



# moonlite

MOOCs for Social Inclusion & Employability

## **Exploiting MOOCs for Access and Progression into Higher Education Institutions and Employment Market**



[www.moonliteproject.eu](http://www.moonliteproject.eu)



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# 1 Introduction

This report summarizes the conceptual and methodological approach of the MOONLITE consortium to output 3 as well as the research and practical results and recommendations for Higher Education Institutions (HEIs): *Exploiting MOOCs for Access and Progression into Higher Education Institutions and Employment Market* of the MOONLITE project. MOOCs are online courses designed for large numbers of participants, can be accessed by anyone anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online for free (Mulder & Jansen, 2015). Within this report, a specific focus is put on *how* and *why* various scenarios that address students' and refugees' skills development are put into practice.

## 1.1 Objectives of the MOONLITE project

The MOONLITE project aims at developing cross-national cooperation to explore larger-scale uptake of MOOCs in Europe. While the offer of MOOCs increases, it remains (1) unclear *how* the skills acquired via those MOOCs are recognized and (2) *how* those MOOCs can be used to enhance skills needed by disadvantaged populations to foster their social inclusion. The first output of this project aims at exploring these two research questions and via the collaboration of four HEIs (UW, ESCP EUROPE, LNU and UNED) to implement scenarios and run pilot-projects. We refer to scenario in this report as a conceptual pathway that uses online learning in order to enhance social inclusion and employability. Hence, this output presents best practices that are described in great detail to ensure their transferability and possible adaptations to other HEIs. The roles of the different actors (HEI management board, teaching staff, refugees' stakeholders, learners) are carefully described so that our audience can understand how those actors should be involved for the implementation of such pilot-projects. Finally, the report emphasizes the challenges and benefits of different scenarios. It ends with the description of further possible pathways that can be taken to recognize skills developed via online learning.

As such the MOONLITE project encourages the use of online learning to

- Widen and improve the HEIs teaching for registered HEI students;
- Create new educational pathways for refugees/migrants and;
- Build entrepreneurial and language skills among those two groups.

## 1.2 Conceptual approach

The MOONLITE consortium first started to explore the target groups of the project. A specific attention was put on refugees and migrants as these populations have been changing and increasing dramatically in some European countries - the United Nation High Commissioner for Refugees (UNHCR) declared that the number of people uprooted in the world reached 66 million in 2016, which represents the highest number in seventy years (Edwards, 2017). Therefore, a prior exploration of *who* are the refugees and migrants in Europe was conducted to gather knowledge on refugees' and migrants' specific living conditions, status, needs and challenges. The findings are reported on Annex 2. Secondly, the concepts of employability and entrepreneurship have been investigated to understand the extent to which they relate to students and refugees/migrants. The concept of being employable and developing entrepreneurship skills seems to be crucial in some HEIs and European societies. However, could we assume that it is a possibility (feasibility and willingness) for refugees or migrants to set up a business in Europe? We explored this question via interviews with refugees' stakeholders and the results showed that the opportunity of entrepreneurship is a valid opportunity for refugees but they might encounter several obstacles (e.g. financial, insurance) while setting up a business (see Annex 7 and Online Recording [here](#)). The results showed that because refugees arrive in Europe with already a set of skills and expertise, creating a business is a good solution for them as it enables them to use their skills. However, they are likely to need further skills to be able to set up a business in their host country (e.g. language fluency, familiarity with legal and tax rules, mastering of entrepreneurship, business and commercial techniques, financial support). Online learning provide a good option for the development of further skills because refugees have several daily mandatory meetings in their welcome countries, which might make it difficult for them to attend courses on campus. Furthermore, MOOCs offer free and open access, hence they should facilitate skill and knowledge development needed for refugees to fully immersed in their host country.

Semi-structured interviews have been conducted with refugees' stakeholders in order to deepen our understanding on the general knowledge and skills' needs of refugees and current situation in Europe. The results are presented in Annex 7. These showed that online learning can be suitable to support refugees and migrants. Indeed, online learning is very suitable for refugees as they offer an "easy way to start" (Ronny Röwert, former responsible for academic partnerships at Kiron Open Higher Education), as well as modular and flexible learning

opportunity for newcomers. Online learning courses for refugees should enable refugees to participate in a learning community with interaction and collaboration (e.g. live discussion, group work, tutorial), orientation and IT support (e.g. access to computers and internet). Refugees should acquire knowledge on entrepreneurship, language, the social care system and medical aid and the functioning of the host-countries society (e.g. legal aspects, job market, HE system and local culture) right from their arrival in the host-country, so they can start or continue their professional career as early as possible. Furthermore, language and entrepreneurship are crucial success factors for social inclusion and employability in the host-country. Entrepreneurship should ideally be taught through several complementary online learning units, formed as project-based and interactive modules. Finally, the skills acquired through online learning should be recognized by HEIs, governmental institutions and the job market to create real value for refugees/migrants. Several institutions such as the national or federal ministry for education and the chamber of commerce and industry should be involved in the quality check of online learning courses to ensure that they foster social inclusion and employability. The research findings shed light on the needs for language and entrepreneurship skills within refugees and migrants' group. Hence, further investigations have been conducted to identify MOOCs offering Content & Language Integrated Learning (CLIL) and entrepreneurship that can be found in Annexes 4 and 5.

## 2 Methodology

### *2.1 Top-down vs. bottom-up approach*

The overall aim of the project is to identify routes, resources and methods that will enable refugees and students to fulfil their potential and contribute socially, culturally and economically by exploiting online learning to help them into or through European higher education. This is clearly a novel undertaking and there are as yet no templates or formulae to exploit. Furthermore, the number of partners in the consortium is small in relation to the number of European universities, the national institutional and cultural contexts are widely different and the nature and extent of refugee and student aspirations and ambitions is probably diverse and unstable. These factors argue for a 'bottom-up' approach or what, in research terms, might be called a 'grounded theory', that is making not *a priori* assumptions or speculations or hypotheses about the likely optimal outcome but rather letting these grow

out of the evidence and experiences, drawing on institutional, economic, academic, organizational, demographic, regulatory insights as they arise and using rigorous, transparent and recognized tools and techniques to identify and test themes as they emerge, including and analysing what seem to be the failures alongside the apparent successes.

There were a number of practical constraints in working with a dispersed and remote consortium and working within a tight schedule. One possibility was using inductive approach such as variations of Grounded Theory (see for example, Cohen et al 2002) working face-to-face to undertake linguistic and semantic coding and recoding but scheduling issues meant a remote and asynchronous method was needed and so an online Delphi method (see for example, Skulmoski et al 2007; Hasson et al 2000; Powell 2003) was chosen. This is a method widely used in business, information systems and commercial research to derive a consensus based on the opinions and insights of a handful of experts based on their experience and insights. This broadly reflected the context in which the consortium was working. In line with broadly accepted Delphi practices, an online questionnaire was developed based on the likely factors at work in the implementation of online learning courses for refugees across the various institutional settings. This questionnaire asked respondents, under six different headings, about factors that promoted or inhibited the implementation and asked respondents about the strength of these factors. The collective responses under each heading were then collated to identify the consensus and the outliers and fed back into a second round a week later in order to give respondents the chance to reflect and reconsider, and to respond a second time. There was a third iteration to give the final consensus. Technically responses should saturate (as they did here), meaning further iterations produce no further changes, which was what happened in this case.

## *2.2 Specific objectives on recognition of MOOCs*

MOOCs do not by default imply a better access to the higher education system. Without any formal credits for completion, MOOCs are just in-/non-formal learning. Moreover, access to higher education system requires in addition that those credits do count as part of a formal degree. Gradually we see a shift from producing MOOCs based on regular courses to a mode where open education offering is becoming a part of formal degrees. In this context adequate legislation for regulating open and online education is needed.

As such, the MOONLITE project gives specific attention to this topic and addresses the issue of giving credits to MOOCs – recognizing those credit as part of formal degree education and



making formal degree education more flexible through short learning programs (SLPs). For more details on credentialization of MOOCs, recognition and short learning programs, see Annex 8. Route and methods on credentialization and recognition of different experiences within the MOONLITE partnership are described in section 4. Annexe 6 enriches those with other examples.

### *2.3 Additional focus on cross-institutional collaboration*

MOOCs are opening up a discussion around the unbundling of different educational services. They are seen as part of the unbundling and re-bundling of education. Unbundling means that parts of the process of education are not provided by the university but outsourced to specialised institutions and providers. Online courses in general and MOOCs in particular, are accelerating the process by outsourcing of, for example, marketing, branding, ICT-platforms, exams, learning analytics services, etc. They also offer institutions the opportunity to unbundle the teaching and assessment of their course. This will result in institutions needing to identify new ways of packaging, planning and organising their courses, services and learning support activities. MOOCs could perhaps be embedded into existing face to face courses, or exams could be set by the higher education institution with the responsibility of running and supervising them being delegated to a third party - e.g. testing centres.

In addition, MOOCs are all about scalability. The high production costs for MOOCs and digital education and training in general only break even when a critical mass of learners and efficient cross-national collaboration is reached (economies of scale). Higher Education Institutions chose different strategies to approach the scalability problem. HEI's are sometimes developing MOOCs on their own platforms, but most of the time they seek collaboration at a larger scale. This is the reason why cooperation between institutions, or even at national or European level, is essential. The opportunities to provide scale in learning opportunities and open education is a key reason for this European collaboration. Moreover, it is important to recognize that MOOC development and delivery are best carried out collaboratively, involving interdisciplinary teams across institutions and even countries. There should be adequate recognition and incentives for faculty and institutions to engage in the collaborative design and development of MOOCs (Patru & Balaji, 2016).

Below are different possible pathways on cross-institutional collaboration as described in section 4 with a focus on the perspective of MOOC delivery:

- collaboration between organisation in developing and/or offering a MOOC
- (re-)use of parts of a MOOC outside HEI as a source of learning / learning material
- use of a complete MOOC as part of, or replacement of a complete course within a bigger course or a degree program
- the tutoring / moderation in MOOC is provided by another organisation
- the test and exam of MOOC is provided by another organization (e.g., ProctorU could invigilate student assessment in these courses).
- giving credits to a MOOC (by another HEI)
- recognition of credits earned through a MOOC
- offering MOOCs as part of mobility programmes (with agreements between students and HEIs)
- offering MOOCs as part of short learning programmes / nanodegrees / micromasters

### 3 Scenario implementation and results

The MOONLITE consortium agreed on the following conceptualisation of four different scenarios that could be explored by the HEIs in order to offer online learning to foster the social inclusion and employability of students and refugees:

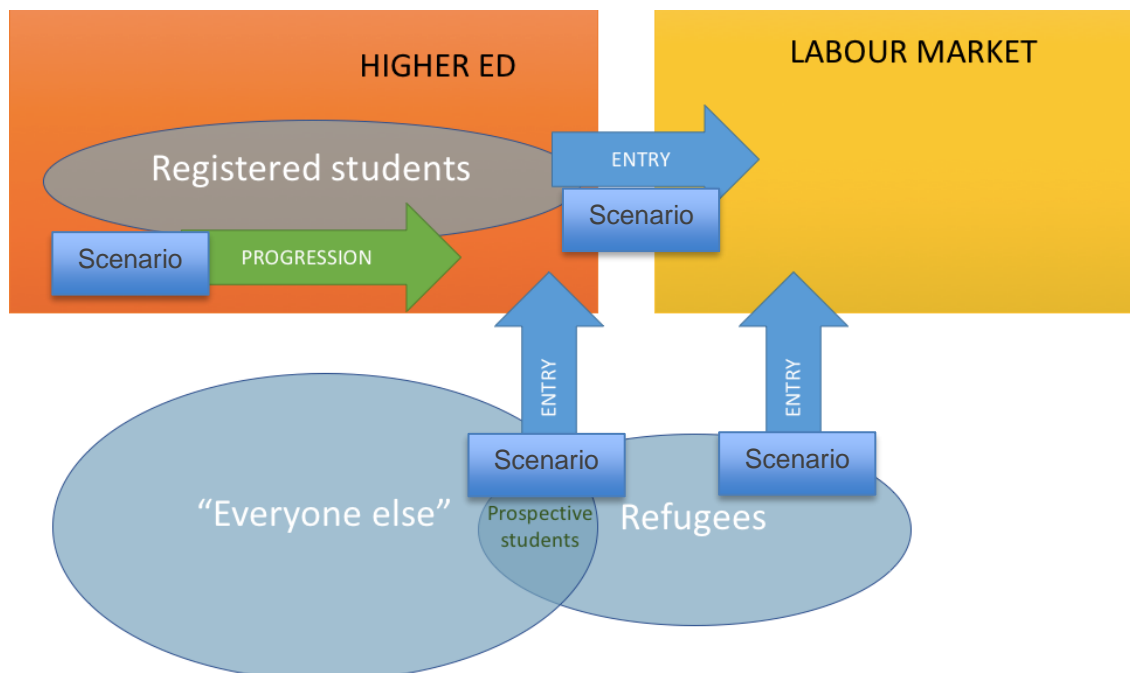


Figure 1: Conceptualization of four possible scenarios to enhance the social inclusion and employability of students and refugees

**Scenario 1:** Online learning is used to enhance the progression of registered students.

**Scenario 2:** Online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to HEIs.

**Scenario 3:** Online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to the labour market.

**Scenario 4:** Online learning is used to enhance skills of registered students and facilitate their access to the labour market.

Nota Bene:

- it is possible that the implemented pathway combines two scenarios (e.g. online learning is used to enhance skills of refugees and/or other individuals and facilitate their access to labour market and HEIs)
- to be validated, those scenarios should propose a recognition system of skills' development/progression (e.g. European Credit Transfer System (ECTS), Accreditation of Previous Learning (APL)).

### *3.1 The Higher Education Institutions*

UNED (Universidad Nacional de Educación a Distancia), UW (University of Wolverhampton), ESCP Europe (ESCP Europe Wirtschaftshochschule Berlin e.V.) and LNU (Linnaeus University) are the four HEIs of this project that worked on the development of pathways to embrace the scenarios described above.

UNED is a renowned university specialized in distance learning in Spain, with high-level of expertise in developing online teaching materials (e.g. MOOCs, support mechanisms).

UW is based in England and has a largely teaching-focused and vocational/professional mission with a large number of inbound international students, delivering courses across three major campuses.

ESCP is a state-recognized academic institution according to German law. It is part of ESCP Europe: a transnational school of higher education with campuses in Germany, France, Great

Britain, Italy, and Spain. Established in 1819, ESCP Europe is the world's oldest business school and has educated generations of leaders and entrepreneurs.

LNU, situated in the southern part of Sweden, is the sixth largest university of the country. The university offers 150 study programs and 2000 courses on two campuses – in Växjö and Kalmar.

### *3.2 The implemented pathways<sup>1</sup>*

The teaching staff of UNED and UW developed and tested “pathways” that promote the social inclusion and employability of refugees. The teaching staff of the ESCP Europe and LNU elaborated and tested pathways that promote the social inclusion and employability of own students.

Specifically, UNED implemented a learning pathway that combines scenario 2 and 3 described above. After several meetings with a selection of Refugee Support Groups (RSGs), NonProfit Organizations (NPOs), foundations and associations, all of which providing assistance to refugees in different forms including the teaching of Spanish, a decision was taken to prepare two MOOCS focusing on the daily needs of migrants and refugees living in Spain. These courses will be developed and undertaken in collaboration with these NPOs. The courses will be developed MOOCs in Spanish with French and Arabic subtitles where needed. Both courses aim to support displaced people, focusing on different aspects of the survival and integration process. They will guide them through the important steps they might need when they arrive in Spain (e.g. going to the doctor, administrative documents). 80 refugees will take part in these MOOCs during 8 weeks, starting from the beginning of September 2018. The following support mechanisms will be implemented to support the learners in their online learning experience: there will be tutoring undertaken by the course facilitators (who will come from the RSGs), activities both of self-evaluation, peer-to-peer activities, reflection fora, synchronous meetings, and external social networks that the students already use. The UNED team decided to develop their own MOOCs, instead of using existing ones, because

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<sup>1</sup> For more details about the implementation of the above described conceptual scenarios, see Annex 9.

they did not find any MOOCs answering the specific cultural and pedagogic needs of the refugees, including videos with Spanish, French and Arabic subtitles.

UW implemented a pathway that addresses scenario 2. However, UW faced a complex context and many obstacles in the implementation of the pathway. Its student population is around 22,000, very largely local rather than national, embracing both urban and rural areas. The possibilities for using MOOCs in the University of Wolverhampton to help refugees in education and employment are the consequence of various national, local, historic and institutional factors.

The UW team identified 8 different MOOCs from FutureLearn on various topics that address the needs of refugees (e.g. English language, academic writing), and developed a flyer to recruit those refugees that might be interested in these MOOCs. The flyer was shared via two channels of communication (online and offline). Offline, social workers from social services helping refugees and student volunteers working individually with refugees gave them the information and opportunity via the flyer. On the flyer, the number of a responsible person for their recruitment was given, so that once the refugees have passed the MOOCs, they can call the responsible person, who would set up a meeting with them to evaluate their skills based on the MOOCs they have taken and find a course to enrol them at the University, based on the skills acquired via the MOOCs. Thus, UW used APL (accreditation of prior learning) procedures to assess and recognise the skills acquired through the MOOCs by matching them with formal conventional courses and granting the corresponding number and level of credits.

The team of LNU chose to implement the scenario 1, including existing MOOCs in campus and online courses. The first student group to test the scenario was German language students in a course on academic writing. The implemented MOOC is provided by the platform Iversity and created by the University of Applied Sciences Münster: Wissenschaftliches Denken, Arbeiten und Schreiben (<https://iversity.org/en/courses/wissenschaftliches-denken-arbeiten-und-schreiben-march-2016>). The MOOC, which is accessible all year round, was included in the regular course module between January and March 2017 and taught in a blended-learning-setting. The workload for the students consisted of eight hours with the MOOC and additional campus meetings. Fourteen students took this course as elective. Because of the success in learning outcome and students' satisfaction, the pilot project was reissued one year later during the same period (January until March 2018) with six students enrolled. A final paper (thesis) is the examination form for this course and is rewarded with

ECTS. In their feedback, the students mentioned that it was useful for their language learning to listen to different German speaking teachers. Furthermore, the structured guiding through different steps of academic writing by filmed lectures in the MOOC, supported learning in their own path. The support of group discussions and feedback in the classroom, monitored by the teacher, was considered essential for the learning success.

A second MOOC focusing on entrepreneurship (Enabling Entrepreneurs to Shape a Better World: <https://open.sap.com/courses/sbw1>), provided by the platform openSAP, was included in an already established online course for Health Science students. The MOOC is taught in English, which was positively seen by the students, who normally study in Swedish. This course runs from April to June 2018. The challenge for the team was to choose one of the many existing MOOCs, which corresponds to the requirements of the syllabus, both in terms of learning content and forms of presentation of learning material, which supplements existing course literature with an international perspective and is scheduled in the corresponding period to the course. A total of 20 students participate in this pilot. The workload with the MOOC is estimated in 25 hours of learning and the following support mechanisms were proposed to monitor the progression of students: work in students groups, online discussions with the teacher and two workshops on campus. Furthermore, their skills will be evaluated with papers and the acquired skills recognized by ECTS.

The team of the ESCP Europe Wirtschaftshochschule Berlin e.V. (ESCP) explored three scenarios described in Annex 9, but could not implement them for several reasons. One scenario aimed at recognizing the prior knowledge acquired by refugees via MOOC-based teaching program (e.g. Kiron Open Higher Education) in order to support their access to the ESCP. A system of assessment of acquired skills and a selection process was developed. However, the ESCP Bachelor program requires living on two or three different campuses in Europe during schooling, which leads to significant costs and requires student mobility that refugees cannot provide. Two other scenarios were aimed at using MOOCs for the progression of ESCP students - one for language learning, the other for elective courses, however very few MOOCs corresponded with the learning outcomes and responded to the expectations of professors. Therefore, we will report on two successful pathways that have been implemented at the ESCP since September 2017 using online courses for the progression of their own students, which are described below and in further details in Annex 9.

At ESCP two pathways have been implemented in accordance with scenario 1 described in figure 1. Since September 2017, about 300 students of the Bachelor program are learning languages through a blended-learning teaching method. For this purpose, the Speexx platform is used, offering listening, understanding and pronunciation exercises. Additionally, a forum has been implemented to support interactions between students on the exercises and learning process. Language learning is crucial at ESCP, because the students study in different countries and partly in the language of the country (for example in Spain, Spanish. The language teachers involved in this learning experience have integrated and used online learning via Speexx for general language teaching in the classroom. In total, students were learning 12 hours in class and about 20 to 30 hours via the online platform. Combining online and classroom learning simultaneously, allows the teacher to assess students' progress during class time. In addition, an assessment of progress is made via the online platform that generates a grade based on student achievement there. Furthermore, a final test prepared by the teacher in class has the purpose of assessing the final language level for every student. The overall grade for the course is made up by 50% of the final grade of the student and the score generated by the platform represents 30% of this final score. The last 20% are based on student attendance and oral participation. This final grade is then translated into the ECTS scale.

This pathway has been implemented successfully and reached 300 learners. However, the feedbacks of the language teachers are not exclusively positive. The teachers want to have more influence on the choice of online learning materials and tools for the students. They report difficulties to integrate the online tool in the regular classroom-based teaching for several reasons. The online courses were too standardized and therefore could not be adapted to their specific audience. For instance, French was taught in the same way to an Italian and Chinese student. Both having no prior knowledge on French language, but, coming from different language families generates different learning problems when adapting to a new language. The students were satisfied with the opportunities to learn online but rated the platform as not enough interactive nor entertaining. This pathway is now being revised by the teaching staff and management board of the ESCP in order to improve it by finding other online means to address students' needs in language development and integrate them smartly in the classroom-based teaching.

The second implemented pathway, according to scenario 1 of figure 1, might answer the difficulties encountered by the teaching staff to integrate the chosen online course in the



classroom-based teaching. This course was entirely based on online teaching and Prof. Martin Kupp, Professor of Entrepreneurship at ESCP Europe, taught the “Digital Transformation” course as part of an online master’s program called EMIB (Executive Master in International Business). The EMIB program is a paid master’s program with the prerequisite for teachers to develop their own course. Approximately 50 hours of work are expected by the teacher to create this online course. The teacher himself was responsible for moderating the e-learning. Student progress was evaluated bi-weekly and individual (or group) comments were given by the teacher. 20 students of various profiles participated in this course. Most of them worked in companies and parallel to their work they wanted to develop their competence in international business and obtain a diploma. For this student group, the online teaching format was very convenient. The students reported good feedbacks about the content and pace of the course. Some challenges and recommendations based on Martin Kupp’s experience are presented in Annexe 9.

### 3.3 Conclusions from the institutional pilot scenarios

The table below summarises the main conclusions from the four partner institutional scenarios presented in annex 9 and relate them to the scenarios presented in section 3 that implemented pathways that promote social inclusion and employability.

Partner / Pathway	Prerequisites for the Pathway	Strengths of the Pathway	Barriers of the Pathway	Cross-Institut. Considerations	Effectiveness for proj. targets
<b>UNED / Scenarios 2 &amp; 3</b>	<ul style="list-style-type: none"> <li>Existing commitment to disadvantaged social groups.</li> <li>Horizontal and vertical freedom.</li> </ul>	<ul style="list-style-type: none"> <li>Institutional support.</li> <li>Integration of RSGs into project team.</li> </ul>	<ul style="list-style-type: none"> <li>No significant barriers.</li> </ul>	<ul style="list-style-type: none"> <li>Refugees and migrants who complete LMOOCs receive 1 ECTS that can be recognized by other institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Since LMOOCs are A1 (some A2) they are more relevant for employment than entering an HEI.</li> </ul>
<b>UW / Scenario 2</b>	<ul style="list-style-type: none"> <li>Existing commitment to disadvantaged social groups.</li> </ul>	<ul style="list-style-type: none"> <li>Processes for accrediting previous learning already exist.</li> </ul>	<ul style="list-style-type: none"> <li>Not possible to develop MOOCs in house.</li> </ul>	<ul style="list-style-type: none"> <li>Since the MOOCs used come from FutureLearn they could be recognized by other HEIs in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>Difficult to track results since the MOOCs are external.</li> </ul>
<b>LNU / Scenario 1</b>	<ul style="list-style-type: none"> <li>Familiarity with technical solutions for education has helped.</li> <li>LNU already supports refugees and offers course validation.</li> </ul>	<ul style="list-style-type: none"> <li>Close contact with management.</li> <li>Willingness to add the use of MOOCs to the university’s agenda.</li> </ul>	<ul style="list-style-type: none"> <li>No existing policy on MOOCs.</li> <li>Majority of refugees are unfamiliar with online education.</li> </ul>	<ul style="list-style-type: none"> <li>Too early in the use and recognition of MOOCs to generalize.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates the ease of adding MOOCs to complement existing courses.</li> </ul>



<b>ESCP / Scenario 1</b>	<ul style="list-style-type: none"> <li>Existing commitment to quality education and digital skills.</li> </ul>	<ul style="list-style-type: none"> <li>Institutional support.</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty finding existing MOOCs.</li> <li>Need to study in different countries.</li> </ul>	<ul style="list-style-type: none"> <li>Existing MOOCs from other HEIs or Kiron are recognized.</li> </ul>	<ul style="list-style-type: none"> <li>Different forms of online learning has reached a significant number of students.</li> </ul>
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As can be seen in the table, there has been considerable institutional support for the project objectives of helping refugees and migrants use MOOCs for social inclusion and employment. There has also been some difficulties present at most institutions and the results of cross-institutional recognition is somewhat limited due to the early stage in which the recognition, certification and accreditation of MOOC-based education finds itself.

For HEIs wanting to apply the work undertaken in this project, to their own institutional context, the different scenarios explored here should provide some valuable insights.

## 4 Practical recommendations for using online courses to enhance access and progression into HEI & employment market

The different pathways, outlined in Figure 1, present different challenges to the HEI's, in terms of familiarity with working with MOOCs/online courses by both teachers and students; teaching capacity - e.g., how much manpower teachers can invest in the course modules; or technical equipment. Furthermore, the creation of online content requires expertise in the field of online pedagogy. The easiest way to start seems to be the integration of existing MOOCs or other online courses in already existing face-to-face courses. As the pilot example from LNU demonstrates, the teachers and students were most satisfied with a blended-learning setting. This allows students a certain flexibility on how to acquire the learning, while still granting them privileged moments of face-to-face exchanges in class, which facilitates the monitoring and evaluation of student progress by the teachers. In addition, integrating MOOCs into the learning environment will involve a variety of up-to-date learning material and new forms of testing e.g., with quizzes. However, due to several reasons – e.g. the narrow timeframe of the MOONLITE project, the complexity of administrative processes necessary to support new forms of evaluation at Universities, the lack of infrastructure and low experience of some project teams - it was difficult to establish new forms of examination,

evaluation and recognition learning acquired through MOOCs. Integrating MOOCs in existing courses and by that, creating best practice examples, is a first step on which to build upon in the future.

