



Context conditions for knowledge transfer

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1 Introduction

The aim of this task is twofold: to map out the current level of knowledge present with the target group on the topic of energy-efficient transport and to give an overview of the context conditions for knowledge transfer on energy efficient transport for the TOGETHER target group. This document will define those context conditions, content and methods of transferring knowledge to the target groups in the partner countries. The variation in different countries has its advantages for the project as it puts many alternatives on the table, which enables the project group to pick up the best parts as a source for the TOGETHER concept.

In each country there are different approaches used to address the topic of energy-efficient transport towards immigrant target groups. By presenting and discussing these methods the partners can eventually work out the best common content and methodology for information transfer.

In the first part a literature research is carried out to find out which are the context conditions one has to deal with when transferring knowledge to an immigrant audience. Important topics in this perspective are: the influence of social and ethnic background on knowledge transfer, different types of learners, learning strategies and available learning methods. Next to that, it is important to gain insight in how these theories are implemented in practice. Aim is to advise to consortium when preparing the training modules.

2 Knowledge transfer for immigrants

Various pedagogical and didactical approaches for immigrants have been described in literature. Social and ethnical background is of course an important topic in this respect, but also more general learning theories provide useful insights in the learning process of immigrants.

2.1 Social and ethnical background influencing the learning process

Gutiérrez and Rogoff did extensive research on the topic of cultural and intercultural learning. They provide some valuable insights in how to estimate the influence of social and ethnical background on learning in general.

First, Gutiérrez and Rogoff¹ argue not to overestimate the influence of cultural background, as culture is often wrongly used to attribute certain traits to individuals belonging to an ethnic group. The authors argue not to generalize traits of individuals to an ethnic group. They see approaches to learning in a cultural-historical approach. The individuals' and groups' experience in activities, not their traits, becomes the focus. Each individual has background experiences and own specific interests, which may prepare them for knowing how to engage in particular forms of language and literacy activities, play their part in testing formats, resolve interpersonal problems according to specific community-organized approaches, and so forth. An important feature is encouraging people to develop dexterity in determining which approach is appropriate under which circumstances.

Also in intercultural communication the cultural-historical approach is an issue. According to Shadid² three factors influence the course and effectiveness of intercultural communication, assuming the context, in which the communication takes place, stays the same:

- Cultural backgrounds, including values and norms, verbal and nonverbal messages.
- Attitudes and images, including stereotypes and prejudices.
- Personal skills of the communication partners.

The factors listed here are not static, everyday new experiences influence values, norms, attitude, skills, etc. Having a job, children, the quality and quantity of the contacts with others – other immigrants or natives, they all influence these factors. Although the ethnical background of a group can be homogeneous, it doesn't mean the learning abilities of the members of the group will be the same. Also the starting position of a group can be the same, e.g. the same level of language knowledge, along the road, some participants will learn faster because of their own learning capabilities, more possibilities to practise or a higher motivation or interest level.

¹ Gutiérrez, K.D. & Rogoff, B. (2003) Cultural Ways of Learning: Individual Traits or Repertoires of Practice. In: Educational Researcher, Vol. 32, No. 5, (June/July 2003), pp. 19–25.

² Shadid, W.A. (1998). Grondslagen van interculturele communicatie, studieveld en werkterrein. Alphen aan den Rijn: Kluwer.

2.2 Learning and teaching methods and consequences for immigrants

2.2.1 Types of learners

Generally three types of learners are defined:

- visual learners
- auditory learners and
- tactile learners³.

Fleming claimed that visual learners have a preference for seeing (pictures; overhead slides, diagrams, hand-outs, etc.). Auditory learners learn best through listening (lectures, discussions, tapes, etc.). Tactile learners prefer to learn via experience—moving, touching, and doing (active exploration of the world; science projects; experiments, etc.).⁴ When compiling training materials it is therefore important to offer a variety of methods so all types of learners are considered.

