

**Intercultural Training for Educators- InterTrainE  
2018-1-UK01-KA204-047987**

**IO6: Course Syllabus**

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## Table of Contents

<b><u>INTRODUCTION .....</u></b>	<b><u>3</u></b>
DEFINITION OF MIGRANT .....	4
<b><u>COURSE AIMS, LEARNING OUTCOMES AND CREDITS.....</u></b>	<b><u>5</u></b>
COURSE AIMS .....	5
LEARNING OUTCOMES.....	5
CREDITS.....	6
<b><u>ORGANISATION OF THE COURSE .....</u></b>	<b><u>6</u></b>
CONTACT AND EFFORT HOURS .....	6
TEACHING, LEARNING, AND ASSESSMENT.....	7
<b><u>SYLLABUS .....</u></b>	<b><u>8</u></b>
MODULE 1: THEORETICAL BACKGROUND, BASIC PRINCIPLES AND CONCEPTS .....	8
MODULE 2: INTERCULTURAL COMPETENCES IN THE CONTEXT OF MIGRATION .....	11
MODULE 3: ADULT EDUCATION PRACTICES IN INTERCULTURAL CONTEXTS .....	13
MODULE 4: IMPACT AND GLOBAL CITIZENSHIP .....	15
<b><u>ADDITIONAL RESOURCES .....</u></b>	<b><u>17</u></b>

# Introduction

The [IntertrainE](#) course was designed to fill a much-needed gap in intercultural training for educators of adult migrants. As the number of migrants entering Europe increases, their inclusion in their host societies becomes a priority. Bearing in mind that integration constitutes a two-way process which is not linear but multifaceted and complex, EU societies require intercultural education programmes that recognise and effectively support diversity, promote mutual acceptance and respect, while combating racism and xenophobia.

**With this in mind, the [IntertrainE](#) course ([Intercultural Training for Educators](#)) seeks to offer educators and teachers the necessary training and understanding of culture and intercultural communication in the context of migration, as well as cultivate and promote reflexivity in intercultural education practices through awareness of one's own culture, bias and prejudices.**

The course is the product of a two-year [EU-funded](#) international project ([KA2 Erasmus+ project #2018-1-UK01-KA204-047987](#)). InterTrainE is [research-based](#) and follows the four pillars of intercultural education established by UNESCO<sup>1</sup>:

1. Learning to know: how to communicate and acquire broad knowledge.
2. Learning to do: how to acquire necessary skills needed to fit in a defined society.
3. Learning to live together: how to create a spirit of solidarity and cooperation amongst individuals and groups in society, which could be enhanced through constructivist education methodology.
4. Learning to be: How to develop yourself, be autonomous and responsible in society while preserving the right to be different.

The overarching goal of the InterTrainE course was to design a programme for adult educators working with migrants and refugees. This included the following steps:

- a) A needs analysis in each partner country. National reports and a Project report were produced on the specific intercultural training needs for educators working with migrants and the specific target migrant audiences; - [Intellectual Output 1](#)
- b) Investigating migrant integration policies, existing programmes and training structures on intercultural training for migrants and educators in partner countries; comparing the results to develop a needs analysis for intercultural education of trainers. Separate reports were also produced for this; - [Intellectual Output 2](#)
- c) Developing a modularised training curriculum with qualification standards specialised for Adult Education (EQF Level 5); - [Intellectual Output 3](#)
- d) Producing a handbook for trainers, translated in the six project languages and freely available in electronic form; - [Intellectual Output 5](#)
- e) Producing a course syllabus, which is the present [Intellectual Output 6](#).

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<sup>1</sup> UNESCO Guidelines on Intercultural Education, 2006, pp. 19-20  
<https://unesdoc.unesco.org/ark:/48223/pf0000147878>

- f) Adapt the learning material for online access through the InterTrainE platform – [Intellectual Output 4](#).

This syllabus is available in all partners' national languages (all versions can be found [here](#), and the language can be selected from the language menu at the top).

