



MULTIPLUS+

Migrant Multipliers Build Bridges

2020-1-AT01-KA204-078132

LITERATURE COLLECTION IO1

1st version
February 2021

mhtconsult





1. Introduction to the literature collection

The collection and reporting on literature references serves 2 coherent purposes:

Firstly, the collection will provide a valuable learning/training material for the multiplier training programme, where references may be used and transformed into direct learning material.

Secondly, the collection will supply the local multipliers with suggestions for their own studies to be used in the further planning of workshops in local migrant communities.

From this perspective, the template for short paragraphs will need to register *clear titles, references and links*. This applies for books, reports and articles as well as for other learning/training materials like videos, exercises etc. It will be appropriate to list as many materials as possible that can be downloaded for free from the internet etc.

The red parts of the template correspond to the *same perspectives* in the interview guide, thus to have a similar distinction for the literature references. Some materials will, however, be relevant from more perspectives. The *main theme* will refer to the topics that are especially in focus, for instance a communication theoretical approach or a training course in intercultural communication etc.

Finally, the short paragraph would contain a few lines – at most half a page - to summarize the *central contents and conclusions*.

THE STRUCTURE OF THE LITERATURE COLLECTION

The collection is structured according to a linguistic principle. This implies that English-language references are introduced first, followed by references in the other partner languages, ie references to German, Spanish, Italian, Slovenian and finally Danish-language texts.





2. References to English texts

| Multiplus+ Literature References | |
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| Author and Title: | Møllerskov, Helen Duus (2020): <u>“Intercultural and Global Competences”</u> |
| References/links: | Hans Reitzel Publisher, Copenhagen. Foreword and cases by Gesteland, Richard R. |
| Pedagogical-didactic Perspective and main theme: | Case examples of cultural management. |
| Intercultural communication Perspective and main theme: | Focus a.o. on the intercultural communication process. |
| Integration perspective and main theme: | Focus a.o. on integrational issues such as ethnocentrism, stereotyping and prejudices, discrimination and racism. |
| Short paragraph description: | The author first provides readers with a solid theoretical foundation in the form of a thorough exposition of culture, communication (verbal and nonverbal) and intercultural communication – the three pillars of intercultural competence. The theoretical considerations are followed by a practical hands-on and step-by-step guidance to intercultural competences, focusing a.o. on the cultural “backpack” and tools such as assertiveness, active listening etc. |





Multiplus+ Literature References

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| Title: | Implementation of intercultural mediation at the primary level in preventive healthcare in Slovenia |
| References/links: | https://www.nijz.si/sites/www.nijz.si/files/uploaded/skraban_et_al._jz_2020-1.pdf |
| Intercultural and integration perspective and main theme: | Intercultural mediation |
| Pedagogical-didactic perspective and main theme: | / |
| Short paragraph description: | <p>This paper describes the implementation of intercultural mediation in Slovene preventive healthcare. That the implementation of intercultural mediation was the result of multiple activities that took place within three intertwined contexts: the research context, the local community context and the national context.</p> <p>Regarding the research context, the qualitative research conducted in the Together For Health project strived to detect particular needs as expressed by the local community. Among other findings many healthcare workers emphasized linguistic and cultural barriers that arise with foreign-speaking patients and the absence of professional intercultural mediators or interpreters in healthcare institutions. An important result of the research process – especially the interviews and discussions with the Albanian-speaking community – was the identification of a locally active intercultural mediator, Vera Haliti. Once communicated to the local stakeholders, ethnographic research enabled a strong local recognition of the issue and a pilot implementation of intercultural mediation in preventive programmes organized by the Health Promotion Centre in Celje.</p> <p>With respect to the local community context, the above-mentioned process could not have been possible without the intercultural mediator for the Albanian-speaking community in Celje, whose active engagement was decisive for both local stakeholders' cooperation regarding the Albanian-speaking community and the national decision-makers.</p> <p>The national context is outlined by the National Institute of Public Health support for intercultural mediation implementation as part of negotiation with the Health Insurance Institute of Slovenia, which provided a first step towards systemic funding for intercultural mediation in three localities of the aforementioned project.</p> |





| Multiplus+ Literature References | |
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| Title: | Migrant mentorship model |
| References/links: | http://www.mmm-migrants.eu/ |
| Intercultural and integration perspective and main theme: | <p>http://www.mmm-migrants.eu/results/</p> <p>IO 1: MMM Teaching Plan</p> <p>IO 2: MMM Training Curriculum for Migrant Mentors</p> <p>IO 3: Guided Reflection and Teaching Tips for Educators</p> <p>IO 4: Guided Reflection and Recommendations for Employers</p> <p>IO 5: Efficiency Study</p> |
| Pedagogical-didactic perspective and main theme: | <p>IO 1: MMM Teaching Plan</p> <p>IO 2: MMM Training Curriculum for Migrant Mentors</p> <p>IO 3: Guided Reflection and Teaching Tips for Educators</p> |
| Short paragraph description: | <p>Migrant Mentorship Model (MMM) presents a tailored approach to the teaching of basic skills of literacy, numeracy, ICT and social competences to migrants by addressing the issue from a migrant perspective. MMM is a 2-year project that brings together four partners from Slovenia (Andragoški zavod Maribor-Ljudska univerza and OZARA d.o.o.), Germany (INIBIA) and Italy (Eurocultura). The partners work in the fields of adult education, VET, occupational integration and social/cultural integration. All have experience with migrants and other disadvantaged groups. The partners work in localities where migrants are present and new approaches can benefit them and those working with them.</p> |




