not always see other working on these resources.



Refugees and migrants in Europe telling their stories in a 4-minute introduction video.

The idea behind storytelling videos in ReGap courses is to make the courses relevant through showing stories similar to those of the participants on the trainings.

Digital storytelling in ReGap project is also used for the dissemination of the ReGap courses. It provides effective way to present to the wider audience the project results and deliverables.

4. REGAP PROJECT

ReGap is an acronym for the research project *Reducing the Educational Gap for migrants and refugees in EU countries with highly relevant e-learning resources offering the opportunity to build a strong sense of social inclusion and belonging*. The project is co-funded by the Erasmus+ Programme of the European Union.



2017-2019

Reducing the Educational Gap

- for migrants and refugees
- in EU countries
- with highly relevant e-learning resources
- offering strong social belonging

The ReGap project aims to extend high quality culturally sensitive open access learning resources to adult migrants and refugees of both genders in EU countries. The project promotes the Erasmus+ objective of equity and inclusion by addressing the need to feel a sense of social belonging and to gain the knowledge and skills necessary to take part in employment, health, social security and schooling on an equal footing with EU citizens. This requires e-learning activities that are culturally and gender sensitive and at the same time offer the opportunity to be delivered not only fully on-line, but face to face in blended mode for those who have lower ICT skills..

The project aims reducing the education gap for migrants and refugees in European countries as they secure employment and social belonging opportunities supported by country specific and up-to-date knowledge about work, health, social security, education and systems of justice and regulations concerning citizenship and equality.

4.1 WHY REGAP?

The importance of the ReGap Project lies in its novel focus on adult migrant and refugee learners with new and innovative e-learning resources targeted towards the needs of both genders in a culturally sensitive fashion.

These open access resources are inter-culturally validated to meet the needs of adult migrant and refugee learners from both genders in the EU. In accordance, with the International Test Commission Guidelines for Translating and Adapting Tests (2010) this does not mean removing cultural and gender differences, rather they must be acknowledged and accommodated. This is a key goal in the ReGap project. Another key component is the active involvement of the "voice" of adult migrant and refugee target group in all stages of the project, from design, creation of the resources to their dissemination.

Literacy for Refugees

Literacy refers to the ability to use the written language, both in printed and digital texts, to carry out the tasks of everyday life, access resources and services, including formal and non-formal education, and communicate in social activities (CoE, 2019)

5. THE REGAP COURSES

The ReGap courses are the most important outcome from the ReGap project.



The outcomes and content are carefully selected based on the key needs for the target group (refugees, migrants, asylum seekers), in respect to the knowledge and skills for successful integration in the host countries.

Available Regap courses are:

- Introduction course
- Employment
- Health
- Education
- Gender
- Social security and welfare
- Justice and citizenship

All courses have both universal/generic and country dependent content, the latter adapted to the conditions in the respective countries participating in the project to be highly relevant for the target group (migrants and refugees).

REGAP courses envisaged the following key-aspects:

- Cultural and gender sensitivity are transversal to all the course activities.
- Generic introduction to promote feelings of social belonging and help participants feel welcome in global learning environments.
- The courses are available in 5 languages (English, Italian, Macedonian, Norwegian and Portuguese).
- Multimedia visual elements are included in combination with written language elements.
- The face-to-face activities contemplate: group work (pairs), group discussions, role-plays, outdoor activities (visiting a place, etc).
- In online and face-to-face activities, it is indicated if activities are student or teacher lead. In this sense, the integration between blended-learning courses and Face-2-Face activities is a central element in the ReGap courses.

5.1 COURSES OVERVIEW

Online-learning forms the foundation of the ReGap project. This is uniform across all project partner countries (Norway, Portugal, Macedonia and Italy) and also across all European countries who will equally benefit for the resources. Each online course exists in the language of one of the partner countries and in English. Details specific to the individual country and generic content applicable to across the whole of Europe are contained in all the courses. For countries other than the partner countries the online resources will have to be translated by that country and country specific detail added. Access to the online course templates can be obtained by contacting the project partners.

Below, you will find a short description of the ReGap courses. To access the online courses, please go to the [Advenus-ReGap website](#).

1. Introduction course



The aim of the introduction course is to give an overview of the six courses in the ReGap course package, and to provide information so that refugees and migrants are able to get the greatest possible benefit from the courses. The courses are all highly relevant and tailor-made for the target group, with employment and social inclusion as the overall goal.

The course is made by four sections:

1. Presentation of the courses
2. How to use the courses
3. For educators
4. About ReGap

Few lessons from
the course:

Video with interviews
Sharing experiences
Storytelling video
Educational approach
Regap project aims

2. Employment



The course on Employment is aimed at:

- presenting the different kinds of contracts,
- acquiring the lexicon related to different kinds of jobs,
- explaining the sections and the key words of a CV/job ad,
- presenting people's rights at the work place,
- explaining where to go to find a job (job centers/agencies),
- showing how to use public transportation/cars to go to work,
- acquiring lexicon/communicative expression to ask for information on the street
- understanding norms on driving license.

Few lessons from the

The course is made up of 6 sections:

1. *Introductory video on employment*
2. *Finding a job*
3. *Different kinds of employment contracts*
4. *Losing your job*
5. *Going to work*
6. *Do you remember?*

Different kinds of work contracts
Acquiring the lexicon relevant for the topic
How to write a CV
Peoples rights at work
How to go to work? Use of the public transport
Driving licence – understanding the norms

Example:

EMPLOYMENT



Self-employment

Pablo and Cinthia are self-employed, that is they do not have an employer. To be self-employed, you need some money to invest to start the business. This money can be yoursavings or you can ask for a loan. Sometimes, in some regions, there are funding to start new activities, dedicated to specific groups of people: for example, funding for young people, funding for women, etc. Self-employed businesses can join together to form a network in the Chamber of Commerce.

