



Effective Social Integration of mobile EU citizens - EnVISION
EnVISION



Activity 2.7 Design of 5 Social Inclusion Activities that foster active participation (per participating country)

Work Package 2 (Deliverable 2.7)

- **REPORT 1: Education, emphasising in the establishment of Language Learning Activities**

Helping Hand

Rights, Equality and Citizenship Programme

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Abstract:	This Report provides an overview of the designing of the Activity dedicated to : Education, emphasising in the establishment of Language Learning Activities. It also displays the input our partnership received from the EU mobile citizens.
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1. Introduction - The EnVision project

The aim of the EnVision project is to introduce mobile EU citizens to the Public Consultation Process, during the formulation of local interventions, emphasizing on educational and social activities, including unrepresented persons such as women and young people. This is going to be achieved through the development of a reasonable, adaptable methodology for the sustainable promotion of active participation of mobile EU citizens in local societies.

The objectives of the EnVision project are established in a wo-way process, aiming to:

- Foster the successful inclusion and participation of mobile EU citizens and their family members in the host EU country's civic and political life, as well as their participation in the democratic life of the EU
- Increase the capacity of the Public Administration Authorities & Experts in local level, in the participating countries to enable and facilitate the participation of mobile EU citizens in their host Member-State
- Improve the availability, awareness and participation of mobile EU citizens in civic activities in their host communities

Expected results of the Envision project:

- Direct involvement of EU mobile citizens to the Public Consultation Process.
- Increased participation of EU mobile citizens in the political and social life of their host communities.
- Increased capacity of experts in local level in the participating countries to enable and facilitate the participation of mobile EU citizens in their host Member State.
- Improved acceptance of mobile EU citizens into activities organized and implemented at a local level.

The project is funded by Rights, Equality and Citizenship Programme of the European Commission and is implemented by:



- AKMI S.A (AKMI) – Greece
- Central Union of Greek Municipalities (KEDE) – Greece
- Astiki Mh Kersoskopiki Etareia Helping Hand (HELPING HAND) – Greece
- Union of Cyprus Municipalities (UCM) - Cyprus
- ZEWELEPE Consultants Limited (ZEWELEPE) - Cyprus



2. - Structure of the deliverable

The purpose of this report is to test the functionality and effectiveness of our two – way approach methodology using the public consultation. Under the Activity 2.7, the Envision Partnership, with the guidance of Helping Hand, piloted five (5) different educational and social activities encouraging the active participation of mobile EU citizens in local societies. Our pilot included the preparation of local Initiatives that enhanced the active participation. We established 5 groups of Activities, using this new Consultation Methodology, focusing on the following 5 thematic areas:

Figure 1 Design of 5 Activities in the areas of:



This Report provides the documentation for the first activity: “Education, emphasising to the establishment of Language Learning Activities”.

The structure of this deliverable contains the following elements:

Chapter 3 provides a description of the proposed Activity. It contains an analysis of the decision of the most appropriate public consultation process, related to the Activity, it describes the Consultation Documents used to support this activity, by offering a description of the Activity and the documents for the implementation of the consultation process.

Moreover, the specific implementation timeline and the finalization of the content of the proposed Activities, taking into consideration and including the results of the Public Consultation. Finally the feedback received is presented.



The core of all planned 5 Social Inclusion activities, follows this procedure:

1. Identification of Stakeholders, aiming to prepare the cooperation structures between stakeholders and mobile EU citizens, by establishing an active communication channel among them, during the preparation of the Activities; To this end, the Envision Consortium has concluded a mapping of stakeholders from various categories, which is presented only to the Project Officer and the auditors of the Project since it contains sensitive and personal data.
2. Decision of the most appropriate public consultation process, related to each proposed Activity;
3. Preparation of Consultation Documents, including i) a detailed description of the planned Activities, that are going to be presented to mobile EU citizens ii) standard documents for the implementation of the consultation process;
4. Establishment of the consultation process with a specific implementation timeline and monitoring of results;
5. Finalizing of the content of the proposed Activities, taking into consideration and including the results of the Public Consultation;
6. Provision of feedback to stakeholders and especially to mobile EU citizens, so that they get assured that their opinion is being valued and included in the designed Activities.