Reflecting on the implemented scenarios, what seems essential, regardless of the pathway chosen, is to involve the teaching staff at an early stage in (1) the choice of the online platform and / or (2) the creation of the content to be broadcasted online. In addition, it seems essential that teachers are aware of the digital use and aspirations of the university in this field. Teachers' acceptance of new pedagogical methods enhances when they are trained and familiar with these processes and new teaching methods. To this extend the project Erasmus+ ReOpen offers great inspiration for staff training on open education.

In order to design an online course for refugees and migrants it is crucial to conduct an exhaustive needs analysis (with questionnaires, interviews and face-to-face workshops) with the support groups to collect their views, experiences and expertise with regard to the situation and educational needs of displaced people in the local and national contexts, along with the advantages and disadvantages of online learning for these collectives. Such interaction with these groups can be very valuable for a couple of reasons. Firstly, it is possible to get first-hand information on the realities of the sociocultural, technological and educational context in which the refugees and migrants find themselves. Secondly, since quite often it is the support groups who are actually working with these displaced people, then they are in the best position to be able to help identify which type of courses are more appropriate. Thirdly and finally, the support groups usually have teachers who can help not only in the course design and development of content and activities, but also can act as facilitators and teachers once the course is running.

Equally crucial is to involve the refugees and migrants themselves in the needs analysis process, since they can give their perspectives on the real needs for displaced people. By collaborating with the support groups first, it is easier to reach the affected people and be treated with less suspicion.

Finally, an in-depth literature review on the specific criteria underlying online learning for refugees and migrants should be performed, together with a similar review of the results of other projects already done in this area.

### 5.1. Intervention Guide for the use of MOOCs

When considering how to develop an intervention guide for the use of MOOCs to foster social inclusion and employability of students and refugees, the following should be taken into account:

1. Identify your asset (e.g., pedagogical expertise in creation of online learning materials, motivation and open-mindedness from teaching staff and management board to new teaching methods in general and online learning in particular; and involvement of teaching staff in social causes);
2. Identify two to three possible scenarios that could potentially be implemented in your HEI based on your asset;
3. Meet stakeholders of your HEI to present and discuss the scenarios;
4. Contact and set up necessary arrangements (e.g., with MOOC provider, refugees' stakeholders) for the implementation of the chosen scenario(s);
5. Inform, prepare and train your teaching staff for the scenario;
6. Recruit learners (e.g. via refugees' stakeholders);
7. Develop support mechanisms, both technical and pedagogical – how to make the online course interactive enough to capture the attention of your learners? (e.g. set up a forum, live meeting...);
8. Launch the pilot project;
9. Evaluate the pilot project (via feedbacks from the learners, the involved teaching staff and the management board).

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## 6 Annexes

### ANNEX 1: Introduction to MOOCs

MOOCs are online courses designed for large numbers of participants, can be accessed by anyone anywhere as long as they have an Internet connection, are open to everyone without entry qualifications and offer a full/complete course experience online for free (Mulder & Jansen, 2015).

MOOCs are offered online only, providing massive and open learning opportunities for all, promoting engagement in the knowledge society. It should be noted that whilst most MOOCs are offered at no charge, some are fee-paying (for which credentials might be available). MOOCs can be seen as a form of open education offered for free through online platforms. With MOOCs, open education meets online education, and vice versa. With MOOCs, with their massive dimension, the important digital innovation is related to the scalability of many educational services.

A MOOC differs from a “regular” online course in at least four aspects:

- It is designed for, in theory, an unlimited number of participants and as such is related to the scalability of the education service provider.
- It is accessible at no charge.
- It requires no entry qualifications.
- All elements of the course provision are provided fully online

Investments in and the uptake of MOOCs are more and more significant worldwide. Class Central reported this in 2017, 78 million students registered for over 9,400 courses developed by over 800 universities. MOOCs are here to stay and they are becoming an increasingly important part of our educational system. Consequently, a considerable number of people see MOOCs as a serious option in their (continuous) education. Not only do MOOCs increasingly provide the right training, the right skills and the right support, MOOC users already perform very well during job interviews.

Several independent European studies conclude that European Higher Education Institutions (HEIs) are strongly involved in MOOCs (>40%) and are using MOOCs to innovate their education offering to flexible learning opportunities next to increase their institutional

visibility. These studies also indicate that European HEIs seem to be in favour in keeping those massive courses for free, much related to the social inclusive dimension of European higher education system. A large percentage offer MOOCs at their institutional or regional/national platforms. A majority also agrees that it is essential to offer formal (ECTS) credits next to more informal certificates like for example a certificate of participation and that these formal credits should be recognized in formal bachelor/master programs of the institution that offers the MOOC.

But MOOCs are not only an instrument for educational institutions – essentially, they are related to goals at a general societal level (e.g., increasing access to education), at a regional level (enhancing the circulation of knowledge relevant for local society), and at a learner's level. MOOCs are part of the long history of university extension, open education and widening participation initiatives that have sought to extend access to (higher) education (see for example UNESCO-COL publication by Patru & Balaji, 2016). MOOCs, and open education in general, are providing new learning opportunities for millions of people. In addition, MOOCs are a significant innovation in (higher) education.

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## ANNEX 2: Concept of migrant versus refugee and the related legal challenges

Content:

- 1 Refugee / Migrant definitions (in general)
- 2 Kinds of Refugee
- 3 Insights about the situation of refugees in European countries
  - 3.1 Spain
  - 3.2 Sweden
  - 3.3 United Kingdom
  - 3.4 Germany

### 1 Refugee / Migrant definitions (in general)

According to the United Nations High Commissioner for Refugees (UNHCR) the main difference is:

- **Refugees** leave because of political reasons, of the threat of persecution and cannot return safely to their countries unless there is a change in the situation.
- **Migrants** leave their country voluntarily to seek a better life for economic/financial or personal reasons. If they come back to their country they will continue to receive the protection of their government (UNHCR, 2007).

Legal definition of refugee: **A refugee is a person who “owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country, or to return there for fear of persecution”** (1951, Convention relating to the Status of Refugees and 1967 Protocol).

- Entitled to receive ‘**international protection**’ given by “properly functioning government”.
- The act of **crossing a border is one of the key triggers** for setting the machinery of ‘international refugee protection’ into motion.

“In UNHCR we say ‘refugees and migrants’ when we refer to movements of people by sea or in other circumstances, where we believe that both groups may be present. **We say ‘refugees’ when we refer to people fleeing war or persecution, who have crossed an international**

**border. And we say ‘migrants’ when we refer to people who move for reasons not included in the legal definition of refugee. We hope others will do the same. Choosing the right words is important”**

(UNHCR, 2015: <http://www.unhcr.org/news/latest/2016/7/55df0e556/unhcr-viewpoint-refugee-migrant-right.html>).

The IOM (International Organization of Migration) 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; or (4) what the length of the stay is.** IOM concerns itself with migrants and migration-related issues and, in agreement with relevant States, with migrants who are in need of international migration services. (IOM, 2011).

Despite the legal definitions, there is a lot of ambiguity about migrants/refugees because of restrictive refugee and migration legislations, sometimes due to political interests. There is a concept called “asylum-migration nexus”. **International migration is a very wide umbrella concept because it includes very different profiles: displaced or refugees; people looking for jobs with little qualification; workers with high qualification looking for better jobs; retired people changing their place to live, etc.**

## *2 Kinds of Refugee*

(IOM, 2011: <http://www.epim.info/wp-content/uploads/2011/01/iom.pdf>)

- **De facto refugee-** Persons not recognized as refugees within the meaning of the UN Convention Relating to the Status of Refugees, 1951 and Protocol 1967, and who are unable or, for reasons recognized as valid, unwilling to return to the country of their nationality or, if they have no nationality, to the country of their habitual residence.
- **Refugee in orbit:** Refugees who, although not returned directly to a country where they may be persecuted, are denied asylum or unable to find a State willing to examine their request, and move or are moved from one country to another in a search of asylum.
- **Refugee in transit:** Refugees who are temporarily admitted in the territory of a State under the condition that they are resettled elsewhere.



- **Refugee *sur place/in situ*:** Persons who are not refugees when they leave their country of origin, but who become refugees (that is, acquire a well-founded fear of persecution) at a later date. Refugees *sur place* may owe their fear of persecution to a coup d'état in their home country, or to the introduction or intensification of repression or persecutory policies after their departure. A claim in this category may also be based on bona fide political activities, undertaken in the country of residence or refuge.
- **Refugee *prima facie*:** Persons recognized as refugees, by a State or UNHCR, on the basis of objective criteria related to the circumstances in their country of origin, which justify a presumption that they meet the criteria of the applicable refugee definition.
- **Refugee mandate:** A person who meets the criteria of the UNHCR Statute and qualifies for the protection of the United Nations provided by the High Commissioner, regardless of whether or not he or she is in a country that is a party the 1951 Convention or the 1967 Protocol, or whether or not he or she has been recognized by the host country as a refugee under either of these instruments.
- **Refugee status determination** is the process (conducted by States and/or UNHCR) to determine whether an individual should be recognized as a refugee in accordance with applicable national and international law.

### *3 Insights about the situation of refugees in five European countries*

In order to explore scenarios using MOOCs to promote the inclusion of refugees in Spain, Germany, Sweden and England, we have studied in more detail the legal context of these four countries with regard to the status of migrants and refugees and the challenges related to it.

#### 3.1 Spain

##### **For refugees:**

- In 2015, Spain dealt with nearly 15,000 asylum seekers, the highest number ever registered. Nevertheless, only 31% of the applications were resolved and the refugee status was awarded to only 220 people and subsidiary protection was given to 800 people<sup>[MO1]</sup>. Of 3,420 applications, 2,220 were denied. The average in Europe was around 50%. (2016 Report from CEAR [Spanish Commission of Help to Refugees])
- Profile:

Syria (5,724) / Families with minors

Ukraine (3,420 applicants)/ Families and single men

Palestine (809 applicants), some coming from Syria.

Algeria (675 applicants)/ Young men without family

Venezuela (596 applicants)

Morocco (409 applicants)/ Reason of persecution for sexual orientation and mixed marriages with people from Syria.

Others: Dominican Republic, China, Mali, Nigeria...

One important aspect to consider in Spain is that those whose application is denied become undocumented immigrants. In this situation, they have two options: to go to other European countries to look for a job; or to stay in Spain and try to accumulate time, surviving through the solidarity of friends, associations, etc. and working in very poorly remunerated jobs until they can prove 3 years of life in Spain at which point they can apply for what is called “arraigo residence”, which is sometimes very difficult to achieve. They leave the “refugee circle” and enter into the “immigrant circle”.

- Asylum Office in Spain: OFICINA DE ASILO Y REFUGIO (OAR)
- Process in Spain to apply for asylum:

Law: “Law of asylum” (Ley 12/2009, de 30 de octubre), regulation of right to asylum and subsidiary protection. First law in 1984 and amended in 1994 and 2009. Apparently with more difficulties, like the limitation of the right to nationalities not included in European Union.

In Spain, ACNUR (UNHCR in Spain) is informed about every asylum application, has access to the applicants, can be present at the interviews with the applicants, and can write a report.

The red card is the document that identifies the person as an applicant and that authorizes him/her to stay provisionally in Spain while their applications are processed.

Rights of asylum applicants in Spain:

- Be documented as an international protection applicant.
- Free legal advice and interpreter
- Communication of his/her application to UNHCR in Spain

- Cancellation of any process of devolution, expulsion or extradition
- Knowledge/access to the content of the file at any moment
- Health assistance
- Reception of specific social services/help

#### Obligations:

- Cooperate with the Spanish authorities in the procedure of application
- Present as soon as possible any element/document (included his/her declaration) that may help the application
- Provide fingerprints, agree to be photographed and have their declarations recorded (informed previously).
- Inform about their place of residence/home address and any change
- Inform or appear when the authorities require them for any circumstance related to their application.

#### Education:

- Obligatory integration courses: They don't have to complete any obligatory course, but every center has their own Spanish language course. The official reception centers (CAR) offer 2 hours every day, this course is "compulsory" as an internal rule, but every center is independent. The objective is B1 because this is what is demanded but the reality is different, as normally they reach A2 because 6 months is very little time, even more so when considering the stressful situation they are experiencing. When they leave this center, they can continue their Spanish lessons in other centers.
- Primary and secondary school: All children of asylum seekers have the right to education and they are integrated in the same classroom as the other children.
- Higher education is accessible for everyone but there are issues for diploma recognition, because asylum seekers have the same rights as any foreign students. It is different for those who reach the status of refugee.

#### Right to work:

- Asylum seekers (with the right to stay in the country but without a residence permit): First they have to legalise their situation and get the red card, then after 6 months they

renew this card and have the right to work. This is an automatic process and therefore for the first six months they cannot work.

- There is no geographical or area/activity restriction. This authorization doesn't say if they can work as hired hand or in self-employment, but the latter is not recommended because they have a very unstable situation.
- Many Syrians and Palestinians start businesses (restaurants, shops etc) or import/export products between their countries of origin and Spain. Most of the population in their countries work as traders.

If the asylum application is denied, the authorization to work expires.

- Those who reach the status of refugee get the same rights as immigrants with long term residence, because this status is for 5 years. They can apply for nationality after 5 years and the years of the asylum application process are included. Then they receive the same rights and responsibilities as Spanish citizens and can work as an employed or self-employed person.

However, it is important to consider that most of these people receive subsidiary protection, not asylum.

- Those who are given refugee status get the same rights as immigrants with long term residence, because this status is for 5 years. They can apply for citizenship after 5 years and the years of the asylum application process are included. Then they receive the same rights and responsibilities as Spanish citizens and can work as an employed or self-employed person.

RED ARIANA (Ministry of Work and Migration and European Social Fund): Program of Laboral Integration for asylum seekers and refugees.

Language requirements for study/work:

In the universities or occupational studies they have to do a test and obtain B2/C1.

This depends on the company, normally in the hospitality sector they require an A2 level, but others require a B1/B2 and fluent Spanish. They don't normally ask for a certificate, it is enough if they do well in an interview.

Starting a business:

They have the same rights as a regular citizen, but in the state public centers for refugees they don't recommend this process to asylum seekers because they don't know where they are going to be in 6 months.

For refugees there are some entrepreneurial programs: Economistas sin fronteras.

The requirements to start a business depend on the region and the local government, and on the kind of business they want to start. The main issues are the bank guarantees.

Financial support:

Asylum seekers receive economic assistance from their arrival and for 18 months through the Spanish Welcoming and Integration for asylum seekers and beneficiaries of International Protection System (reception centers, NGOs). This consists of 3 phases:

1. Reception (6 months or 9 months in extraordinary cases with vulnerable groups): in the reception centers the food and lodging expenses are provided. Also asylum seekers are given a monthly amount for transportation, personal expenses, education/training, etc.
2. Integration. NGOs cover rent and living expenses.
3. Autonomy. NGOs offer funding as necessary.

The asylum seekers also receive social and psychological support, depending on every particular case.

**For migrants** (Policy and issues):

The policy of integration of immigrants carried out by the Spanish General Secretariat of Immigration and Emigration and in its field, the General Migration Directorate, aims to promote the full integration of foreigners in Spanish society, within a framework of coexistence of identities and cultures with no limit other than respect for the constitution and the law. In this regulatory framework and with the main objective of strengthening social cohesion, the Council of Ministers approved the Strategic Plan for Citizenship and Integration 2011-2014.

Right to work:

- Initial application/authorization for temporary residence and work permit/ paid employment:

This is an authorization of temporary residence and work for employing a person who is not a resident of Spain.

Documentation to be provided: Copy of the documentation accrediting the training and, if applicable, the professional qualification legally required for the exercise of the profession.

- Application for initial authorization of temporary residence and self-employment/start a business:

Documentation to be provided: Copy of the documentation accrediting the training and, if applicable, the professional qualification legally required for the exercise of the profession, a description of the work/project to be performed and sufficient proof of sufficient subsistence resources.

Migrants and refugees have the same language requirements when applying for employment.

Right to education (Spanish Law):

- All foreigners under the age of eighteen have the right to education under the same conditions as Spaniards, a right which includes access to basic education, free and compulsory education, to obtain the corresponding academic degree and access to the public system of scholarships and grants.
- In the case of children's education, which is compulsory, public administrations will guarantee the existence of a sufficient number of places to ensure schooling of the population that requests them.
- **Resident foreigners shall have the right to education of a non-compulsory nature under the same conditions as Spaniards**, in particular, shall have the right to access the levels of education and education not provided for in the preceding paragraph. Public authorities will promote resident foreigners' education for their better social integration, with recognition and respect for their cultural identity. Resident foreigners may access the performance of educational activities or scientific research in accordance with what is established in the current regulations.

If a person from outside the European Union wants to study in Spain they must be prepared to face quite a few difficulties:

The first one takes place in the consulate of their country. There, it is required to show proof of admission to university and, in some cases, the payment of the course fees, before granting the pertinent visa. In addition, students must provide evidence of financial stability before leaving. Once in Spain, the biggest obstacle is access to a home and the processing of the residence permit.

There are many foreign students who, after spending a few years in Spain in this situation, decide to stay in the country. In these cases, the immigration regulations establish a mechanism to modify their student permit (permission to study) to a residence permit (residence authorization and / or work).

The modification process involves a series of requirements: proof that the student has not been awarded a scholarship or public or private aid in their country of origin; that their study period has been appropriately spent; and proof that their student status has been held for at least three years.

### 3.2 Sweden

#### **For refugees:**

The Swedish Migration Office is responsible for the asylum procedure and provides asylum seekers accommodation and money for food. In 2017, around 2,000 people came to Sweden every month to apply for asylum. Most of them come from Syria, Iraq, stateless people, Afghanistan and Albania. According to Swedish law, a decision should be made in the asylum procedure after nine months, but in practice the procedure lasts longer up to one and a half years. Finally, when a refugee is granted a residence permit in Sweden, the immigration service grants compensation to the municipalities and provincial councils from the state. If the application of an asylum seeker is rejected, the migration authority will be actively involved in the process to ensure that the person leaves the country.

- Asylum seekers have access to the Swedish health system at a reduced patient fee.
- Financial compensation: The immigration authority grants a daily allowance if the applicant has no resources of their own. The benefit is currently 71 SEK / day for single adults, 61 SEK / day for adult with partner and 37-50 SEK/ day / child. The

daily allowance covers all costs, e.g., food, clothing and shoes, health and medicine, dentistry and hygiene products.

- Asylum seekers can choose to stay in their own home or in homes provided by migration board. No compensation is paid for own accommodation unless the asylum seekers found work at a place where the migration board does not run homes. Then a housing allowance of 850 SEK / month for families and 350 SEK / month for single persons is paid.
- Asylum-seeking children and children without permission are entitled to pre-school, primary and secondary education on the same conditions as children who live in Sweden. The municipalities are responsible.
- Professional career: The Swedish Public Employment Service conducts an introductory interview with the asylum seeker during the asylum phase. A follow-up interview takes place after receiving the residence permit. Based on the interviews, the interests and the professional background of the person, an introduction plan is prepared to find a job, to get an education or to start a business.
- Language training: Citizen orientation is a course that provides a basic understanding of Swedish society. The course consists of 60 lessons and it is the responsibility of the municipality to give the course. Swedish language courses are organized by the municipalities in SFI schools (Swedish for immigrants). There are also some private companies that provide language training. Some lessons are also online: <https://www.informationsverige.se/Engelska/lara-svenska/Pages/Lara-svenska.aspx>

## References:

<https://www.informationsverige.se/Engelska/Samhalle/Pages/Ny-i-Sverige-2.aspx>

<https://www.migrationsverket.se/English/Private-individuals/Protection-and-asylum-in-Sweden/Applying-for-asylum/Asylum-regulations.html>

## 3.3 United Kingdom

A person given refugee status is normally granted leave to remain in the UK for 5 years, and at the end of that period can apply for Indefinite Leave to Remain. Refugees in the UK do not require a UK visa. Refugees have specific 'Refugee Status' documentation and a UK National Insurance number.



Refugees are currently allowed to work in the UK.

This means that registered refugees can enter UK HE on the same basis as UK citizens.

### 3.4 Germany

– insights from experts

*“Another legal constraint is the 1-year or 3-year refugee status that people are granted, which means that even if it’s clear people will stay longer, they cannot get bank credit as most loans have a minimum tenure of 5 or 10 years”. (Suhayl Chettih, project manager for Ideas in Motion).*

*“The complications and expenses of the legal process required to found a business (notary, steuerberater, etc) in Germany are also a big constraint. You cannot register a business on your own but actually need to jump through multiple legal hoops in order to found, and in addition to paying all of the legal fees, everything costs extra if your German language skills are not sufficient and you need to hire an official translator.” (Suhayl Chettih, Project manager for Ideas in Motion).* Ideas in Motion create entrepreneurship programs for refugees. Refugees have to abandon their financial support from the state to receive any funding for starting up a business.

*“Refugees have several obligatory meetings during the week that they have to attend (e.g. German classes, etc.), which makes it sometimes difficult to offer them for instance intensive training program” (Phillip Tettenborn, Venture Lab Director at the Do School).* The Do School helps young people and refugees develop their skills and knowledge through several programs, with a specific focus on entrepreneurial programs.

## ANNEX 3: Employability and entrepreneurship

Content:  
1 *Spain*  
2 *Sweden*  
3 *United Kingdom*  
4 *Germany*

Concept of employability and entrepreneurship:

- Appropriateness of “setting up a business” (entrepreneurship) as a realistic option for a sufficient percentage of refugees to make it one of our scenarios (vs. getting a job where there seems to be greatest shortage).
- Focus on only those skills needed to set up a business (do we expect that newly arrived migrants will want to start a new business?)
- Focus on those skills with best opportunities to get a job in Europe = where needs are foreseen (see e.g., Skill shortages and gaps in European enterprises)"

Each university member of this project is located within a different social and legal context with its own idiosyncratic features. The project has to contemplate, therefore, different national specifications.

### *1 Spain*

The professional profile of refugees and migrants in Spain varies greatly and so does their willingness to continue with it in the host country. This changes according to the new opportunities that they are exposed to. The type of occupation that displaced people who come to Spain used to do in their home countries are the following (from largest to smallest percentage):

- manual labour
- administrative work
- commercial

The job/occupational fields are extremely heterogeneous (e.g., computing, business and finances, entrepreneurship, education [both as teachers and university students]).

Refugees who come to Spain are mostly asylum seekers. While they await the asylum decision, they receive a red card that is renewed every six months and it is after the first

renewal that they are allowed to work. This authorization doesn't say if they can work as hired hand or self-employment, but the latter is not recommended because they have a very unstable situation.

Although the refugees' employment expectations seem to become more ambitious as they gain a better knowledge of the host society, they generally have to settle for a level of employment even lower than they had in their home country, such as cleaning, construction and other unskilled manual work. Furthermore, they do not typically work full time (which means more time to look for a job or training, but also less income). They often work in the grey economy, implying short-term work (often for one day), no insurance, very low income, no contract, no legal protection, and general instability.

Displaced people entitled to work tend to undertake work below their qualifications and experience (partly because they do not have certifying documentation). The training offered by the refugee institutions is typically aimed at low-skilled employment (basic gardening, window cleaning, etc.). Higher education is not an option because of their lack of valid credentials (and, therefore, official recognition or validation), the costs, and the difficulties of combining study with an income earning activity.

As a result, some refugees try to start their own business when they have the residence permit (often due to experience of running a small/medium business in their home countries as well as a cultural tradition and predisposition). For example, many Syrians and Palestinians start businesses (restaurants, corner shops, mobile shops, import/export products between their countries of origin and Spain, etc.).

However, for this to happen, they require legal stability (if the asylum application is denied, the authorization to work expires) and specific training (mainly on relevant legal, trading and linguistic and cultural issues). The biggest issues are the bank guarantees (loans).

It is also fundamental for them to have assistance to solve their basic needs (time-consuming activities such as housing, schooling for the children, documentation, etc.) so that they can focus on their job hunting and training.

Interest in further training and formal education grows with stability but it is not seen as an affordable priority at the beginning. As a result, the training courses that they can attend need to be flexible and affordable.

## 2 Sweden

Sweden has a long history of accepting and integrating refugees and immigrant groups from all over the world (from Hungary and Greece in the fifties and sixties, Latin America in the seventies, former Yugoslavia in the nineties and now from the Middle East, Somalia and Afghanistan in recent years). The Syrian crisis in particular led to a large number of refugees arriving in the period 2015-16 but tighter immigration controls and a stricter policy towards refugees has reduced the influx to a very low level today (Spring 2018).

The process of granting residence permits to refugees has proved to be much longer than planned and many people have had to wait up to 2 years for a decision on granting asylum. During this application period, the refugees are not eligible for state supported language training or the right to employment, although various organisations do provide voluntary language training or work practice schemes. The Swedish Public Employment Service invites asylum seekers for an *Introductory interview* during the asylum period (conducted together with the Migration Board). The process of finding a job for the refugee continues with various steps: a *following up-interview* after the residence permit has been received. Based on the survey, the person's interest and professional background an *introduction plan* will be worked out to find employment, get an education, or start a business. Once granted a residence permit the refugees can be admitted to formal 'Swedish for immigrant courses'. Ability in Swedish is a natural prerequisite to employment.

The Swedish public employment service can offer refugees a variety of courses and support services to help them apply for work. An example of this is the service [Support and Matching](#), helping refugees to find and contact potential employers in their desired field and provide language support. Internships can also be offered where applicants can get some basic work experience and the chance to develop the necessary professional language skills. This [introduction programme](#) includes help with the translation of qualifications, assessment and planning the internship. An introduction benefit is also available.

Refugees who are interested in starting their own business can get [support from the public employment service](#), including business start-up information brochures in most immigrant languages, and the opportunity to test ideas and start the planning process. A special website, [Verksamt.se](#), offers full support on all stages of starting a business in Sweden. Furthermore, the national organisation, [Enterprise Agencies](#) (Nyföretagar Centrum), offers an extensive

range of services for people wanting to start a new business. This organisation has a presence in 200 of Sweden's 290 municipalities.