### Definition of migrant

For the purposes of this course, and to make it relevant to all partner countries, we are using the UN Migration Agency's definition of migrant:

The [UN Migration Agency](#) (IOM) [defines a migrant](#) as any person who is moving or has moved across an international border or within a State away from his/her habitual place of residence, regardless of:

- (1) the person's legal status;
- (2) whether the movement is voluntary or involuntary;
- (3) what the causes for the movement are;
- (4) what the length of the stay is.

(<https://www.un.org/en/sections/issues-depth/migration/index.html>)

This means that the course is suitable for educators of adult learners who are voluntary migrants, refugees, asylum seekers where applicable, regardless of their migration status, length of stay in the host country, or education. Inevitably, some of the approaches and material will be different for the different groups of migrants; for example learners who have experienced trauma, who may be illiterate, who are in protracted situations of migration or are in the process of seeking asylum will have different needs and will require additional and more specific forms of support than voluntary migrants or those who have been in the host country for longer than a few years. Where a distinction needs to be made, this will be made clear in the course material and suitable alternatives and options will be provided for the respective categories of migrants.

All modules included in this course can be studied independently, however, it is strongly recommended to complete the training to be able to consider all the aspects of the training in this self-reflection module. A certificate of completion will only be available to those who have completed the module and any assessments connected to it.

# Course Aims, Learning Outcomes and Credits

## Course Aims

Using academic texts, carefully chosen examples and practical exercises appropriate to the learner's level and expertise, the course aims to:

- Introduce learners to theories of culture and intercultural education
- Introduce learners to theories of adult learning in intercultural contexts and in particular in the context of migration
- Provide learners with a comprehensive appreciation of different communication models, learning styles and intercultural settings
- Foster learners' ability to communicate and teach in multicultural settings, beyond didactic approaches
- Develop learners' reflexivity in intercultural education practices through awareness of one's own culture, bias and prejudices.

## Learning Outcomes

By the end of the module, learners should expect to be able to demonstrate subject mastery as follows:

- demonstrate knowledge of different cultural values in the context of migration
- identify, analyse and evaluate cross-cultural conventions in the classroom and in the trainer-learner relationship
- show an understanding of the link between culture and education
- reflective practice relating to own and others' cultural identities and communication styles
- recognise the power dynamics in multicultural classrooms and apply systematic and critical approaches to mitigate these and achieve learning
- demonstrate the ability to recognise and adapt to cultural variations in various classroom settings
- develop creativity in problem-solving tasks through intercultural awareness
- develop the ability to manage multicultural classrooms
- develop flexibility and the ability to adapt to rapidly changing environments
- appreciate and respond to cross-cultural, linguistic, gender and ability diversity
- develop negotiation and conflict management strategies in multicultural contexts

The learning outcomes of each Module are stated in the Module description below.

## Credits

The InterTrainE course corresponds to European Qualification Framework (EQF) Level 5, which corresponds to the following:

	<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
Level 5 The learning outcomes relevant to Level 5 are	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others

Source: Descriptors defining levels in the European Qualifications Framework (EQF)

(<https://ec.europa.eu/ploteus/content/descriptors-page>)

Upon completion of the course, learners will receive an Award (Certificate of completion) of 5 NQF credits.

## Organisation of the course

The InterTrainE course consists of an Introduction, 4 Modules, the Handbook and Syllabus. Each Module is divided into 4 sections with distinct topics. Altogether, they provide a set of innovative and flexible learning resources that can be used for face-to-face training; blended or distance learning with trainer support; online training for independent study at one's own pace without the involvement of a trainer, but with remote assistance if necessary.

### Contact and effort hours

The contact hours for each module are **7 hours** and there are around **7-8 effort hours** associated with each module. This means that:

For the Moodle / online course there are 28 contact hours, and around 56- 60 hours in total, including the effort hours needed to study material, complete assessments etc.