3. Health from cradle to the grave



The overall aim of the course health, is to make the participants reflect upon the topic of health. What is health, and how can we influence it. What do you do when your health fails you ? They are introduced to different kinds of settings where they can get help in the country they reside in. Being hospital, GP, emergency room etc.

There are references to national health care programs, family health, vaccinations. Different ways in which they can maintain their health, and prevent illness. Included are mental health, diet, activities and social wellbeing. Approaching the topic of health in a holistic way.

Few lessons from the course:

The course consists from five sections

1. *Introduction*
2. *Where to go for help*
3. *Family health*
4. *Stay healthy*
5. *Do you remember ?*

What is health?
Maintain the health
Getting help in the country of
residence
Mental health, Diet....
Activities, social
wellbeing.....

Example:



Pregnancy and birth

Selamawit gave birth to her first child in Eritrea. When she fell pregnant with her second child in her new home country, she was curious about how it would be to have a child in a different country. Inga had her first child in a new country. With different backgrounds, they both felt well cared for and safe.

4. Social Security and Welfare



The aim of the course is to develop, consolidate and secure knowledge in area of Social security and welfare, essential for migrants, refugees, asylum seekers inclusion in the society. The course will develop and expand migrants, refugees and asylum seekers knowledge and skills in area of social security and welfare. Using visual media and examples in resources and delivery will break the language barrier in acquiring knowledge through e-learning. The outcome and content are carefully selected based on the key needs of the target group in respect to knowledge and skills for successful integration in the host countries.

Few lessons from the course:

The course is made of five sections :

1. *Introduction*
2. *What is Social security and welfare*
3. *Difference between refugees, migrants and asylum seekers*
4. *Social security and welfare for refugees, migrants and asylum seekers*
5. *Do you remember ?*

Social security and welfare
meaning
Welfare program
Who is a refugee? Who is a
migrant? Who is asylum
seeker?

Example:

The welfare program



A 76 years old Johnatan

He lives in Berlin. During his life, he was earning as salesman in a respected company. He fulfilled the conditions for retirement and now he use the benefits covered by **old age pension**

5. Education



This course presents information and activities about education systems in the European countries Norway, Italy, Macedonia and Portugal, relating to formal and non-formal opportunities for learning. By completion, the participants should: be able to recognize the importance of education for social inclusion in the host country (Norway, Italy, Macedonia, Portugal) and in Europe; to understand the structure of the educational system; be aware of formal and non-formal education opportunities and to: understand the importance of lifelong learning.

Few lessons from the course:

In the Education course there are a total of 5 sections:

1. *Introduction*
2. *Language learning for social inclusion*
3. *Access to education and training*
4. *Social participation and learning activities*
5. *Do you remember?*

Education for social
inclusion
Structure of the educational
systems
Education is a human right
Recognition of qualifications
The importance of lifelong
learning

Example:



How can you assess your language skills?

Selda wants to obtain citizenship in the European country where she went to live. She must pass a language test to obtain a residence permit.

6. Gender



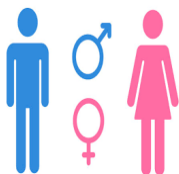
This course presents information and activities about gender equality related to education, work, gender and sex-based violence. By completion of the Gender course, the participants should be able to understand the meaning and the impact of gender equality identify the differences between sex and gender, to recognize gender rights as citizenship rights, identify gender inequalities and stereotypes.

The Gender course has seven sections:

1. Introduction
2. Perspectives on gender equality
3. Sex versus gender
4. Gender segregation in education
5. Gender and workplace
6. Sexual and gender-based violence
7. Do you remember?

Gender equality in education, at work
Gender rights as citizenship rights
Identifying gender inequalities and stereotypes
Sexual orientation

Example:



Sex vs Gender

A baby is born female or male. This is **sex**. Sex is a universal feature that determines the physical and biological differences between males and females.

The baby grows up and learns how to behave as female or male. This is **gender**. **Gender** is what society and culture teach us about how we should behave based on our sex.

7. Justice and Citizenship



The course introduces topics of relevance related to justice and citizenship. Participants will acquire knowledge for the related topics for efficient social inclusion in the host country. By completion of this course, the participants will be able to understand the meaning and importance of justice and citizenship. The course provides knowledge for the forms of citizenship, human rights and how to obtain a citizenship.

The learning objective is to introduce topics of relevance related to justice and citizenship, and acquiring knowledge for the related topics for efficient social inclusion of the migrants, refugees and asylum seekers.

Few lessons from the course:

The course is made of five sections:

1. Introduction
2. What is justice and citizenship?
3. Forms of citizenship
4. Human Rights
5. Do you remember

The justice and citizenship
Different types of citizenship
How to obtain citizenship?
Universal Declaration of
Human Rights
Refugees, migrants under

Example:



Citizenship by birth

Mirela is a migrant and she has born her dother in a country where she is registered as a migrant. Her child is a citizen to that country because is born there. Her first child born in Syria can obtain citizenship in the current country by other form of citizenship.

ONLINE AND BLENDED LEARNING MODEL

All ReGap courses can be used in online or blended learning mode. This section of the booklet provides the educators with highlights regarding the online and blended learning model, so they can be effective in their transfer of knowledge as well to ease the process learning facilitation. Also, briefly are presented concrete - the ReGap online and blended learning model.

Online learning model

Online learning means is when you take courses online instead of in a physical classroom. It saves time as a student does not need to travel to the training venue.