The finalized Educational and Social Activities are going to be input for Activity 2.8.



3. Description of the proposed Activity

The Activity: “Education, emphasizing to the establishment of Language Learning Activities” was designed in consultation with mobile EU citizens that have been attending as participants Activity 2.6. The description of the methodology is provided in the following Chapter. The main steps for the designing phase are presented below:

- i. Firstly, an initial vision for the content of the activity was established, based on our research.
- ii. Then, we invited EU mobile citizens to participate in the pilot, in order to finalize the activity we have envisaged.
- iii. Aiming to make sure that their input will be taken into consideration, we asked them to complete an online form, with tailor made questions.

The main aim of the pilot of this Activity was to create a substantial impact at the local level, through the co-designing of the language learning activities, with our main target group the EU mobile citizens who reside in Greece and Cyprus. The planning process was based on the innovative approach and was validated with the feedback from our target group. We gave attention in the gender perspective, not only by trying to include an equal number of women and men, but also by trying to take into consideration the different needs of women and men, based on their own input.

For Helping Hand, as the lead partner of this activity, the participation of newcomers in learning and ultimately in the society, requires a careful examination of existing barriers and the development of concrete activities based on their needs to remove them. Therefore, we carefully proposed some guidelines for the implementation of the activities, based on the openness and tolerance as they are parameters of primary significance in the learning process.

3.1 Decision of the most appropriate public consultation process

To achieve this goal, we introduced our participants to the public consultation process, by making special reference to each consultation method. To this end, a Power Point Presentation was created, with the aim to familiarize the participants with the public



consultation procedures and methods. This Presentation displays the relevant bibliography on consultation methods, as it was initially found and presented in our Best Practices Report.

3.2 Preparation of Consultation Documents, including:

i) Detailed description of the Activity, that is going to be presented to mobile EU citizens

Legal Basis and facts related to language acquisition and the linguistic diversity in the EU:

The Lisbon Treaty states that the EU “shall respect its rich cultural and linguistic diversity, and shall ensure that Europe’s cultural heritage is safeguarded and enhanced.”¹ Moreover, the Charter of Fundamental Rights (Article 21) embeds linguistic rights in the EU and gives grounds for appeal in cases of discrimination on the grounds of language.² One of the objectives of the EU’s language policy is that every European citizen should master two other languages in addition to their mother tongue³. The improvement of foreign language learning is one of the specific objectives of the strategic framework for European cooperation in education and training (Education and Training 2020 - ET2020).

Finally, in 2016 the European Council introduced a recommendation Upskilling Pathways about the wide share of adults in Europe struggling with basic skills, such as literacy. The lack of basic skills was mentioned as a challenge that would probably also contribute to the exclusion from the society.

The detailed description of the planned Activity, is as follows:

Our research team, taking into account the abovementioned framework in the EU, has prepared a research on the suggested topic and we made reference to some important aspects, covering the topic of our Activity: “ Education, emphasizing in the establishment of Language Learning Activities”. Therefore, we found essential to provide some main definitions about the language, share key information on the EU basis and map the reasons why mobile EU citizens learn the host country’s language. We provided some useful training paths, links and information on how they can learn the Greek language and added

¹ Europa. Consolidated version of the Treaty on European Union - TITLE I: COMMON PROVISIONS - Article 3 (ex Article 2 TEU). Official Journal 115 , 09/05/2008 P. 0017 – 0017. Retrieved from: <https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:12008M003> .