Another route for refugees into employment is the fast track initiative ([Snabbspår](#)) organised by the Swedish public employment service. This involves drawing up a prioritised introduction plan for refugees who have experience or qualifications in prioritised fields in the labour market (eg. teaching, nursing, IT). The fast track involves validation of work experience and qualifications, specialised language training, necessary additional training courses and work experience. The Swedish public employment service coordinates this in collaboration with employers and educational organisations.

Although there is considerable support available, in reality the situation is much more complex. Many of the difficulties outlined in the above section on Spain, also apply to Sweden. Many immigrants from previous periods of influx have either accepted employment at a lower level than their qualifications should allow or have started their own business, often financed by loans from family or from within the immigrant community.

### *3 United Kingdom*

Compared to countries like Germany and Hungary over recent years, the UK does not take large numbers of refugees, and these are mostly nationals from Eritrea, Iran, Sudan and Syria but this changes rapidly depending on the geopolitical situation amongst source nations (mostly MENA) and attitudes and responses amongst intermediate nations.

The situation of refugees is a consequence of a range of political, economic and demographic factors. Probably unlike many host nations in EU, the UK is ethically and culturally very diverse, and many UK nationals are first, second or third generation immigrants from the Indian sub-continent (and thus in many cases may be Muslims); these have largely settled in urban and specifically metropolitan areas and not necessarily the areas where refugees have been temporarily settled.

The large number of voluntary sector organisations involved (and the patchwork of funding initiatives and personnel), the varied ways in which statutory sector organisations interpret and prioritise the responsibilities and the shifting media and political focus and spin means the level and nature of support is fluid and difficult to document and summarise. The focus can often be humanitarian and social rather than educational and economic. Whilst refugees arrive in the UK with uncertain aspirations beyond immediate safety, if they are parents whose

children enter the UK school system, there is an increasing desire to settle and children can lose fluency in their mother tongue especially if its written form is Arabic or some other non-European format.

A person given refugee status is normally granted leave to remain in the UK for 5 years, and at the end of that period can apply for Indefinite Leave to Remain. Refugees in the UK do not require a UK visa. Refugees have specific 'Refugee Status' documentation and a UK National Insurance number. Refugees are currently allowed to work in the UK.

This, however, merely places refugees into a problematic and rapidly changing job market and into alien employment; much training and vocational and professional education are oriented towards formal employment rather than the kinds of livelihoods and economic activity that would have characterised refugees' experiences and expectations in their country of origin.

#### 4 Germany

The following representative quotation gives inspiration for potential scenario in Germany:

*“Alle 20 Stunden entsteht in der Berliner Digitalwirtschaft ein neues Startup – eine Dynamik, die Berlin zum bundesweiten Innovations- und Jobmotor befördert und die Stadt international zu einem der wichtigsten Digitalisierungsstandorte gemacht hat”.* [translation: “Every 20 hours, a new startup is being created in the Berlin digital economy - a dynamic that has made Berlin a nationwide innovation and job engine and has made the city internationally one of the most important digitization sites.”]

([https://www.ibb.de/media/dokumente/publikationen/wirtschaft-in-berlin/kmu-report/kmu-report\\_berlin\\_2016.pdf](https://www.ibb.de/media/dokumente/publikationen/wirtschaft-in-berlin/kmu-report/kmu-report_berlin_2016.pdf))

Some relevant data regarding this case are the following:

- “30% German startup employees are not German citizens. In Berlin, this number jumps to 42%.”
- “DSM start-ups have raised over €1.1 billion in external capital and plan to raise an additional €1.3 billion in external capital over the next 12 months.”  
([http://deutscherstartupmonitor.de/fileadmin/dsm/dsm-16/studie\\_dsm\\_2016.pdf](http://deutscherstartupmonitor.de/fileadmin/dsm/dsm-16/studie_dsm_2016.pdf))

Phillip Tettenborn, venture lab director at the Do School Berlin and entrepreneurship expert, interprets these and other data for their relevance for displaced people: “Whether or not

*entrepreneurship is an option for refugees depends mainly on the legal constraints in my opinion and I do not know if/how refugees can start a business as we are doing programs to bring refugees in employment. If there is a fairly simple way for refugees to start/register a business I definitely think that it is a good option, for example in the hospitality industry (restaurants etc)."*

Suhayl Chettih, project manager of Ideas in Motion, adds the following observation: *"For refugees to start-up a business represents twice more risks than for others as refugees have to give their benefits away to get funding."*

## ANNEX 4: O3 desk research on MOOCs supporting CLIL

Content:

*1 Conceptual Framework*

1.1 Introduction To CLIL

1.2.Characterization of CLIL MOOCs

*2 Existing Success Cases And Underlying Models*

*3 Desk Research on LMOOCs*

**Task:** “Project partners will conduct desk research on the following topics: Existing features in MOOCs that support content and language learning by non-native speakers (such as interactions/ set of learning activities/ accessible tools). Existing open educational offers for disadvantaged groups and refugees in particular”.

**Type of data sought:** “MOONLITE focuses on MOOCs and [other...] openly accessible and participation free-of-cost, full course offers”

### *1 Conceptual Framework*

#### 1.1 Introduction To CLIL

Terminology:

- CLIL (Content and Language Integrated Learning): is used more in secondary and high school levels (bilingual education) but is open to any level of education. It is a term created in 1994 by David Marsh.
- EMI (English-Medium Instruction): is used more in Higher Education and focused only in English.
- CBI (Content-based Instruction).
- CALLA (Cognitive Academic Language Learning Approach).

CLIL definition:

- Content and Language Integrated Learning (CLIL) has become the umbrella term describing learning another (content) subject such as physics or geography through the medium of a foreign language whilst learning a foreign language by studying a content-based subject. In ELT, forms of CLIL have previously been known as ‘Content-based instruction’, ‘English across the curriculum’ and ‘Bilingual education’ (British Council 2006)



- CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to pre-defined levels (Maljers et al. 2010).
- EMI: The use of the English language to teach academic subjects in countries or jurisdictions where the first language (L1) of the majority of the population is not English (Dearden 2014).

#### CLIL Methodology and Advantages:

- CLIL is fundamentally based on methodological principles established by research on “language immersion”, where language is integrated into the broad curriculum and is seen in real-life situations. Fluency is more important than accuracy and errors are a natural part of language learning (British Council 2006).
- In CLIL aspects of good pedagogy are applied in a new manner. Due to the challenges of learning through an additional language, many aspects of good pedagogy require enhanced and detailed scaffolding (Marsh et al. 2012).

According to British Council (2006), some advantages of CLIL are:

- Introduce the wider cultural context
- Prepare for internationalisation
- Access International Certification and enhance the school profile
- Improve overall and specific language competence
- Prepare for future studies and / or working life
- Develop multilingual interests and attitudes
- Increase learner motivation.

On the other hand, these are the most important obstacles (British Council 2006):

- Most current CLIL programmes are experimental. There are few sound, research-based empirical studies, while CLIL-type bilingual programmes are mainly seen to be marketable products in the private sector.
- CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding extra skills from the subject teacher.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence. Current opinion seems to be that language ability can only be increased by content-based learning after a certain stage.

Importance and future of CLIL:

- This kind of approach has been identified as very important by the European Commission and should be a common feature of many European education systems in the future because with the expansion of the European Union, diversity of language and the need for communication are seen as central issues (British Council 2006)

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## 1.2. Characterization of CLIL MOOCs

Research project 1	
<b>Project description</b>	<p>The Institute of Educational Technology research projects: MASELTOV, SALSA and Mobile Pedagogy for English Language Teaching. These projects are based on mobile applications for migrants and international students.</p> <p>‘To increase immigrants’ ability to function in an unfamiliar society by facilitating communication and learning, and by structuring technological supports according to user needs.</p> <p>To change in a positive way immigrants' attitudes and behaviours through technology-mediated persuasion and social networking influence.</p> <p>To take advantage of situation and context to capture user motivation and extend immediate assistance into more structured learning, game-playing, and interaction with other immigrants and the wider community.’</p>
<b>Implications for practice</b>	Incidental learning
<b>Implications for design</b>	Framework intended to be used by designers, rather than the intended target audience
<b>Scaffolding techniques</b>	<p>Modeling (Walqui 2006)</p> <p>Recordings, corrections and input from teacher, re-sharing</p>
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	<p>Achieving inclusion</p> <p>Recordings</p> <p>IT skills</p> <p>Practical skills: find a job, open a bank account etc.</p>
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	<p>External funding</p> <p>Active community: unclear</p>
<b>Certification</b> E.g. is certification available for participants?	Unclear
<b>Reference</b>	British Council (1) <a href="https://englishagenda.britishcouncil.org/sites/default/files/attachments/e485_mobile_pedagogy_for_elt_final_v2.pdf">https://englishagenda.britishcouncil.org/sites/default/files/attachments/e485_mobile_pedagogy_for_elt_final_v2.pdf</a>

Research project 2	
<b>Project description</b>	The French Institute (London, Madrid, Milan) and the Open University UK: French language MOOC ('connectivist model'). This MOOC created CLIL for job-seekers.
<b>Implications for practice</b>	Time pressure, participants could not relate to each other as a group
<b>Implications for design</b>	Usability, accessibility of pages (e.g. locate where to find the information under 3 clicks)
<b>Scaffolding techniques</b>	Developing metacognition (Walqui 2006) Peers feedback Recruiters feedback Intercultural coach feedback The use of IMI (Intrinsic Motivation Inventory)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	Directly linked job seekers to employment agencies and recruiters
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Externally funded, ongoing active community on Facebook and Twitter
<b>Certification</b> E.g. is certification available for participants?	Yes
<b>Reference</b>	The Open University (2) <a href="http://oro.open.ac.uk/41520/1/userdata_documents4_ctb44_Desktop_Beaven9783110420067.4%5B1%5D.pdf">http://oro.open.ac.uk/41520/1/userdata_documents4_ctb44_Desktop_Beaven9783110420067.4%5B1%5D.pdf</a>

Research project 3	
<b>Project description</b>	The Open University, UK: MOOC-CLIL at the GUSCO (Kortrijk) The project offered opportunities for students to follow different classes in non-Dutch languages
<b>Implications for practice</b>	Getting students from their initial language knowledge and digital skills, through a scaffolded approach to increased skills that are validated by the EU. The project combined new and existing pedagogies (e.g. flipped classroom, teacher as guide-on-the-side, language learning, and MOOC).
<b>Implications for design</b>	User centered
<b>Scaffolding techniques</b>	Modeling, developing metacognition, (Walqui, 2006) Self-regulated learning (focus on self-efficacy and motivation)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	Preparation for on-going studies and lifelong learning
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Unclear
<b>Certification</b> E.g. is certification available for participants?	No
<b>Reference</b>	The Open University (3) <a href="https://www.academia.edu/14990931/Increasing_LifeLong_Learning_Skills_for_upper-secondary_students_by_combining_CLIL_and_MOOC_with_teachers_as_guides_on_the_side">https://www.academia.edu/14990931/Increasing_LifeLong_Learning_Skills_for_upper-secondary_students_by_combining_CLIL_and_MOOC_with_teachers_as_guides_on_the_side</a>

Research project 4	
<b>Project description</b>	<p>UCL: International Law Learn about the Law of the International Community, including how International Law is created, applied and upheld in today's world.</p> <ul style="list-style-type: none"> <li>• English (for the online course)</li> <li>• English or French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	<p>Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On- campus for activities: Louvain</p>
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	<p>Building the field Modelling Joint-construction Independent construction (Hammond 2001)</p>
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	<p>‘How, and by whom, international law is made, by whom it must be respected, and how it is applied What happens when binding rules are breached and how is it possible to seek justice in this world’ MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.</p>
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	<p>Not externally funded (unclear) No active community on edX, active community on campus</p>
<b>Certification</b> E.g. is certification available for participants?	Certification (Master’s level)
<b>Reference</b>	EdX (4) <a href="https://www.edx.org/course/international-law-louvainx-louv5x-2">https://www.edx.org/course/international-law-louvainx-louv5x-2</a>

Research project 5	
<b>Project description</b>	UCL: Paradigms of Computer Programming – Fundamentals <ul style="list-style-type: none"> <li>English (for the online course)</li> <li>English or French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On- campus for activities: Louvain
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	Building the field Modelling Joint-construction Independent construction (Hammond, 2001)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	‘The course covers functional, object-oriented, and declarative dataflow programming in a unified framework, with practical code fragments and a simple semantics.’ MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Not externally funded (unclear) No active community on edX, active community on campus
<b>Certification</b> E.g. is certification available for participants?	Certification (BA level)
<b>Reference</b>	EdX (5) <a href="https://www.edx.org/course/paradigms-computer-programming-louvainx-louv1-1x-1">https://www.edx.org/course/paradigms-computer-programming-louvainx-louv1-1x-1</a>

Research project 6	
<b>Project description</b>	UCL: International Human Rights Law International Human Rights Law <ul style="list-style-type: none"> <li>• English (for the online course)</li> <li>• English or French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On- campus for activities: Louvain
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	Building the field Modelling Joint-construction Independent construction (Hammond 2001)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	‘Analyze and comment on key controversies surrounding the development of international human rights law. Use conceptual tools to follow the developments of human rights law’. Be most effective in contributing to the enforcement of international human rights law’ MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Not externally funded (unclear) No active community on edX, active community on campus
<b>Certification</b> E.g. is certification available for participants?	Certification (Master’s level)
<b>Reference</b>	EdX (6) <a href="https://www.edx.org/course/international-human-rights-law-louvainx-louv2x">https://www.edx.org/course/international-human-rights-law-louvainx-louv2x</a>



Research project 7	
<b>Project description</b>	UCL: Communicating Corporate Social Responsibility (CSR) <ul style="list-style-type: none"> <li>English (for the online course)</li> <li>English or French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On- campus for activities: Louvain
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	Building the field Modelling Joint-construction Independent construction (Hammond 2001)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	‘Understand the multidimensional nature and content of corporate social responsibility. Adopt a critical perspective on managerial practices related to societal issues. Stimulate and manage impactful changes in organizations, toward more responsible positions. Reconcile multiple stakeholders’ interests (and understand the importance of doing so), into a clear, persuasive, smart action and communication plan. Recognize the risks of CSR ‘washing’, as well as the opportunities related to a strong CSR communication strategy’ MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Not externally funded (unclear) No active community on edX, active community on campus
<b>Certification</b> E.g. is certification available for participants?	Certification (Master’s level)
<b>Reference</b>	EdX (7) <a href="https://www.edx.org/course/communicating-corporate-social-louvainx-louv12x-1">https://www.edx.org/course/communicating-corporate-social-louvainx-louv12x-1</a>

Research project 8	
<b>Project description</b>	UCL: Ressources naturelles et développement durable <ul style="list-style-type: none"> <li>• French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On- campus for activities: Louvain
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	Building the field Modelling Joint-construction Independent construction (Hammond 2001)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	Analysis of sustainable development challenges related to the natural resource rush MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Not externally funded (unclear) No active community on edX, active community on campus
<b>Certification</b> E.g. is certification available for participants?	Certification (Master's level)
<b>Reference</b>	EdX (8) <a href="https://www.edx.org/course/ressources-naturelles-et-developpement-louvainx-louv4x-1">https://www.edx.org/course/ressources-naturelles-et-developpement-louvainx-louv4x-1</a>

Research project 9	
<b>Project description</b>	UCL: Comprendre la respiration <ul style="list-style-type: none"> <li>French (for the on-campus activities)</li> </ul>
<b>Implications for practice</b>	Fixed day and time for online activities as a potential time pressure Non distributed knowledge production On-campus for activities: Louvain
<b>Implications for design</b>	EdX design
<b>Scaffolding techniques</b>	Building the field Modelling Joint-construction Independent construction (Hammond, 2001)
<b>Relevance</b> i.e. Opportunities for applying this in the context of learning for refugees and migrants	Principles of oxygenation, ventilation, transport and oxygen consumption, air and blood gas diffusion Quantity and quality of oxygenation of a patient Normal and pathological situations MOOC with CLIL content for refugees in collaboration with the NGO Croix-Rouge, Belgium. It aims to re-connect refugees with universities.
<b>Sustainability</b> e.g. externally funded? Requires active community to sustain? etc.	Not externally funded (unclear) No active community on edX, active community on campus
<b>Certification</b> E.g. is certification available for participants?	Certification (Master's level)
<b>Reference</b>	EdX (9) <a href="https://www.edx.org/course/comprendre-la-respiration-louvainx-louv8x-1">https://www.edx.org/course/comprendre-la-respiration-louvainx-louv8x-1</a>

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de Waard, Inge, et al. (2016). "Ensuring Self-Regulated Learning Outcomes with a MOOC & CLIL Project in K-12." *Research Track* 375.

## 2 Existing Success Cases And Underlying Models

Research project 1: Example of MOOC as an output of Erasmus+ Project	
<b>Name and description</b>	<i>Palliative Care MOOC</i> Main Output of the Med&Lang Project (Erasmus+) The open digital educational resources created in several European languages (Dutch, English, French, Italian, Romanian and Spanish) in the field of palliative care meet the requirements of international students and doctors who live in a mobile world
<b>MOOC structure and pedagogy</b>	Simulations of twenty standardized fundamental medical palliative care procedures have been captured in videos, which highlight the basic clinical language and communication skills communication necessary to perform these procedures. The linguistic units based on the videos support the learning/teaching processes through a wide range of online activities. The linguistic units and their online material have focused on and exploited similarities among languages by developing language activities and tasks that support the learning of several languages within similar medical contexts. Students' medical and language learning experience are challenged by encouraging social networking, collaborative learning, peer assistance, communication and student knowledge construction, student empowerment, intercultural knowledge and medical practice.
<b>Reference</b>	Colibaba, A., Gheorghiu, I., Dinu, C., & Colibaba, S. (2016). "The MedLang MOOC Experience: Learning Several Languages within Similar Medical Contexts". In <i>Conference proceedings. ICT for language learning</i> (p. 71). <i>libreriauniversitaria. it Edizioni</i> .

## Research project 2: Example of project combining MOOCs and CLIL in High School

<b>Name and description</b>	MOOC & CLIL Project in K-12 High school project using MOOCs embedded in K-12 classes
<b>Ways that CLIL and MOOCs are being used</b>	The project follows the Self-Regulated Learning journey of 5th grade secondary students enrolled in a one year (2015 –2016) class combining MOOC and Content and Language Integrated Learning (CLIL). In this weekly, two-hour class the 16-17 year old students are increasingly guided towards autonomously choosing and learning MOOCs. The project has two complementary approaches: firstly the practical teaching/learning approach which is rolled out by the teachers at GUSCO school in Kortrijk-Belgium, secondly a research approach which enables a step-by-step evaluation of self-regulated learning (focus on self-efficacy and motivation).
<b>Methodology of the project</b>	In order to do this GUSCO Kortrijk became an official CLIL school which offers opportunities for students to follow different classes in non-Dutch languages (Dutch being the mother tongue of most students). For this project English and French are the chosen languages for CLIL education. Three MOOC-CLIL courses were set up: two in English, one in French. The pilot project runs throughout the 2015-2016 academic year, with a frequency of two hours per week. The project consists of three phases: 1. A groupMOOC phase: A Group-MOOC was chosen by the teachers and offered to the students- 2. A OwnMOOC phase: During this phase the students follow a MOOC of their own choosing 3. A PrepMOOC phase: In the final phase the students are asked to build a project that combines all they have seen.
<b>Reference</b>	de Waard, I., Anckaert, M., Vandewaetere, B., & Demeulenaere, K. (2016). "Ensuring Self-Regulated Learning Outcomes with a MOOC & CLIL Project". in K-12. <i>Research Track</i> , 375.

<b>Research 3: Example of MOOC and CLIL to study English through content</b>	
<b>Name and description</b>	"Exploring English: Language and Culture" by British Council MOOC for learners of English looks at British culture and examines English in use to help you improve your language skills.
<b>MOOC structure and pedagogy</b>	This course is for people who are learning English and who are interested in finding out more about British culture and improving their English language skills. The course will use short videos to present a different topic each week, including English as a global language, the environment, entrepreneurship and literature. Filmed in Great Britain, these videos will help you to develop your listening skills as you watch authentic examples of people speaking English. Our experienced tutor will examine some of the language used in the videos and will draw your attention to useful points that will help you improve your spoken and written English. <u>The course does not follow a language syllabus but takes authentic English in context as its starting point.</u> Short quizzes and discussions will help you measure your understanding and practice your English throughout the course.

	At the end of each week, you will be asked to describe your own feelings and experiences about that week's topic in a short piece of writing.
<b>Reference</b>	FUTURE LEARN: <a href="https://www.futurelearn.com/courses/explore-english-language-culture">https://www.futurelearn.com/courses/explore-english-language-culture</a>

#### Research 4: Example of MOOCs in English for Spanish university students

<b>Name and description</b>	Different MOOCs offered by Spanish Universities in English about technical subjects: Architecture, Law, IT, Biology, etc.
<b>Reference</b>	MIRIADA X: <a href="https://goo.gl/Qj0Tlp">https://goo.gl/Qj0Tlp</a>

#### Research project 4: Example of LMOOC for employability skills

<b>Name and description</b>	The MOOC, Travailler en français ( <a href="https://sites.google.com/site/MOOCtravailleren-francais/home">https://sites.google.com/site/MOOCtravailleren-francais/home</a> ), was a five-week open online course for learners of French at level B1 of the CEFR, and aimed to develop language and employability skills for working in a francophone country. It took place in early 2014 and attracted more than 1000 participants.
<b>MOOC structure and pedagogy</b>	The team selected simple tools that were free to the participants, and that enabled them to work on a synchronous and asynchronous basis. The MOOC platform was a Google site and the course made extensive use of Google docs and surveys; the forum was hosted on Weebly, and we used Blackboard Collaborate for synchronous video-conferences. The activities and tasks were based around freely available resources and tools. The MOOC was structured around five topics: how and where to look for work, the CV, the application letter, getting ready for a job interview, and working in a multicultural team. Each week included a series of specific tasks, although students also made further suggestions about resources or activities, which contributed to making a more dynamic environment. Each week also included two videoconferences, one with a language focus, hosted by a language teacher, and the other centered around the topic of the week, and including the intervention of an expert and employment agencies.
<b>Reference</b>	Bárcena, E. & Martín Monje, E. (2014). <i>Language MOOCs. Providing Learning, Transcending Boundaries</i> . Warsaw: Mouton de Gruyter.



Research project 5: Example of Erasmus + project with LMOOCs	
<b>Name and URL</b>	LangMOOC <a href="https://www.langMOOC.com">https://www.langMOOC.com</a>
<b>Description and aims</b>	<p>The aim of the project is to research the potential of MOOCs in Language Learning, to explore the pedagogical framework of Language MOOCs, to develop a toolkit for the creation and management of Language MOOCs and OERs and to test the use of OERs in language MOOCs in a pilot course.</p> <p>The LangMOOCs project focus is to step up support for language learning and promote multilingualism via the implementation of Massive Open Online Courses for Language Learning. One of the main outcomes of the project, the Language MOOCs toolkit, will include all the innovative methods and tools for the creation, management and evaluation of MOOCs and OERs for Language Learning. Most of the MOOCs are implemented and run by academic institutions. The LangMOOCs project also aims at non-academic institutions and at language teacher and trainers.</p> <p style="text-align: center;"><b>2 of the aims related to MOONLITE:</b></p> <ul style="list-style-type: none"> <li>• enhance the professional development (Provide the possibility for professional training)</li> <li>• promote participation of disadvantaged groups in society</li> </ul>
<b>Reference</b>	<a href="https://www.langMOOC.com/wp-content/uploads/2016/03/REPORT-LangMOOCs-O2-V3.pdf">https://www.langMOOC.com/wp-content/uploads/2016/03/REPORT-LangMOOCs-O2-V3.pdf</a>

Research project 6: Example of Erasmus + project with LMOOCs	
<b>Name and URL</b>	Erasmus+ Online Linguistic Support (OLS) <a href="http://erasmusplusols.eu">http://erasmusplusols.eu</a>
<b>Description and aims</b>	<p>With a total budget of around four million euros, 100,000 Erasmus+ Online Linguistic Support (OLS) licences for language assessments and the same number of licences for online language courses will be available to refugees over a period of 3 years, starting from summer 2016. The goal is to make OLS language assessments and language courses available to refugees on a voluntary basis to facilitate their integration in Europe's education and training systems.</p> <p>After a first language assessment and an introductory lesson to OLS (guided tour), six MOOCs will be available dedicated to refugees, including access to OLS forums and tutoring sessions. The language courses available will include English, German, French, Spanish, Italian, Czech, Danish, Greek, Polish, Portuguese and Swedish. A final language assessment will be available but not compulsory.</p>



Focus on refugees: <a href="http://bruessel.daad.de/medien/bruessel/debiais_sainton_ols_for_refugees.pdf">http://bruessel.daad.de/medien/bruessel/debiais_sainton_ols_for_refugees.pdf</a>
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## References of Research projects:

Colibaba, A., Gheorghiu, I., Dinu, C., & Colibaba, S. (2016). The MedLang MOOC Experience: Learning Several Languages within Similar Medical Contexts. In *Conference proceedings. ICT for language learning* (p. 71). libreriauniversitaria. it Edizioni.

<https://books.google.es/books?hl=es&lr=&id=vJWSDQAAQBAJ&oi=fnd&pg=PA71&dq=CLIL+AND+IT+MOOC&ots=bfH04V0EHS&sig=nNV9Avj-mpdUee7YZpyGgSOK2f0#v=onepage&q=CLIL%20AND%20IT%20MOOC&f=false>

de Waard, I., Anckaert, M., Vandewaetere, B., & Demeulenaere, K. (2016). Ensuring Self-Regulated Learning Outcomes with a MOOC & CLIL Project in K-12. *Research Track*, 375.

<http://www.derby.ac.uk/online/sites/online2/files/proceedings-eMOOCs2016.pdf#page=187>

## 3 Desk Research on LMOOCs

Definition: “Language MOOCs (or LMOOCs) are dedicated Web-based online courses for second languages with unrestricted access and potentially unlimited participation” (Bárcena, E. & Martín Monje, E. 2014).

### Existing LMOOCs

Although the existence of language MOOCs is still considered “neonatal” (Sokolik 2014), more and more platforms are including MOOCs dedicated to foreign language acquisition and including language categories in their search directory. However, proposals for language teaching are few in number compared to other disciplines such as economics, technology or science.