For the face-to-face course there are 30 contact hours ([see Intellectual Output 5](#)), but fewer effort hours, due to the nature of the delivery and the chance to interact with trainers.

The total hours are the same.

## Teaching, Learning, and Assessment

Short, bite-sized lectures will provide the overall framework, drawing on the work of contemporary academics and practitioners in adult and intercultural education. Case-studies and practical examples complement the theory. The virtual learning environment will facilitate independent learning at the learners' own pace.

Learners are provided with indicative bibliographies introducing the key concepts of the course. They are also encouraged to consult the extended lists of core reading for further information and alternative sources.

The modules are planned in such a way as to give participants a clear indication of the level of attainment of the intended learning outcomes.

At the end of each module learners are asked to answer a set of questions which are reflecting the level of understanding of the key concepts in focus. Adult educators will be able to assess their learning with a multiple-choice test. They must achieve a minimum score of 70% to successfully complete the module.

Formative assessment is also carried out during games and other activities at the face-to face course. For the online course there is formative self-assessment during case-studies and relevant online activities.

A certificate of completion is issued to learners who complete the course and achieve a minimum of 70% in each Module. Learners can choose to complete part of the course according to their training needs, however they will not receive a certificate of completion if they do not complete all 4 Modules.

# Syllabus

## Module 1: Theoretical Background, Basic Principles and Concepts

The first module aims at providing educators with the level of knowledge and understanding of key concepts and debates on adult learning and intercultural education that are required for teaching adult migrants in an intercultural context. These are followed by an overview of the module and a Glossary of relevant terms. The two main themes of the Module are **Adult Education** and **Interculturalism**, and the 4 sections of the Module are:

1. Basic principles of Adult Education and overview of Adult Learning theories
2. Critical Adult Education
3. Interculturalism
4. Intercultural Education

### Learning Outcomes

After the completion of this module, learners will be expected to be able to:

- Demonstrate critical understanding of the main theories and terminologies regarding adult learning and intercultural education.
- Demonstrate knowledge of intercultural education learning and teaching topics.
- Understand the need to engage in a two-way learning environment.
- Critically review and consolidate knowledge, skills, practices and thinking in adult learning, interculturalism and intercultural education.
- Demonstrate awareness of the challenges and complexity of adult migrant education.

### Core reading list

UNESCO, (2006), "UNESCO Guidelines on Intercultural Education", section of education for peace and human rights, division for the promotion of quality education, education sector, pp. 1-43.

Coulby D. (2006) "Intercultural education: theory and practice", *Intercultural Education*, 17:3, pp. 245-257.

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## Additional reading

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English, L. (2005) *International Encyclopedia of Adult Education*. London: Palgrave Macmillan.

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Hammer, M.R., Bennett, M.J. and Wiseman, R. 2003. Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations*, 27(4): 421-443.

Jimenez Perez R. Cuenca Lopez, J. Mario Ferreras Listan, D. (2010), "Heritage education: Exploring the conceptions of teachers and administrators from the perspective of experimental and social science teaching". *Teaching and Teacher Education*, Vol.26(6), pp.1319-1331.

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Mahon, J. (2006) "Under the invisibility cloak? Teacher understanding of cultural difference", *Intercultural Education*, 17:4, 391-405.

Meer N. and Modood T. (2011): "How does Interculturalism Contrast with Multiculturalism?", *Journal of Intercultural Studies*, <http://www.bristol.ac.uk/media-library/sites/ethnicity/migrated/documents/interculturalism.pdf>

Ogay T. and Edelman D. (2016) 'Taking culture seriously': implications for intercultural education and training", *European Journal of Teacher Education*, 39:3, 388-400

Ohana Y. and Otten H. (2012). *Where do you Stand? Intercultural Learning and Political Education in Contemporary Europe*. Germany: VS Verlag.

Perry L.B. and Southwell L. (2011) "Developing intercultural understanding and skills: models and approaches", *Intercultural Education*, 22:6, 453-466.