2.2.2 Ways of learning

The next table⁵ shows the transfer of knowledge using different teaching methods. Irrespective of the type of learner, transfer of knowledge gets the best results when a trainee is asked to explain to somebody else what he/she has learned. On the other hand, listening to a teacher (ex cathedra) gets only a 10% knowledge transfer. Thus, speaking time for teachers must be kept as short as possible.

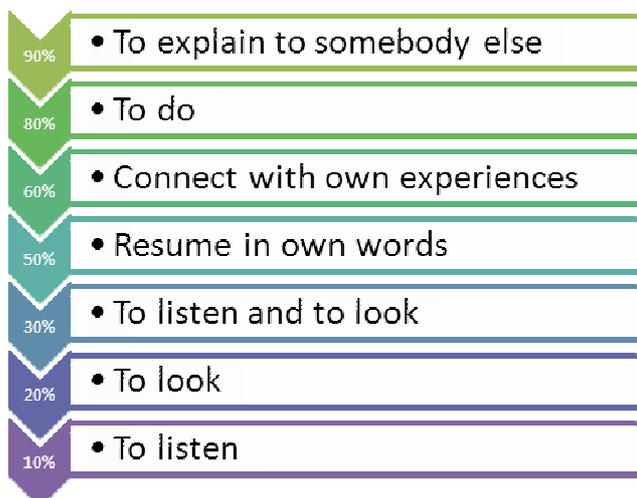


Table 1: CONNECT project – IEE

³ Leite, W.L.; Svinicki, M. & Shi, Y. (2009). Attempted Validation of the Scores of the VARK: Learning Styles Inventory With Multitrait–Multimethod Confirmatory Factor Analysis Models in SAGE Publications, pp. 2.

⁴ http://en.wikipedia.org/wiki/Learning_styles: viewed on 29th of April 2011.

⁵ <http://members.home.nl/stoffele/>: viewed on 29th of April 2011.

2.2.3 Life Long Learning & Peer learning

The European Union promotes lifelong learning and peer learning. Lifelong learning aims to provide citizens with tools for personal development, social integration and participation in the knowledge economy⁶.

Traditional Learning	Life Long Learning
The teacher is the source of knowledge	Educators are guides to sources of knowledge
Learners receive knowledge from the teacher	People learn by doing
Learners work by themselves	People learn in groups and from each other
Tests are given to prevent progress until students have completely mastered a set of skills and to ration access to further learning	Assessment is used to guide learning strategies and to identify pathways for future learning.
All learners to do the same thing	Educators develop individualized learning plans
Teachers receive initial training plus ad hoc in-service training.	Educators are lifelong learners. Initial training and ongoing professional development are linked
“Good” learners are identified and permitted to continue later education	People have access to learning opportunities over a lifetime.
	Learning is put into practice.
	Learners reflect upon learning and analyse their personal development

Table 2: Characteristics of Traditional and Lifelong Learning Models⁷

Peer learning is a form of cooperative learning that enhances the value of student-student interaction and results in various advantageous learning outcomes. Research indicates that peer learning activities typically result in:

- team-building spirit and more supportive relationships;
- greater psychological well-being, social competence, communication skills and self-esteem;
- higher achievement and greater productivity in terms of enhanced learning outcomes⁸.

⁶ http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/index_en.htm: viewed on 29th of April 2011.

⁷ The World Bank, 2003, Lifelong Learning in the Global Knowledge Economy: Challenges for Developing Countries, The World Bank, viewed on 30 September 2010, pp. 43.

⁸ <http://www.cdtl.nus.edu.sg/success/sl37.htm>: viewed on 29th of April 2011.

Principles of Life Long learning and Peer learning are very valuable in teaching low skilled immigrants.

2.3 Suiting teaching methods for immigrant audiences

An international research⁹ of the Centre for Language and Education of the Catholic University of Leuven states that types of teaching transcending classic teaching styles/approaches lead to good results when teaching immigrants. In the next paragraphs some useful general concepts and teaching methods which may be well suited for immigrants are addressed.