Against the offer of 26 LMOOCs in 2014 (Bárcena & Martín Monje 2014), in a search carried out in February 2017 through one of MOOC's most widely used search engines, MOOC list (<https://www.MOOC-list.com/>) and directly on other MOOC supplier platforms, 87 MOOC languages were found with the following language ratios: English, 34; Spanish, 16; Chinese, 14; Italian, 6; French, 5; Portuguese, 3; Valencian, 2; Korean, 2; German, 1; Norwegian, 1; Dutch, 1; Japanese, 1; Friesian, 1.

The World Mentoring Academy (WMA) courses, which offer 63 language courses, including minority languages, among others, have not been taken into account. However, these courses are closer to OWC than to MOOC. The European LangMOOC project (<https://www.langMOOC.com>), which aimed to promote LMOOCs in less popular languages such as Greek, Italian and Norwegian, should also be highlighted.

LMOOC's initiatives by the UNED since 2012 through its portal UNED Abierta stand out. In Spain, the first initiative that can be considered LMOOC was in 2012 with the MOOC “Professional English/Professional English”, hosted on two platforms: the UNED, Aprendo/UNED Abierta and the Telefónica-Universia, MiríadaX with two editions and almost 50.000 participants in total, being one of the 3 most popular courses in the UNED platform. Also, in the first phase of the Open UNED, other English LMOOCs took place, “Start with English: learn the thousand most used words and their communicative possibilities” and “Starting to write English with no mistakes: level B1”, which have already celebrated their third edition. In 2013, the MOOC of “German for Spanish Speakers: Fundamental Notions”, with two editions and more than 40,000 students enrolled in the two platforms of UNED-COMA and MiríadaX, was awarded the 1st MECD-Universia/Telefónica Prize for the best MOOC. And in the second phase of UNED Abierta in 2015, a MOOC of Spanish and another of English for level B1, “Español en línea ELE-UNED”, and “How to Succeed in the English B1 Level Exam”, appeared, the latter with two editions and more than 8,000 participants.

## References

- Bárcena, E. & Martín Monje, E. (2014). Introduction. Language MOOCs: An emerging field. In E. Martín Monje & E. Bárcena (Eds.). *Language MOOCs: Providing learning, transcending boundaries* (pp. 1-15). Berlín: De Gruyter Open.  
<https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.1/9783110422504.1.pdf>
- Martín Monje & E. Bárcena (Eds.). *Language MOOCs: Providing learning, transcending boundaries* (pp. 1-15). Berlín: De Gruyter Open.  
<https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.1/9783110422504.1.pdf>
- Sokolik, M. (2014). What constitutes an effective Language MOOC? In E. Martín Monje & E. Bárcena (Eds.). *Language MOOCs: Providing learning, transcending boundaries* (pp. 1-15). Berlin: De Gruyter Open.  
<https://www.degruyter.com/downloadpdf/books/9783110422504/9783110422504.2/9783110422504.2.pdf>

**Total of LMOOCs offered (February 2017): 85**

Dutch: 1  
Chinese: 14  
German: 1  
English: 34  
French: 4  
Frisian: 1  
Italian: 6  
Japanese: 1  
Korean: 2  
Norwegian: 1  
Spanish: 15  
Portuguese: 3  
Valencian: 2

Also, there is World Mentoring Academy

(<http://worldmentoringacademy.com/www/About.html>)

These courses are more like OCW, self-paced, no tutoring, but they have courses in every language, 63 language courses in total. A course example by WMA:

[http://worldmentoringacademy.com/www/index.php?ctg=lesson\\_info&lessons\\_ID=1180](http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&lessons_ID=1180)

The sources used for the research were:

- The MOOC aggregator “MOOC list” (<https://www.MOOC-list.com/>)
- MOOC platforms and providers. Searching the category “Language” in Edx (<https://www.edx.org/course/subject/language>); “Aprende un idioma” in Coursera (<https://es.coursera.org/browse/language-learning>); “Language and cultures” in Futurelearn (<https://www.futurelearn.com/courses/categories/languages-and-cultures>)

## LMOOCS on Languages of MOONLITE Partners

<b>DUTCH</b>	<ul style="list-style-type: none"> <li>• Introduction to Dutch. Institution: University of Groningen. Platform: Future Learn. Language: English. URL: <a href="https://www.futurelearn.com/courses/dutch">https://www.futurelearn.com/courses/dutch</a>. Certificate available</li> <li>• Description/Target group: Are you planning to visit, or work or study in the Netherlands soon? This free online course is perfect if you have little or no prior knowledge of Dutch, but would like to master the fundamentals in order to survive life in the Low Countries.</li> <li>• Dutch WMA. Institution: <a href="#">Foreign Service Institute (FSI)</a> Platform: WMA. Language: English. Certificate not available URL: <a href="http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1180&amp;utm">http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1180&amp;utm</a> Description/Target group: Intermediate- Advanced Level Course 1,500 pages &amp; 55 hrs audio, plus Learning G+ Hangouts, assignments, meetups &amp; Media streaming. 12-16 University credits from NYU-SCPS program.</li> </ul>
<b>ENGLISH</b>	<p>Professional/ English For Working/ Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Inglés Profesional / Professional English. UNED <a href="http://extension.uned.es/actividad/idactividad/4838">http://extension.uned.es/actividad/idactividad/4838</a></li> <li>• Speak English Professionally. Georgia Institute of Technology. Coursera <a href="https://www.coursera.org/learn/speak-english-professionally">https://www.coursera.org/learn/speak-english-professionally</a></li> <li>• Business English: Basics. The Hong Kong University of Science and Technology. <a href="https://www.coursera.org/learn/business-english">https://www.coursera.org/learn/business-english</a></li> <li>• Business English for cross-cultural communication. The Hong Kong University of Science and Technology. Coursera. <a href="https://www.coursera.org/learn/cross-cultural-communication-business">https://www.coursera.org/learn/cross-cultural-communication-business</a></li> <li>• English for Effective Business Writing. The Hong Kong University of Science and Technology. Coursera. <a href="https://www.coursera.org/learn/english-for-business-writing">https://www.coursera.org/learn/english-for-business-writing</a></li> <li>• English for doing business in Asia. The Hong Kong University of Science and Technology. EdX. <a href="https://www.edx.org/course/english-doing-business-asia-speaking-hkustx-eba101x-1#!?utm">https://www.edx.org/course/english-doing-business-asia-speaking-hkustx-eba101x-1#!?utm</a></li> <li>• Build English Skills for Business. Specialized Program of 5 courses (Networking, Meetings, Planning &amp; Negotiating, Presentations). University of Washington. Coursera. <a href="https://www.coursera.org/specializations/business-english">https://www.coursera.org/specializations/business-english</a></li> <li>• Build Communication Skills in Business English. Specialized Program of 5 courses (Management and Leadership, Finance and Economics, Marketing and Sales, Final Project). Arizona State University. Coursera. <a href="https://www.coursera.org/specializations/english-for-business">https://www.coursera.org/specializations/english-for-business</a></li> <li>• Write professional emails in English. Georgia Institute of Technology. Coursera <a href="https://www.coursera.org/learn/professional-emails-english">https://www.coursera.org/learn/professional-emails-english</a></li> <li>• English for Business and Entrepreneurs. University of Pennsylvania. Coursera <a href="https://www.coursera.org/learn/business">https://www.coursera.org/learn/business</a></li> <li>• English for Journalism. University of Pennsylvania. Coursera. <a href="https://www.coursera.org/learn/journalism">https://www.coursera.org/learn/journalism</a></li> <li>• English for Career Development. University of Pennsylvania. Coursera. <a href="https://www.coursera.org/learn/careerdevelopment">https://www.coursera.org/learn/careerdevelopment</a></li> <li>• English for the Workplace. British Council. Future Learn.</li> </ul>

	<p><a href="https://www.futurelearn.com/courses/workplace-english">https://www.futurelearn.com/courses/workplace-english</a></p> <ul style="list-style-type: none"> <li>Fundamentals of presentations and speeches in English. University of Pekin. Coursera. English and Chinese. <a href="https://www.coursera.org/learn/yingyuyanjiang">https://www.coursera.org/learn/yingyuyanjiang</a></li> </ul> <p>Academic Purposes/ Exams</p> <ul style="list-style-type: none"> <li><a href="#">Understanding IELTS: Techniques for English Language Tests</a>. British Council.</li> <li>FutureLearn. <a href="https://www.futurelearn.com/courses/understanding-ielts">https://www.futurelearn.com/courses/understanding-ielts</a></li> <li>TOEFL Test preparation: The Insider's Guide. Educational Testing Service. EdX. <a href="https://www.edx.org/course/toeflr-test-preparation-insiders-guide-etsx-toeflx-1#!?utm">https://www.edx.org/course/toeflr-test-preparation-insiders-guide-etsx-toeflx-1#!?utm</a></li> <li>Advanced Academic Speaking and Listening. Specialized Program of 4 courses. Division of Continuing Education. Coursera. <a href="https://www.coursera.org/specializations/speaklistenenglish">https://www.coursera.org/specializations/speaklistenenglish</a></li> <li>English for Research Publication Purposes. Specialized Program of 4 courses. MIPT. Coursera. <a href="https://www.coursera.org/specializations/english-for-research-publication-purposes">https://www.coursera.org/specializations/english-for-research-publication-purposes</a></li> </ul> <p>General/Speaking/ Writing/Culture</p> <ul style="list-style-type: none"> <li>Empieza con el inglés: aprenden las mil palabras más usadas y sus posibilidades comunicativas. UNED <a href="https://iedra.uned.es/courses/UNED/111/2015T4/about">https://iedra.uned.es/courses/UNED/111/2015T4/about</a></li> <li><a href="#">Starting to write English with no mistakes: level B1</a>. UNED <a href="https://iedra.uned.es/courses/UNED/112/2015T4/about">https://iedra.uned.es/courses/UNED/112/2015T4/about</a></li> <li>Exploring English: Language and culture. British Council. <a href="https://www.futurelearn.com/courses/explore-english-language-culture">https://www.futurelearn.com/courses/explore-english-language-culture</a></li> <li>English Composition. Arizona State University. EdX. <a href="https://www.edx.org/course/english-composition-asux-eng101x-2?utm">https://www.edx.org/course/english-composition-asux-eng101x-2?utm</a></li> <li>Conversational English Skills. Tsinghua University. EdX. <a href="https://www.edx.org/course/conversational-english-skills-tsinghuax-30640014x-1?utm">https://www.edx.org/course/conversational-english-skills-tsinghuax-30640014x-1?utm</a></li> <li>Learn English: Intermediate Grammar. Specialized Program of 4 courses (Perfect Tenses and Modals, Adjectives and Adjectives Clauses, Tricky English Grammar, Intermediate Grammar Project). University of California, Irvine. Coursera. <a href="https://www.coursera.org/specializations/intermediate-grammar">https://www.coursera.org/specializations/intermediate-grammar</a></li> <li>Advanced Grammar and Punctuation. Specialized Program of 4 courses. Division of Continuing Education. Coursera. <a href="https://www.coursera.org/specializations/advanced-grammar-punctuation">https://www.coursera.org/specializations/advanced-grammar-punctuation</a></li> <li>In WMA there are eight courses of English</li> </ul>
GERMAN	<ul style="list-style-type: none"> <li>Alemán para hispanohablantes: nociones fundamentales. Institution: UNED Platform: UNED ABIERTA. Language: Spanish. Certificate available URL: <a href="https://iedra.uned.es/courses/course-v1:UNED+124_Aleman2_01+2016_T4/about">https://iedra.uned.es/courses/course-v1:UNED+124_Aleman2_01+2016_T4/about</a></li> <li>Description/Target group: Spanish speakers. Basic German course.</li> <li>German WMA. Institution: <a href="#">Foreign Service Institute (FSI)</a> Platform: WMA. Language: English. Certificate not available URL: <a href="http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1080&amp;utm">http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1080&amp;utm</a> Description/Target group: German basic-level language program developed by the Foreign Service Institute (FSI). The course has been used for over thirty years by United States government</li> </ul>

	<p>diplomats and officers for learning the German language The course contains over 34 hours of educational audio with Student text (downloadable). The program is designed to help students reach a level of proficiency that will enable them to participate effectively in most formal and informal. The reference manual has over 710 pages of exercises and drills that supplement the audio portion of the course, plus Learning G+ Hangouts, assignments, meetups &amp; Media streaming. 3-16 University credits from NYU-SCPS &amp; College Board programs @ \$120/4 units.</p>
<b>GREEK</b>	<ul style="list-style-type: none"> <li>• Greek Modern WMA. Institution: <u>Foreign Service Institute (FSI)</u> Platform: WMA. Language: English. Certificate not available URL: <a href="http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1183&amp;utm">http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1183&amp;utm</a></li> </ul> <p>Description/Target group: This course is a Greek basic-level language program developed by the Foreign Service Institute (FSI). The course has been used for over thirty years by United States government diplomats and officers for learning the Greek language.</p>
<b>SPANISH</b>	<ul style="list-style-type: none"> <li>• Spanish MOOC. Institution: Platform: Instreamia. Language: English. Certificate not available URL: <a href="http://www.instreamia.com/class/">http://www.instreamia.com/class/</a></li> <li>• <u>Español en línea ELE-UNED</u>. Institution: UNED. Platform: UNED Abierta. Language: Spanish. Certificate available URL: <a href="https://coma.uned.es/course/espanol-en-linea-ele-uned/">https://coma.uned.es/course/espanol-en-linea-ele-uned/</a></li> <li>• Español Salamanca A2 -. Institution: <u>Universidad de Salamanca</u>. Platform: MiradaX. Language: Spanish. Certificate available URL: <a href="https://miriadax.net/web/espanol-salamanca-a2-5-edicion-">https://miriadax.net/web/espanol-salamanca-a2-5-edicion-</a></li> <li>• Spanish for Beginners. Institution: UDIMA , Platform: Iversity. Language: English and Spanish. Certificate available URL: - <a href="https://iversity.org/en/courses/spanish-for-beginners">https://iversity.org/en/courses/spanish-for-beginners</a></li> <li>• AP® Spanish Language and Culture Institution: <i>Boston University</i>. Platform: edX. Language: Spanish. Certificate available. <a href="https://www.edx.org/course/apr-spanish-language-culture-st-margarets-episcopal-school-aslxc">https://www.edx.org/course/apr-spanish-language-culture-st-margarets-episcopal-school-aslxc</a></li> <li>• Instrucción Gramatical y Virtual ELE Institution: Universidad de la Laguna. Platform: Miríada X. Language: Spanish. Certificate available URL: <a href="https://miriadax.net/web/instruccion-gramatical-y-virtual-ele">https://miriadax.net/web/instruccion-gramatical-y-virtual-ele</a></li> <li>• Spanish WMA. Institution: <u>Foreign Service Institute (FSI)</u> Platform: WMA. Language: English. Certificate not available URL: <a href="https://www.MOOC-list.com/course/spanish-wma?static=true">https://www.MOOC-list.com/course/spanish-wma?static=true</a></li> <li>• Spanish for Beginners. Institution: Open University UK. Platform: Future Learn. Language: English and Spanish. Certificate available URL: <a href="https://www.futurelearn.com/programs/spanish-for-beginners">https://www.futurelearn.com/programs/spanish-for-beginners</a></li> <li>• Spanish Vocabulary. Meeting People. Institution: University of California, David. Platform: Coursera. Language: English and Spanish. Certificate available. URL: <a href="https://www.coursera.org/learn/spanish-vocabulary-meeting-people">https://www.coursera.org/learn/spanish-vocabulary-meeting-people</a></li> </ul> <p>Other (writing, exchange):</p> <ul style="list-style-type: none"> <li>• Corrección, estilo y variaciones de la lengua española. Institution: Universitat Autònoma de Barcelona. Platform: Coursera. Language: Spanish. Certificate available. URL: <a href="https://www.coursera.org/learn/correccion-estilo-variaciones">https://www.coursera.org/learn/correccion-estilo-variaciones</a></li> </ul>

	<ul style="list-style-type: none"> <li>• TandemMOOC. Institution: Univ. Oberta de Catalunya y Univ. de Barcelona. Platform: Speakapps Language: Spanish and English. Certificate available URL: <a href="http://MOOC.speakapps.org/?lang=es">http://MOOC.speakapps.org/?lang=es</a>Description/Target group:</li> <li>• MOOC de Espanol: Curso abierto para hablantes de inglés que deseen mejorar su español. Institution: Dickinson College. Platform: The Mixxer. Language: Spanish and English. Certificate not available URL: <a href="http://www.language-exchanges.org/">http://www.language-exchanges.org/</a></li> </ul>
<b>SWEDISH</b>	<ul style="list-style-type: none"> <li>• Swedish WMA. Institution: <u>Foreign Service Institute (FSI)</u> Platform: WMA. Language: English. Certificate not available URL: <a href="http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1219&amp;utm">http://worldmentoringacademy.com/www/index.php?ctg=lesson_info&amp;lessons_ID=1219&amp;utm</a> Description/Target group: the course contains over 10 hours of educational audio with Student text (download-able). The program is designed to help students reach a level of proficiency that will enable them to participate effectively in most formal and informal. The reference manual has 700 pages of exercises and drills that supplement the audio portion of the course, plus Learning G+ Hangouts, assignments, meetups &amp; Media streaming. 12-16 University credits from NYU-SCPS program @ \$120/4 units.</li> </ul>

#### LMOOCs on other languages of European Union

<b>CZECH</b>	<ul style="list-style-type: none"> <li>• WMA <a href="https://www.MOOC-list.com/course/czech-wma?static=true">https://www.MOOC-list.com/course/czech-wma?static=true</a></li> </ul>
<b>FRENCH</b>	<ul style="list-style-type: none"> <li>• Coursera: B1-B2 <a href="https://www.coursera.org/learn/etudier-en-france">https://www.coursera.org/learn/etudier-en-france</a></li> <li>• EdX: Advanced: <a href="https://www.edx.org/course/ramp-ap-french-language-culture-weston-high-school-pflc1x-0">https://www.edx.org/course/ramp-ap-french-language-culture-weston-high-school-pflc1x-0</a></li> <li>• FUN: <a href="https://www.fun-mooc.fr/courses/AFPIF/79001S03/session03/about?utm_source=MOOC-list">https://www.fun-mooc.fr/courses/AFPIF/79001S03/session03/about?utm_source=MOOC-list</a></li> <li>• WMA: <a href="https://www.MOOC-list.com/course/french-wma?static=true">https://www.MOOC-list.com/course/french-wma?static=true</a></li> </ul>
<b>FRISIAN</b>	<ul style="list-style-type: none"> <li>• Future Learn: <a href="https://www.futurelearn.com/courses/frisian">https://www.futurelearn.com/courses/frisian</a></li> </ul>
<b>ITALIAN</b>	<ul style="list-style-type: none"> <li>• Future Learn: Introduction to Italian. FutureLearn</li> <li>• Italian for Beginners. FutureLearn 4 cursos en un programa <a href="https://www.futurelearn.com/courses/learn-italian">https://www.futurelearn.com/courses/learn-italian</a></li> <li>• Edx: Italian Language and Culture: Beginner (Edx)</li> </ul>



	<ul style="list-style-type: none"> <li>Italian Language and Culture: Intermediate (Edx)</li> <li>Italian Language and Culture: Advanced (Edx) <a href="https://www.edx.org/course/italian-language-culture-beginner-wellesleyx-italian1x">https://www.edx.org/course/italian-language-culture-beginner-wellesleyx-italian1x</a></li> <li>OEE: Comprendere l'italiano: passato, presente, futuro / Understanding Italian language: past, present and future <a href="https://www.openeducationeuropa.eu/es/node/431735">https://www.openeducationeuropa.eu/es/node/431735</a></li> <li>Instreamia: <a href="#">Italian Basics 1 (Instreamia)</a></li> <li>Italian WMA <a href="https://www.MOOC-list.com/course/italian-wma?static=true">https://www.MOOC-list.com/course/italian-wma?static=true</a></li> </ul>
<b>NORWEGIAN</b>	<ul style="list-style-type: none"> <li>Future Learn <a href="https://www.futurelearn.com/courses/norwegian">https://www.futurelearn.com/courses/norwegian</a></li> </ul>
<b>POLISH</b>	<ul style="list-style-type: none"> <li>WMA <a href="https://www.MOOC-list.com/course/polish-wma?static=true">https://www.MOOC-list.com/course/polish-wma?static=true</a></li> </ul>
<b>PORTUGUESE</b>	<ul style="list-style-type: none"> <li>Curso de português para estrangeiros (MiriadaX) <a href="https://www.MOOC-list.com/course/curso-de-portugu%C3%AAs-para-estrangeiros-mir%C3%ADada-x?static=true">https://www.MOOC-list.com/course/curso-de-portugu%C3%AAs-para-estrangeiros-mir%C3%ADada-x?static=true</a></li> <li>Portuguese (Brazil) WMA. <a href="https://www.MOOC-list.com/course/portuguese-brazil-wma">https://www.MOOC-list.com/course/portuguese-brazil-wma</a></li> </ul>
<b>VALENCIAN</b>	<ul style="list-style-type: none"> <li><a href="#">Preparació nivell C2 (Superior) de Valencià</a> - Universitat Politècnica de Valencia</li> <li><a href="https://www.MOOC-list.com/course/preparaci%C3%B3-nivell-c2-superior-de-valenci%C3%A0-upv?static=true">https://www.MOOC-list.com/course/preparaci%C3%B3-nivell-c2-superior-de-valenci%C3%A0-upv?static=true</a></li> <li><a href="#">Preparació per al nivell C1 (suficiència) de valencià</a> - Universitat Politècnica de Valencia</li> <li><a href="https://www.MOOC-list.com/course/preparaci%C3%B3-nivell-c1-sufici%C3%A8ncia-de-valenci%C3%A0-upv?static=true">https://www.MOOC-list.com/course/preparaci%C3%B3-nivell-c1-sufici%C3%A8ncia-de-valenci%C3%A0-upv?static=true</a></li> </ul>



## Examples of European project on Language Learning for migrants and refugees

Research project 1: Example of European project on Language Learning for migrants and refugees	
<b>Name and description</b>	<b>METIKOS European Project-</b> <b>Informal Language Learning for Immigrants</b> aims to promote the use of informal language learning methodologies for the training of immigrants. The aim of the project is to adapt informal learning methodologies that already exist (language café, tandem, virtual language café) in the specific needs of the immigrants.
<b>Reference</b>	<a href="http://www.metoikos.eu/">http://www.metoikos.eu/</a>

Research project 2: Example of European project on Language Learning for migrants and refugees	
<b>Name and description</b>	<p><b>OLS</b></p> <p>The <a href="#">Erasmus+ Online Linguistic Support</a> (OLS) currently offers online language courses in Bulgarian, Czech, Danish, German, Greek, English, Spanish, French, Croatian, Italian, Hungarian, Dutch, Polish, Portuguese, Romanian, Slovak, Finnish and Swedish to higher education students, vocational education and training learners and young volunteers taking part in the <a href="#">Erasmus+ programme</a>.</p> <p>The European Commission has decided to extend this service to the benefit of around 100.000 refugees over 3 years, on a voluntary basis and free of charge for them.</p> <p>The OLS can be used at any time from a computer, tablet or smartphone with an internet connection. The OLS language courses include a variety of self-paced modules covering different linguistic areas, as well as “Live Coaching” interactive activities (online MOOCs, tutoring sessions and forums).</p>
<b>Reference and more info</b>	<a href="https://erasmusplusols.eu/ols4refugees/">https://erasmusplusols.eu/ols4refugees/</a>

Research project 3: Example of European project on Language Learning for migrants and refugees	
<b>Name and description</b>	<p><b>LIAM</b></p> <p>The Council of Europe’s project ‘Linguistic Integration of Adult Migrants’ (LIAM) aims to help member states to develop inclusive language policies based on Council of Europe shared values: respect for human rights and the dignity of the person, democracy and the rule of law.</p> <p>Effective respect for these fundamental principles requires a coordinated and principled approach to language policy which cuts across different domains of integration policy (social, employment, health...), and an awareness of the mutual rights and responsibilities of migrants and societies.</p> <p>The Council of Europe has elaborated standard setting instruments and recommendations that set out the principles governing actions in the migration field.</p>

	These are complemented by language policy guidelines and reference tools developed to support their effective implementation in an inclusive approach based on shared values and principles.
<b>Reference and more info</b>	<a href="https://www.coe.int/en/web/lang-migrants/home">https://www.coe.int/en/web/lang-migrants/home</a>

#### Research project 4: Example of European project on Language Learning for migrants and refugees

<b>Name and description</b>	<p><b>LASER</b></p> <p>Language and Academic Skills and E-learning Resources</p> <p>The LASER programme is funded by the European Union and delivered by the British Council.</p> <p>It consists of two key components, <b>component 1</b> is face-to-face English and academic skills courses, delivered by experienced British Council trainers over 100 hours. These courses will take place in partner centers in Jordan and Lebanon.</p> <p><b>Component 2</b> consists of short online courses (MOOCS and SPOCS) as well as internationally accredited online degree courses in partnership with Amity University and the Open University.</p>
<b>Reference and more info</b>	<a href="https://syria.britishcouncil.org/en/laser">https://syria.britishcouncil.org/en/laser</a>

## ANNEX 5: MOOCs offering on entrepreneurship

Learning to learn, creativity, entrepreneurship and entrepreneurial skills are important skills for each European citizen nowadays and as such for refugees and migrants as well. This goes beyond those skills needed to set up a business (or continue the business refugees were involved in). It also focusses on those skills with best opportunities to get a job in Europe and where needs are foreseen in the future, (see e.g., Skill shortages and gaps in European enterprises). In this context we must recognise that if we are talking about refugees from MENA then the business practices, the business transactions and business products that constitute being entrepreneurial for such refugees will not be mainstream european (though maybe allied to e.g. parts of UK with large resident Muslim populations). Moreover, most MOOC offering does not comply with guidelines how to do “entrepreneurship in education”.

A dedicated EC-funded project called BizMOOC is related to the use of MOOCs for companies and required (new) skills. The already produced desktop research on MOOC offerings related to the key competences “learning to learn”, “sense of initiative and creativity” and with regards to entrepreneurship/intrapreneurship. The BizMOOC project will update this study in 2018 and will publish this as part of a MOOCBOOK. As such, MOONLITE partners decided to replicate that desktop study but collaborates with BizMOOC project related to key-questions for migrants and refugees. In this context we must also recognise that these kind of learning-to-learn, creativity and entrepreneurship MOOCs are only going to be useful to a certain set of migrants who have (a) the motivation and (b) the pre-set abilities.