Multiplus+ Literature References

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| Title: | Mentoring Methodological Framework for MINT Project |
| References/links: | https://www.filantropija.org/wp-content/uploads/2020/02/Mentoring-Methodological-Framework.pdf |
| Intercultural and integration perspective and main theme: | <p>Main theme:</p> <ul style="list-style-type: none"> - Introduction and background, - Programme design, - Mentoring practice, - Cross-cutting considerations. |
| Pedagogical-didactic perspective and main theme: | <ul style="list-style-type: none"> - Mentoring practice. |
| Short paragraph description: | <p>Mentoring methodological Framework was designed within the MINT project which aims to contribute to the successful integration of third country national children (TCN) in the EU, by enabling them to fulfil their full potential in their host countries.</p> <p>Mentoring has proven to be an effective way to share knowledge, increase children's social and emotional skills, and promote integration, giving young people the tools and support that they need through a structured programme. Different forms of mentoring programmes exist around the world, such as the Big brother, Big Sister project in the US; one thing they have in common is that they prove to be beneficial for both mentees and mentors. During the MINT programme, recently arrived children have been matched with youth volunteers, who were able to provide the children with support, advice, and friendship in order to facilitate easier integration.</p> <p>The purpose of this Mentoring Methodological Framework is to inform the design of the mentoring component of the programme which is to be designed by project partners of the MINT project. During the project, this Framework has been tested and adapted. This manual is to be used as a guide: different contexts and children require different approaches.</p> |





| Multiplus+ Literature References | |
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| Author and Title: | <p>The Neighbourhood Mothers' homepage (2020): <u>"Introduction to Neighbourhood Mothers, including links to the following manuals in English":</u></p> <p><u>"The Basic Education of the neighbourhood mothers; an overview".Pdf</u> <u>"Bydelismødrene.guidens". Pdf.</u></p> |
| References/links: | <p>www.bydelsmor.dk/English</p> |
| Pedagogical-didactic Perspective and main theme: | <p>Overview of the pedagogical issues in the education for neighbourhood mothers.</p> |
| Intercultural communication Perspective and main theme: | <p>Practical guide to all steps in the establishing of local neighbourhood mother's association, including also the collaboration as a kind of bridge-building "multipliers" between migrant women and local authorities etc.</p> |
| Integration perspective and main theme: | <p>Do</p> |
| Short paragraph description: | <p>The English materials contains a comprehensive manual for information and strategies for establishing a local Neighbourhood Mother association/group, and ensuring anchoring and progress throughout the process. The goal of a Neighbourhood Mother group is to become a voluntary social association, but before this can happen, several aspects need to be in place. This manual will guide you through the four phases, which are the crucial steps on the path to success with a local Neighbourhood Mother effort.</p> |





| Multiplus+ Literature References | |
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| Title: | Thomsen, Margit Helle a.o. (2019): "Peer learning in youth work and integration". |
| References/links: | The booklet is one of 4 booklets developed for the educational institution CLAVIS language and competence in the Erasmus+ project: SUPEER – sustainable integration through peer-to-peer support. |
| Pedagogical-didactic Perspective and main theme: | Brief review of theoretical and pedagogical approaches to peer learning in the perspective of mentoring and co-productive tasks. |
| Intercultural communication Perspective and main theme: | The peer learning approach can be used in both intercultural and general pedagogical settings. |
| Integration perspective and main theme: | In the project, the peer learning methodology is related to an integration process for young newcomers. |
| Short paragraph description: | <p>Basically, PEER LEARNING is an expression to emphasize that the learners have an equal position in the process. At the same time, the concept implies that the learners actually learn from each other and contribute on equal terms to a common solution of given tasks. Thus, peer learning, in a sense, abolishes the classical learning situation, where one party - as a rule the teacher - is hierarchically placed over the other party - as a rule the student. In peer learning, on the contrary, the roles will constantly change. In one situation, some peers can contribute more than others. In other situations, it is the other way around. The starting point is that all peers are recognized as active and valuable contributors.</p> <p>On this background, this booklet in the SUPEER BOOKLET COLLECTION briefly focuses on the notion of peer learning and its relevance as conceptual and methodological approach to young people's peer-based communities around Europe</p> |