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<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118783665.ieicc0188>

Ethics of intercultural training:  
[https://www.sietarusa.org/Resources/Documents/EoEArticles/4EthicsinInterculturalTrainingPaige Martin.pdf](https://www.sietarusa.org/Resources/Documents/EoEArticles/4EthicsinInterculturalTrainingPaige%20Martin.pdf)

Global Network on Intercultural Competence: <https://iccglobal.org/>

## Module 2: Intercultural Competences in the Context of Migration

The second module looks at intercultural competences in the context of migration. An important distinction between voluntary and involuntary (forced) migration and displacement is made, with a focus on the contemporary European context. The 4 sections of this module are:

1. Terminology of migration
2. National and European legislation in the field of migration
3. Prejudices and stereotypes
4. Migrants identities

The module provides localised information on each of the partner countries. Having considered the contemporary context of migration in the EU and in individual countries, the concepts of prejudices and stereotypes are introduced to see how they shape our attitudes to migrants in the classroom. The module also considers 'migrants' as a category and explores the complexities of their identities, their backgrounds and personal stories. There will be examples of classroom experiences of intercultural communication challenges, such as non-verbal communication (proxemics, kinesics, haptics etc.), politeness, conflict, perspectives of time etc.

### Learning Outcomes

After completing this module, learners should develop the following skills:

- Acquire localised knowledge of migration, history and trends in EU countries
- Develop an understanding of how different migration experiences affect the lives, attitudes and behaviour of learners
- Develop an awareness of mediation skills in conflict management;
- Become more aware of the mechanisms of prejudices and stereotypes
- Use active listening, empathy and assertiveness.
- Consolidate skills in intercultural communication introduced in the previous module.

### Core reading

Bennett, J. M. (1998). Transition shock: Putting culture shock in perspective. In M. J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 215–223). Yarmouth, ME: Intercultural Press.

Morrice L., Shan H. and Spring A. (2017), "Migration, Adult Education and Learning", *Studies in the Education of Adults*, 49:2, pp. 129-135.

Sharples, R. (2017) Local practice, translocal people: conflicting identities in the multilingual classroom. *Language and Education*, 31:2, 169-183.

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### **Additional reading**

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Bloch, A. and McKay, S. (2016). *Living on the Margins: Undocumented Migrants in a Global City*. Policy Press.

Budach, G. (2014). "Educational Trajectories at the Crossroads: The Making and Unmaking of Multilingual Communities of Learners." *Multilingua* 33 (5–6): 525–549.

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Conteh, J. (2017). "Translanguaging as Pedagogy – A Critical Review." in Creese, A. and Blackledge, A. (eds) *The Routledge Handbook of Language and Superdiversity*. London: Routledge.

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Singh, P. & Doherty, C. (2004). "Global Cultural Flows and Pedagogic Dilemmas: Teaching in the Global University Contact Zone." *TESOL Quarterly* 38 (1): 9–42.

### Module 3: Adult education practices in intercultural contexts

This module aims to provide adult educators with the ability to organise training activities and choose the appropriate training techniques for migrant learners. Specifically, the module will:

1. develop a broad theoretical base reflecting current cutting edge research within applied adult education in intercultural contexts and related disciplines.
2. reflect and further develop adult educators' understanding of both theoretical and practical considerations in the field of adult learning and teaching, drawing from the principles of intercultural training.
3. develop greater knowledge and skills in relation to experiential learning in adult education.
4. develop awareness of anti-racist education to combat racism and discrimination in the classroom.