2.3.1 Teaching methods

As stated above, not only the learning methods but also the individual differences of the participants influence the learning process. Immigrants in language courses learn a language to be able to communicate. The goal of language courses for immigrants is for participants to be independent in the society they live in. Therefore it's important to create opportunities for participants to practise and learn independently. It's important to create opportunities for implicit language learning, peer learning, interaction between the participants. If participants can decide on the themes themselves, the engagement and motivation will increase.¹⁰

2.3.2 Task-focused learning

The basic idea for language learning for immigrants is to set functional goals which are strongly connected to real-life situations. In other words, trainees are invited to connect what they learn in class to what they need to know/do in real life. The content of lessons needs to be adjusted to the context the content will be used in. Task-focused learning is the key-issue in training strategies that target immigrant groups. Task-focused learning aims to use language in different situations and contexts so the participant of the language course can transfer this to new, unfamiliar situations and contexts. In adult education motivation is very important; the same goes for adult education for immigrants. The motivational value of task-focused learning lies in the fact that the assignments directly connect to situations outside the classroom. Experience is the best teacher. In class, with the teachers' and other trainees' help, the trainees learn, at their own pace and with the knowledge and skills they have, how to tackle problems and bring the task to a favourable conclusion. Outside class, when confronted with similar problems or tasks the learning process continues.¹¹

The gap between what the learner can do, should learn or is taught and what he/she cannot (or not yet), should not be too big or too small. If people function in situations that are just a little too difficult, they are challenged to bridge that gap. These attempts to communicate are the engine of successful language acquisition.¹²

⁹ Based on Plichart, I. (2003). Final report NT2 literacy research projects. Brussels: Department of Education & Leuven: Centre for language and education.

¹⁰ Based on: Vienne, M. (2006). Naar een zelfstandige(r) leerder. In: Les nr. 144 (december 2006), pp. 23-24.

¹¹ Based on: Lanssens, A. (2000). Een handleiding voor taakgericht werken. In VONK, 30/1 (sept-okt. 2000), pp. 63-69.

¹² Drijkoningen, J. (2001). Eindrapport Handvaten voor Taalbeleid. Brussel: Vlaamse Gemeenschapscommissie.

2.3.3 Use of roles and customized working groups

People take up different roles in society. You can be a parent, an employee, a student, etc. In order to motivate trainees and offer a good connection between learning content and everyday life, it's important to take into account the roles that students have in society. Parents will need or use other skills and knowledge than immigrants without children. People who work or are searching for a job are interested in other themes than someone who stays at home to look after the children. Working in customized working groups enables participants to work on the themes or perspectives in line with their situation or ambitions. What's more, it helps them learning to work independently. Participants can help each other. Working from the same viewpoint makes a crucial difference in motivation. Experience showed that participants take up more themselves. The teacher intervenes when necessary, it comes to coaching. He or she also makes sure to discuss the transfer of the learning to everyday life.¹³

2.3.4 Didactical materials for immigrants

According to a study of the Centre of Language and Education, internet use enhances the feeling of competence for low-skilled immigrants. Not only being able to complete the assignments, but particularly achieving this with a computer, an instrument associated with skills highly appreciated in society, enhance the commitment of the participants.¹⁴ Of course, one should always bear in mind that the task or assignment isn't too hard, given the ICT-skills.

Didactical materials need to be at least a good visual support of the content, but preferable an authentic, significant context¹⁵. It's important to give a lot of concrete examples. Avoid abstract titles or descriptions. A uniform set-up and lay-out, short revisions, links, references and comparisons enhance the understanding of the materials. When using proverbs, metaphors or humorous approaches, one should avoid phrases or pictures which could be misunderstood by people with a different ethnic background. It is even better not to use proverbs and metaphors at all. Too strong Western orientation of the material reduces the potential identification of a foreign student and moreover, it ignores reality.¹⁶

2.4 Conclusion

Developing learning materials and teaching immigrants imply concrete learning tasks in an authentic significant context. The teacher is a coach and participants are encouraged to interact with each other and learn from each other. Language learning is implicit and lies in the task. The process is more important than the content. The focus lies on skill training which enables immigrants to translate to other situations and contexts independently.