| Multiplus+ Literature References | |
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| Author and Title: | Mhtconsult by Thomsen, Margit Helle (2018): <u>“Diversity Management and intercultural capacity in healthcare services. A collection of European good practices”</u> . |
| References/links: | https://healthydiversity.eu/our-project |
| Pedagogical-didactic Perspective and main theme: | Brief methodical descriptions of the approaches and methods used in the selected integration activities with a focus on healthcare efforts across 6 countries: UK, France, Austria, Italy, Hungary and Denmark. |
| Intercultural communication Perspective and main theme: | The diversity and intercultural perspective is mentioned in each activity description as the overall goal of the handbook is to give good practice examples of how to handle intercultural issues in integration projects aimed to promote and improve proper health treatment in the encounter between health authorities and migrants/ethnic minorities. |
| Integration perspective and main theme: | Do |
| Short paragraph description: | The handbook presents a wide range of practical European integration initiatives, all of them located in healthcare settings in both formal institutions and non-formal NGO projects. Some of the good practice examples in the handbook are closely related to practices quite similar to the multiplier concept, for instance from Austrian and Danish efforts, where volunteers and/or professionals with an ethnic minority background are delivering guidance and education to migrants and in some cases also to professionals in order to promote the mutual intercultural understanding linked to health issues. |





| Multiplus+ Literature References | |
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| Author and Title: | Mhtconsult by Thomsen, Margit Helle (2017): <u>"The CoCoRa Strategy. Handbook Collection"</u> . |
| References/links: | http://cocoraproject.eu/outputs/ |
| Pedagogical-didactic Perspective and main theme: | Handbook materials presenting approaches, methods and tools for young ethnic minorities to be intercultural ambassadors for other youngster in risk of radicalisation. |
| Intercultural communication Perspective and main theme: | Intercultural perspectives of practical prevention and guidance work. |
| Integration perspective and main theme: | Focus a.o. on integrational issues to be considered in connection with youth radicalisation, such as ethnocentrism, stereotyping and prejudices, discrimination and racism. |
| Short paragraph description: | The CoCoRa Handbook (Community Counteracting Radicalisation) is the result of a Erasmus+ project focused on new ways to prevent radicalisation and experience of societal exclusion among young migrants and ethnic minorities. From a theoretical and practical community-based approach to prevention, the handbook offers analyses and pedagogical tools to process prevention work among young people in risk of radicalisation. The main idea is to educate young people from minority communities to be local ambassadors/peer mentors for other young people on a peer-learning basis, thus to offer alternative communities, based on the core concept of the active and self-inclusive citizenship. |




Multiplus+ Literature References

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| Title: | Mhtconsult by Thomsen, Margit Helle (2016): "Moving from the Margins of Society". |
| References/links: | Mhtconsult. The report represents the external process evaluation of a transnational project within the Grundtvig Programme, involving partner organisations from UK, Turkey, Greece, Germany, Norway and Denmark. |
| Pedagogical-didactic Perspective and main theme: | The external evaluation would analyse this overall integration project from both a pedagogical-methodical, collaborative and organisational perspective, thus to consider the interaction between organisational settings and learning methods in terms of mediation skills and peer methods from migrants to migrants. |
| Intercultural communication Perspective and main theme: | The aim was to educate intercultural ambassadors as bridge builders and mediators towards other migrants. |
| Integration perspective and main theme: | The project Moving from the Margins of Society aimed to develop new methodological ways for a more sustainable and efficient integration process, involving both migrants and public authorities. |
| Short paragraph description: | <p>The cultural ambassador programme within this project can be described as a kind of superstructure on top of general integration courses for the participating migrant in each partner country. The idea has been that a selected group of participants from the general integration courses were offered further training that would equip them specifically to act as cultural mediators to service providers and public authorities. Thus the cultural ambassador concept can be seen as a bridging project aimed at strengthening the mutual insight and understanding between migrant communities and service providers in each partner country.</p> <p><i>On one hand</i>, the ambassadors would act like advocates and kind of trainers for service providers and public servants in the field of cultural awareness and migrant issues, needs, resources and expectations. <i>On the other hand</i>, the ambassadors would also function as intermediaries and kind of trainers for migrant communities, by passing both factual information and good advice to handle intercultural encounters in a constructive way.</p> |





| Multiplus+ Literature References | |
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| Author and Title: | Le, Q. & Le, T. (2013): " <u>Cultural Attitudes of Vietnamese Migrants on Health Issues</u> " |
| References/links: | http://www.aare.edu.au/05pap/le05645.pdf |
| Pedagogical-didactic Perspective and main theme: | - |
| Intercultural communication Perspective and main theme: | Intercultural and relational encounters between newcomers and majority professionals within the healthcare sector, including cultural-linked conceptions and perceptions of health and treatment. |
| Integration perspective and main theme: | The meaning of different values in the mutual integration process. |
| Short paragraph description: | When people migrate to a new cultural environment, they perceive health issues in light of their original cultural values and norms. The authors investigate the way in which Vietnamese migrants in Australia perceive different kinds of health issues such as treatment, healthcare, role of professional workers and interpersonal relationship between patients, family members and health workers. Many health workers are not aware of the cultural values that migrants bring with them. |