To this end, the Module is divided into the following sections:

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Experiential methods in intercultural classrooms</li><li>2. Group dynamics in intercultural classrooms</li><li>3. Racism and discrimination in the classroom</li><li>4. Case-studies</li></ol> |
|---|

#### Learning Outcomes

Upon completion of this module, learners are expected to be able to:

- develop a broad theoretical base reflecting current research within applied adult education in intercultural contexts and related disciplines
- develop greater knowledge and skills in relation to experiential learning in adult education
- develop an understanding of systemic racism and how this affects education experiences

- develop a critical understanding of anti-racist education to better deal with racism in the classroom
- create an engaging, interactive learning environment in the classroom
- adopt a self-reflective and self-critical attitude to teaching practices in an intercultural context

### Core reading

Fowler, S. M., & Mumford, M. G. (1995). *Intercultural Sourcebook: Cross-cultural Training Methods*. Interactional methods of role plays, cultural contrast, and simulation games, and the cognitive methods of critical incidents, cultural assimilators and case studies.

Girvan, C., Conneely, C., & Tangney, B. (2016). "Extending experiential learning in teacher professional development". *Teaching and Teacher Education* 58, pp. 129-139.

McIntosh P. (1990). "White Privilege: Unpacking the Invisible Knapsack" In: *Independent School*, Wellesley Collage Center for Research on Women  
<https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

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### Additional reading

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## Module 4: Impact and global citizenship

In Module 4, we consider what has been learned during the course and what impact all these factors, approaches and training have on the professional and personal development of educators and migrants. This module aims at providing educators with the understanding of the impact of intercultural education as a whole and the concepts of global citizenship and global education. There is a focus on self-reflection and self-evaluation in terms of learners' professional practice, and this is situated in the broader sense of global citizenship. The Module is divided into the following 4 sections:

1. Personal Impact and our role as educators
2. Social Impact
3. Global Citizenship
4. Intercultural v. Global Education

In this Module we will discuss the following questions:

- How will the improved knowledge of both adult education practices and theory help educators find better approaches to teaching adult migrants?
- How will the improved knowledge on intercultural education and its concepts help educators better support and teach adult migrants?
- How will learning about cultural backgrounds, different cultural concepts of time, dignity etc. help educators better understand and teach adult migrants?
- How will the course help develop the professional skills of educators of migrants? How will the course help their personal development?
- What impact will the course have on the lives of the migrants, as they will gain more support from educators?
- What is the value of the course?

We will also introduce the concepts of global citizenship and global education and reflect on how migrants will be able to live and work better in more inclusive societies with the help of this training.

### **Learning Outcomes**

After the completion of this module, learners will be expected to be able to:

- Demonstrate critical understanding of the main theories and concepts regarding adult learning and intercultural education that have been learned throughout the course
- Demonstrate critical understanding of the methods and resources that can be used when working with and teaching adult migrants
- Demonstrate knowledge of the theory of global citizenship and global education and an understanding on how the course contributes towards the goal of inclusive societies and global citizens
- Demonstrate awareness of the challenges and complexity of adult migrant education and the skills and knowledge required from the educator
- Demonstrate critical understanding of the impact of the course on the professional development of educators or migrants as well as for migrants themselves
- Understand the ways in which the knowledge and tools can be transferred and shared with other educators and migrants

### **Core readings**

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### **Additional reading**



Atallah, H.; Aubarell, G.; Insalaco, E.; Elshaarawy, A.; Mahmoud, B. (2014). *The Anna Lindh Education Handbook Intercultural Citizenship in the Euro -Mediterranean Region*.  
[https://www.annalindhfoundation.org/sites/annalindh.org/files/documents/page/education\\_handbook\\_en\\_0\\_0.pdf](https://www.annalindhfoundation.org/sites/annalindh.org/files/documents/page/education_handbook_en_0_0.pdf)

European Parliament/Directorate General for International Policies of the Union/Policy Department: Structural and Cohesion Policies/ Culture and Education, 2008. Intercultural Education in Schools. IP/B/FWC/2006-169-Lot2-C01-SC02. PE 405.392.  
[http://www.europarl.europa.eu/RegData/etudes/etudes/JOIN/2007/389585/IPOL-CULT\\_ET%282007%29389585\\_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/etudes/JOIN/2007/389585/IPOL-CULT_ET%282007%29389585_EN.pdf)