² EU Charter of Fundamental Rights. Article 21. Retrieved from: <https://fra.europa.eu/en/eu-charter/article/21-non-discrimination>

³ Hériard, P. (n.d.). Language policy , Fact Sheets on the European Union. European Parliament. <https://www.europarl.europa.eu/factsheets/en/sheet/142/language-policy> .



some useful terminology, based on our Envision training programme. We also inserted some useful information about the Common European Framework of Reference for Languages and how the certification of the Greek Language takes place, through the examinations for six levels of attainment. Moreover, we shared some useful phrases from English to Greek, that are essential especially for the newcomers, so as to be able to introduce themselves in Greek, raise a complaint and get or give directions. A power point presentation was created, based on these topics and at the last page, we set a question for reflection and with the purpose to receive participants' input. The questions were:

- Which local Initiatives should be implemented on Education, emphasising on Language Learning?
- Does your Municipality offer free language learning courses?
- What learning activity would you propose at the local level?
- What solutions would you recommend on language learning?
- What are the main obstacles in learning the Greek language?

Our design put the personal experiences of the participants into the center of our approach in shaping the activities. The timeplan is presented below.

ii) Standard documents for the implementation of the consultation process.

We informed our participants that Public Consultation contains the following elements:

1/. Notification: It involves the communication of information on regulatory decisions to the public. Notification does not, itself, constitute consultation, but can be a first step. In this view, prior notification allows stakeholders the time to prepare themselves for upcoming consultations.

2/. Consultation: It involves actively seeking the opinions of interested and affected groups.

3/. Participation: It is the active involvement of interest groups in the formulation of regulatory objectives, policies and approaches, or in the drafting of regulatory texts.⁴

⁴ OECD, Background Document on Public Consultation, Retrieved from: <https://www.oecd.org/mena/governance/36785341.pdf>



Aiming to set a common understanding we also provided an overview of the Consultation methods. Moreover, a detailed briefing on public consultation methods was given, based on the PPT presentation.

3.3 Establishment of the consultation process with a specific implementation timeline and monitoring of results.

The Envision Consortium, under the leading of Helping Hand, agreed on the establishment of the consultation process with a specific implementation timeline and monitoring of results: The preparatory work and the overview of the theoretical part should be made by the end of December 2020. Therefore, the pilot of the Activity took place on December 2020. We received a written feedback in the online form from 27 participants. Finally, another pilot should be organized by January 2021, in order to receive more concrete feedback.

3.4 Finalizing of the content of the proposed Activities

The most important aim of the pilot of this Activity was to discuss and define the concepts of language learning, through the establishment of a language learning process at the local level, by identifying the gaps at the existing practices. The most crucial part was to give the space to the EU mobile citizens to share their experiences and discuss upon already existing practices. The finalisation of the activities took into consideration and including the results of the Public Consultation.

Organisation of the Pilots

Our first pilot took place on December, 2, 2020. AKMI and Helping Hand hosted the virtual meeting, via the Zoom platform. Moreover, another pilot was organized in January 2021.

The profile of participants

Participants were mobile EU citizens who reside in Greece and Cyprus and who have already participated in the Envision training, which is available in the Moodle platform: <https://elearning.project-envision.eu/>. All of them were motivated and interested to discuss the suggested topic. In the early beginning of our online session, we informed them that we could communicate either in English or Greek. However, the vast majority spoke English, so



we contacted the session in English. We had already discussed with the participants about the theoretical part in the beginning of this session, which was dedicated to the training programme. In the meantime we have shared the additional information that would be required for the pilot (the presentation about the methods and the types of public consultation and the presentation on Language Learning).

Facilitators

For the first pilot, the Project Coordinator Ms Popi Christopoulou with Ms Chrysa Psyllaki, facilitated the process and the discussion. The pilot of January 2021 was facilitated by the 2 AKMI, Helping Hand and Zewelege.

The programme flow

Our discussion at the first pilot started at 18.00pm and lasted for 10 minutes. In total, 49 participants attended the pilot. A fruitful exchange of views and discussion took place, through the chat forum. It came up as one of the conclusions that not all the people are aware of how to find information about the language learning in the local level. Aiming to get more concrete responses, we also asked some of our participants to propose their suggestions, by replying to an online form. The qualitative data was collected once the participants responded to the online survey, after this pilot. As we received the completed survey, we compiled all the responses, which are being resented in the next chapter.