3. References to German texts

| Multiplus+ Literature References | |
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| Title: | <p><i>Schlüsselkompetenzen für lebenslanges lernen. Ein Europäischer Referenzrahmen</i></p> <p>English translation of the title: Key competencies for lifelong learning. A European reference frame</p> <p>European Parliament and Council recommendations of December 2006 on key competences for lifelong learning</p> |
| References/links: | <p>https://euro-lex-europa.eu/LexUriServ/site/doi/2006/l_394/l_3942006123ode00100018.pdf</p> <p>https://ec.europa.eu/education/index_de.html</p> |
| Intercultural and integration perspective and main theme: | <p>The recommendation is one of the results of the cooperation between the European Commission and the member states within the framework of the "Education and Training 2010" work program. This work program is the basis for political cooperation in the field of general and professional education. It comprises jointly defined goals, indicators and benchmarks as well as measures for peer learning and the dissemination of best practice</p> |
| Pedagogical-didactic perspective and main theme: | <p>Globalization is constantly presenting the European Union with new challenges, so that all citizens need a wide range of key skills in order to be able to adapt flexibly to an environment that is characterized by rapid change and strong networking.</p> <p>Education, with its dual role - both social and economic - plays a crucial role in ensuring that the citizens of Europe acquire the key skills they need to adapt flexibly to these changes.</p> |
| Short paragraph description: | <p>The document summarizes and explain the key competencies for a lifelong learning:</p> <ul style="list-style-type: none"> -Native language competence - Second/foreign language competence - Mathematical and basic science-technical competencies - Computer competence - learn skills - Social and citizen competencies - Initiative and entrepreneurship - cultural awareness and expression |





Multiplus+ Literature Reference

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| Title: | <p><i>Handbuch für politische Bildung in der Basis Bildung. Anregungen und Übungen</i></p> <p>Title in English: Handbook for political education in grassroots education</p> <p>Suggestions and exercises</p> |
| References/links: | <p>DSA Beate Witmann This manual was created within the framework of the development partnership "On the Move II". It is an attempt to develop a concept for "Political teaching" in basic education.</p> |
| Intercultural and integration perspective and main theme: | <p>Migrants tend to participate less actively in society, they are also less able to exercise their rights: they vote less often, show less active interest in politics and are more likely to be convinced that no political party can do something for them.</p> |
| Pedagogical-didactic perspective and main theme: | <p>The article offers a clear and forceful foundation on the importance of including political education in the training of multipliers. The article shows strategies and methods to develop social inclusion through improving basic skills and through the awareness of human and civil rights.</p> |
| Short paragraph description: | <p>After an introduction on the importance of political education in basic education and some methodological and didactic ideas about its implementation, the article presents 30 exercises to work with groups on political issues.</p> |





Multiplus+ Literature References

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| Title: | <p><i>Praxisbuch Empirische Sozialforschung in der Erziehungs- und Bildungswissenschaften.</i></p> <p>Herbert Stigler und Hanerlore Reicher (Hrsg.)</p> <p>Title in English: Practice book Empirical Social Research in Educational Science.</p> <p>Herbert Stigler and Hannerlore Reicher (Eds.)</p> |
| References/links: | |
| Intercultural and integration perspective and main theme: | There is no intercultural perspective, but concrete instructions on the "universal" scientific language |
| Pedagogical-didactic perspective and main theme: | Learning, reflection and introduction to scientific research and, in addition to systematic textbook knowledge, deals with applied aspects of conducting scientific studies |
| Short paragraph description: | <p>Many topics that are often left untreated in classic textbooks are presented in an application-oriented manner from the perspective of various empirical research approaches in the educational sciences.</p> <p>Here you will find important methodological tools and background knowledge that should help to successfully cope with tasks relating to the design, implementation and evaluation of research projects</p> |





Multiplus+ Literature Reference

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| Title: | <p><i>Einführung in der Erwachsenenbildung.</i></p> <p>Jürgen Wittpoth</p> <p>Title in English: Introduction to Adult Education.</p> <p>Jürgen Wittpoth</p> |
| References/links: | |
| Intercultural and integration perspective and main theme: | |
| Pedagogical-didactic perspective and main theme: | <p>A comprehensive overview of all the important aspects that make up adult education on the basis of its historical development and against the background of today's requirements</p> |
| Short paragraph description: | <p>This book follows a double objective: On the one hand, it should be clear what adult education is. For this purpose, topics, institutions and fields of action from which adult education relates are described in condensed form. On the other hand, it should be understandable how differently adult education is understood. To this end, different perspectives on the respective subject are presented and discussed in terms of their particular performance possibilities and limits</p> <p>For this purpose, topics, institutions and fields of action from which adult education relates are described in condensed form. On the other hand, it should be understandable how differently adult education is understood. To this end, different perspectives on the respective subject are presented and discussed in terms of their particular performance possibilities and limits</p> |





4. References to Spanish texts

| Multiplus+ Literature References | |
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| Title: | <p>Diseño de un proyecto de inclusión social para mujeres inmigrantes en el barrio de Rondilla (Valladolid)</p> <p>English translation of the title: Design of a social inclusion project for immigrant women in the neighborhood of Rondilla (Valladolid)</p> |
| References/links: | <p>https://core.ac.uk/download/pdf/211103021.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>A study on the situation of immigrant women, in a Spanish region, and valid methods to integrate them with the local society.</p> |
| Pedagogical-didactic perspective and main theme: | <p>It includes a very attractive program with proposals, actions and objectives, duration and themes. Very useful, for a reinforcement or didactic idea.</p> |
| Short paragraph description: | <p>An interesting manual, which is divided into several sections.</p> <p>1- First part: Spain, a pole of attraction for international migrants A journey on the history of immigration in Spain.</p> <p>2- Second part: Impacts and challenges for social cohesion</p> <p>It is the most useful part for multipliers. Here is a summary about the current situation of immigrants in Spain.</p> <p>Research on clear and effective measures for their reintegration into society.</p> <p>It also takes stock of the commitment of local society with migrants and the ways to facilitate rapprochement between the parties.</p> <p>It includes a teaching syllabus / strategy, which will support the multipliers</p> |