For the training modules of TOGETHER it's important to keep in mind that the modules need to be differentiated to each level and role, well connected to real-life situations, task-orientated and

¹³ Houben, A. (2007) Ambassadeurs voor maatwerk in actie. Werken vanuit rollen in de doorstee NT2-beginnersgroep. In LES: nr. 148 (sept. 2007), p. 20-22

¹⁴ Cockx, K. & Pauwels, R. (2004). Een onuitputtelijke bron. Internet als leeromgeving NT2. In: Les, nr. 128 (april 2004), pp.6-7.

¹⁵ Based on Lanssens, A. (2000). Een handleiding voor taakgericht werken. In VONK, 30/1 (sept-okt. 2000), pp. 63-69.

¹⁶ Based on Padmos, T. (2004). Niet het onderwerp is moeilijk maar de cursus. In: Les nr. 130 (september 2004), pp. 16-18

focussed on independent skill-training. The use of internet, e.g. for planning trips with public transport, will be encouraged. Also panel discussions on the internet, phone calls to gather information can be interesting. Lessons outside a class room are of great importance. Module developers and teachers need to ensure as many interaction possibilities as possible. If possible they learn from each other by explaining things to others or act together in real life situations.

3 Knowledge transfer on energy efficient transport for immigrants

In literature, information on immigrants' knowledge on energy efficient transport is very scarce. Therefore the TOGETHER-consortium organised focus groups with immigrants and teachers in each partner country. The aim was to map out which training contents are being delivered today and to which extent, which methods are used and how are they evaluated and to get an inside opinion on the context conditions for knowledge transfer on energy efficient transport for immigrant audiences.

3.1 Focus groups immigrants

In order to complete the first deliverable of the project *D2.1 Immigrants in Europe, their travel behaviour and possibilities for energy efficient travel*, the consortium organised focus groups with immigrants. The conclusion (D2.1, p. 63) shows that there is a great potential for learning contents such as energy efficient travel. On the one hand, immigrants might benefit greatly from tailored information about different sustainable travel modes. Although immigrants (as surveyed in our research) tend to travel in a more sustainable way than natives, lack of tailored information often is a problem. On the other hand, it seems that the choice for sustainable travel modes is seldom determined by environmental concerns or concerns about the energy efficiency of the performed behaviour. Lack of language knowledge, lack of access to driver's license, lack of certain administrative documents which allow you to drive a car and financial constraints are more important drivers towards sustainable travel choices. As written in the D2.1, the immigrants interviewed, have an energy efficient way of travelling today, but the challenge is to maintain this travel behaviour in case they attain a driver license and a car.

3.2 Focus groups teachers

All partners carried out focus group interviews with professionals from formal and/or informal education organisations for immigrants. All partners had their own focus. In Austria the professionals talked mainly about the barriers for learning. In Belgium, Norway and Sweden both the content and possible learning materials were discussed. In the UK, the emphasis of the focus group interview was on learning materials and reaching the target group.

In the first part the analysis is done for each partner country, later on some general conclusions are made.

3.2.1 Austria

In Austria nine trainers and experts took part in the focus group. The participants had a wide range of expertise and worked in different associations dealing with German language training, education and consulting within the topic migration. Eight participants were working in the city of Graz.

3.2.1.1 Immigrants and sustainable mobility

Motivation and interest

Mobility is a topic all Austrians (native or immigrant) deal with on a daily basis, as in most European countries. They have to bring their children to school and/or to the kindergarten, go to work,

organise shopping activities and plan daily routes. The question of how to get from A to B is therefore always present. All participating experts identified similar important aspects and barriers when talking about mobility and transport. These problems occur mostly in a combination of multiple problems.

Negative influence of cultural and social background

Lack of German language skills (and lack of appropriate filtering of information)

The language barrier is an omnipresent aspect that the immigrants are confronted with, mainly those who belong to the first generation and/or have been staying in Graz for quite a short time (less than five years). The lack of knowledge of the German language influences also their knowledge of general traffic rules and the interpretation of traffic signs in the host country. If a sign contains lettering, the immigrants have problems in filtering important traffic signs from common direction and information signs (e.g. that inform about the way to medical practices, hotels and other places). The lack of German language skills also influences the dealing with public transport (e.g. reading timetables, bus and tram stops) as most of the information is mainly available in German.