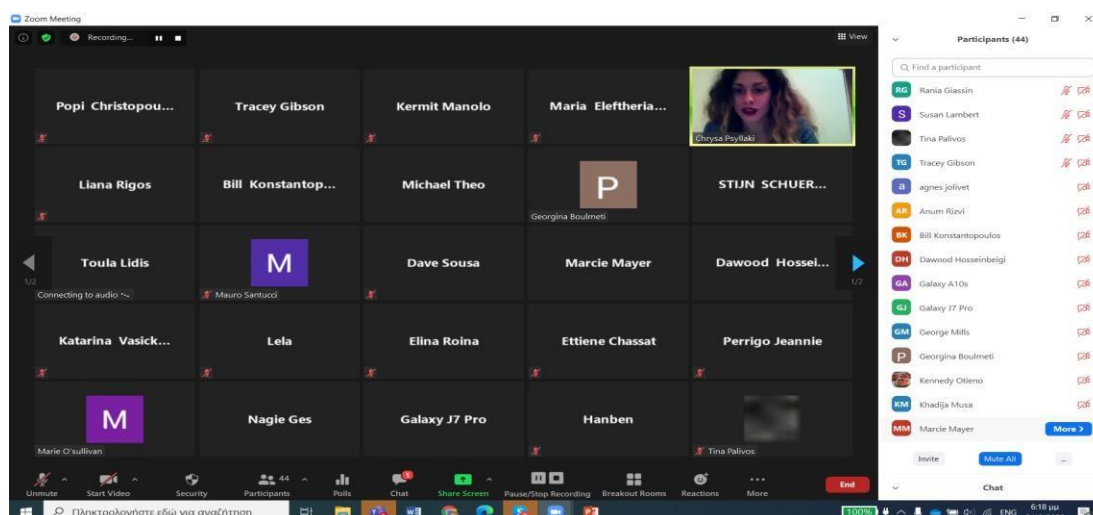


Figure 2 1st Pilot, Online Event, 02.12.2020



4. Provision of feedback - mobile EU citizens

Receiving the feedback from the interested parties, especially to mobile EU citizens, so that they get assured that their opinion is being valued and included in the designed Activities laid on the following parameters:



- Review: Reviewing the current situation, (reflect on questions, such as: How does language learning take place now, what should change at the local level)
- Analysis: Analyse the existing local practices and similar activities they have attended.
- Planning: What activities do they believe are mandatory to take place at the local level?
- Implementation: Co-decision of the appropriate consultation methods and designing of the activity to be implemented at the local level.

The Main Outcomes of our Pilot

During our live session, the emphasis was given to the importance of culture and it's interconnection to language learning. The effective communication and the value of the other languages was mentioned, through the creation of connection and links between the mother tongue and the foreign language. Moreover, the involvement of other stakeholders in the learning environment was also stressed. An important aspect that was also thoroughly discussed referred to placing in the center of the learning process to



current developments about living in the host country. Almost all participants agreed that the online learning is the most preferred option for the newcomers at the local level, since they could attend the learning at their own pace. Apart from these findings that were discussed during our pilot, we asked some of them, to dedicate more time after the session and provide us with more concrete feedback. We managed to receive 15 responses in the online questionnaire first question, which are presented in the below table.

<p>“ Which local Initiatives should be implemented on Education, emphasising on Language Learning?”</p>
<p>Learners should be encouraged to make their own connections between their existing culture, language and knowledge and the new stimuli they meet in the learning environment. In order to do this, it is important to foster a comparative perspective in which the new is compared to and contrasted with what is already known. This also means that the first culture(s) of the learners needs to be given a place in learning about other cultures."</p>
<p>To explore learning through communication with others. Social interaction allows the learner to experience difference during communication, the share perceptions and to discuss and try out possible responses. Moreover, social interaction emphasises the idea that language is learnt for communication.</p>
<p>Initiative that providing the opportunity to reflect on experiences of difference. Learners need to respond positively or negatively to the culture they are experiencing and have opportunities to acknowledge the impact that the new knowledge has on understanding themselves and the others. They also need to reflect on the consequences of choices about their communicative behaviour in the light of their new knowledge.</p>
<p>To develop a sense of a responsibility for successful communication in all of their languages and for developing a perspective which values other languages, cultures and people.</p>