Multiplus+ Literature References

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| Title: | <p>Experiencias para la integración de alumnos adultos de procedencia migrante. Debate sobre inmigración y enfoque intercultural en la enseñanza de segundas lenguas en Europa (CVC)</p> <p>Title in English: Experiences for the integration of adult students of origin migrant. Debate on immigration and intercultural approach in second language teaching in Europe (CVC)</p> |
| References/links: | <p>https://www.um.es/glosasdidacticas/GD15/gd15-10.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>Intercultural mediation, about different measures of integration useful towards adult society</p> |
| Pedagogical-didactic perspective and main theme: | <p>This document contains different didactic activities that immigrants have: Communication includes different interesting didactic methods to bring immigrants closer to language learning</p> |
| Short paragraph description: | <p>In this article there is a proposal for the presentation of different experiences aimed at the integration of adults of migrant origin. The objective is to present different teaching experiences of teaching professionals from their own words. The summary of experiences, seeks to provoke the interest of teaching professionals and multipliers, so that they obtain more information, apply these experiences in their profession, experiment with other projects and share them.</p> <p>To include the most appropriate information, they have focused on those that refer to projects aimed at adults and the following groups of experiences and projects aimed at this audience are established:</p> <ol style="list-style-type: none"> 1. Experiences put into practice from different bodies belonging to public administrations. 2. Programs carried out by non-profit associations. 3. Projects for the creation of material aimed at the teaching of language and culture. 4. Experiences aimed at working with women. 5. Traffic Education Programs. 6. Integration projects through the kitchen. |





Multiplus+ Literature Reference

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| Title: | Integración de inmigrantes en el Sistema educativo español Title in English: Integration of immigrants in the Spanish educational system |
| References/links: | https://digibuo.uniovi.es/dspace/bitstream/handle/10651/27817/TFM_CasandraBustoRey.pdf;jsessionid=6A8386713DBE29FD3E54EED6E0B53A6C?sequence=6 |
| Intercultural and integration perspective and main theme: | Teaching Plan Teaching Tips for Educators Guided Reflection and Recommendations for Educators |
| Pedagogical-didactic perspective and main theme: | It contains very useful indications, used by the teachers of this education center, that can be used by the Multipliers |
| Short paragraph description: | <p>This research work begins with a theoretical / normative framework in which a brief tour of the migratory movements of Spain and the Autonomous Community of Castilla y León is made, as well as the educational laws in charge of regulating these processes.</p> <p>Thanks to this strategy, the opinions and feelings of the participants are collected, which serve as the basis for the intervention proposal. This proposal consists of the development and future application of a Reception Plan for foreign students that covers the educational stages taught at the center (the infant stage and the primary stage).</p> <p>The Plan is developed based on some objectives and a methodology in accordance with the school, the students, the families and the professionals who work in it. The methodology presents different types of strategies and activities to work on the main qualities of Intercultural Education, with which everyone can benefit. The evaluation, as in all types of plans and programs, is one of the parts that cannot be missed, so it is presented in a detailed manner and according to the proposal.</p> <p>The conclusions reached once the research is completed lead to the need to involve the entire educational community in the challenge of educating, establishing as a basis a Reception Plan for immigrant students.</p> |




Multiplus+ Literature References

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| Title: | <p>Propuestas didácticas para la alfabetización de inmigrantes adultos.</p> <p>Title in English: Didactic proposals for the literacy of adult immigrants</p> |
| References/links: | <p>http://e-spacio.uned.es/fez/eserv/bibliuned:master-Filologia-FPESL-Eazcarate/Azcarate_Satrustegui_Estela_TFM.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>Main theme:</p> <ul style="list-style-type: none"> - Literacy, - Spanish as a second language, - Teaching, - Immigrants, - Adults, - Activities, tasks, resources, tools, - Communicative approach. |
| Pedagogical-didactic perspective and main theme: | <p>This document contains interesting and practical methods for teachers, within the didactic methodology, for teachers / Multipliers such as: Socio-cultural and intercultural aspects and Learning and communication strategies</p> |
| Short paragraph description: | <p>This work aims to specify various activities and resources that can be worked in the classroom the ideas collected in a rigorous research on the teaching of Spanish as a second language for immigrants and, specifically, for illiterate adults and Latino writers. To do this, after the analysis, review and synthesis of the state of the art and the framework theoretical and methodological, we proceed to the presentation of tasks, resources and tools whose purpose is to facilitate the teaching-learning process to the teacher who must face a new situation: trying to teach Spanish to adults who cannot read or write.</p> <p>It offers a series of didactic proposals inspired by the research by professionals teaching Spanish to immigrants whose ultimate purpose is to facilitate the teaching-learning process of Spanish as a second language (EL2) to adult illiterate immigrants and Latino writers through a great diversity of current activities, tools and resources based on the communicative approach.</p> <p>As a previous step to the didactic proposal, an analysis is carried out on the characteristic aspects of teaching immigrant adults and, more specifically, of the literacy process, the main key to accessing knowledge and the search for sociocultural and economic improvement.</p> |