Jääskeläinen, L.; Kaivola, T.; O'Loughlin, E.; Wegimont, L. (2011). "Becoming a Global Citizen". *Proceedings of the International Symposium on Competencies of Global Citizens* Espoo, Finland, 5-7<sup>th</sup> October 2011. FNBE THE Finnish national board of education, GENE Global education network Europe. [https://gene.eu/wp-content/uploads/Gene\\_SymposiumEspooFinland2011BecomingAGlobalCitizen-FinalDraft.pdf](https://gene.eu/wp-content/uploads/Gene_SymposiumEspooFinland2011BecomingAGlobalCitizen-FinalDraft.pdf)

Leslie, A. (2009). "Sustainable communities: the role of global citizenship education". *POLIS Journal*, Vol.2, Winter 2009, University of Leeds.  
<https://pdfs.semanticscholar.org/efca/236a717e1e46a9503b83187c94b1befac8c.pdf>

Morgan, J. (2016). Reshaping the role of a special educator into a collaborative learning specialist. *International Journal of Whole Schooling*, 12(1), pp. 40-60.  
<https://files.eric.ed.gov/fulltext/EJ1095368.pdf>

Schwartz, M.; Birot-Salsbury, A.; Beaumont, A.; Y.B. Roosmets, V. (2016). *Coloured Glasses: Manual for Intercultural and Global Citizenship Education*, EEE-YFU  
[https://www.obessu.org/site/assets/files/1983/coloured\\_glasses\\_manual\\_2016\\_final\\_2.pdf](https://www.obessu.org/site/assets/files/1983/coloured_glasses_manual_2016_final_2.pdf)

Silva, M. C.; Cabezudo, A.; Christidis, C.; Demetriadou-Saltet, V.; Halbartschlager, F.; Mihai, G. (2012). *Global Education Guidelines Concepts and Methodologies On Global Education For Educators And Policy Makers*. <https://rm.coe.int/168070eb85>

## Additional resources

### Classroom activities and games

Barbarash, L. (1999). *Multicultural Games*. Champaign, IL: Human Kinetics Press, 1999. 75 games from 43 countries or cultures.

Bell, R. C. (1979). Board and Table Games from Many Civilizations (Rev. ed). New York: Dover. 182 board and tabletop games.

Berne, Eric (1964). Games People Play. New York: Grove Press

Donna M. Stringer and Patricia A. Cassidy, 52 Activities for Improving Cross-Cultural Communication. Boston: Intercultural Press, 2009.

Orlando, L. (1999). The Multicultural Game Book (Grades 1-6); New York: Scholastic. 70 traditional games from 30 countries.

Sivasailam "Thiagi" Thiagarajan with Raja Thiagarajan, *Barnga: A Simulation Game on Cultural Clashes*, Boston: Intercultural Press, 2006

### **For anti-racist education**

The Anti-Racist Educator <https://www.theantiracisteducator.com>

Briefing: Anti-racist education, December 2018. The Educational Institute of Scotland. <https://www.eis.org.uk/Content/images/Equality/AntiracistBME/Updated%20Dec%202018%20-%20EIS%20Briefing%20-%20Anti-Racist%20Education.pdf>

Addressing Inclusion: Effectively Tackling Racism in Schools <http://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

Celebrating Difference: Exploring Stereotypes and Anti-Racism [https://static1.squarespace.com/static/5b602e3a8ab722cbfa307afa/t/5c4eef0342bfc120279b078a/1548676873246/22391\\_RESPECTME\\_REDCARD\\_V4.pdf](https://static1.squarespace.com/static/5b602e3a8ab722cbfa307afa/t/5c4eef0342bfc120279b078a/1548676873246/22391_RESPECTME_REDCARD_V4.pdf)

### **Erasmus+ projects**

<https://reinclusion.eu/>

<http://www.erasmus-talking.eu/>

<http://inter-move.eu>

<http://win.radar.communicationproject.eu/web/>

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