Get the education you want, from anywhere in the world, on your own schedule.



Unlike traditional chalk and board method of teaching, eLearning makes learning simpler, easier, and more effective.

eLearning is a way to provide quick delivery of lessons, it is very quick way of learning!

The content can be accessed an unlimited number of times.

Learners can define their own speed of learning instead of following the speed of the whole group. You can learn at the comfort of your own place.

Students can choose to study specific and relevant areas of the learning material without focusing on each and every area. For example, they can skip certain areas they do not want to learn.

e-Learning is cost effective as compared to traditional forms of learning. The reason for this price reduction is because learning through this mode happens quickly and easily. A lot of training time is reduced with respect to trainers, travel, course materials, and accommodation. Also, when you are studying at your own place, you are relieved from paying for travel expenses (e.g. accommodation) when training happens in another city/state and/or external learning materials.

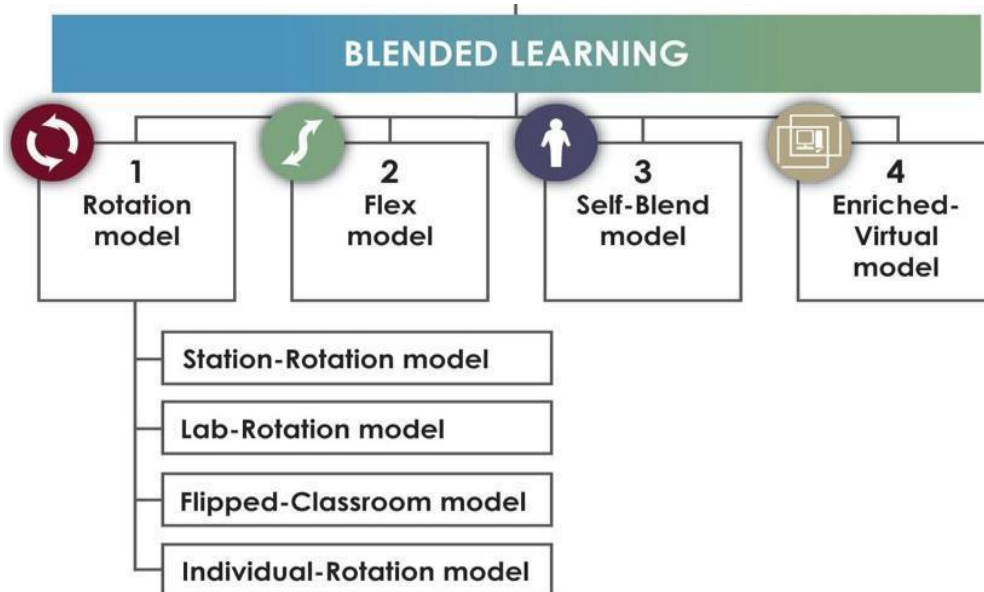
eLearning is a highly eco-friendly way of learning.

Blended learning model

Garrison and Kanuka (as well as other academics) have studied blended learning. Their research concludes that “blended learning ... has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experiences.”

Blended learning combines classroom learning with online learning, in which students can, in part, control the time, pace, and place of their learning. Blended learning encourages collaboration through one-on-one and small-group interventions.

Blended learning is effective because it allows students to learn at their own pace and their own ability level. By including a virtual environment, learning is not limited to a physical classroom.



The blended learning model represented and used in the REGAP project is the Rotation Model:

- Course level blending: there are different activities for the blended and face-to-face moments in a course.

The courses are consisted of activities student lead and teacher led. The student lead activities mean the students can autonomously do the activity in face-to-face or remotely. The teacher led activities mean these activities will have specific indications for teachers about instructional strategies, methods and skill:

- Instructional strategy: general approach, such as direct, indirect, experiential, collaborative, individual study.
- Instructional method: means a specific approach like lecture, small group report, problem solving, debate etc.
- Instructional skill: specific teacher behavior, for example: giving demonstration, asking questions, giving directions, etc.

The integration between b-learning courses and F2F activities is a central element of the ReGap courses.

Blended model of learning



Face to Face activity protocol for each ReGap course is provided on the following links:

ReGap website: <http://www.regap-edu.net/regap-courses/>

ReGap Moodle platform: <https://edu.advenus.net/course/index.php>

Face to Face protocol description:

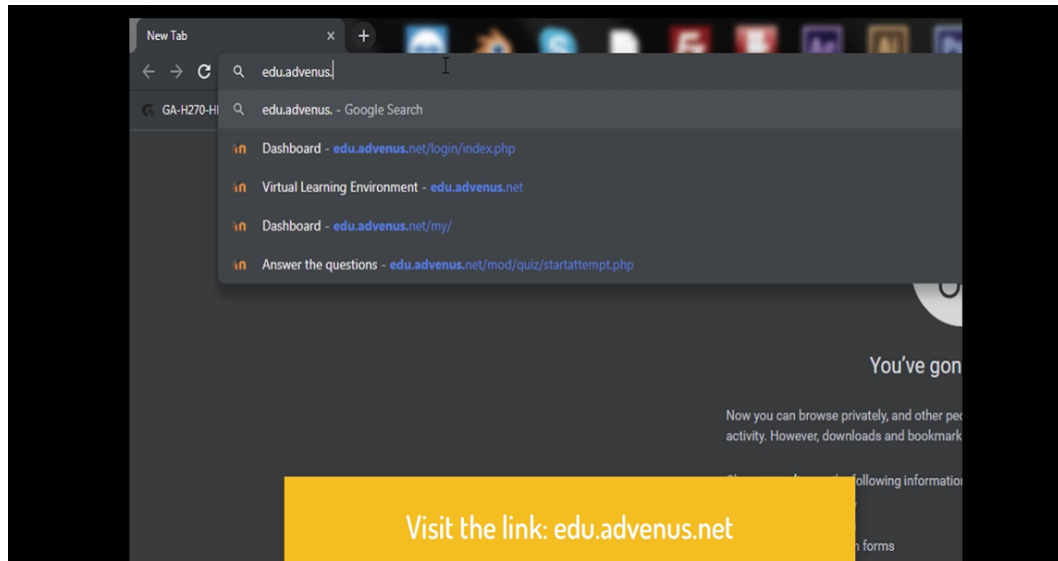
1. ReGap website contain a section with the description of the created courses. After the brief description a link to face to face protocol is offered on the specific link. This link leads the Teachers / educators to the activity which they should use in the blended model of learning..
 2. ReGap Moodle platform has a section providing the Face to Face protocols for each course.
 3. The protocol is readable directly in the webpage or moodle platform. It contains:
 - a. Introduction to the learning goals of the activities
 - b. Timings - the duration of the F2F sessions
 - c. Structure of the blended-course (F2f + Moodle activities)
 - d. Short guidelines for each activity, with prompts and practical examples. The aim is to allow the teacher to use resources autonomously
 4. F2F for 2 hours consists of at least 1 activity (up to maximum 2 for the whole course) introduced and enriched by: games, role-playing, country-specific materials.
 5. In this way the teacher navigates the website, download the resources and use it directly with the refugees, migrants and asylum seekers.
-
1. With a careful mix of instruction and technology, blended learning strategies are a great way to boost learning outcomes.

5.3 THE REGAP MOODLE PLATFORM FUNCTIONALITIES (how to use)

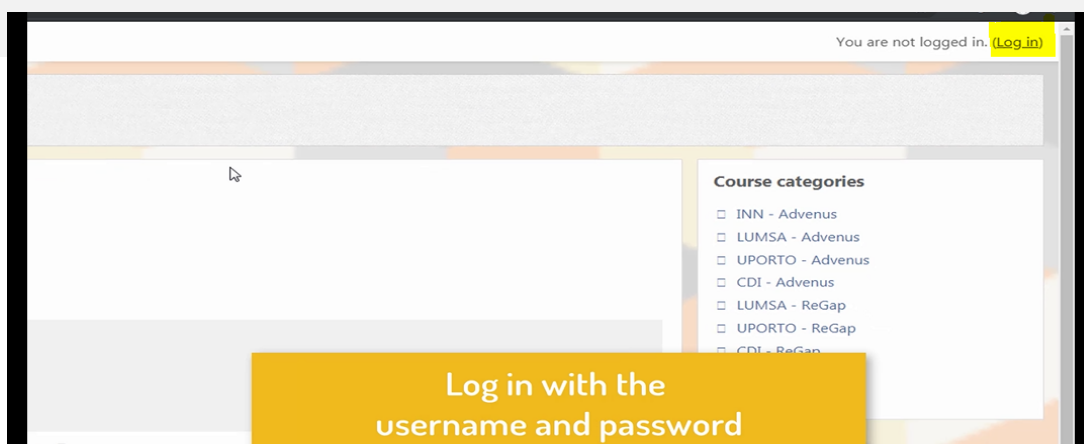
ReGap courses can be accessed through the ReGap project website and Moodle online platform by selecting one of the following links:

<http://www.regap-edu.net/>

<https://edu.advenus.net/course/index.php>



Once you are inside the online platform you must Log / identify yourself in the upper right corner (log in).



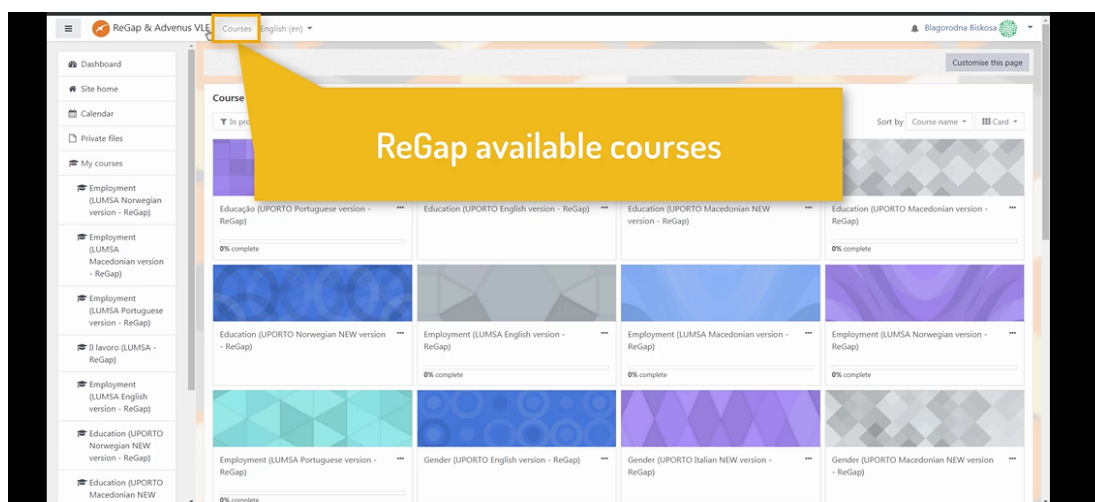
To access the Platform, data that are requested will be: Username or email address, as well as the password. Indicate your Username / email and password, and press LOG IN.

If this is your first time accessing to ReGap platform, you must "Create new account". Complete data required to register the new account.