5. References to Italian texts

| Multiplus+ Literature References | |
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| Title: | Strategie didattiche e interventi d'aula per l'insegnamento ad adulti stranieri English translation of the title: Didactical strategies and classroom activities for adult immigrants |
| References/links: | https://www.itals.it/strategie-didattiche-e-interventi-d'aula-l'insegnamento-ad-adulti-stranieri |
| Intercultural and integration perspective and main theme: | The initial approach to learning to read and write is an essential step in promoting personal development and leading to more active and responsible forms of citizenship. This paper describes part of the classroom interventions to bring a group of African refugees out of illiteracy. |
| Pedagogical-didactic perspective and main theme: | Classroom practice and the experience described confirm the possibility of providing, through the humanistic approach, the choice of multiple methodologies, the selection and scanning of content, the adoption of the FOL method (Phonological-orthographic-lexical) and Cooperative Learning, the correct coordinates to allow the deciphering of reality through the practice of reading and writing. |
| Short paragraph description: | This article presents the stages of a course that was theoretically structured and subsequently implemented between 2012 and 2013. The activity described concerns the construction of an A1 level curriculum aimed at a group of L1 illiterate students from various Saharan and sub-Saharan African countries. In fact, in Italy, as in other European countries, the percentage of adults, often refugees or holders of humanitarian protection, from the South of the world who are illiterate in their mother tongue is increasing. In the European country where, after a bureaucratically complex process, they manage to obtain recognition of their status, they experience a condition of profound vulnerability linked to the new and different cultural, environmental, relational, social and legal context. It includes examples of activities. |





Multiplus+ Literature References

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| Title: | <p>Problemi di comunicazione interculturale con allievi stranieri adulti</p> <p>English translation of the title: Intercultural communication problems with adult immigrant learners</p> |
| References/links: | <p>https://www.itals.it/problemi-di-comunicazione-interculturale-con-allievi-stranieri-adulti</p> |
| Intercultural and integration perspective and main theme: | <p>Intercultural mediation; different intercultural problems of communication</p> |
| Pedagogical-didactic perspective and main theme: | <p>This article is about how to deal with intercultural communication problems, and it gives some important tips on how to handle communication from a didactical point of view</p> |
| Short paragraph description: | <p>The fact that adult learners we work with have a basic command of Italian, so that elementary communication is guaranteed, may make us forget that each person:</p> <ul style="list-style-type: none"> - on a conceptual level, continues to think according to their own rules and cultural categories - on the communicative level, assumes the grammar and vocabulary of the Italian language but retains its own extra-linguistic codes: gestures, interpersonal distance, symbols of status and hierarchy, etc., which are perceived as universal, while they change in every culture. This article looks at some aspects of intercultural communication that should be taken into account when interacting with adult foreign learners. Many curious, sometimes surprising aspects will be listed: the aim is not to give a barrage of minced information, but: <ul style="list-style-type: none"> - to 'open the eyes' of people working in a multicultural environment by pointing out certain aspects to be observed - provide a logical grid of communication tools and the main communication moves, values and parameters to be taken into account, so that observation is not random and episodic, but can be transformed into notes within a grid that crosses nationalities and aspects of communication. |




Multiplus+ Literature References

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| Title: | <p>L'ITALIANO PER L'INTEGRAZIONE: Bisogni formativi e metodologie per l'insegnamento della lingua italiana agli immigrati</p> <p>English translation of the title: ITALIAN FOR INTEGRATION: Training needs and methodologies for teaching Italian to immigrants</p> |
| References/links: | <p>https://centroastalli.it/wp-content/uploads/2014/02/Quad_7_imp_5b_completo.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>This paper is about how learning to communicate can be the first stage in the development of one's skills in a new context, opening up broader perspectives for realisation and integration</p> |
| Pedagogical-didactic perspective and main theme: | <p>Methodologies adopted must be flexible and we must have the ability to continue to develop them so that they remain valid in an ever-changing context.</p> |
| Short paragraph description: | <p>This booklet brings together reflections, data, interpretations of learning needs and methodological proposals that may be useful in teaching Italian to immigrants. It is part of a process of sharing and comparison that Centro Astalli has been carrying out for some years now on the theme of the relationship between language learning and inclusion processes and it makes use of the contribution of other organisations active in the Rome area (Caritas, CTP, Rete Scuolemigranti).</p> |