## ANNEX 6: Scenarios for validation and recognition of MOOC learning

### Content:

#### *1 Scenarios for validation and recognition of MOOC learning*

##### 1.1 Increasing internationalisation of higher education and mobility

##### 1.2 Continuing education, CPD and Short Learning Programs

##### 1.3 Short Learning Programmes (SLPs) for CE/CPD

##### 1.4 Given credits to MOOCs (as part of degree education and of CE/CPD)

#### *2 Scenarios of MOOC credentialisation and recognition*

### *1 Scenarios for validation and recognition of MOOC learning*

#### 1.1 Increasing internationalisation of higher education and mobility

Higher education is no longer solely for national citizens, with both intra-European student mobility and, in some countries, transnational education for those outside Europe, which is becoming an increasingly important part of the economy as an “education export”. ICT in higher education is used to expand internationalisation and student/staff mobility, to trial new pedagogical approaches, and to form networks of professional educators around common areas of interest.

Internationalisation of education is a comprehensive approach to education that prepares students, academics and staff to be active and engaged participants in an interconnected global world. According to the OECD<sup>2</sup>, one of the main goals of internationalised higher education is to provide the most relevant education to students, who will be the citizens, entrepreneurs and scientists of tomorrow. Internationalisation is not an end in itself, but a driver for change and improvement.

In general, an increasing internationalisation and student mobility is observed in terms of incoming residential students, online/distance students and in-country campuses. International students may provide direct benefits such as an income stream for universities or the local community, or indirect benefits such as an increase in national ‘soft power’ impact in countries of strategic importance. Internationalization is described in the Amendment of the Act on Higher Education Institutions (2016).

De Moor & Henderikx (2013) describe three different mobility schemes

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<sup>2</sup> Approaches to Internationalisation and Their Implications for Strategic Management and Institutional Practice A Guide for Higher Education Institutions, Henard, Diamond and Roseveare, 2012

1. **Exchange mobility:** Students themselves choose to have an experience abroad for a short or longer period of time, at a host institution, according to an individual mobility arrangement between the host and the home institution. The prototypical example here is mobility as funded by the Erasmus programme.
2. **Networked mobility and curricula:** One university, a faculty, department or a specific university programme forms a network with several partners. The ‘center or demanding university’ sends its students for a certain period of time to one or more partner institutions, to follow (part of) their curriculum abroad. Examples of ict-supported networked curricula are described in [NetCu project](#), next to handbook and supporting materials.
3. **Embedded mobility and curricula:** A limited number of partners (faculties, departments, programmes) engage in a consortium (e.g. ‘ringshaped’), in which students then ‘rotate’ and follow parts of their educational trajectory subsequently in two or more partner institutions, while students of those partner institutions do the same. The curriculum is fully synchronised. These integrated programmes are mostly leading to a joint degree.

Online and blended education is increasingly changing the landscape related to internationalisation and student mobility. Online education has no national boundaries as MOOCs have amply demonstrated. MOOCs have shown us that international online education is feasible at scale. Online courses in general stimulate the virtual mobility and online exchange of students.

By online provision, higher education could be internationalised through networked curricula and online mobility and cooperation between universities and businesses could be organised. Increased mobility, both physical and virtual, the need for intermittent study that new providers might cater for specifically, and greater use of educational portfolios with varied content, pose serious problems for measurement of progression (Haywood et al. 2015). Experiments with nano-degrees (Udacity), micro-masters (edX) and short learning programs (elaborated in next section) and similar small credit units add to the complexity but are also used in provision for continuing education and CPD.

## 1.2 Continuing education, CPD and Short Learning Programs

Online education will upscale the area of continuing education (CE) and continuous professional development (CPD) by offering flexible courses and programmes with a larger

outreach responding to the needs of learners at work, who face longer careers and career shifts.

At this moment the offering of universities in continuous education and CPD and diverse, very fragmentary and not always flexible and scalable. Generally, European universities are not used to offering continuous education/continuous professional development at a large scale. The focus of faculties is on initial learning, not on continuous education. Most European universities already organize a range of certified continuing education or professional development programmes across all faculties. They are academically or professionally oriented. These programmes are mainly face to face, on a fixed day (e.g. Friday or Saturday). Many of them are short programmes, awarding a certificate or a diploma. They reach small numbers of students, as they are often not flexible enough to be attended by students at work. Many universities make special arrangements for these working students in evening and week-end classes. In these cases, more students are attending these courses, but these solutions are neither scalable, nor enough flexible enough to meet the needs of the economy or of society.

### 1.3 Short Learning Programmes (SLPs) for CE/CPD

In the area of continuing education, the deployment of online/blended short learning programmes (SLPs) is seen as an important solution. Short learning programmes are organized around a specific topic, responding to the demand of large numbers of students for a shorter study and for immediate economic knowledge and skills required in enterprises, for cultural, social and environmental needs and for personal development in society. They vary in number of credits (largely between 5 and 60 ECTS). To be effective, SLPs are to be developed in a coherent design with specific pedagogies, adapted to the target groups envisaged and preferably in collaboration with stakeholders (businesses, innovation managers, etc.).

SLPs are needed because of learners wanting to combine work and study in order to update their knowledge and skills for further career development, a career switch or just for personal development or citizenship. The time horizon of many of these students is short for professional reasons. The need for such programs in areas as health care, education, information technology, food technology or environment are huge. Also, the needs of particular target groups as refugees or migrant students can be met with SLPs for employment within a short term.

By its flexibility, online approaches will make short learning programmes accessible at a large scale to meet huge needs of the economy and society. The online provision of SLPs makes them even more scalable and flexible. They facilitate the accessibility of a series of courses by learners and can be taken in combination with a job at all stages of life.

### MOOCs as building block to SLPs

MOOCs can be seen as flexible building blocks for SLPs. As such, MOOCs should be incorporated in the framework of SLPs as part of (future) flexible formal higher education. To this end, best practices on the assessment and recognition of MOOCs in combination with other courses that fit the academic and professional levels are required. The same could be done for the recognition of other badges and micro-credentials for the recognition of specific skills or prior learning experiences.

### Recognition of SLPs

It is necessary that SLPs are regarded as building blocks to formal degrees. Students should be able to integrate credits obtained by SLP modules and courses as building blocks in broader degree Programmes. If SLPs are not recognised appropriately, students might be afraid that it is less valuable or not valuable at all. Recognition should build trust both on the labour market and in academia. As such, digital learning and the development of (online) SLPs should become part of the Bologna process in order to promote developments in all European countries. Next to initial education (bachelor-master), short learning programmes (foundation to post-graduate) should be part of the European Higher Education Area. It would give students trust in all higher education provisions, and also at the post-initial level.

## 1.4 Given credits to MOOCs (as part of degree education and of CE/CPD)

Recognition is an important topic in the European Agenda for modernising higher education. It is also a key objective of the 2012 Council recommendation on validation of non-formal and informal learning, which asks Member States to have national arrangements for validation by 2018. The recognition, accreditation and certification could be defined in many different ways, but generally, it refers to establishing a set of arrangements to make visible and value all learning outcomes (incl. knowledge, skills and competence) against clearly defined and quality-assured standards (Yang 2016). Moreover, according to the ECTS users' guide "recognition of non-formal and informal learning – the process through which an

institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification”. Credentialisation enables afterwards the recognition of learning both by an educational institution, company/employer or professional body.

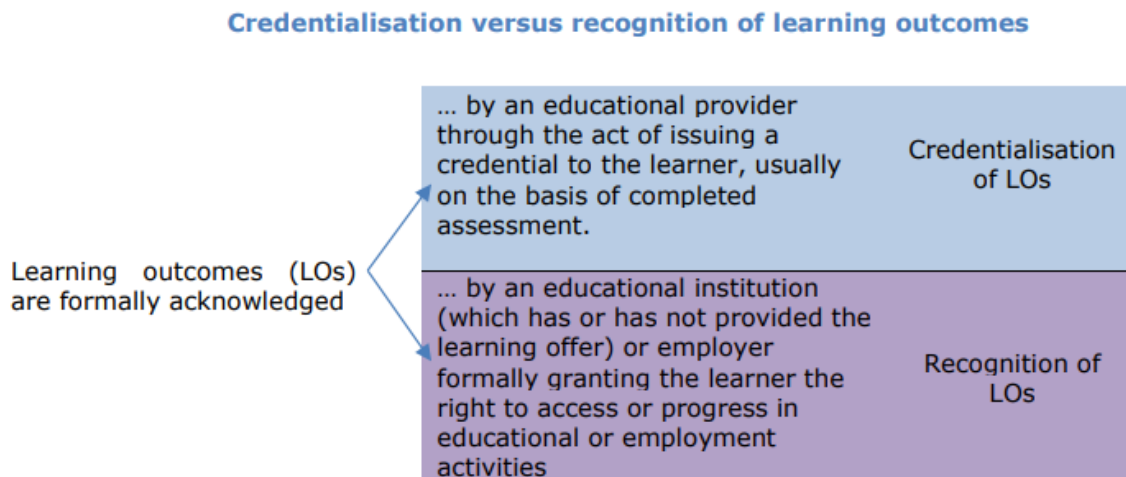


Figure 1: Credentialisation versus recognition of learning outcomes by Witthaus et al. (2016)

Most worldwide MOOC platform providers (e.g., Coursera, FutureLearn, MiriadaX, FUN, etc.) are offering the possibility of getting a credit to their course offering. Moreover, they offer various short learning programmes (like nanodegrees, micromasters) and even full online programmes.

Class Central <https://www.class-central.com/report/MOOC-trends-online-degrees-corporate-learning/>

Delft <https://www.class-central.com/report/delft-virtual-exchange-program/>

A study by Witthaus et al. (2016) documented the validation and recognition of open learning via MOOCs, providing an analysis of current practices and a tool for promoting transparency in the open education offer that aims to facilitate the recognition process. They distinguish a strict difference between credits given and the recognition of those credits. This could be done by the same organisation but increasingly is separated.

In the MOONLITE project, we developed several scenarios of MOOC credentialisation and recognition in which the credit are given by one organisation and recognition by the other.



## *2 Scenarios for MOOC credentialisation and recognition*

### **Scenario 1: Open mobility and RPL**

A student finds and follows a MOOC independently online. Afterwards, s/he requests recognition of it as part of a formal program. The institution offering the formal programme has full discretion as to whether to accept the MOOC or not.

### **Scenario 2: Open mobility and acceptance beforehand**

A student finds a MOOC independently online, but before starting s/he asks their home institution whether this can be accepted for purposes of credit. Assuming approval is received from the institution, the student will follow the MOOC.

### **Scenario 3: MOOC as part of Exchange mobility**

A number of institutions operate a formal exchange program which include MOOCs with provision for cross-institutional recognition of credits. For each student who wishes to follow a MOOC from another institution, the institutions sign a mobility agreement, outlining the MOOC to be followed as well as guaranteeing recognition of the MOOCs.

### **Scenario 4: MOOCs are part of networked mobility and curricula**

One university, a faculty, department or a specific university programme forms a network with several partners. The ‘centre or demanding university’ sends its students for a certain period of time to one or more partner institutions, to follow (part of) their curriculum abroad. This could (for part) be MOOCs offered by one or more partner institutions. The difference with scenario 3 is that a partner agreement at curricula level exists instead of an individual mobility arrangement. This scenario could even be extended to a complete networked mobility.

### **Scenario 5: MOOCs as parts of embedded mobility and joint curricula**

MOOCs form part of a fully synchronised curriculum developed by a limited number of partners (faculties, departments, programmes) engage in a consortium (e.g. ‘ringshaped’). Students then ‘rotate’ and follow parts of their educational trajectory subsequently in two or more partner institutions, while students of those partner institutions do the same. These integrated programmes are mostly leading to a joint degree.

### Scenario 6: MOOCs as part foundation and part initial bachelor degree

In this scenario, universities outline a set of MOOCs which they will accept as fulfillment of their entry criteria. KIRON is a specific example offering integrating foundation and entry courses together with courses/MOOCs that are already recognised as part of bachelor program at many German universities.

### Scenario 7: MOOCs as part of (cross institutional) Short Learning Programs

This scenario imagines universities offering Short-Learning Programmes which are made up of a preset packages of MOOCs, for which credit will be awarded. An example of this is the micro-masters offered by edX based on various online courses and MOOCs.

### Scenario 8: MOOCs recognition as part of integration courses / remedial

MOOC completion recognised by those providing (official) foundation / remedial training, those qualified for integration courses to migrants and refugees.

## References

- Haywood, J., Connelly, L., Henderikx, P., Weller, M. & Williams, K. (2015). *The changing pedagogical landscape – New ways of teaching and learning and their implications for higher education policy*, European Commission, Education and Culture. Retrieved from <http://www.changingpedagogicallandscapes.eu/publications/>
- Witthaus, G., Inamorato dos Santos, A., Childs, M., Tannhäuser, A., Conole, G., Nkuyubwatsi, B., Punie, Y. (2016). *Validation of Non-formal MOOC-based Learning: An Analysis of Assessment and Recognition Practices in Europe (OpenCred)*. EUR 27660 EN; doi:10.2791/809371  
Retrieved from <http://publications.jrc.ec.europa.eu/repository/bitstream/JRC96968/1fna27660enn.pdf>

## ANNEX 7: Refugees' needs and challenges: How can MOOCs help? The vision of refugee experts.

### Content:

- 1 *MOONLITE in brief*
- 2 *Abstract*
- 3 *List of interviewees*
- 4 *Refugees' challenges and needs*
  - 4.1 Psychological challenges
  - 4.2 Educational needs
- 5 *Recognition of qualifications and legal obligations in the host-country*
- 6 *MOOCs, suitable for building refugees' skills*
- 7 *HEI's approach to MOOCs*
- 8 *Comments on MOONLITE project approach*
- 9 *Subjects to be taught through online learning to refugees*
- 10 *Entrepreneurship MOOCs*
- 11 *Language MOOCs*
- 12 *MOOCs on labour market functioning*
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*Key words: MOONLITE, MOOCs, refugees, challenges, recognition*

This document summarises the interviews conducted by the MOONLITE partners with refugee experts and support workers. As part of the desk research (preparation of Output 3), the interviews explore whether and how MOOCs can respond to refugees' needs and challenges in their host-country.

### *1 MOONLITE in brief*

MOONLITE aims at strategically utilizing existing learning opportunities from Massive Open Online Courses (MOOCs) to build entrepreneurial and language skills in a European context. MOONLITE develops resources and materials that involve refugees and students by addressing the reality of the heterogeneous needs at European Higher Education institutions (HEI) and favours the transparency and recognition of skills and qualifications to facilitate learning, employability and labour mobility. First, the MOONLITE team listened to experts and practitioners who work with refugees and newcomers to hear their opinions.

### *2 Abstract*

Our refugee experts named the conditions under which MOOCs can be suitable to support refugees and migrants. MOOCs are very suitable for refugees as they offer an “easy to start” (Ronny Röwert), modular and flexible learning opportunity for newcomers. In addition to the learning outcomes, the MOOCs for refugees should ideally enable refugees to be part of a learning community thanks to interaction and collaboration (e.g. live discussion, group work, tutorial), orientation and IT support (e.g. access to computers and internet). Knowledge on entrepreneurship, language, medicine and the functioning of host-country society (e.g. legal aspects, job market, HE system and local culture) is needed among refugees when they arrive in the host-country to start or continue their professional career. Language has been emphasized by the refugee experts to be a key mechanism for social inclusion and employability in the host-country. Entrepreneurship should ideally be taught through several complementary MOOCs that form a project-based and highly interactive module. Finally, the skills acquired through online learning should be recognized by HEIs, governmental institutions and the job market to create real value for refugees. Several institutions such as the national or federal ministry for education and research and the chamber of commerce and industry should be involved in the quality check of MOOCs to ensure that they foster social inclusion and employability.

### *3 List of interviewees*

Suhayl Chettih, Ideas in Motion, Project manager

Alix Creuzé, The French Institute of Madrid, responsible of pedagogical innovation

Victoria Khraiche Ruiz-Zorrilla, Association of Linguistic Integration for Migrants in Madrid (ASILIM), Association Secretary and Coordinator- teaching training courses in Spanish as a foreign language for migrants and refugees.

Elin Lindkvist, collaboration coordinator at the office for external Relations at LNU. Elin coordinates the integration network for our university and the region we live in. She has contacts with refugee organisations on daily basis and a profound knowledge of the situation of refugees and their needs.

Biljana Papic, Arbetsmarknad Vuxen, administrator supporting integration into the labour market

Ronny Röwert, formerly at Kiron Open Higher Education as responsible for academic partnerships

## *4 Refugees' challenges and needs*

Our refugee experts named several challenges and needs that refugees face once they arrive in their host-country. Firstly, refugees lack understanding for the host-country systems (e.g. daily life, regulations, job market, recruitment process, system of application, financial support, HE system...). Secondly, refugees lack linguistic skills, which are in most European countries a pre-requisite for entering the job market and/or the HE system. Thirdly, they encounter important cultural challenges, having no previous knowledge in the host-country culture, and lack social contact with local people. Fourthly, they have difficulty getting their knowledge and competence recognized.

### 4.1 Psychological challenges

Victoria Khraiche Ruiz-Zorrilla from the Association of Linguistic Integration for Migrants in Madrid (ASILIM) is the association founder and coordinator of linguistic programmes. She explained that refugees have difficulty with discipline, consistency and motivation because most are experiencing a stressful situation (and, a lot of refugees are on medication). Some of them came from the “Dublin Regulation process” and do not want to stay in Spain. Ronny Röwert, added that “refugees face important uncertainty because of their insecure situation in their host-country”. Those dimensions have to be taken into account when working with refugees.

### 4.2 Educational needs

Suyhal Chettih, project manager at Ideas in Motion, explained that most of the refugees that he is working with, experience difficulties linking theory with practice. The refugees might be overwhelmed by “too” theoretical teaching. Furthermore, in some countries such as Sweden, the lack of flexibility of the system makes it difficult for refugees to access HEI, especially as a good level of Swedish is necessary before being able to access the HE system.

Our refugee experts recommended offering personalized advice and supporting refugees by finding the appropriate study track. Victoria Khraiche Ruiz-Zorrilla named several initiatives that respond to refugees' educational needs: “welcoming plan, study groups (collaborative work with other students), practical learning, specific places for studying (e.g. libraries),

timeline flexibility, teacher support and constant feedback, and structured work in short and frequent sessions”.

### *5 Recognition of qualifications and legal obligations in the host-country*

Ronny Röwert declared that “refugees experience difficulties to get their academic background recognized by European HEI” (Ronny Röwert). Further challenges have been mentioned by our refugee experts such as the refugees’ daily administrative obligations and meetings with the host-country administration. Those obligations represent important constraints in terms of time and might hinder their capacity to attend meetings.

### *6 MOOCs, suitable for building refugees’ skills*

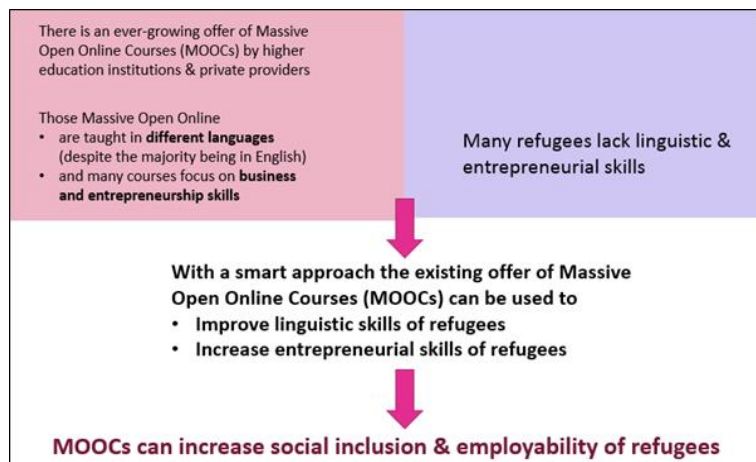
Our refugee experts declared that MOOCs are suitable for refugees. MOOCs have the capacity to enhance “social inclusion, academic and work improvement” (Victoria Khraiche Ruiz-Zorrilla, ASILIM), therefore they are very suitable to refugees. MOOCs offer high flexibility and enable refugees to “quickly start” with their study (Ronny Röwert). Furthermore, through online learning “refugees can test subjects and if the topic does not fit them, they can change their orientation quicker than in regular universities” (Ronny Röwert). MOOCs offer cheap courses and are less bureaucratic than courses taken in traditional classroom.

### *7 HEI’s approach to MOOCs*

Elin Lindkvist is the collaboration coordinator for External Relations at the LNU University. Elin coordinates the integration network for the LNU University and for the region. She has daily contacts with refugee organisations and a profound knowledge of the situation and needs of refugees. She named several challenges that her/ a / any / the university faces in order to integrate MOOCs into the traditional education system: the lack of resources and infrastructure, “the lack of possibilities to develop a MOOC in a given timeslot” even though staff have lot of ideas for potential MOOCs. Most of the refugee experts see in MOOCs a high potential to complement existing teaching.

## 8 Comments on MOONLITE project approach

Figure provided by MOONLITE during the interview and summarizing the project approach



“Logical approach” (Elin Lindkvist, LNU university); “the scheme is very clear and very good” (Victoria Khraiche Ruiz-Zorrilla, ASILIM); “good map” (Ronny R wert, formerly at Kiron Open Higher Education); “MOOCs could be provided as a complementary tool” (Elin Lindkvist, LNU University); “language is key point at all time” (Elin Lindkvist, LNU University); “the image lacks the physical interaction which is vital for the social inclusion and employability of refugees” (Elin Lindkvist, LNU University); “Needed: center points for communication and interaction” (Elin Lindkvist, LNU University); “necessary to distinguish the different types of entrepreneurs”(Victoria Khraiche Ruiz-Zorrilla, ASILIM); “entrepreneurship MOOCs have to be interactive and project-based, offering live discussion, live tutorial and forum discussion” (Ronny R wert, formerly at Kiron Open Higher Education); “lack of skills or lack of resources?” (Ronny R wert, formerly at Kiron Open Higher Education); “better to offer complementary MOOCs on entrepreneurship that form a module/micro degree” (Ronny R wert, formerly at Kiron Open Higher Education).

Additional support needed for MOOCs that build entrepreneurship and language skills among refugees

Our refugee experts emphasized the importance of interactive/training tools as part of the learning experience. For instance, one of the major feedbacks of the MOOC “Travailler en fran ais” that tackles oral and written French skills of migrants was the need for more collaboration and interaction (Alix Creuz , The French Institute of Madrid, responsible for the pedagogical innovation). Additionally, Alix Creuz  said that it is necessary to “develop more tools to enhance autonomy and auto-evaluation”. Furthermore, additional support to build a



network for business outside of refugees' local community is needed (Elin Lindkvist, LNU University). "Most refugees/migrants do not have access to computers, strong internet connection" (Victoria Khraiche Ruiz-Zorrilla, ASILIM), thus, offering an access to internet and computers might be necessary in order to enable refugees to follow MOOCs.

### *9 Subjects to be taught through online learning to refugees*

Our refugee experts named the following subjects that could be taught by MOOCs to build up refugees' skills and support their social inclusion and employability: host-country language and culture, entrepreneurship, host-country societal functioning, building a professional network, functioning of HE system (application, requirement, recognition of qualification, structure of academic year, plagiarism rules...), preparation for nurses', doctors' and pharmacists' exams.

### *10 Entrepreneurship MOOCs*

Kiron Open Higher Education offers module of MOOCs for refugees that want to learn entrepreneurship. Those MOOCs should support "project-based" learning (Ronny Röwert, formerly at Kiron Open Higher Education). The MOOC "Changemaker MOOC: Social Entrepreneurship" from the University of Kiel (Iversity) is a good example of how interactive and project orientated an entrepreneurship MOOC can/should be. The MOOC offers live discussion, tutorial and forum discussion. MOOCs can act as interrelated elements and complement each other in order to enhance skills development; that is why Kiron created micro-degree/module based on several complementary MOOCs. There are some parts of entrepreneurship knowledge (e.g. prototyping, design thinking) that are easier to understand in a traditional classroom (Suyhal Chettih, Ideas in Motion). However, some parts of entrepreneurship teaching such as customer research, German legal formalities for setting up a business, social media or marketing might be good topics to be taught through online learning, explained Suyhal Chettih, project manager at Ideas in Motion. Ideas in Motion developed a 3-month pilot project to teach entrepreneurship to Syrian refugees in Berlin between May and July 2017. As refugees have very diverse profiles and academic backgrounds, some might need more in-depth knowledge on specific aspects of entrepreneurship; these could be offered by MOOCs. MOOCs enable "to pick and choose" depending on your background (Suyhal Chettih, Ideas in Motion). While teaching entrepreneurship to refugees, it is important to take into account the potential legal restrictions they might face in the host-country. "Refugees who want to set up a business in Germany



have to abandon their financial advantages. Thus, it is a tremendous risk for them and their family to set up a business” (Suyhal Chettih, Ideas in Motion). Indeed, newcomers receive financial support from the state that they have to give away in case of external funding for their business idea.

## *11 Language MOOCs*

“The language of the host-country is the first tool for integration” (Victoria Khraiche Ruiz-Zorrilla, ASILIM) “language is the key point at all time”(Elin Lindkvist, LNU University). For language teaching, three levels have been proposed by Victoria Khraiche Ruiz-Zorrilla:

“1) Tailor MOOCs to refugees/migrants with a university education to learn Spanish with specific purposes (Spanish for lawyers, for doctors, for engineers, etc.).

2) Tailor MOOCs to refugees/migrants with basic/intermediate education, doing so with tutor /teacher support because many of them do not have Internet access or computers, nor digital competencies.

3) Design MOOCs for teachers and tutors to teach the students how to work/study in an autonomous way through MOOCs. Firstly, we should work with them in class and teach them how to manage MOOCs. Following that, they could do the MOOCs on their own.”

“Linguistic competence (all levels) and practical issues to manage a business in the host-country such as registration of a new business, managing administrative tasks, taxes etc.” should be addressed by MOOCs. (Victoria Khraiche Ruiz-Zorrilla, ASILIM)

“Apart from the professional and linguistic value, a lot of refugees/migrants are interested in doing courses because they are considered in the application for residency/nationality in Spain. These courses are valid, above all if they are recognized by an institution or university”. “For example, a course/MOOC about Spanish culture and law could be very useful to apply for nationality and could be a very interesting topic for a MOOC” (Victoria Khraiche Ruiz-Zorrilla, ASILIM).