Initiatives and practices with which learners engage in the learning process and do not face learning material as facts to be memorised
To create learning content that allows learners to make connections between their home culture and the culture being studied.
Practicing dialogues which are often associated with noticing cultural differences, comparing the same speech situation across cultures and thinking about the effects of the communication on oneself and on others. The learner to de-centre from his/her own cultural position and examine the perception of his/her ways of acting from another cultural framework
Supplement instruction with an online language-learning tool.
To involve multiple stakeholders, including those outside the learning environment, in the community and in wider society.
To cultivate cognitive skills to think critically, systemically and creatively, including adopting a multi-perspective approach that recognizes different dimensions, perspectives and angles of issues (e.g. reasoning and problem-solving skills supported by a multi-perspective approach).
Cultivate empathy and conflict resolution, and communication skills and aptitudes for networking and interacting with people of different backgrounds, origins, cultures and perspectives (e.g. global empathy, sense of solidarity).
To infuse learner-centred and culturally responsive independent and interactive teaching and learning approaches that align with learning goals (e.g. independent and collaborative learning structures, dialogue, etc).
Establish community-based projects which match learners' interests to current social, political, environmental and economic affairs.
To use virtual platforms to expand learning environments, and connect communities.



To work together on joint projects through a virtual classroom.

Table 1 Input for local initiatives regarding language learning

On January 25th of 2021, aiming to get much more input, we organized an online event, via the Big Blue Button platform, which lasted from 10.00am until 10.30am. In total, 35 people participated.

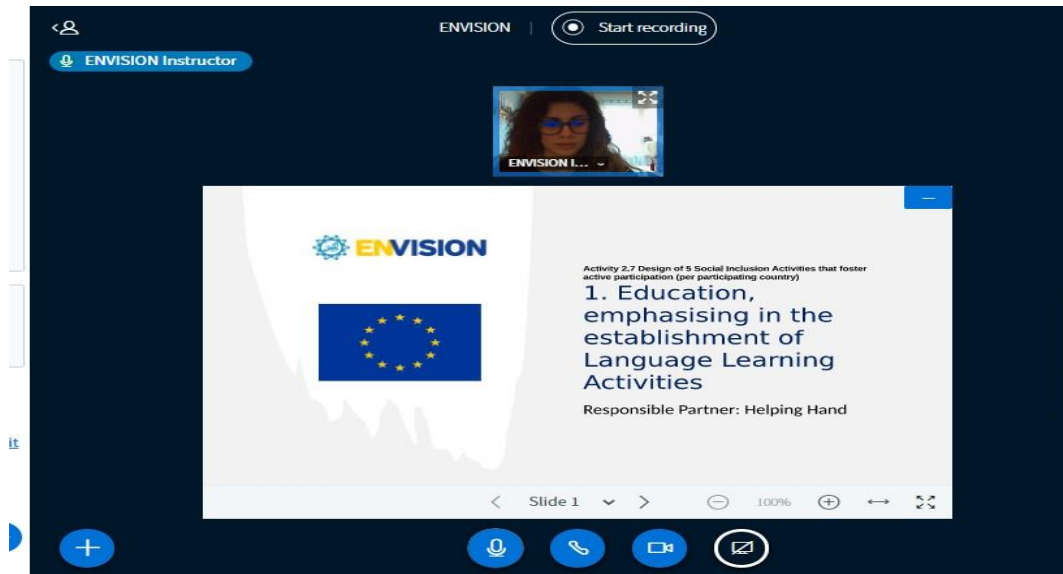


Figure 3 2nd Online Event, 25.01.2021

During this event, we circulated another online form, incorporating some complementary questions. We also asked to share their experience from learning courses offered by their Municipality, to propose some solution towards language learning, while identifying the main obstacles they encountered in learning the Greek language. In all forms we asked their names and requested to grant us their consent for their personal information. We received an additional written input from 27 people. In the same question about the local initiatives that should be implemented on education, emphasizing on language learning, we received the following replies:

“ Which local Initiatives should be implemented on Education, emphasising on Language Learning?”