Multiplus+ Literature References

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| Title: | <p>Alfabetizzare gli adulti stranieri: Prospettive metodologiche per la didattica</p> <p>English translation of the title: Literacy for foreign adults: Methodological perspectives for teaching</p> |
| References/links: | <p>https://docs.univr.it/documenti/OccorrenzaIns/matdid/matdid201247.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>Literacy is the first step to integration. This paper focuses on literacy methodologies.</p> |
| Pedagogical-didactic perspective and main theme: | <p>Pedagogical and didactical problems with immigrant adult teaching, and different methods to solve this problem</p> |
| Short paragraph description: | <p>There are different methods for immigrant adults' literacy in Italy; in this article, the author describes them, illustrating for each one the origin, the strengths, the problems and the results obtained. Each method is also considered in relation to the age of the students (adults or children) and their pre-existing degree of literacy.</p> <p>The age of the students is a key factor not only in the methods and activities to be adopted, but also in the timing of learning and its outcome. The hypothesis that children learn better than adults and adolescents has become less certain thanks to recent neurolinguistic studies: while the child has a greater predisposition for phonic screening, the adult has a greater capacity for cognitive grammaticalization.</p> |





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| Title: | <p>Apprendimento innovativo e inclusione socio-culturale degli adulti migranti</p> <p>English translation of the title: Innovative learning and socio-cultural inclusion of adult migrants</p> |
| References/links: | <p>http://www.erasmusplus.it/wp-content/uploads/2020/10/EP-ALE_JOURNAL_IT_N_6_2020.pdf</p> |
| Intercultural and integration perspective and main theme: | <p>In this paper there are some very good examples of intercultural service learning and Italian language learning as a tool for socio-cultural inclusion. A school as an inclusion lab is also presented.</p> |
| Pedagogical-didactic perspective and main theme: | <p>Different didactical approaches are presented here such as Proposals for teaching Language 2 in multicultural classes in European secondary schools or The art of learning: training courses for asylum seekers</p> |
| Short paragraph description: | <p>This paper gives space to reflections on lessons learned and innovative practices of adult education addressed to migrants and aimed at their social inclusion. Included are some contributions from the conference organised by the University of Florence in collaboration with EPALE-Indire on 22 February 2020, as part of the European project Lingua Plus, Innovative L2 language learning through empathy and socio-cultural inclusion, whose themes coincide with those of this issue of the journal. The theme of the relationship between learning and inclusion is at the heart of the debate on the reception of migrants as well as the relationships with migrants, among migrants and for migrants, that is, the relationships with, among, for the different/diverse. The theoretical contributions focus, in particular, on school places as centres of reflexive and social innovation, just as in the Field Experiences section, in particular, there are contributions on educational and training practices and projects by teachers, trainers, educators, social workers and activists.</p> |





6. References to Slovenian texts

| Multiplus+ Literature References | |
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| Title: | Kulturne kompetence in zdravstvena oskrba – Priročnik za razvijanje kulturnih kompetenc zdravstvenih delavcev (editor: Uršula Lipovec Čebren, National institute for public health, Ljubljana, 2016) - English translation of the title: Cultural competences and health care - A handbook for developing the cultural competences of health professionals |
| References/links: | https://www.nijz.si/sl/publikacije/kulturne-kompetence-in-zdravstvena-oskrba-prirocnik-za-razvijanje-kulturnih-kompetenc https://www.nijz.si/sl/publikacije/kulturne-kompetence-in-zdravstvena-oskrba-prirocnik-za-razvijanje-kulturnih-kompetenc |
| Intercultural and integration perspective and main theme: | For o for our context, the most important chapter is on intercultural mediation. |
| Pedagogical-didactic perspective and main theme: | / |
| Short paragraph description: | <p>The handbook presents the purpose of intercultural competences in health care. The main thematic areas are the following:</p> <ul style="list-style-type: none"> - cultural competences and health care, - culture, - body, - culture, health and disease, - some other cultural aspects of healthcare, - socio-economic factors, culture and health, - communication, - interpretation, - intercultural mediation, - advocacy, <p>standard for ensuring equality in health care for vulnerable groups.</p> |





7. References to Danish texts

| Multiplus+ Literature References | |
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| Author and Title: | Mhtconsult by Thomsen, Margit Helle (2019): <u>“Varig integration gennem interkulturelle ung-til-ung netværk”</u> Title in English: “Permanent integration through intercultural youth-to-youth networks”. |
| References/links: | Report on a national development project, financed by the Danish Ministry of Immigration and Integration. |
| Pedagogical-didactic Perspective and main theme: | References to especially peer-based learning methods. |
| Intercultural communication Perspective and main theme: | Intercultural perspectives of the peer-based mentorship. |
| Integration perspective and main theme: | The project is basically aimed at a better and more efficient integration process among young newcomers. |
| Short paragraph description: | The overall aim of the project is to promote the integration process of bilingual young people and active citizenship through a new integration concept based on a peer-to-peer approach. The aim has thus been to protect the young people against social isolation, lack of belonging and experience of exclusion by connecting the young newcomers to young people in Danish society - ethnic Danish young people as well as young people of other ethnic backgrounds - in mentor / mentee relationships and furthermore, by building an intercultural youth network as a framework for joint social activities and mutual learning events. |