## *12 MOOCs on labour market functioning*

Although not using MOOCs so far, Elin Lindkvist from the LNU University declared that MOOC is a good tool to enhance refugees’ chance in their host-country; however, some subjects are taught more appropriately through online learning than others. MOOCs that explain how to access the labour market and extend refugees’ language knowledge would be

very beneficial in Sweden. MOOCs imply a certain digital literacy that not all the refugees might have. “MOOCs also offer a good possibility for refugees who are on parental leave to keep up with the language knowledge and use time efficiently” (Biljana Papić, Arbetsmarknad Vuxen).

Elin Lindkvist declared that “as a higher educator we should be able to provide these courses, but also as a collaborator; if a municipality has provided a MOOC, the refugee should be able to get their knowledge validated at the university”.

### *13 Recognition of learning outcomes achieved through MOOCs*

The MOOCs used within Kiron study tracks are drawn essentially from the established MOOC platforms (e.g., Coursera, Edx, Iversity) and from HEIs. The MOOCs have to offer “similar learning outcomes as the traditional university courses offered in order to enable the recognition by HEI” (Ronny Röwert, formerly at Kiron Open Higher Education). “The refugees should be able to get their knowledge validated at the university” according to Elin Lindkvist. “If we as LNU would provide the MOOC the system would be easier because the MOOC would be already quality marked. If the MOOC would be provided by another university the refugees still have to pass the internal validation process” to make sure the knowledge acquired is comparable with the one acquired through our university courses.

“If we talk about official recognition and certificates, the universities/institutions should be the ones who recognize the qualification. If we talk about the recognition of abilities for working or developing linguistic competence for professional purposes, the companies should recognize it.” (Victoria Khraiche Ruiz-Zorrilla, ASILIM)

According to Ronny Röwert, the learning outcomes achieved by refugees should be recognized by universities, the German government, the job agency and the Chamber of commerce.

### *14 Key stakeholder(s) to be involved in the evaluation of MOOCs for social inclusion and employability*

Our refugee experts named several key stakeholders that could/should check the capacity of MOOCs to favour social inclusion and employability of refugees: HEI, schools for adults, vocational training and language schools, collaboration of the university, municipality and migration board, job centres that are key stakeholder for the integration into the job market, municipalities for housing and education, libraries, all the institutions that have to deal with

providing societal knowledge, organizations responsible for integration, NGO's, health care system, IT-specialists and engineers, employers, MOOC providers, government departments.

In Germany, according to Ronny Röwert, the federal ministry of education and research, the chamber of commerce and industry and the German rectors' conference representing universities in Germany are the institutions that should be involved in the quality checks of MOOCs. The best way would be to give a label to MOOCs that certifies that they enhance social inclusion and employability of refugees. This could/should be done by stakeholders' organizations.

### *15 Initiative examples*

The MOOC “travailler en français” offered by the French Institute of Madrid, which taught migrants and refugees French language together with French job market functioning, gathers migrants and refugees from 36 countries. The MOOC aims at “connecting the dots between the language MOOC and the real working world in France for job seekers: for example, what is the ANPE and the Pôle Emploi? Who are the recruiters? What do they offer/ how to contact them? Within the MOOC, the agents from these domains had a regular contact with the MOOC participants.” The MOOC “travailler en Français” is a good example that brings real-life skills for refugees. The biggest challenge experienced by the MOOC team was to respond to the interaction need of the participation and to foster collaboration between the participants. For the future initiative, Alix Creuzé recommends “to develop effective tools that promote interaction and collaboration within participants to create a real learning community”. Furthermore, tools that “enhance autonomy and auto-evaluation” would be beneficial. Finally, developing an active social network group during and after the MOOC is very feasible and contributes to the creation of a community.

In the entrepreneurship program for refugees of Ideas in Motion, the participants are from Syria, aged between 28 to 40 years old, their academic backgrounds vary from undergraduate to professor. “Their English knowledge has to be good enough to follow the courses, which was an issue to recruit the participants as most of the refugees speak only Arabic when they arrive in the host-country.” 90% of the participants are male. “Ensuring the gender diversity was the second challenge of the recruiting process.” “One of our biggest challenge while working with refugees is to deal with the legal structure they have to face because of their status; it represents an important constraint in terms of rights and timing.” (Suhayl Chettih, Ideas in Motion). Suhayl Chettih shared that working with a group of refugees is an

empowering experience for a teacher as the group is particularly engaged and motivated. “Teaching entrepreneurship to a group of refugees is an important niche. Germany offers important opportunities in terms of self-employment and the refugees are particularly motivated and engaged, plus they have very good business ideas” (Suhayl Chettih, 2017). For future initiatives, Suhayl Chettih recommends “to have a bottom-up approach by starting to explore refugees’ needs”. Furthermore, he recommends having a focus group that represents the diversity of the target group to better understand their challenges and needs. Finally, “the key is to be constantly in an exchange with the target group and to develop an open communication” (Suhayl Chettih, Ideas in Motion).

## *16 Acknowledgement*

On behalf of the MOONLITE team, we would like to thank Suhayl Chettih, Alix Creuzé, Victoria Khraiche Ruiz-Zorrilla, Elin Lindkvist, Biljana Papic and Ronny Röwert for sharing their experience and knowledge with us and for supporting our MOONLITE project.

## ANNEX 8: Credentialisation of MOOC, recognition and short learning programs

### Content:

#### *1 Setting the MOONLITE context*

##### 1.1 Aim MOONLITE project

##### 1.2 Specific objectives on recognition of MOOC-based learning

##### 1.3 Credit-related results MOONLITE

##### 1.4 About given credits and recognition to MOOC completion

##### 1.5 The role of MOOCs for refugees and migrants

##### 1.6 Recognition of MOOC based learning in degree education

##### 1.7 MOOCs in continuing education and CPD

This MOONLITE document discussing the issues related to for-credit MOOCs – the recognition of those credit in formal programs (bachelor/master) including cross-institutional collaboration in this. Related to this various concept are shortly discussed including short learning programs and how they can contribute to a more flexible higher education system suitable for study pathways suitable for refugees as well.

### *1 Setting the MOONLITE context*

#### 1.1 Aim MOONLITE project

The MOONLITE aims to develop cross-national cooperation services to explore larger-scale uptake in Europe of MOOCs as well as creating learning and collaboration opportunities for refugees' stakeholders and MOOC providers in member states. In general, MOONLITE contributes to the further improvement of educational offerings to refugees both by HEI and in cross-regional collaboration.

As such the MOONLITE project boost the use of MOOCs to

- Widen and improve the HEIs teaching for registered HEI students (1st mission)
- Create new educational pathways for refugees (serving society, 3rd mission) and
- Build entrepreneurial and language skills among those two groups

#### 1.2 Specific objectives on recognition of MOOC-based learning

MOOCs do not automatically imply a better access to the higher education system. Without any formal credits for MOOC completion, MOOCs are just in-/non-formal learning.

Moreover, access to higher education system requires in addition that those credits do count as part of a formal degree. Gradually we see a shift from producing MOOCs based on regular courses to a mode where open education offering is becoming a part of formal degrees. In this context, adequate legislation for regulating open and online education is needed.

As such the MOONLITE project gives specific attention to this topic and addresses the issue of given credits to MOOCs – recognizing those credit as part of form degree education and making formal degree education more flexible by short learning programs (SLPs).

From project summary of the application form

*At the moment, this potential of MOOCs is not being fully realized, due to a lack of uniform arrangements for recognition, transferability, and portability of credit, as well as due to an immature evaluation framework for assessing the quality and cost-effectiveness of the same MOOCs.*

*In particular, MOOCs have the potential of “Supporting the efforts of EU countries to integrate refugees in Europe's education systems and ensure their skills development is an urgent task in the light of the current migration crisis” (EC, 2016). Refugees face legal, linguistic and financial barriers to enter Higher Education, in addition to the challenges coming from the ‘lost time’ obtaining refugee status, finding accommodation, re-establishing links with family etc. With the help of credit-bearing MOOCs, students would be able to begin introducing themselves to their studies at their own pace, without needing to enroll the institutions, knowing that this credit would be eventually recognized towards their final degree, once they were able to access Higher Education more formally. Alternatively, MOOCs could help refugees top-up specific skills and directly enter the labour market.*

*Amongst other, the consortium specifically aims to:*

- Identify opportunities and barriers in recognizing MOOC-based learning for students and refugees*
- Create institutional and cross-institutional scenarios to exploit MOOCs for credit-bearing HEI courses & future employability amongst students and refugees*

The project will help Europe consolidate around a more coherent approach to credentialisation of MOOC-based education. This will, in turn, lead to an increased flexibilisation of the Higher Education system, by allowing a much greater range of accredited learning opportunities to both enrolled and non-enrolled students. In particular, we believe this will improve the accessibility of Higher Education to marginalized groups, which will be even more pronounced for refugees, as MOOCs can offer the ideal bridge for them into Higher Education.

### 1.3 Credit-related results MOONLITE

Although skipped by the national agency while approving the MOONLITE proposal – the partners decided to describe different scenarios to exploit MOOCs for credit-bearing higher education and future employability among HEI learners and refugees (formally Output 2). In this context. *“The partner universities consider strategies for recognizing own students’ participation in other institutions’ MOOCs, either by formal credits or through micro-credentials such as badges. In addition, the scenarios detail possible inclusion in cross-institutional programs like mini-masters, for example, short learning programs or Erasmus Intensive Programs including recognition of credit in bachelor/master program of connected HEIs.”*

A practice report (Output 3) will describe how those scenarios were put into practice. A minimum one of the selected scenarios will be tested at each of MOONLITE partner universities. This includes approaches to assessment and certification. Moreover, this includes a pilot implementation of MOOC offering in a cross-institutional setting.

### 1.4 About given credits and recognition to MOOC completion

Recognition is an important topic in the European Agenda for modernizing higher education. It is also a key objective of the 2012 Council recommendation on validation of non-formal and informal learning, which asks Member States to have national arrangements for validation by 2018.

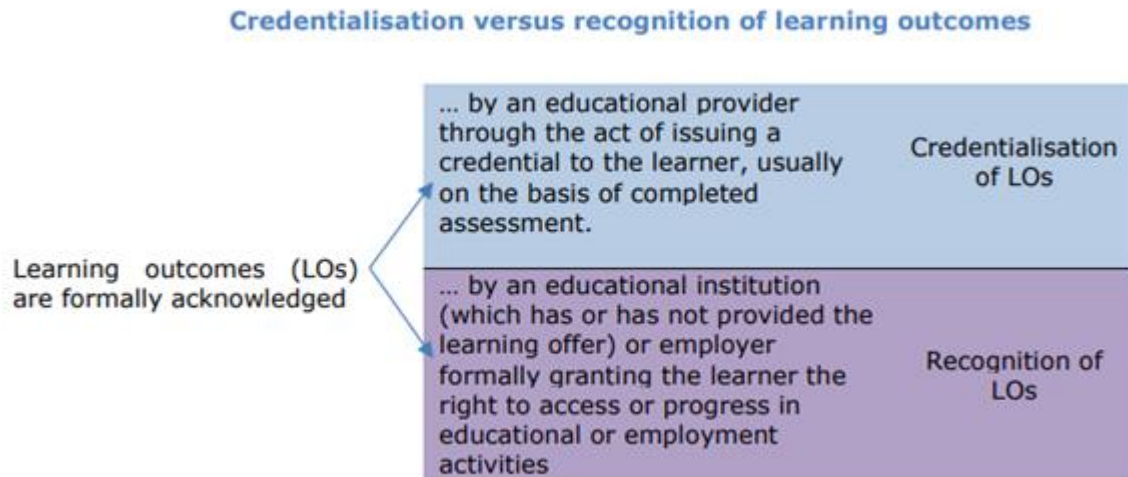


Figure 1: Credentialisation versus recognition of learning outcomes by Witthaus et al. (2016)

The recognition, accreditation, and certification could be defined in many different ways, but generally, it refers to establishing a set of arrangements to make visible and value all learning outcomes (incl. knowledge, skills and competence) against clearly defined and quality-assured standards (Yang, 2016). Moreover, according to the ECTS users' guide "recognition of non-formal and informal learning – the process through which an institution certifies that the learning outcomes achieved and assessed in another context (non-formal or informal learning) satisfy (some or all) requirements of a particular programme, its component or qualification". Credentialisation enables afterwards the recognition of learning both by an educational institution, company/employer or professional body (see figure 1 by y Witthaus et al., 2016)

A study by Witthaus et al. (2016) documented the validation and recognition of open learning via MOOCs, providing an analysis of current practices and a tool for promoting transparency in the open education offer aiming to facilitate the recognition process. They distinguish a strict difference between given credits and the recognition of those credits. This could be done by the same organization but increasingly is separated.

In the MOONLITE project, several scenarios of MOOC credentialization and recognition were tested in which the credit is given by one organization and recognition by the other.



## 1.5 The role of MOOCs for refugees and migrants

### **MOOCs for integration and basic language courses**

To accelerate employment amongst refugees, European countries in general offer integration ‘courses’. Those courses are designed to expedite the assimilation of approved asylees, helping them to obtain needed linguistic skills, as well as softer cultural skills and understanding. Such courses include cultural “orientation” unit introducing European / national society and culture, as well as contact hours of language instruction. Most language certificates are minimum level - A1 or A2 of the Common European Framework of Reference for Languages (CEFR). Still, low pass rates for integration courses and the CEFR language certificate are reported. In the Netherlands for example, about 50% succeeded for the first exam, and two-thirds choose the minimum level although many have completed a secondary or even tertiary education. Most of these courses are face-to-face and only limited online tools are used (only Skype sessions).

Online learning, and perhaps MOOC, can be used as part of these integration and basic language courses. On one hand as additional support (by specific apps and as online courses/MOOCs). On the other hand, MOOCs might be used as a formal part of these integration courses. This, however, we require that they are used and recognized by the providers of those integration and basic language courses.

### **MOOCs in further language education**

In addition, job-related language training courses are offered for refugees. The goal is to help trainees improve their language skills in order to graduate from vocational training programs or gain subject-specific language knowledge. The language skills required for these programs go beyond the standard integration courses – applicants must demonstrate language skills at B1 CEFR level in order to be admitted. However, for B1 language courses also low success rate is reported (below 60% Germany).

### **MOOCs to comply with entry requirements universities**

From <http://wenr.wes.org/2017/05/lessons-germanys-refugee-crisis-integration-costs-benefits>

*At the undergraduate level, where degree programs are almost exclusively offered in German, all international students, including refugees, must present a qualification equivalent to the German university-preparatory high school diploma, and*

*demonstrate advanced German language abilities, at minimum level C1, CEFR. For English-language programs, which exist primarily at the graduate level, a comparable certification of English skills, such as the TOEFL test, may be required.*

*A number of universities also require foreign students to sit for a centralized admission test called “TestAS”. This aptitude test, which is now free for refugees and increasingly offered in Arabic, can, on occasion, enable institutions to place refugees who lack academic documents.*

## 1.6 Recognition of MOOC based learning in degree education

Haywood et al. (2015) stated that “The possibility of gaining credit from a study on a MOOC does exist, but to a limited extent.” And that “MOOCs and other open education appear to be viewed by QA agencies as primarily the responsibility of the institutions offering them as they do not lead to a degree, or to ECTS credits.” Over the past years, this has changed drastically as most MOOC providers are now offering the possibility to get a credit for their course offering.

Moreover, those credits are increasingly recognized as part of formal degrees program. One example is the MOOCs for Credit initiative in which TU Delft, for example, gives possibilities to students to follow a MOOC from another partner universities in their virtual exchange program. Another example, relevant for migrants, is the case of KIRON and their recognition options of MOOC based learning. Kiron is not a recognized university in Germany and does not award degrees. But 22 partner universities in Germany and other countries currently allow Kiron students to transfer into their degree programs, usually after completion of four semesters of study at Kiron University.

## 1.7 MOOCs in continuing education and CPD

Online education will upscale the area of continuing education (CE) and continuous professional development (CPD) by offering flexible courses and programmes with a larger outreach responding to the needs of learners at work, who face longer careers and career shifts. MOOCs are seen as the flexible provision to address a number of actions in the new Skills Agenda for Europe. Moreover, they are already used for training on topics and skills related to Skill shortages and gaps in European enterprises (CEDEFOP) and strongly contribute to the “e-Skills for Jobs” campaign of the EC. As such MOOCs provide a good alternative for various groups including migrants.

In this context not only credit given to a single MOOC is important. Many MOOC platforms offer various short learning programmes (like nanodegrees, micromasters) and even full online programmes including credit to those programmes.

### **Short Learning Programs (SLPs)**

Nanodegrees and Micromasters are examples of Short Learning Programs (SLPs). SLPs are organized around a specific topic, responding to the demand of large numbers of students for a shorter study and to immediate economic knowledge and skills requirements in enterprises, to cultural, social and environmental needs and personal development in society. They vary in a number of credits (largely between 5 and 60 ECTS). To be effective, SLPs are to be developed in a coherent design with specific pedagogies, adapted to the target groups envisaged and preferably in collaboration with stakeholders (businesses, innovation managers, etc.).

The online provision of SLP`s makes them even more scalable and flexible. They facilitate the accessibility of a series of courses by learners and can be taken in combination with a job at all stages of life. The implementation of short learning programmes as the main part of continuing concerns all European Qualification Framework (EFQ) qualification levels (from foundation to postgraduate levels), since long and changing careers increase the needs of learners and stakeholders. SLPs should be awarded with appropriate qualifications (e.g. certificates, diplomas), corresponding with the EQF. In this way online/blended SLPs are flexible and scalable to serve large numbers of learners, which is necessary to close the knowledge and skills gap in Europe. It is needed that SLPs must be regarded as building blocks to formal degrees. Students should get the possibility to integrate credits obtained by SLP modules and courses as building blocks in broader degree Programme. If SLPs are not recognized appropriately, students might be afraid that it is not valuable or less valuable. Recognition should build trust both on the labour market and in academia.

Some frontrunner universities start with online SLPs, eventually on an international scale reaching large numbers of students, which contributes to the cost-effectiveness of these programs. Also, they enable universities to compensate for decreasing student numbers in mainstream education and are important for the international profile of universities and staff. MOOCs provisions are also part of such policies.

The European open and distance teaching universities, which are frontrunners in the field of adult learners, have signed a Memorandum of Understanding on short learning programs. They (including UNED) all commit to engaging on SLPs and on collaboration to make success out of them at the national and European level. They are convinced that flexible SLPs are a necessary response on needs in the knowledge society and that they should be integrated into higher education systems.

Universities are not used to (online) SLPs, as the backbone for universities is degree education. SLPs lead to (in some countries new) types of awards (certificates, diplomas...), but complying with EFQ. Current initiatives for continuous education/CPD at universities are too small and not scalable enough to face the needs of people. Just modularization of the curriculum doesn't help as students are not enough served by single modules. SLP curricula have to be developed as new entities, eventually composed of such modules and embedded in a needs-oriented organization. This requires new pedagogies, new technologies and new business models with appropriate organizational frameworks. National governments should stimulate this by structures, regulations, and standards to stimulate SLPs as an entire part of higher education systems. All this contributes to the modernization agenda of the European Commission and with ET 2020 objectives, where most European countries are failing.

MOOCs for part, can be seen as flexible building blocks of SLPs. As such MOOCs should be incorporated in the framework of SLPs as part of (future) flexible formal higher education. To this end best practices on the assessment and recognition of MOOCs in combination with other courses that fit the academic and professional levels are required. The same could be done for the recognition of other badges and micro-credentials for the recognition of specific skills or prior learning experiences.

### **European and international qualification frameworks**

The awards for SLP's should correspond with the European Qualification Framework (EQF), which is jointly developed and practiced by the Bologna countries. EQF is a meta-framework, facilitating comparisons between national qualification frameworks. It consists of 8 qualifications levels. Qualification systems might (slightly) differ from each other.

### **Example UK**

In the new UK Qualification and Credit framework, short learning programs (SLP's) can have three different sizes of qualifications (where one UK credit represents 10 hours of learning time; one ECTS point represents about 25-30 hours of learning time):

- awards (1 to 12 UK credits; 0,5 ECTS to 5 ECTS)
- certificates (13 to 36 UK credits; 6 to 14 ECTS)
- diplomas (37 UK credits or more; 15 ECTS or more)

In this framework, every unit has a credit value and a qualification or difficulty level (from 4 to 8: foundation, bachelor, master and doctoral level).

The title of each qualification within this framework contains details of the size (award/certificate/diploma), level of difficulty (level 4 to level 8) and general content of the qualification.

The new Qualifications and Credit Framework (QCF) in the UK (2011, see table 1) provides a place for short programmes of different sizes at the respective qualification levels.

	UNIVERSITY				
LEVEL 8	Doctorate PhD				
LEVEL 7	Master's Degree MA, MSc, MPhil				
LEVEL 6	University Degree BA, BSc				
LEVEL 5				Foundation Degree FdA, FdSc	HND
LEVEL 4					HNC
LEVEL 3	A-Level	A2 AS	L3 Extended Diploma (National Diploma)	L3 Diploma (National Certificate)	
LEVEL 2	GCSE Grades A-C		L2 Diploma (1st Diploma)		
LEVEL 1	GCSE Grades D-G		L1 Diploma (Foundation)		
ENTRY LEVEL 3	Key Stage 3		E3 Diploma (Foundation)		
	SCHOOL / 6TH FORM		F.E. COLLEGE		

## ANNEX 9: HEIs' implementation of conceptual scenarios

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- 1.2 Current Situation regarding online learning with MOOCs
- 1.3 Exploration of possible pathways to support students' and refugees' progression with the help of MOOCs
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## *1 Universidad Nacional de Educación a Distancia – UNED*

### *1.1 Institutional context*

The National Distance Education University (UNED) is a Spanish public university that provides distance education at national and international levels. It was founded in 1972 to enable priority access to university and further education for all those who, while capable of pursuing higher studies, were unable to attend on campus classes for work, financial, residential, or other reasons. With more than 260,000 students, it is the largest higher education institution in Spain and one of the largest universities in Europe. It is also the leader in the implementation of cutting edge technologies applied to teaching and learning, with the largest offer of online courses in Spain. The difference between UNED and the rest of universities in Spain lies not only in its student numbers but also on its geographic dimension (national and international) and on the use of a blended-learning methodology and complementary pedagogical tools (television, radio, video, and online virtual university campus).

UNED has more than sixty associated regional study centers with more than 100 extensions and classrooms, where tutoring takes place and also the venues for the proctoring of in person exams, allowing students to access all kinds of academic services, including libraries, audiovisual materials, face-to-face tutorials, video conferencing and a virtual campus (telematic tutoring). Furthermore, UNED is present in thirteen countries in Europe (Germany, Belgium, France, United Kingdom, Switzerland and Italy), America (United States, Argentina, Peru, Mexico, Brazil, and Venezuela) and Africa (Equatorial Guinea). UNED has more than 1,400 academic teaching staff, distributed in nine Faculties and two Technical Schools. UNED offers 27 bachelor's degrees, 45 official university master's degrees and 39 doctoral programs, all to the European Higher Education Area (EHEA). It also offers 110 PhD programs, courses for students wishing to enter the university (called University Access



courses) for candidates older than 25 and 45, respectively, and offers language courses in foreign and co-official languages in certain regions (Aranese, Basque, Catalan, Galician and Valencian) at the University Centre for Distance Language Learning (CUID). More than 600 professional education courses are offered at UNED, together with more than 900 university extension courses, and 55 senior courses, for people over the age of 55. UNED also responds to the social demand for training groups with special needs, such as people with various disabilities and those in prisons in the country and abroad.

## 1.2 Current Situation regarding online learning with MOOCs

UNED is a pioneering university in Europe in the creation of repositories of OER and in the implementation of MOOC. In October 2012, the UNED Abierta (Open UNED) was founded, and since then it has been being the institution responsible for OpenCourseWare and MOOCs at UNED. The founding Director of Open UNED was one of the coordinators of the project, Dr. Timothy Read, who is Associate Professor in Computer Languages and Systems and Pro-Vice Chancellor of Emergent Technologies at UNED. Open UNED started using the OpenMOOC platform and since 2016 is using OpenEdx. Its resources and MOOC can be accessed on its website (<https://unedabierta.uned.es>) and the offer of MOOCs on the portal IEDRA (<https://iedra.uned.es>), having at the moment 159 MOOCs available, 60 of them currently active, 125,990 registered users and 194,717 inscriptions.

The ATLAS (Applying Technology to Languages) research group, was founded also by Dr. Timothy Read and Dra. Elena Bárcena, co-director of MOONLITE project and Associate Professor of English Language and Linguistics at UNED and its members are from UNED and Universidad Complutense de Madrid (UCM). ATLAS is focused on the area of mobile assisted language learning (MALL) and MOOCs for languages (LMOOCs). LMOOCs are those MOOCs which has as main objective the learning of a second language.

In Spain the first initiative that can be considered LMOOC was in 2012 with the MOOC “Inglés profesional/Professional English” offered by two providers: UNED Abierta and MiríadaX, with two editions and almost 50.1000 participants in total, being one of the 3 most popular courses on the UNED platform. In addition, in the first phase of the UNED Abierta, other English LMOOCs were held, “Start with English: learn the thousand most used words and their communicative possibilities” and “Starting to write English with no mistakes: level B1”. In 2013, the MOOC of “German for Spanish Speakers: Fundamental Notions”, was awarded the 1st MECD-Universia/Telephone Award for the best MOOC and in its several

editions have participated more than 70,000 students. And in the second phase of UNED Open in 2015, a Spanish MOOC and an English MOOC for level B1 appeared, “Spanish online ELE-UNED”, and “How to succeed in the English B1 Level Exam”, with the latter having two editions and more than 8,000 participants. Most of these above-mentioned courses are still being offered on Open UNED platform.

MOOCs implemented at the UNED will benefit from all the technical and financial support of the Open UNED and from the experience in design and methodology in MOOCs of the ATLAS group research.

### 1.3 Exploration of possible pathways to support students’ and refugees’ progression with the help of MOOCs

Although the initial idea was to use some of the existing MOOCs of entrepreneurship and languages, UNED and the ATLAS group, after carrying out an exhaustive needs analysis, have come to the conclusion that it is more appropriate to develop a series of its own MOOCs (LMOOCs), rather than using existing ones.