Promote cultural and linguistic diversity	Free local learning centers
Raise awareness of the broad variety of languages in Europe	People can gather to discuss about basic vocabulary
Organise events to make the process of learning more interesting to students (minors and adults), organize travels abroad	Committees discussing local issues or topics of their particular interest concerning their living in the host country in the local language.
People can gather to discuss about grammar	Promoting cultural and linguistic diversity
Knowing more than one language makes it easier to connect with people.	Gather as a community as a whole to learn the local language.
People should gather and learn the local language	Raising awareness of the broad variety of languages in Europe
Local schools and colleges can become affiliates with other schools from abroad, to organize educational programs which would promote and emphasize on language learning.	Group lessons and practice in group chats
Encourage people of all ages to learn languages - knowing more than one language makes it easier to connect with people, to find a job and to help businesses grow	

Table 2 Further replies about local initiatives regarding language learning

It is interesting that the vast majority of the participants, 20 people out of the 27, who comprise the 74,1% mentioned that their Municipality offers free language courses.



Does your Municipality offer free language learning courses?

27 απαντήσεις

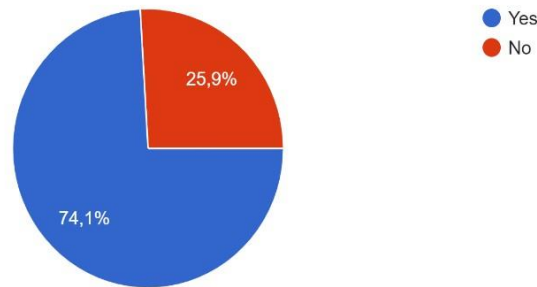


Table 3 Municipalities offering free language courses

Moreover, when we asked what learning activity they would propose at the local level we got 5 replies, such as reading books, holding sessions like free courses and events. One participant stressed the exchange of foreigners to participate in different activities.

The solutions they would recommend about language learning are the following ones:

- Nowadays certain apps like Duolingo can help to learn a new language
- Reading books and traveling
- It takes group effort and coordination to learn
- Practicing greek and speaking it in our daily life can be useful
- We can interact with the local people on day to day basis and try to speak the language
- One can look in the mirror and can talk to themselves, working on the pronunciation, etc.
- People must form clubs to gather and try to converse in the new language
- I believe an online platform containing online courses on language learning.
- E- learning method
- Organise and offer some courses of a foreign language for free
- Stronger Educational Program (staff and facilities)
- Using it in our day to day life can be helpful.
- Practising it in front of mirror and working on pronunciation.



- The community must assemble the volunteers willing to learn the language.
- Every learner must help each other out which will benefit both of them to learn the language.

The main obstacles in learning the Greek Language as identified by the EU mobile citizens are the following:

- "Not such a famous language"
- "Greek is not broadly used in the world"
- "Maybe the difficulty level of grammar"
- "IT'S A DIFFICULT LANGUAGE FOR FOREIGNERS"
- "IT IS A DIFFICULT LANGUAGE FOR FOREIGNERS AND IT IS NECESSARY TO HAVE THE PROPER EDUCATIONAL STRUCTURE (STAFF, FACILITIES)"
- "IT IS A DIFFICULT LANGUAGE AND MAYBE EXPENSIVE TO LEARN IT"
- "Not such a famous language"
- "It is difficult to get the accent right"
- "Its is difficult to learn the greek dialects" – this was a reply of many participants
- "Greek grammar can be a bit tricky. "
- "The pronunciation of certain words can be difficult. – this was also mentioned by more people
- "It requires a lot of patience to learn the language"
- "The grammar and the vocabulary can be quite tricky"
- "the accent of locals in Greece is difficult to match. "
- "Some words are difficult to pronounce"- this was also mentioned by more people"
- "the accent of locals in Greece is difficult to match. "– this was also mentioned by more people"