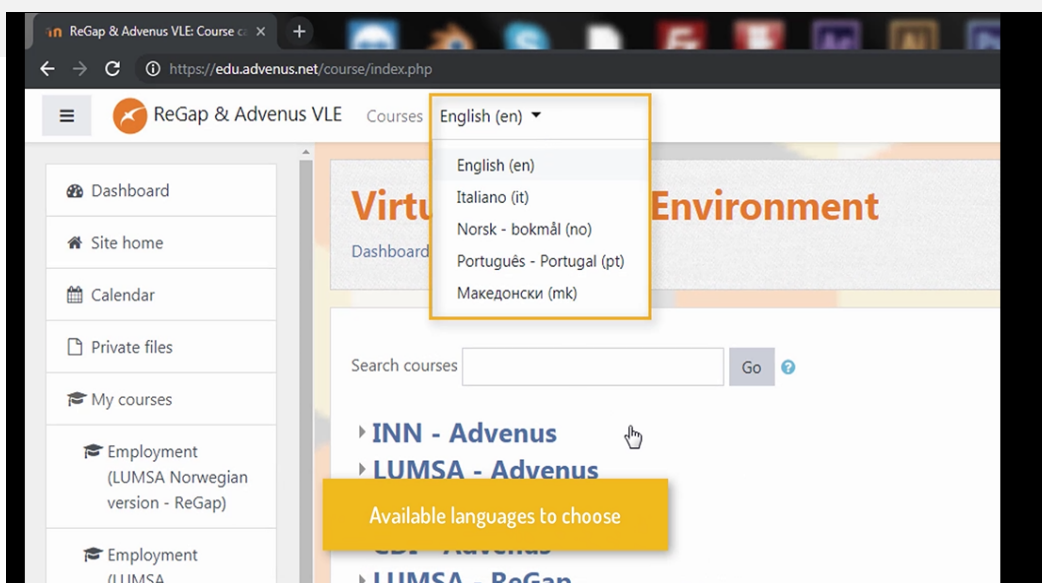
Welcome!

Now you will be able to browse freely through the platform and to enroll in the courses that interest you.

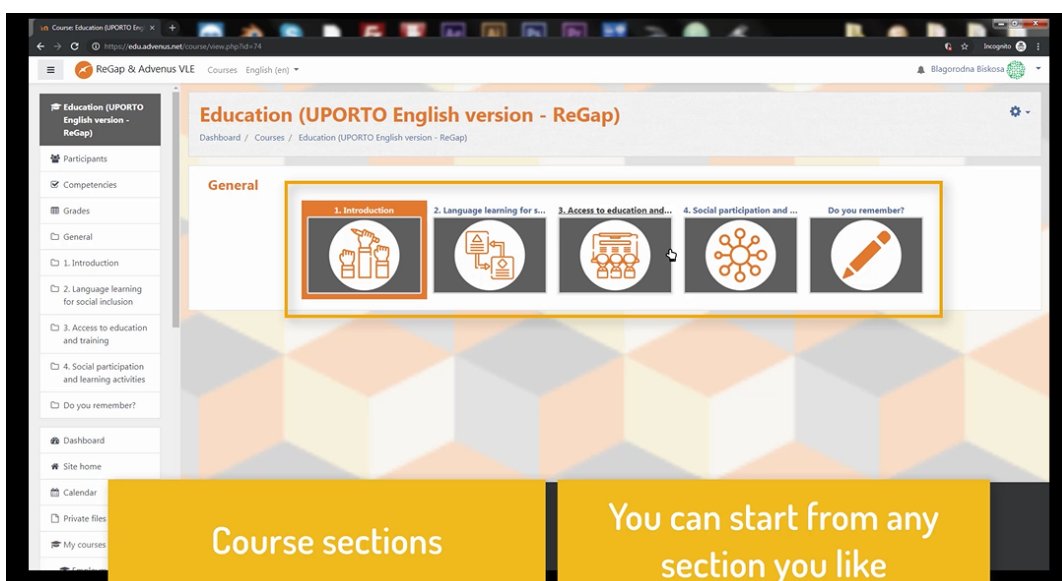
In the section “Courses” you will find all (seven) ReGap courses developed by the project partners.



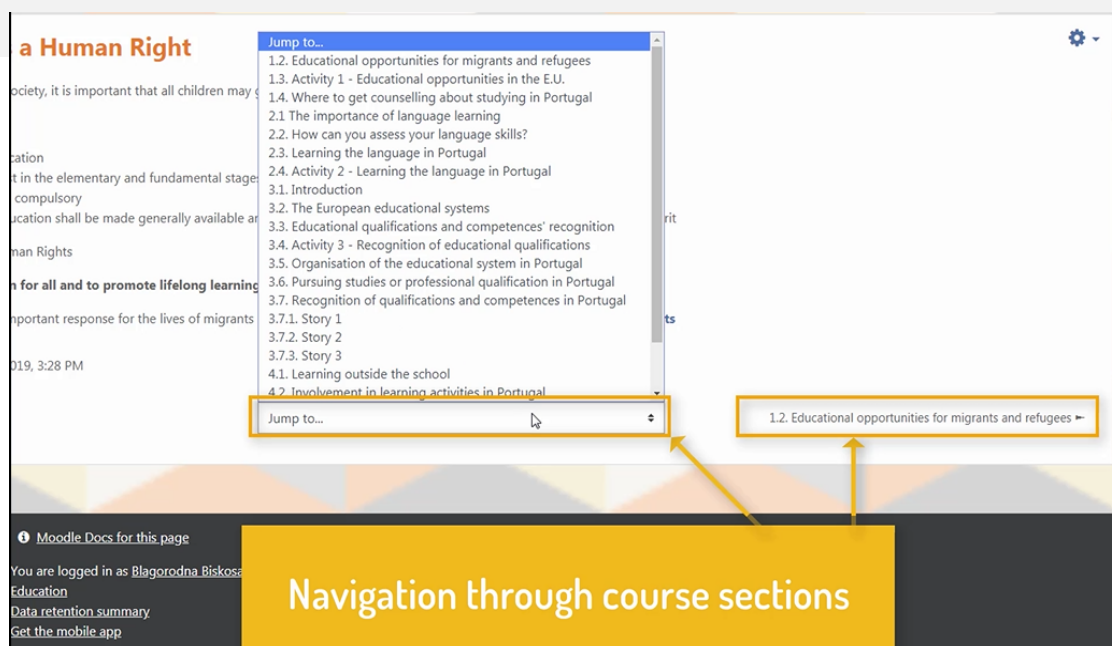
All ReGap courses are available in five languages: English, Norwegian, Portuguese, Italian and Macedonian language.