#### 1.3.1 General features for all MOONLITE Scenarios/Courses at UNED

These courses should be aimed specifically at refugees and migrants, supported locally (this could be by a RSG or by a language center), and be available on a regular basis once the project has finished.

Recognition is important. The minimal level of recognition should be institution specific (and then progress to other universities, and finally, Ministry of Education recognition if possible, at the national level), and intra-partner (and then progress to other European universities, and finally, European Commission recognition, if possible, at the international cross-institutional level). This should not be just in terms of badges or other non-formal awards but:

1. University certificate (for refugees only in order not to conflict with other institutional certifications)
2. ECTS.
3. Free configuration subject (equivalent to any other such subject studied on a degree).
4. Entry requirements for formal courses.
5. Requirements for grants such as ERASMUS mobility.

It should be noted that the international scenarios are basically composed of the cross-institutional / international recognition of the specified national courses.

The MOOCs should have the EADTU OpenupEd quality label (<http://www.openuped.eu/quality-label/222-obtaining-the-openuped-label>). Furthermore, the adaptation of existing MOOCs for refugees could lead to an extension of this label or at least an independent specification of what an “inclusive MOOC” should be.

### **1.3.2 Specific features for UNED Scenarios and MOOCs**

After an exhaustive need analysis undertaken based on qualitative data collection with questionnaires, interviews and work sessions with support associations and displaced people and in-depth literature review on the specific criteria that MOOCs for migrants and refugees should have, ATLAS group research determined the following scenarios:

1. A first phase that would include the design and implementation of two MOOCs Spanish Language MOOC based on specific programmes for the teaching of the language to refugees and migrants with a functional orientation aimed at fulfilling the most immediate needs and tasks of these groups: going to the doctor, moving around the city, looking for a home, etc. As we understand it, this is not strictly a language course to use, but rather the language would be integrated with contents related to the first communicative scenarios that newcomers to our country must face.
2. A second phase of design and development of MOOC English courses, based on the experience of the previous ones. Both the Spanish and English MOOCs would include a guide for tutors and teachers, in order to serve as a roadmap for teaching these subjects, according to what you told us about the need for training volunteers who sometimes teach language classes.
3. A possible third phase in which an Arabic MOOC of initiation is designed for social intervention professionals. The main objective would be to facilitate communication between the newly arrived displaced persons and the professionals working to meet their needs.

As mentioned above, the design and development of these LMOOCs should follow a set of criteria according to displaced people’s needs, that has been divided into 4 categories: technological, linguistic, methodological, cultural and ethical; and will be carried out with the collaboration of interested stakeholders such as support groups higher educational institutions. In addition, it is imperative that these MOOCs will be implemented with the support

scaffolding and tutoring provided through collaborative work including the support associations.

As stated above, recognition is crucial for the scenarios implementation. The students participating in UNED LMOOCs will receive an official university certificate with the institutional logo and the info of the workload hours and the equivalent ECTS. These ECTS will be valid as free configuration subject that will help the students to enter in other formal courses or degrees.

#### 1.4 Scenario implementation

During the first months of the project in 2016 and in early 2017, desktop research was undertaken to better understand the existing online offer for language learning (both CLIL; Content and Language Integrated Learning, and LMOOCs; Language MOOCs), entrepreneurial skills, MOOC accreditation and recognition, the conceptual analysis of migrants and refugees and their related legal status in Spain and the specific criteria that MOOCs for refugees and migrants should have (mentioned above).

The need analysis was completed with the contact and collaboration establishment with support groups.

UNED, has been established contact with nearly 20 NGOs and associations working with migrants and refugees. There has been three approaches used to this end:

1. Direct individual communication via email, phone, individual meetings and interviews.
2. Collective meetings to inform them of the project, its activities and goals, and collect needs analysis data (first meeting in May 2017, second meeting in October 2017 and third in December 2017).
3. Sending out training information about webinars and trimester newsletter in Spanish with the project progresses, events, training opportunities, resources, etc. with the opportunity of expresses/announce their own resources/events.

In the first meeting in May 2017 with 16 Spanish NGOs and associations working with refugees, following an introductory presentation about the project, given by Timothy Read, coordinator of MOONLITE, representatives from the associations and NGOs answered a questionnaire. It had been developed to collect their perspectives, experiences and expertise

regarding the situation and educational needs of displaced collectives such as migrants and refugees, and start to explore the possibilities of MOOCs to help them.

To complete our understanding on the questionnaires about to which MOOCs can support refugees to face the challenges they experience in their host-countries, some interviews were undertaken with refugee experts and social workers by all the project's partners. In the case of UNED, the interviewee was Victoria Khraiche Ruiz-Zorrilla from the Association of Linguistic Integration for Migrants in Madrid (ASILIM).

A second meeting was convened in October 2017 at UNED, in order to show the results of the questionnaires and to establish a more definitive collaboration with the interested support groups. Following an introductory presentation a given by Elena Bárcena and Timothy Read, coordinators of MOONLITE and the Vice and Pro Vice Chancellors of Methodology and Innovation in UNED, other members of UNED research group presented the results of the questionnaire answered by representatives from the associations and NGOs about the situation and educational needs of displaced collectives in order to start designing MOOCs to help them. After that, two different presentations and workshops were held by UNED researchers on the topic of what is a MOOC and how it works, and about specific criteria to design MOOCs for refugees and migrants. To finalise, a debate to establish collaboration between UNED and the support group was held, and it was decided to start with the design 2 Spanish as a Foreign Language MOOCs to address the immediate needs of refugees and migrants arriving to Spain.

Some of these associations are currently collaborating in the design of the above mentioned MOOCs (content and materials), and in December 2017 UNED and ATLAS research group conducted a workshop with some support groups and some refugees focusing on analysing the real needs from displaced people in Spain in order to decide the topics to be included in the courses.

The first phase of the 2 Spanish MOOCs will be implemented at Open UNED platform in autumn 2018, since the proposal has already been submitted and accepted by the Governing Council of that institution. The expected results are to reach a large numbers of students and it is expected to have two editions of the courses at least and many more, as many as the support entities and collectives demand.

The second and third phase will be implemented during 2019 from the experience of the implementation of the first phase.

### 1.5 Institutional process for the implementation of the first scenario

UNED has held a number of formal and informal meetings and institutional workshops with the people in charge of open education and MOOCs, as the vice dean and pro vice dean of Methodology and Innovation and the whole team of Open UNED. In these meetings and workshops the following topics were discussed:

- Administrative arrangements
- Technological issues
- Recognition options: regulations, on-going initiatives, etc.
- Collaboration with refugees and migrants national and local support groups

### 1.6 Conclusions from the implementation

In this section, the institutional specifics of the UNED scenario will be discussed.

#### 1.6.1 Prerequisites

UNED has had a strong commitment to providing education for disadvantaged social groups (e.g., disabled students, ones in prisons) since its inception, nearly fifty years ago, as that forms part of its academic and social charter. This general predisposition has helped with MOONLITE in the same way as it has in many previous projects. Furthermore, UNED has great horizontal (between different sections, faculties, etc.) and vertical (between senior and junior staff) freedom so that it is possible, for academics to start innovative educational research projects and obtain institutional support with relative ease. In the case of MOONLITE, being able to use the institutional MOOC platform for the project and also being able to award free credits to refugees and migrants who have undertaken these courses is an enormous help to the project and making its objectives practical realities.

#### 1.6.2 Strengths

Without a doubt, it would not have been possible for the UNED project team to participate in this project in the way they have, designing, developing, deploying, certifying and accrediting

MOOCs without the support of the university, its academic, administrative and management staff.

Specifically, it can be noted that there is a high degree of academic freedom at UNED and there is always administrative support for running projects and looking for synergies between projects and institutional policy. There is an open-door policy that makes it possible for academic and teaching staff to easily reach institutional authorities and look for ways that symbiosis can occur. Specifically, in the case of MOONLITE, it was possible to get institutional recognition for both the intention of the project to support refugees and also administrative support for creating and deploying MOOCs on the university's platform.

The project team has met with 20 RSGs in two workshops, where they were taught about what MOOCs are, how they can be used to help the refugees they support. They also were asked to share with the project team the factors that they thought were key for engaging the refugees and keeping them motivated and learning effectively during the MOOCs. Members from the RSGs have been included into the MOOCs and they have agreed to act as curators and facilitators to help keep the students motivated, focussed, and working well. They have also participated in the development of the academic materials for the courses. It cannot be sufficiently emphasized how important their assistance, advice, and hard work has been for the UNED scenarios.

### **1.6.3 Barriers**

Given the points highlighted in the previous section it should be noted that UNED has not had any significant barriers to overcome, institutionally speaking. However, there are a couple of areas, that while they haven't caused any problems, could hypothetically have done so, and as such, are highlighted here, for their relevance for the reader.

Firstly, what could have been an inhibiting factor is the electoral system and its potential for change in university authorities, namely the Vice Chancellor and his/her team, every four years. In some cases, a VC may be re-elected for another period of four years, for a maximum of eight years. However, this does not always happen and new management teams do not necessarily follow the same institutional policies as previous ones. So, the institutional support so essential for the UNED scenarios could be withdrawn or limited at a later stage.

Secondly, for a MOOC to be deployed and run on the institutional platform a proposal has to be made by the director of the teaching team and subsequently validated by the university's governing council. Before the proposal can actually reach the council, it needs to be approved by the head of Open UNED (the section of the university that runs MOOCs), to understand the implications of the course for the university's brand, social policy, and educational standards. In the case of this project, this process has been easy and the project members have been supported during the development process. However, if the resources allocated by this section for this project changed, then subsequent course maintenance, development, deployment, and support could suffer.

#### **1.6.4 Cross-Institutional Considerations**

The refugees and migrants that successfully complete the two LMOOCs in the UNED scenario can receive 1 ECTS per course, that would be recognised by UNED for other formal studies that they might wish to undertake at the university. While it is hoped that other partner HEIs could also recognise and value these ECTS as part of the admission process at their institution, it is a specific institutional decision that goes beyond the limits of the project. Regarding institutional reciprocity, i.e., whether UNED would recognise credits from other courses at partner (or other) institutions, it should be noted that there is already a section at the university that processes such requests.

On a practical level, since the two LMOOCs are for the Spanish language, then other HEIs might choose to recognise the credits as part of free student study in the area of foreign language development.

#### **1.6.5 Effectiveness in Achieving Targets of the Scenario**

Since by definition, the language MOOCs developed by UNED are open to be undertaken by anyone, then they could, theoretically speaking, be used as part of all four scenarios highlighted in figure 1. However, the practical reality is that students already studying at our institution must have language competences in Spanish at levels way about those targeted in scenarios 1 and 4 (i.e., those scenarios aimed at promoting existing students). It is, hence, the case that the UNED scenarios are examples of scenarios 2 and 3 in figure 1, namely online learning used to enhance skills of refugees and/or other individuals and facilitate their access to higher education and to the labour market. Given that the LMOOCs are aimed at language



level A1 (with some A2), and that they are more targeted to refugees and migrants' immediate needs here in Spain, then they are probably more effective in helping displaced people enter the labour market than accessing higher education.

## *2 University of Wolverhampton – UW*

### *2.1 Institutional context*

The University of Wolverhampton is based in a highly multicultural region of low educational attainment and a much reduced industrial base. The university has a mainly teaching-focussed and vocational/professional mission with a large number of inbound international students, delivering courses across three major campuses. Its student population is around 22,000, local rather than national, embracing both urban and rural areas, and areas of considerable economic decline and educational under-achievement.

The extent of the possibilities for using MOOC in the University of Wolverhampton to help refugees and other potential applicants into education and employment are the consequence of various national, local, historic and institutional factors. Whilst these are difficult to unpack and unpick, the headlines are

- the instability of the UK HE sector caused by Brexit, the deteriorating research funding climate, the ongoing bad press of HE and its politically high profile, and the changing HE fees regime, all leading to a growing aversion to risk or change, a focus on running the business and an emphasis on regulation and documentation
- the pre-occupation with the targets implicit in the various national measures of academic performance, at the moment REF (the Research Excellence Framework, the national competitive research census that determines institutional research income), shortly TEF (The Teaching Excellence and Student Outcomes Framework that will reward excellence in teaching, learning and outcomes) and eventually KEF (the framework to increase efficiency and effectiveness in knowledge exchange), and thus, for example, with research income, research publications, student satisfaction, academic progression, first employment statistics, recruitment publicity, postgraduate enrolment
- the entrenched division between university academics and university managers, and the evolving division between teaching academics and research academics, leading to a disconnect between decisions, resources, ideas and practice

Whilst the causal relationships are clearly difficult to unravel, the professional press reports management based on short-term metrics alongside the rise of managerialist cultures leading to an aversion to initiatives perceived as a distraction from serving the priorities outlined above. In some institutions, student satisfaction is now likely to be used to close courses and thus render lecturers liable to redundancy, whilst publication output is used as metric of research performance and thus render professors liable to demotion. This significantly inhibits or constrains the kinds of innovation and initiative that might have characterised the UK HE sector in the rather different political, ideological and economic climate a decade earlier and could be seen as indirectly responsible for the difficulty encountered in divining a straightforward mechanism to use a MOOC for refugees, that would lead to accreditation or enrolment within the UK HE context.

## 2.2 Current Situation regarding online learning with MOOCs

The University did receive financial support from Google to develop a programming MOOC. The initiative was not pursued beyond the development phase because, as with most MOOC, there was not a clear business model. The team involved considered mounting the MOOC on the FutureLearn platform but the 15,000 GBP fee was deemed prohibitive. Those UK universities investing in MOOCs on the FutureLearn platform have mostly been high-status research-intensive universities providing short courses that expose their expertise and resources.

## 2.3 Exploration of possible pathways to support students' and refugees' progression with the help of MOOCs

Several options were considered early on, that all focused on using student groups on existing taught programmes.

These included the Institute of Education professional Doctorate (EdD) and its masters (MA) taught courses. The original proposal was to provide, endorse or develop MOOCs as preparatory material, prior to first lectures, focusing on common academic and language skills. There were however difficulties with flexibility and timing (the MOOCs would have to have run in a very intense September iteration between final enrolment and first lectures).

These target courses were however not representative of refugee demographics; furthermore the extent of course regulation and documentation makes incorporating one-off major new

elements, such as a MOOC, not cost-effective in terms of administrative effort especially if MOOC's status as unassessed and non-credit-bearing means lack of student engagement.

As explained elsewhere, the pathway will be that refugee clients of the various voluntary and statutory bodies in the University of Wolverhampton catchment area will be targeted with leaflets advertising suitable MOOCs from FutureLearn and should they choose to take any they can then seek advice on formal education within the University through its Gateway centre, a specialist guidance unit with experience of diverse portfolios from potential applicants and with experience of refugees amongst these applicants.

## 2.4 Scenario implementation

The process is described below. The eventual scenario is as follows. Having made contact with as many intermediaries, contacts and support groups as possible across the university catchment area, these were then leafleted advertising a small range of relevant FutureLearn MOOC with the facility to follow up through the university's on-street walk-in advice and guidance centre, able to address queries both financial and academic and able to forward applicants to the APL procedures for any given course.

## 2.5 UW- specific Methodology

The project team (John Traxler with support from David Scott) made contact with various university managers, officials and administrators in order to understand the pressures, conditions and constraints that might be at work as we try to find ways for local refugees to access MOOCs and use their online experience as a route into courses and accreditation at the university.

Whilst accessing a MOOC would be free the next step was not obvious. Exploiting the learning necessitated an accreditation process, akin to the Accreditation or Prior Learning (APL), which would have generated individual credit against university courses or modules at a volume and level determined by the potential student's capacity to prove what they had learnt. This APL however had a fee associated with it to off-set the loss in fee income from conventional enrolment. In order to see if public money was available to meet this fee, it was suggested that regional authorities might have such funds if there was proof that the accreditation process would enable refugees to subsequently meet local labour market shortages.

Discussion with regional authorities subsequently revealed no such funds were available and that the priority for regional authorities were the social and health needs of refugees in their areas (though different area authorities interpret this differently) and so it no longer seemed possible to fund the post-MOOC accreditation process. This trajectory grew out of meetings and then a workshop that involved university staff representing Registry, Lifelong Learning and other central units, and hearing from other academics with MOOC experience.

Local groups are now distributing the fliers, both the printed and the electronic versions, so too are university lecturers who support students working directly with refugee

## 2.6 Collaboration with refugees' stakeholders or HEI

Contact and consultation with various local refugee support groups, with local authority workers responsible for refugee health and social well-being, and with student volunteers working 1:1 with refugees.

## 2.7. Conclusions from the implementation

In this section, the institutional specifics of the UW scenario will be discussed.

### 2.7.1 Prerequisites

UW has had a strong commitment to providing education for disadvantaged social groups. Its catchment area is educationally and economically challenged and under-performing, and has historically been unusually resistant to educational initiatives that have succeeded elsewhere in UK. Consequently regional economic regeneration is at the heart of the UW mission and the majority of its students come from the immediate vicinity. Because, however, of the short-term financial and political uncertainty around UK higher education and its, in effect, privatisation, the outcome is that initiatives at the margins of this principal mission and demography do not necessarily get the necessary medium-term buy-in from senior management. These factors have also encouraged a risk averse culture, an overly centralised management and an over regulated system. So if, as the literature suggests, the prerequisites for innovation were financial and regulatory head-room and professional trust and autonomy, then projects such as MOONLITE in UK higher education outside the elite universities face considerable hurdles.

### 2.7.2. Strengths

Ironically, institutions such as UW, with their teaching focus and their mission and history of inclusion, participation and opportunity would be ideally placed to address the needs of disadvantaged constituencies such as refugees. The practices and procedures for accrediting prior and experiential prior learning on an individual basis have been in place for twenty or twenty-five years and walk-in shop-front advice and guidance centres have been commonplace. In an era when institutional income is derived from student fees, these processes become more problematic and the institutions have become progressively more complex, making navigation through departments, roles and personnel more challenging. Also the avowedly regional identity of institutions like UW, specifically the first wave of post-1992 universities, mean they often have better local networks than their elite competitors.

### **2.7.3. Barriers**

Early on, one of the options for trialling MOOC within UW seemed to be as a supplement to some existing module(s). After several approaches this was found to be not viable: module leaders were forced to operate their modules on a tight schedule and strict documentation, whilst students are resistant to any input perceived as not directly related to generating credit. In general terms these factors led to the decision not to work with existing students or ongoing provision.

Consequently the focus shifted to refugee support groups rather than existing students. The barriers in this respect were the inconsistencies and flux in the agencies, resources and personnel involved. The statutory authorities interpreted their responsibilities with some variability but generally put their resources into social welfare and support for families rather than support for education or employment. There was a possibility that local employment partnerships had resources that would fund training to fill specific shortages in the local workforce but this turned out not to be the case. The voluntary sector seemed characterised by considerable churn and lack of continuity in its personnel and some web-sites suggested a spike in activity several years ago and less activity since then. So, the strategy chosen was to use as many channels as possible to reach refugees in the UW catchment and target them with fliers advertising what seem appropriate MOOCs on the FutureLearn platform.

### **2.7.4. Cross-Institutional Considerations**

Since the MOOCs accredited by UW come from FutureLearn, then they can be recognized and accredited by other partner institutions in a similar way, and as such, can form part of a cross-institutional initiative.

#### **2.7.5. Effectiveness in Achieving Targets of the Scenario**

Whatever the actual success of this strategy, tracking and documenting is necessarily a challenge since refugees may have picked up a flier, taken a MOOC, sought academic guidance and enrolled on a course, all without the MOONLITE catalyst being recognised, and indeed voluntary and statutory sector contacts might have moved on in the course of the project. The impact is likely to be minimal but we are following up on the earlier contacts, because informal contacts with refugee workers suggested that they were meeting eager to start small ethnic catering businesses. A technical flaw might be publicising the MOOCs at exactly the right time in terms of enrolment.

### ***3 Linnaeus University - LNU***

#### **3.1 Institutional context**

With almost 32,000 students and 2,000 employees, Linnaeus University (LNU) is the sixth largest university in Sweden. The university offers 150 study programmes and 2000 courses. It is situated in the south-east, a region which has received a lot of refugees and asylum seekers. In 2016, approximately 4,800 immigrants moved to the region. Linnaeus University takes a leading role in enabling access to higher education for refugees by supporting student counselling and the validation of exams. A scholarship specifically dedicated for asylum seekers, covering the tuition fees for non-EU-students, was granted between 2016-2017 by the county councils of Kalmar and Kronoberg, the regional federation of Kalmar and Linnaeus university. 19 students, the majority from Syria, are studying courses or study programs in It-security, Pharmacy, Nursing and Electrical engineering.

To date, students can apply for Linnaeus university's scholarships, that cover between 75 to 100 % of the tuition-fee. LNU supports language education by offering access to the European Commission's broadened Erasmus initiative to cost-free language courses online for refugees (Online Linguistic Support, OLS). Migrants, regardless of their migration status, are given the opportunity to study up to twelve languages, for instance, Swedish, English and

German. Linnaeus University is collaborating with external, regional parties in order to spread this offer.

For staff working with refugees and unaccompanied children, LNU has developed tailor-made courses dealing with areas such as responsibility of staff, pedagogical and salutogenic approaches, methods for detection if a young person suffers from PTSD, legal aspects of the asylum process, awareness of signs of substance abuse.

LNU's integration network is aimed at supporting collaboration between regional actors and the university's researchers and teachers with focus on skills development efforts, research and other forms of collaboration relating to integration/intercultural collaboration and establishment in the Linnaeus region. Other notable initiatives are:

- Scholars at risk: LNU participates in the Scholars at risk initiative, and plans to host a scholar for one year (autumn 18 and spring 19).
- Internships for newly arrived persons: Under 2016 Lnu offered internships for seven newly arrived and 2017 for six.

### 3.2 Current Situation regarding online learning with MOOCs

Although LNU has a well-developed technical infrastructure, support system and experience in a wide range of online courses and one MOOC: *Fantastic fiction and where to find it*, developed by the department of film and literature (<https://www.canvas.net/browse/linnaeus-university/courses/fantastic-fiction>), the selected and preferred model of educating refugees is using face-to-face campus courses. In discussions with university staff and regional refugee support organizations and refugees we found a number of explanations for this:

1. To date there are no MOOCs running in Swedish adapted for refugees to support their vocational and/or language learning. The variety of online courses differs in pre-structured language courses in which Swedish for immigrants is taught up to gymnasium level (Providers: adult education, vocational colleges or other private schools, often with tuition fees) and free resources, language learning apps, lectures, quizzes, etc. No courses specifically adapted to vocational training are available.
2. The language barrier: Prospective university students need to learn Swedish in order to be able to integrate into society. But at the same time, the majority of courses at university level also require sufficient English language skills, as the teaching material is often in English.

3. Most MOOCs offered are only in English. Only one MOOC on higher education level is in Swedish ; "Swedish Academic writing", provided by Lund University.
4. In discussions with help organizations and refugees themselves we have learned that the students prefer to be taught face to face. They want to meet people, communicate with Swedish students and be part of a campus community. (eg. expressed by Biljana Papic and Angelica Johannesson, Arbetsmarknad vuxen, and in interview with our focus group)
5. University teacher's lack of familiarity with MOOCs: Even if MOOCs are not a new learning environment, there are only a few university teachers at LNU using the educational potential of MOOCs in their courses. The concept is not yet widely known.
6. Validation and recognition: There is no ongoing process for evaluation and recognition for MOOCs at LNU.

We can only mention one initiative that plans to test MOOCs for vocational training for refugees. Ronneby municipality's learning centre, Kunskapskälla, with project manager Marie Aurell, has developed a concept using a blended-learning-approach. Refugees with similar vocational backgrounds will be gathered in classes, learning with MOOCs specifically chosen for their needs. Regular campus meetings with tutors help the students discuss and deepen their knowledge. Unfortunately, due to the lack of funding the project is still in a planning phase and has not been practically tested with students.

The more common way of vocational training for refugees in Sweden takes place via the so-called fast track education (snabbspår). This educational model has been developed for participants with professions that are needed by the Swedish labour market, e.g. in health care, education, the timber industry and for the IT sector. The fast track model is based on three steps: competence mapping, assessment and completion. Participants with a documented professional background take part in specially designed courses to adapt their vocational and language knowledge to the Swedish market. According to the Swedish employment agency, 3,540 participants have joined the fast track since 2016 (1072 women and 2468 men) (report: Arbetsförmedlingens nulägesbedömning av arbetet med snabbspår Maj 2017; p. 1). Linnaeus University is one of three Swedish universities which offers the fast track model in social studies, including economics and law. The courses (30 ECTS) combine language with knowledge about public administration and law in Sweden.



The courses are based on campus which is a requirement by the Swedish employment agency. Online courses are not allowed. The participants (18 persons) need to have a bachelor's exam in economy or law, and Swedish knowledge on a B2 level. The fast track includes university courses in Public Administration Operation and Control, 7.5 credits; Public Language in Swedish, 7.5 credits and Administrative Law for Practitioners, 15 credits and a three-month internship. The focus is on vocational training for jobs like administrators at a government authority. After finishing their education most students have started working in so-called “modern temporary jobs” in the public sector, which means that they are employed at an authority.

Another form of vocational training offered by Swedish municipalities combines language training courses with internships within the local business sector, e.g., the integration project Älmhult tillsammans, offering language training, internships and summer jobs at IKEA .

With this background sketched out, we see the MOONLITE-project with its innovative approach functions as a springboard for new ideas. The internal workshop on the opportunities of MOOCs for refugees took place 3 Oct 2017. The invitation was sent to more than 100 people representing university management and administration, LNU's integration network, regional authorities like the migration board, Växjö municipality and Swedish employment agency as well as help-organizations. Unfortunately, the workshop did not receive much response. As a result the MOONLITE working group decided that more has to be done to raise the interest in and knowledge about MOOCs as a didactic tool.

### 3.3 Exploration of possible pathways to support students' and refugees' progression with the help of MOOCs

#### 3.3.1 Scenario 1

One scenario will be implemented at LNU and tested by two different student groups, German students and health science students.

MOOCs will be integrated into regular courses, one on Academic writing for the language students and one on entrepreneurship for students in health science. Using a blended-learning approach, which combines self-learning phases with the MOOC with seminars on campus and examination in the regular course module manner, we can make use of several advantages: The highly self-regulated learning method fosters study and digital competence. The students can use the MOOC learning material several times, e.g., re-listen to the lectures if necessary.

Students get more time allocated for discussions and tutorials in smaller study groups and with their teachers.