| Multiplus+ Literature References | |
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| Title: | Mhtconsult by Thomsen, Margit Helle, mhtconsult (2014): " <u>Diskriminationsvejledere i Københavns Kommune. En effekt- og virkningsanalyse</u> ". In English translation: "Anti-discrimination Counsellors in the City of Copenhagen. An impact evaluation". |
| References/links: | mhtconsult |
| Pedagogical-didactic Perspective and main theme: | The evaluation report contains analyses and recommendations to competence building of local and peer-oriented counsellors/mediators as well as to methods of communication in this particular role. |
| Intercultural communication Perspective and main theme: | The intercultural aspect is strong as the education to counsellors was offered to representatives from migrant communities, but also other minority communities, being somewhat excluded from the majority society. |
| Integration perspective and main theme: | Do. |
| Short paragraph description: | <p>In the summer of 2013, the City of Copenhagen added a new link to the chain of initiatives for anti-discrimination and equal treatment. Inspired by experiences from London's East End, the aim has been to spread knowledge about discrimination, hate crimes and reporting opportunities through a corps of discrimination counsellors with close contact to minority communities and groups throughout the municipality. The concept of discrimination counsellors is based on the community-based approach and the idea that most citizens are prepared to act against discrimination, hatred and discrimination if the efforts are rooted and recognized in local environments and institutions characterized by security, trust and respect. In London, mosques and local libraries are examples of local trust environments where ethnic minorities can receive care as well as guidance and assistance in reporting perceived discrimination.</p> <p>Against this background, the City of Copenhagen carried out a broad survey of formal organizations and informal environments that represent or are otherwise in close contact with discriminated minorities. Based on this survey, the municipality has subsequently recruited and upgraded a corps of local discrimination counselors, who by virtue of their relationships and credibility among discriminated citizens have the opportunity to inform about rights and call for reporting in connection with perceived discrimination and hate crimes. .</p> |




Multiplus+ Literature References

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| Title: | Mhtconsult by Feldman, Maia (2012): <u>“Fagligt skole-hjemsamarbejde på flere sprog – et inspirationskatalog til lærere og flersprogede familier”</u> . Title in English: “School-home collaboration in multilingual settings - an inspiration catalogue for teachers and multilingual families”. |
| References/links: | mhtconsult |
| Pedagogical-didactic Perspective and main theme: | Pedagogical and didactic methods and exercises to be used by migrant families themselves and to be used for the dialogue between migrant families and school authorities. |
| Intercultural communication Perspective and main theme: | The intercultural perspective was included in the dialogical approach which would also “force” the schools and teachers to appreciate the views and experience by migrant parents, also by developing homework exercises to take these experiences into account. |
| Integration perspective and main theme: | The integration perspective would be the overall approach to the project. |
| Short paragraph description: | <p>The manual provides inspiration and practical advice on how, as a teacher or other bridge builders, you can guide migrant parents in multilingual families in support of the children's school work and learning. The idea is to use the overall linguistic competencies and multilingual potentials in the child's everyday life more systematically in the school-home collaboration. The aim is to provide schools and parents with tools to collaborate on learning and school outcomes, by developing a linguistically diverse and concretely instructive professional school-home collaboration.</p> <p>The methods and exercises described are useful for multilingual families and some of them, e.g. the language-comparative exercises, presuppose precisely that several languages are spoken at home. However, many of the exercises are useful for parents in general. They can be distributed widely to both monolingual and multilingual families. They are recommended for parent meetings, school-home conversations and parenting courses.</p> <p>The materials were developed and tested over a long period of time at schools and communities in the City of Copenhagen and the Elsinore municipality, financed by the Danish Ministry of Refugees, Migrants and Integration.</p> |





| Multiplus+ Literature References | |
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| Title: | Mhtconsult by Thomsen, Margit Helle, mhtconsult (2012): <u>“Bydelsmødre – brobygning og forebyggelse på frivillig basis”</u> . Title in English: “Neighbourhood mothers – bridgebuilding and prevention on a voluntary basis”. |
| References/links: | Mhtconsult, www.bydelsmor.dk/om-os/effekten-af-bydelsmødre/evalueringer |
| Pedagogical-didactic Perspective and main theme: | Evaluation of the methodical approaches to the bridge-building tasks and the close link between methods used and empowerment in the function as Neighbourhood Mothers. |
| Intercultural communication Perspective and main theme: | As bridge builders between migrant communities and public authorities, the Neighbourhood Mothers serve an important intercultural function. |
| Integration perspective and main theme: | The function of Neighbourhood Mothers basically is to improve integration. |
| Short paragraph description: | <p>This report constitutes the first evaluation of the Neighbourhood Mother Organisation in Denmark. The basic idea was from the beginning – and continues to be - that mothers are in many ways the key to the whole family's social and cultural integration process:</p> <ul style="list-style-type: none"> • The more knowledge ethnic minority mothers gain about the surrounding community, institutional structure, functioning, service offerings and expectations for citizens' participation in society - the better the opportunities for both children and adults in the families to have access to and participate in society and its democratic procedures. • The more knowledge ethnic minority women gain about gender equality principles in social and working life - the better the opportunities to assert societal rights as women, mothers and equal citizens in Danish society. • The more knowledge ethnic minority women gain about children's development, health and about the importance of upbringing - the better the opportunities to strengthen children's resources and growth conditions. <p>The basic idea is that migrant women are educated to bring about all this knowledge to other migrant women, thus to improve not only the societal integration process, but also the personal growth and welfare for the women and their families.</p> |