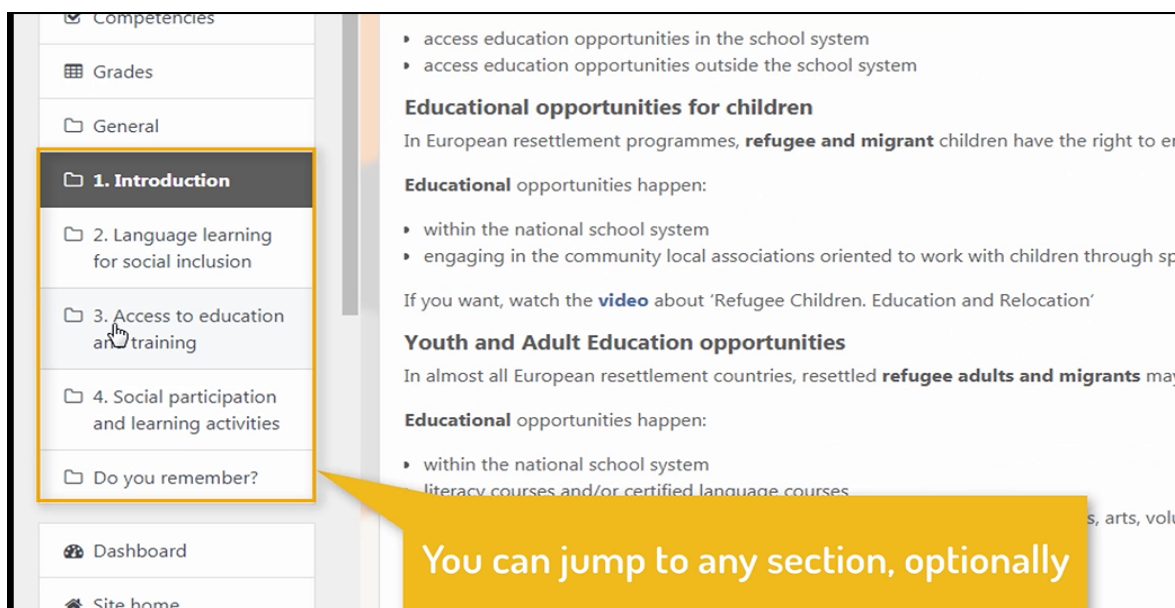
All courses consist of sections and subsections. You can start your activity from any section you like.



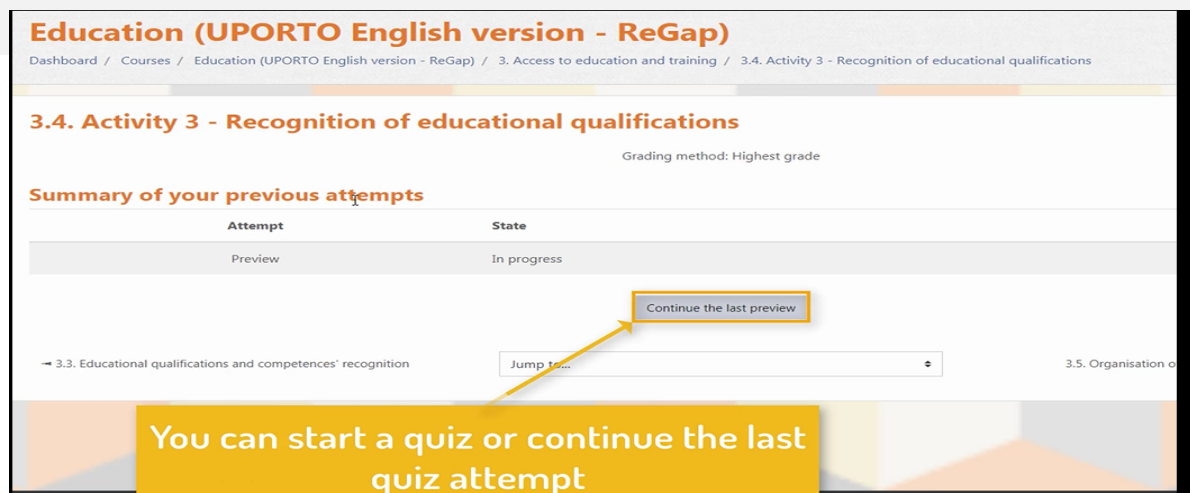
Navigation through the course sections can be with selection from the following navigation options:



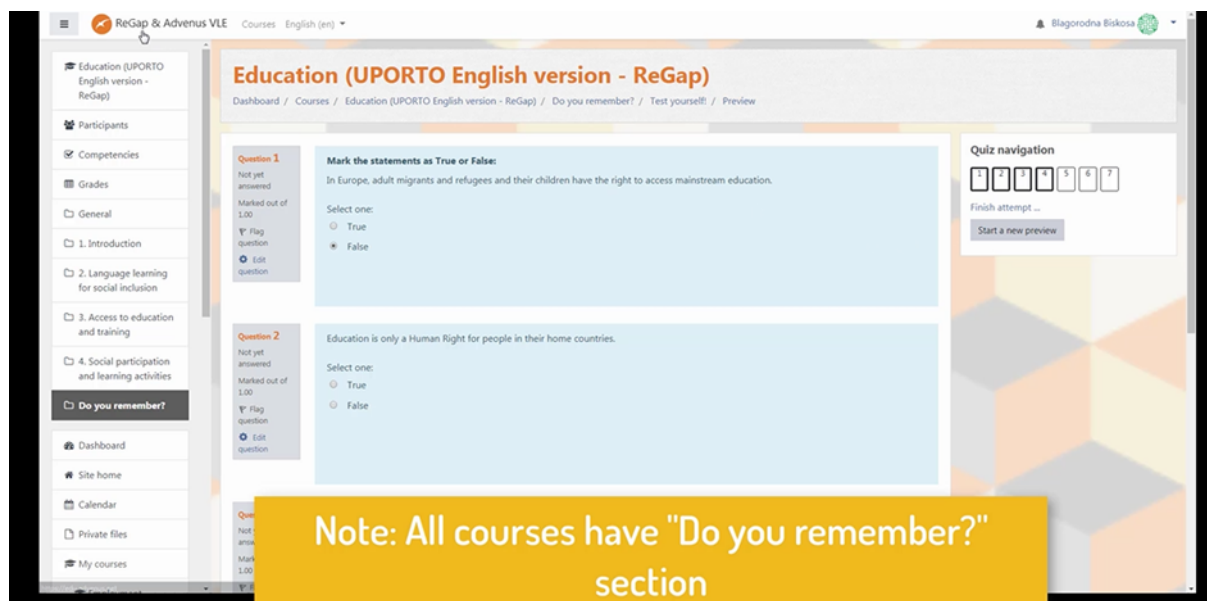
You can jump to any section, optionally. The sections are independent between each other.



The courses contains activities such as quizzes for assessment of the gained knowledge through a section:



All courses have “Do you remember” section, where the participant can assess gained knowledge throughout the whole course.



After the completion of the assessment activity press “Finish attempt” to submit your answers.

Complete the sentences with the correct words. Drag and drop the words below:

As educational systems vary worldwide there is an International Standard Classification of Education (ISCED), 2011, that enables the [] of national systems.

It distinguishes between [] levels of education from [] (ISCED 0) to Doctoral or equivalent level (ISCED 8).

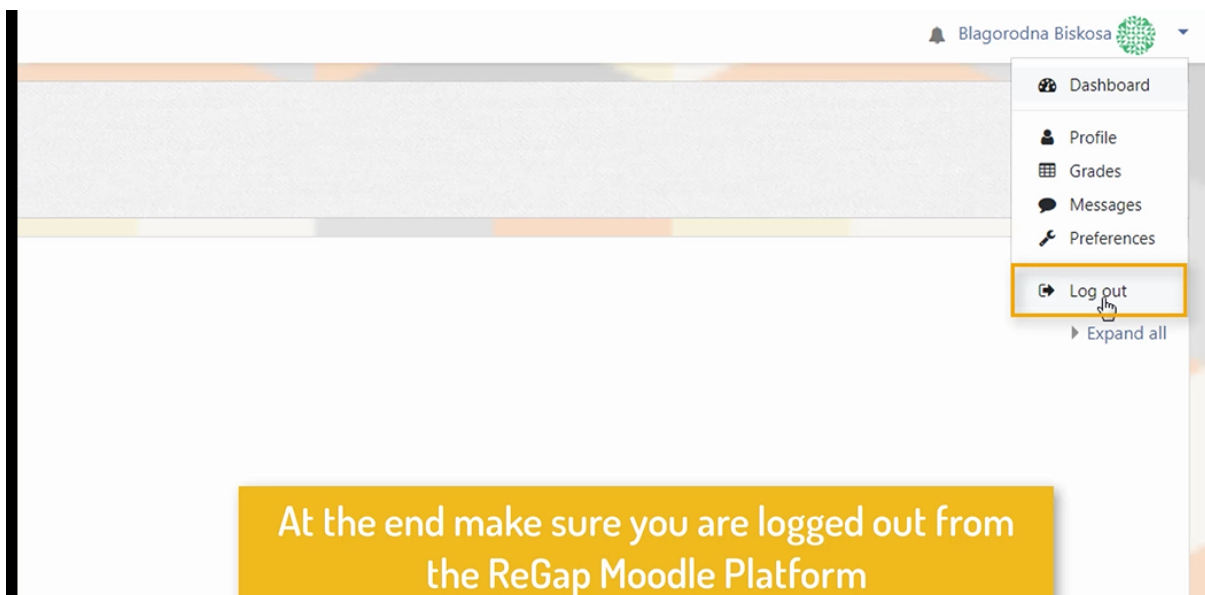
Countries have different [] so, when moving to another country, employers and educational institutions will have to understand how your [] relate to those of the host country.

You may, therefore, need to go through a national procedure to get your [] recognised in an EU country.

[education and academic degree or diploma] [qualifications] [education and qualification systems]
[eight] [comparison] [early childhood]

After completion press "Finish attempt" → **Finish attempt ...**

When you finish with the learning activities, make sure you are logged out from the platform.