### 3.3.2 Scenario 2

Master students in business and entrepreneurship test and analyse different MOOCs on entrepreneurship in order to compare the content and the didactic in the courses.

## 3.4 Scenario implementation

Example I: Academic writing for German Studies

Pilot: 2017, spring semester

Participants: 14 students, second semester German studies

Implementation: The aim of the course is an introduction to academic writing in preparation for a bachelor's degree. The students practice the formulation of a question and thesis, including literature research, disposition, reasoning and correct citation. The implementation of a MOOC supports students during their self-studies and allows the teacher to spend more time mentoring the essays. As a side effect the students expand their German language skills and knowledge about the academic requirements in Germany. We have chosen the MOOC *Wissenschaftliches Denken, Arbeiten und Schreiben*, produced by Fachhochschule Münster on Iversity. The MOOC is a self-paced course, consisting of 8 lectures. The course provides filmed lectures, articles, short assignments and quizzes. The students can either follow the whole course or choose several films and lectures. In the study guide the teacher list the films which are necessary to fulfill the assignments.

Week 1: The course with a workload of 4 weeks full time studies (40 hours per week) starts on campus with an introductory lecture, where the teachers present the course aim and structure, discuss examples and present the work with the MOOC.

Week 2: The students work in parallel with the MOOC and develop step-by-step their thesis project.

Week 3: Students send their project proposal to classmates for feedback

Week 3: Seminar: Students present and discuss their PM.

Week 4: Students work with their thesis, mentored by the teacher. Students work with the MOOC.

Week 4: Students send their thesis for the next round of feedback to their study group.

Week 4: End of week 4, students send their thesis for review to the teacher.

Benefits for the students: In interviews, the students and the teacher expressed their satisfaction with the course. They mentioned as a positive effect, that they were able to watch the lectures several times. The following up-lectures in class helped the students to reflect on their work.

Problems mentioned: Some students were already skilled in writing academic papers. They mentioned that it felt unnecessary to both watch films/do the tasks on the MOOC and attend lectures. One student mentioned that he/she liked campus lectures better, another one did not use the MOOC at all.

Results: All students passed the course with good grades. The workload for the teacher was manageable and more focused on individual mentoring.

Improvement for pilot 2 /2018: The teacher has chosen to use the same setup as last year

Participants: 6 students , second semester German studies

Results: All students passed the course with good grades. In interviews, the students mentioned a heavy workload, but also their satisfaction with the course. They liked the possibility to work online with the support of discussion in classroom.

Benefits for the teacher /institution:

- The workload for the teacher was manageable and more focused on individual mentoring.
- Semi-structured course format, the teacher does not need to prepare all lectures (PPT, learning material), fostering digital competency,
- For the institution: cost effective usage of time for teaching

Example II: Entrepreneurship for Health Science, 2XN002, 7,5 hp (online course)

Pilot: 2018, spring semester

Participants: 20 students,

Implementation: The aim of the course is an introduction to entrepreneurship within the social sector. The decision for the MOOC was preceded by a selection process. Finally, the teachers have decided to implement the Enabling Entrepreneurs to Shape a Better World provided by open SAP. The exam assignments were designed in an way that students need to have access

to the knowledge from the lectures, articles and MOOC lectures. For each module in the course, certain content from the MOOC, lectures and quizzes were selected, that are compulsory for the students. In addition, they were given the option of taking the complete MOOC in addition to the course.

#### Week 1

Unit 2: The Worldwide Social Entrepreneurship Ecosystem

Unit 3: Social Entrepreneurship Today

#### Week 2

Unit 2: What Is the Value of Social Entrepreneurship? Unit 4: Design Thinking

#### Week 3

Unit 2: Business Models and Value Propositions in Social Entrepreneurship

The student group is used to work in an online format. With course introduction and the first week no problems were mentioned. The teachers will meet the students in two workshops on campus, which gives them a chance for a follow-up.

#### Benefits for the teacher /institution:

- Teachers learn more about MOOCs, using a MOOC as a test module for the development of own MOOCs.

#### General advantages mentioned by teachers in discussions:

- Compatibility/matching with the academic year. Many study courses in Sweden are taught in compact blocks and therefore might be scheduled for one month. It is difficult to foresee or plan if a MOOC course with a related content will be running at the same time.
- The choice of courses: A course description provided by a MOOC platform does not really give an idea if the course matches the aims of the syllabus. The teacher needs to participate in the course or maybe in several courses to be able to choose a specific one. Most MOOCs cannot be previewed by the teacher without enrolling and participating. This process is time consuming.
- Syllabi with defined course descriptions, learning materials used, workload and forms of examinations must be decided one year before the course start, that limits flexibility.
- Matching of course content: University courses are designed for specific purposes, eg. 2XN002: Entrepreneurship for Health Science is aimed at providing basic knowledge

about entrepreneurship within the health sciences sector from a Swedish perspective. Clearly a MOOC can contribute with different perspectives, but within a given time frame and defined course content there is also a risk of overloading a course with learning material.

- In Swedish HEI there is a strong focus on gender equality. In the selected MOOCs the researcher and teacher are all male.
- Students need to sign up for the course at university. They might wonder why they also are asked to sign up once again for a MOOC course with a name, that differs from their course.

### 3.5 Conclusions from the implementation

In this section, the institutional specifics of the LNU scenario will be discussed.

#### 3.5.1. Prerequisites

LNU has a strong commitment to providing online courses and distance learning focused on life-long learning and inclusion, due to geographical and political necessities in Sweden, being a large country that is sparsely populated compared to other European countries . The general familiarity of faculty with combining technical solutions and education within academia has helped the project team to raise awareness for the MOONLITE project. Furthermore, Linnaeus university is highly engaged in establishing support structures for refugees as well as offering validation and tailored courses. Therefore, the goal is to integrate refugees as soon as possible into the labour market. The close collaboration with refugee organisations, municipalities and other state representatives in the integration network provides the stable ground for the MOONLITE project team's work.

#### 3.5.2. Strengths

The project team has met several times with LNU's integration network, with representatives from different organisations and LNU management, in order to discuss possible solutions and advantages for MOOCs for refugees. These very solution-oriented discussions highlighted the need for structured online courses which don't exist at the moment, e.g. for informing refugees, migrants and exchange students about the higher education system in Sweden or helping them prepare for specific tests for entry to professional fields such as medicine and health care. Despite the discussion partners' general positive attitude to online education, the

project team has had also met reservations which could not be overcome within the given time frame of the MOONLITE project. The positive outcome of the project is adding the use of MOOCs for refugees on the university's agenda, at least as a future development at LNU. Because of the project team's decision to move on and implement the first scenario using online learning, more precisely MOOCs being used to enhance progression of registered students, it has been possible to showcase the benefits that including MOOCs can bring for campus and distance learning.

### **3.5.3. Advantages and Barriers**

Even if MOOCs as an educational tool/concept has gained some publicity and recognition in Sweden in the last years, at least within academia, the discussions highlighted institutional, structural and pedagogical factors which could be considered as significant advantages.

Sweden is a country that is governed centrally with an education system where the students can study free of charge. Hence, a structural problem is that as long as no official policy exists on how to validate and recognize MOOCs, distributed credits and certificates, HEI's in this country will hesitate before investing money and workload for the production of MOOCs. The Swedish government has now approved changes to the higher education legislation that will make it easier for universities to work with MOOCs but this new legislation will not come into force until 1 September 2018.

The effective use of resources also suggests that the development of MOOCs on topics such as "Entrance to higher education" could be used as a common resource nationwide. This would require a top down approach, where authorities decide the order and provide financial resources. Another factor that needs to be considered is that Swedish is a language with little penetration in the international context, which means that in higher education English is used as a language for communication. Refugees might, therefore, have to face a double language barrier, struggling with learning Swedish and English at the same time.

In discussions with refugee support organisations, two more pedagogical challenges became evident: The majority of refugees are unfamiliar with online education, and they prefer face-to-face teaching. Personal contacts are necessary for integrating in a community. In Sweden, fast-track-programmes have been established, funded by authorities, to offer campus education and are regarded as good solutions. The use of MOOCs for refugees would mean a

strong need for support structures with classroom sessions and other forms of face-to-face collaboration. Another still unsolved problem which influences the usefulness of MOOCs for refugees is the validity of MOOCs certificates and credits on the Swedish labour market.

In the Swedish context, a chain of stakeholders and actors must be convinced of the added value of MOOCs for education: management in the state and municipal sector, management of HEI's, refugee organisations, refugees, employers. This has not been achieved yet. However, the implementation of scenario 1 (in figure 1) has provided good examples that have already made an impact at the workshop undertaken in May 2018.

#### **3.5.4. Cross-Institutional Considerations**

Since LNU is still in the beginning of the process of establishing MOOCs as an educational tool, it has not been possible for any progress to be made regarding cross-institutional collaboration.

#### **3.5.5. Effectiveness in Achieving Targets of the Scenario**

Using the teachers' and students' satisfaction as a measure for success, the implementation of two different MOOCs on a campus and an online course can be recommended for every HEI to undertake. After choosing a student group and a MOOC to meet the learning objectives on the syllabus, it was an easy process to combine MOOCs with courses that already exist. The next step would be to give credits for participation in a MOOC.

### ***4 ESCP Europe Wirtschaftshochschule Berlin e.V.***

#### **4.1 Institutional context**

ESCP Europe Wirtschaftshochschule Berlin e.V (ESCP) is a state-recognized academic institution according to German law. It is part of ESCP Europe: a transnational school of higher education with campuses in Germany, France, Great Britain, Italy, and Spain. Established in 1819, ESCP Europe is the world's oldest business school and has educated generations of leaders and entrepreneurs. It is triple-crown accredited (EQUIS, AMBA, AACSB), and welcomes 4,000 students and 5,000 executives from 90 different nations every year across its five urban campuses in Paris, London, Berlin, Madrid, and Torino. ESCP Europe's true European Identity enables the provision of a unique style of cross-cultural business education and a Global Perspective on international management issues. Through a

combination of innovative pedagogy, cross-campus programs with integrated curricula, and a research-active faculty, ESCP Europe is an essential contributor to the development of a European, cross-national management culture.

The chamber of commerce of the region Paris Ile-de-France is the supporting agency of ESCP Europe. It is now almost 200 years that CCIR (former CCIP) is committed to education in management. CCIR represents 800.000 companies which generate a quarter of the French GDP. Alongside the Chamber of Commerce and Industry of the Paris Ile-de-France region, which guarantees the financial resources of the school through an annual subsidy, the Berlin Government (Senate) has provided its support to the School for over 20 years. ESCP Europe also enjoys the backing of the Turin Chamber of Commerce, Industry, Agriculture and Crafts Industry, the Berlin Chamber of Commerce and a host of players belonging to the European business community.

For ESCP Europe in general and ESCP Europe Berlin (ESCP), in particular, an international research focus is inextricably linked with excellent teaching and high-level management training. The combination of theory and practice is a central element of ESCP Europe's various teaching programs. Consequently, research and development is the backbone of ESCP Europe Berlin as the school of management for Europe. The activities of ESCP Europe faculty members reach across three domains: teaching, research and academic program leadership. Besides, ESCP Europe increasingly supports transversal research conducted with non-management disciplines, facilitated by its academic alliances and partner universities. In 2015, ESCP Europe launched its new 'Cultures for Business' or 'C4B' strategy designed to develop a new generation of international and transnational business leaders, who can understand and embrace the opportunities offered by cultural diversity. The institution will launch a new Executive Master Program in "Digital Innovation and Entrepreneurial Leadership". Part of the strategy is furthermore setting up scholarships and transition programs targeted at potential students from underprivileged backgrounds. ESCP Europe has recently started a collaboration with Coursera, the MOOC platform, in order to launch a Massive Open Online Course.

#### 4.2 Current Situation regarding online learning with MOOCs

Since about five years the management board and teaching staff of the ESCP Europe have been increasingly investigating online learning and made efforts to include it as part of teaching. As a more recent example of the importance the ESCP Europe management board



gives to online learning is the creation of an Associate Dean of digital learning position. Sergio Vasquez was appointed in 2017 in this position. He is sitting on the Paris campus.

To date two MOOCs are developed and running: “intercultural management” and “comprendre l’écologie”. A third one is in preparation with the topic: Doing Business in Europe

All MOOCs are available on Coursera. Producing those MOOCs was costly for the ESCP Europe. While the management board wants to keep developing online learning as it sees a good opportunity for the development of knowledge, skills and abilities of students, it similarly wants to reduce the associated cost of it. As we could think of using external online learning tools, the ESCP Europe sees more benefits in developing their own MOOCs than using existing MOOCs for instance. A quality guarantee of the education provided by the ESCP Europe is the excellence of its teaching staff and students expect to learn from excellent professors of ESCP Europe. Hence, it is difficult to propose MOOCs labeled by other institutions. This is the an important reason explaining why the ESCP Europe management board is reluctant in using existing MOOCs instead of using and producing its own MOOCs. However, there might be other pathways that enable to use external and existing online learning mechanisms under the supervision of ESCP teaching staff for the progression of students.

#### 4.3 Exploration of possible pathways to support students’ and refugees’ progression with the help of MOOCs

In regards to the specific context of the ESCP Europe (described above), possible pathways have been explored in order to use MOOCs to support students’ progression and/or students/refugees’ access to the ESCP Europe.

1. One possible scenario is to support the progression of ESCP Europe students enrolling a Master in Management (MiM) degree or a Bachelor program through the use of existing MOOCs for learning Spanish, French, Italian, English, German Level from A1 to C1.
2. A second scenario aims at the inclusion of refugees in ESCP Europe learning programs. In collaboration with external institutions such as Kiron Open Higher Education, the ESCP Europe would recognize the online learning developed-knowledge of the refugees. Depending on refugees’ academic background and online

courses followed some online catch-up courses would be proposed to them during the summer in order to ensure that they have all the knowledge needed to start the ESCP Master program. This summer program is open to all future Master students that did not follow the two years French preparation classes (“classe préparatoire”), thus the refugees will have the possibility to meet other students and start studying with them before starting the Master program in September, which should promote their integration in the ESCP Europe and extend their network.

3. The third scenario aims at including online learning in regular programs, especially for topics that are less business orientated such as “liberal arts”. Those subjects are usually elective and using existing MOOCs for elective will enable the ESCP Europe to increase its offer of electives. We proposed to 1) identify existing MOOCs that could replace the traditional offer of classroom-based elective and 2) set up an arrangement with MOOC providers 3) propose them to the students. Additionally to the courses that the students have to follow, students do internships and firm-based project. Thus, proposing courses that can be done at home, in the evening or in the weekend might well help them to successfully manage all the requirements of the ESCP Europe programs. One elective represents 90 hours of learning that should be covered by the MOOC. For instance, the elective humanities and liberal arts could be offered through existing MOOCs.

#### 4.4 Scenario implementation

##### 4.4.1 Scenario 1

The first scenario “Supporting the progression of ESCP Europe students enrolling a Master in Management (MiM) degree or a Bachelor program through the use of existing MOOCs for learning Spanish, French, Italian, English, German Level from A1 to C1” would be implemented through the use of an online language learning platform Speexx (<https://www.speexx.com/home/>) and enable us to reach 300 learners. However, because no adequate MOOC responding to our expectations in terms of learning outcomes and hours of teaching were found the platform speexx, which offers online courses has been used.

##### 4.4.2 Scenario 2

The implementation of the second scenario “Facilitating the inclusion of refugees in ESCP Europe learning programs” encounters several obstacles that are described below:

The design of ESCP Europe's Bachelor:

To enroll the Bachelor program ESCP Europe students study in three different campuses in three different countries. Firstly, this means that refugees have to be able to move and live in different countries within Europe, which is most of the time impossible because of the status of refugees and the obligation to attend several meetings in the country where they are registered. Secondly, the ESCP Europe Bachelor track in Paris, London and Turin leads to the important cost of living (estimate of 21600 € for 3 academic years) that refugees cannot assume. The ESCP Europe management board was ready to drop out the tuition fees of the Bachelor; however, it could not offer a solution to finance the cost of living in the different cities. According to Kiron France, it is very difficult to find financial support even small one for the refugees in France.

First, we conducted research on students' needs and open a debate about the use of online learning and readiness of management board, teaching staff and students to use online learning and extend their digital literacy. This was realized through informal exchanges and regular communication about the advancement of the MOONLITE project internally. Formal meetings with the new dean of digital learning, director of Bachelor program, head of the entrepreneurship department, with the dean of ESCP Europe Berlin and different actors of the online learning were conducted.

In these interinstitutional workshops the following topics were discussed:

1. Students' needs ( in term of digital literacy and learning)
2. Identifying opportunities for Online learning & possible recognition system
3. Helping refugees to access the ESCP Europe (Brainstorming)
4. Foreseen online learning activities (e.g. MOOC development)
5. Two close collaboration with refugees' stakeholders or HEI: Kiron Open Higher Education, Singa Deutschland

Through those meetings, we were able to raise awareness about the importance of extending the online learning offer within the ESCP Europe and identify opportunities to do so (i.e. language learning, catch-up courses in summer before the beginning of Master in Management program).

Finding refugees willing to and ready in terms of competence to do a Master at the ESCP Europe was more challenging than expected.

#### 4.4.3 Scenario 3

The implementation of the third scenario “Including online learning in regular programs through the offer of electives” encounters several obstacles.

- Finding MOOCs that meet the expectations, learning outcomes and workload. Prof. Markus Bick, director of the Bachelor Program, was very enthusiastic about the idea of using MOOCs for some of the Bachelor electives. He suggested finding a MOOC to complement or replace the classroom-based teaching of Humanities. After some research on the different MOOC platforms such as Coursera, Iversity, and EdX, we identified a list of 5 MOOCs that could address the content that should be presented for the course Humanities. However, those MOOCs did not propose enough content and material to replace an elective (approximately 90 hours of learning). We were ready to develop mechanisms, additional assignments, extra teaching to complete the MOOC. But a second obstacle arises.
- Finding an arrangement with the MOOC provider. We contacted the three platforms Coursera, Edx, and Iversity. It was a challenge to get first in contact with them, we had the impression they are not fully prepared to make arrangement (cost, easy registration for the classroom, etc.) with HIEs. The market for online learning is not mature yet and is changing rapidly. Even though it seems that the offer is big, it is not structured and it is difficult for HEIs to find what they need and to find orientations and a contact person.

Although those scenarios could not be implemented, we are reporting below on two other pathways that have been implemented since September 2017 at ESCP Europe and aimed at supporting students’ progression via the use of online learning.

#### 4.5 Results of the scenarios

Speexx has been used successfully included in the regular learning of the bachelor's degree program. The language teachers gave a total of 12 hours of semester courses to undergraduate students. The goal was to develop students' language skills so that they can move from very beginner to level A1. Speexx has been integrated into this teaching by offering 24 chapters of exercises (listening, listening comprehension) to students in addition to classroom-based

teaching with the teacher. This allowed the teacher 1) to observe the progress of the students via the online learning platform 2) to use this platform in addition to classroom-based teaching and to give some autonomy to students in their learning. Teachers had the opportunity to follow the students' detailed progress by going on the platform and seeing how well they completed the tasks. At the end of the course, students' progress was evaluated by a classroom test representing 50% of the total score and the score generated by the speexx software representing 30% of the final and total score. The last 20% of the final note were based on attendance and participation of the student. This pathway has been implemented successfully and reached 300 learners. However, the feedbacks of the language teachers are mixed. They would have liked to be more involved in the choice of the online tool to teach students. They report a difficulty to integrate the online tool in the regular classroom-based teaching for several reasons. The online courses were too standardized and not well adapted to the audience. For instance, a French student was taught in the same way to an Italian and Chinese student, both having no prior knowledge on French language. The students were satisfied with the opportunities to learn online but found the chosen platform not interactive and fun enough. The second implemented pathway might answer the difficulty encountered by the teaching staff to integrate the online course in the classroom-based teaching.

A second pathway, according to scenario 1 of figure 1, has been implemented. This one was entirely based on online teaching. Prof. Martin Kupp, Professor of Entrepreneurship at ESCP Europe, taught the "Digital Transformation" course as part of an online master's program called EMIB (Executive Master in International Business). The EMIB program is a paid master's program, so it is necessary for teachers to develop their own programs. Approximately 50 hours of work are expected by the teacher to create this online course. The teacher himself was responsible for moderating e-learning. Student progress has been evaluated bi-weekly and individual (or group) comments are given. 20 students participated in this course. The students have varied profiles. Most of them work in companies and in parallel they want to develop their competence in international business and obtain a diploma. For them, the online teaching format was very practical. The students reported good feedbacks about the content and pace of the course.

Interview with Martin Kupp:

The course on “Digital Transformation” an an integral part of the EMIB program is fully taught via an online platform, where learners can take their courses on demand for a defined period of time (12 weeks)

1. Why is the course “Digital Transformation” taught online?

*It is part of a pure online master’s program called EMIB (Executive Master in International Business)*

2. If I understood correctly, you developed the online courses for this program, why did you decide to develop the course instead of using existing online courses (e.g. MOOC)?

*The EMIB program is a paid master’s program, so we had to develop all the content on our own.*

3. What is the effort (in terms of time) to implement this method of teaching?

*It probably takes around 50h to develop the course.*

4. Do you think this way of teaching could be used for another program and/or course?

*Yes*

5. What do the learners think about the program and about the way of learning?

*Overall, the evaluations are very high.*

6. Who took care of the moderation of the platform?

*Myself*

7. How is the knowledge acquired via e-learning evaluated and recognized (e.g. tests, ECTS,...)?

*Bi-weekly assignments that are evaluated and individual (or group) feedback is given*

8. Are you planning to run this course again in the same way?

*Yes, only minor adaptations*

9. What are the challenges of such a teaching method?

*Getting a good sense of the overall atmosphere and also getting a sense if the pace is right.*

10. What are the benefits?

*Asynchronous learning when and where ever you want (same for preparation).*

11. What would you recommend to other teachers, who would like to implement this method of teaching?

*Be creative, try to engage, switch formats, integrate a wide range of content (academic journals, but also more practitioner-oriented journals or even newspaper articles) and formats (articles, videos, interviews, ...)*

Thank you very much.

## 4.6 Conclusions from the implementation

In this section, the institutional specifics of the ESCP scenario will be discussed.

### 4.6.1 Prerequisites

The Europe Wirtschaftshochschule Berlin e.V. (ESCP) is a state-recognized academic institution according to German law. It is part of ESCP: a transnational school of higher education with campuses in Germany, France, Great Britain, Italy, and Spain. Established in 1819. ESCP is the world's oldest business school and has educated generations of leaders and entrepreneurs. Hence, ESCP has a strong commitment to providing excellent education and offers additionally a strong international and European dimension to its students. This general predisposition has helped with MOONLITE in the same way as it has in many previous projects. Furthermore, ESCP has strong and close links with the practice which enables it to be always close to practice needs while conducting research project. In the case of MOONLITE, ESCP focus on building language, digital and entrepreneurial skills among its students has been an enormous help to the project and making its objectives practical realities. In the context of the output 3, which aims at enhancing the access to HEIs, it has to be noted that ESCP is a highly-selective private business school with tuition fees.

### 4.6.2 Strengths

Without a doubt, it would not have been possible for the ESCP project team to participate in this project in the way they have, without the support of the university, its academic, administrative and management staff.

Specifically, the ESCP management team and teaching staff were very receptive to the use of an online medium for competence development and a strong willingness was expressed to help refugees in promoting their inclusion. We were able to bring together members of program management, campuses, and language and entrepreneurship teachers to brainstorm together about possible pathways fitting the specific context of ESCP to promote the inclusion

of refugees and help ESCP students develop skills which are necessary to access the labour market. Furthermore, meeting with refugees' stakeholders took place to look for a possible partnership to facilitate access for refugees and migrants to the labour market and HEIs such as ESCP.

At the same time, the project team met with the board of directors, teaching and administrative staff to discuss the potential use of MOOCs and recognition for the development of students' skills and abilities. The board, the teaching staff and the administration have shown a great interest in the use of e-learning and have shown great openness in possible use and implementation.

#### **4.6.3 Barriers**

ESCP encountered several barriers.

Firstly, finding MOOCs that met the expectations, learning outcomes and workload has been very challenging. Prof. Markus Bick, director of the Bachelor Program, was very enthusiastic about the idea of using MOOCs for some of the Bachelor electives. He suggested finding a MOOC to complement or replace the classroom-based teaching of the course Humanities. After some research on the different MOOC platforms such as Coursera, Iversity, and EdX, we identified MOOCs that could address the content that should be presented for the course Humanities. However, those MOOCs did not contain enough content and material to replace an elective (approximately 90 hours of learning). We were ready to develop mechanisms, additional assignments, extra teaching to complete the MOOC. But a second obstacle arises. Finding an arrangement with the MOOC provider. We contacted the three organisations responsible for the platforms Coursera, Edx, and Iversity. It was a challenge to get in contact with them, we had the impression they are not fully prepared to collaborate (cost, easy registration for the classroom, etc.) with HIEs. The market for online learning is not mature yet and is changing rapidly. Even though it seems that the offer is large, it is not structured and it is difficult for HEIs to find what they need and to obtain orientations and a contact person.

Secondly, although the need for ESCP students to study on different campuses to enhance the development of intercultural competence and adaptability, needed for future leaders, represents an opportunity for MOONLITE, this also represents an obstacle for the inclusion of



refugees. Although the ESCP administration would have been willing to support the refugees selected for a study program at ESCP with regard to tuition fees, the need to study in two or three different European countries was not possible for refugees who could not leave their home country at first and also had no opportunity to finance the cost of living in these different countries.

#### **4.6.4 Cross-Institutional Considerations**

The ESCP students need to successfully complete the learning and assessment provided on the platform Speexx, as well as the assessment in the classroom validate the course, which is a part of their final grade for the bachelor's degree.

Cross-institutional scenarios have been considered to foster the inclusion of refugees in HEIs. For example, the knowledge and competences developed via MOOCs at Kiron Open Higher Education would have been recognized by the ESCP in the exact same way as classroom-based learning programs. However, because of the logistical reasons presented above, this has not been possible.

Cross-institutional scenarios have been considered for the validation of optional courses at ESCP, using existing MOOC from other universities. Upon successful validation, the competence and credits would have been recognized as part of the Bachelor degree. However, because of the reasons given above this scenario could not been implemented.

#### **4.6.5 Effectiveness in Achieving Targets of the Scenario**

By using different forms of online learning in the implemented scenarios, ESCP successfully reached 320 learners via the implementation of scenario 1 in Figure 1.



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