The participants' input and valuable feedback was taken into consideration. We also proposed to create a common space, in which all of them could interact. Under discussion with the target group, we concluded that the most useful means would be Facebook. Therefore, we created a specific facebook page: Humans on move. Envision Community. Different names were proposed by the participants and the most preferred one: Humans



on move. Envision Community. was voted by the majority Participants. In this facebook page, we proposed them to meet, discuss more about any problem or question they might have that relates to this pilot and in general to their participation in the local societies of the host communities.





5. Additional Resources

For the Stakeholders identification, the Excel of our network is provided as a supplementary document. The link is available only to the Project Officer and the Envision Consortium, at: <https://www.project-envision.eu/space/index.php/f/1604> .

The PowerPoint Presentation which provides the main theoretical aspects related to this topic is available to any interested person at: <https://www.project-envision.eu/space/index.php/s/qTCcRgf2MGM37Na> .

The PowerPoint Presentation which presents the Public Consultation Methods is available to any interested person at: <https://www.project-envision.eu/space/index.php/s/ryqj7TEmGPKNYFr> .

The invitation for the first pilot in Greece was sent to the participants, via the Moodle Platform that hosted the Envision Learning.

The invitation about the pilot of January 2021, is available at: <https://www.project-envision.eu/space/index.php/f/1699> .

Online Forms

The links to the online forms, through which we requested the participants feedback are available to the Project Officer at: <https://www.project-envision.eu/space/index.php/f/1612> .



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Design of Social Inclusion Activities that foster active participation on Education, emphasising on Language Learning, 25.01.2021

Through this form please propose some local Initiatives on Education, emphasising on Language Learning. Suggest an activity and write a short paragraph, describing how it should be implemented and whom it should target. Your opinions as mobile EU citizens and local authorities' representatives do matter!

Please provide your name

Σύντομη απάντηση

Κείμενο σύντομης απάντησης

Υποχρεωτική

Which local Initiatives should be implemented on Education, emphasising on Language Learning?

Κείμενο μακροσκελούς απάντησης

Does your Municipality offer free language learning courses?

Yes

No

What learning activity would you propose at the local level?

Κείμενο μακροσκελούς απάντησης



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What solutions would you recommend on language learning?

Κείμενο μαρκουσαίου ανάρτησης

What are the main obstacles in learning the Greek language?

Κείμενο ανάρτησης ανάρτησης

Consent the use of personal data provided in this form

ENVISION respects the privacy of the people who register to our activities and ensures the confidentiality of the personal data participants provide to ENVISION consortium. Please note that by taking part to this activity, you agree that your personal data will be collected and further processed for the efficient organisation and management of the event (including preparation of lists for contacts, participant lists, circulating pre-event information and meeting follow-up). Please also note that ENVISION consortium activities may be audio or video recorded, photographed, published, and archived and that by registering, participants give ENVISION consortium permission for use of images taken during the event. The ENVISION recordings will be later used as material for the ENVISION Project. When attending you agree on the collection and on the processing of your personal data and on the publication of the audio and video recordings on the virtual learning environment of the project (<https://learning-project-envision.eu/>), the ENVISION Project Website (<https://www.project-envision.eu/site/>) and the ENVISION's Youtube page (https://www.youtube.com/channel/UC0m5chc_u_c4E_gTWEKHQ?guided_help_flow=4). The information will be used only for operations related to the ENVISION Project and will not be used for any other reason. If during the lifetime of the project, some other need will arise then we will request your approval prior to processing your information. We will not use your information for profiling or for automated decision-making and we will retain your information for 5 years after the project's end (31 January 2021). If you do not agree with your image or voice being recorded and published, please use the possibility to opt out by informing the instructors and contacting the organiser.

Consent the use of personal data provided in this form *

Yes, I have read the above privacy statement and I consent the use of the provided personal data

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