Blagorodna Biskosa

- Dashboard
- Profile
- Grades
- Messages
- Preferences
- Log out**
- Expand all

At the end make sure you are logged out from the ReGap Moodle Platform

Lots of courage and good luck while using the ReGap learning resources!

6. HOW TO GET THE MOST OF THE REGAP COURSES?

- The courses can be taken fully online, or in blended mode – combination of online and face to face activities (with support of educator). The participant’s previous knowledge and adequate language or ICT skills are important while choosing the right model of learning.
- The participants can go through the course online self – enrolment or with support of educator.
- Choose the section you are most interested in, instead of completing activity by activity from the beginning. The course can be taken by jumping between sections because they are independent between them.
- The combination of text, examples and videos is effective way of gaining knowledge. You are invited to learn more about the subjects by following the links that are provided into the courses.
- Each course has “Do you remember activity”, which is useful for assessment of the gained knowledge throughout the whole course.
- Some of the courses has ‘Explore more’ section – where the participants can find in-depth information from recommended organizations or websites.
- To assist the users, some courses have dictionary to increase understanding.
- The courses can be printed. Print or write down the most useful words in order to have them at your fingertips when you need them in real-life situations.
- Motivation in the learning process is essential. Participants should be self-motivated while they self –enrol in the courses, and be supported and motivated by the educators and trainers while using the blended learning model.

7. FINAL REMARKS

Education is very important for social inclusion and citizenship of everyone in any society. The access to quality education opportunities needs to start in early childhood to enable a better personal growth, up to youth and adulthood by guaranteeing equal access to technical/vocational, university education and lifelong learning that will give people the knowledge, skills and training they need for better work opportunities and active citizenship.

Migrants and refugees’ have different motivations, a consequence of their possibilities to obtaining the right to permanent residence in the host country or of moving to another EU country. The courses offer the possibility to learn and acquire knowledge dependent of their motivation and needs.

The courses cover multiple training possibilities: employment, citizenship, formal education, skilled trades, language, ICT skills, healthcare, welfare, culture and history of the host country.

The educational approaches used: online, blended with a mix of face-to-face and online, and this can be organized in settings from formal to informal or even non-formal.

The ReGap courses seek to overcome the language barrier which can appear from lack of knowledge of the language of the host country. To assist in this, the online courses are visually rich and seek to avoid an over-reliance on text.

The ICT-skills of participants vary between non-existent to excellent. ReGap courses and the possibility of a blended educational mode provides, helps with overcoming these kinds of barriers.

In all ReGap courses an average level was anyway kept for all the main activities, offering, if needed, the possibility to deepen the knowledge.

From the experience gained in previous projects, the ReGap team envisaged a prevalence of Goal-oriented learners, followed by a minor group – only in specific circumstances – of activity-oriented learners. Still, the possibility of the intervention of the educators exist, in a way that the proposed assorted educational approaches could be easily put in place without disrupting the original aims of the learning objects and of the general course, and at the same time tailoring the use of the learning resources to the actual needs of the participants – depending also from the level of cohesion in the learning group; of their mutual understanding.

Social inclusion and belonging, along with cultural and gender sensitivity are themes that are transversal in all ReGap courses. This means that in all courses refugees and migrants should feel welcomed as well as being able to share their home culture and identity.

The ReGap project embraces and celebrates cultural and gender diversity and the desire for equal rights and opportunities.

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9. PROJECT PARTNERS:

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Inland Norway University of Applied Sciences (INN University) has about 13.000 students and 950 staff members, and operates on six campuses in south-eastern Norway. The University offers 35 one-year study programmes, 52 BA programmes, 31 MA programmes and 4 ph.d. programmes in addition to teacher education and a number of further education programmes.

Centre for lifelong learning (CLL) at the INN University is a leading actor since 1990 in the field of further and continuing education. CLL provides courses and study programmes to make organisations and individuals stay competent. CLL's core competence is development and implementation of flexible courses and study programmes. The Centre also undertakes cutting edge research and evaluation in these areas. CLL produces videos and multimedia resources adapted to the learner's professional background and preferences.

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LUMSA University, Italy



LUMSA University was founded in Rome in 1939 and it is characterized by its openness to the idea of universal human citizenship. LUMSA is one of the most important non-state universities of central Italy, with about 9000 students and 800 teachers and professors; it has three Faculties situated in neighbouring locations, and other branches operating in Palermo and Taranto. In particular, LUMSA strives to promote an overall education of the person and for this reason, the university devotes especial care to its students and their professional and human education through the employment of constant services of direction and tutoring, and of procedures designed to give full expression to their right to be engaged in study. LUMSA University offers four main subject areas of teaching and research activities: Economics, Humanities, Languages and Law.

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The Association Community Development Institute (CDI) is a sustainable civil society organization that works on building a democratic integrated and multiethnic society through strengthening the capacities of individuals, organizations and institutions. CDI's experience is based on more than twenty five (25) years work within the community addressing citizens issues and needs and helping in overcoming the challenges. The variety of different programs, projects and activities that CDI have implemented in geographic area of more than forty (40) municipalities covering more than a half of the population of Republic of

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The University of Porto, founded in 1911, it is the second largest university in Portugal and the highest ranked Portuguese university in the Academic Ranking of World Universities (QS World University Ranking 2015/2016), among the 150 best universities of Europe and the world top 400. It has approximately 32,500 undergraduate and postgraduate students, 2,300 academic staff and 1,500 administrative staff. U.PORTO provides an exceptional number of courses, covering the whole range of disciplines. It is constituted by 14 faculties and a business school, along with 16 libraries and 14 museums distributed over three campuses. Internationalisation is also one of the strategic pillars of U.PORTO, allowing the development of existing collaborations, as well as the establishment of innovative cooperation activities.

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