Lack of education

The lack of education is also an important topic, according to the trainers. The experts state that especially people from Turkey and primarily Turkish women don't really think about mobility. They are confronted with the issue only if and when their children start to attend kindergarten or school and they need to know how to get there. Older female children are also responsible for their younger sisters or for the whole family. In this case mobility and sustainable transport plays a minor role for their mothers - who normally take the responsibility for this issue - as most of the women stay at home. This fact also refers mainly to Turkish people. Many of them visit the German language course just because they were sent by the Austrian Public Employment Service (AMS). Their motivation to be integrated in their host country through further education seems to be not that high.

Lack of knowledge of the surrounding environment

The knowledge about the local environment or certain places is sometimes very marginal. There is often a big lack of knowledge on how to find the right routes, although many immigrants have been living in Graz for several years. Especially Turkish women often have a reduced scope of movement and rarely leave their own living district. Based on their experiences the trainers mentioned that the aspect of segregation for Turkish people in Graz is very dominant. The living area of the Turkish community in Graz concentrates on two neighbouring districts (Gries, Lend), therefore Turkish people (and mainly Turkish women responsible for the children and household) don't identify the needs of being linguistically integrated. This lack of language integration leads to a lack of movement as well as a lack of knowledge of the surrounding area.

Lack of financial resources

The lack of financial resources leads to a reduced scope of movement. If a migrant household owns a car, mainly the male persons use the car. Most of the immigrants don't own a bicycle.

Summarized it can be stated that the lack of language knowledge, the lack of knowledge of the environment and the lack of knowledge regarding appropriate routes and connections for walking, cycling and public transport as well as the traffic regulations for car driving and cycling are the main barriers all surveyed immigrants are confronted with. The lack of knowledge of the environment

especially applies to female Muslim immigrants as their scope of action is reduced and they are mainly driven by their husbands if destinations are outside their usual living area. Additionally, both Muslim and African female immigrants mention the problem of xenophobic discrimination in public space (e. g. when Muslim women wear their headscarves).

Furthermore, the interviews show that the African women generally have a wider range of movement than the Turkish people, independent from their duration of stay in the host country. They organise their travels more autonomously and have quite a good knowledge of the transport possibilities in Graz. These results differ from the surveyed Turkish immigrants, which more likely have a fixed scope of movement (male immigrants mainly use the car for going to work, female immigrants mainly walk within their living area or are being driven outside their living environment). However, cycling is not a common transport means for all surveyed immigrants. The term Eco-driving isn't familiar to them as well.

Generally it can be concluded that the basic choice of transport mode as well as experiences, wishes and barriers of the surveyed target group are mainly affected by educational and financial background conditions which also applies to Austrian participants in traffic. Nevertheless, language skills and knowledge of the surrounding environment additionally influence mobility behaviour of immigrants severely. The interviews show that there is a relation between German language skills and the scope of movement of migrants. Furthermore the knowledge of the surrounding environment also influences the mobility of immigrants.

3.2.1.2 Learning materials and methods

In general mobility and transport is a present topic for the target group and within the existing formal and non-formal integration courses. However, the topic is addressed in the context of daily life's activities and is not trained in a special course, although some language courses have special topics in which mobility and transport issues are discussed. However, sustainable and energy-efficient transport is not a familiar issue to migrants and mobility is taken as pragmatic challenge but isn't often seen in the context of sustainability and energy-efficiency.

All trainers identified constant parameters, which influence the mobility behaviour of immigrants and which have to be considered when developing training materials regarding energy-efficient transport:

- Educational background
- Cultural and social background
- Financial background
- Age
- Aspect of gender
- Aspect of segregation

Besides the named conditions the educational material has to be separated into different levels of difficulties (also illiterate persons have to be considered). The handling of the migrants' daily life plays an important role; therefore, it should be coordinated with the issue of every-day mobility. The material has to be authentic and practicable.

The use of easy language and the consequent use of pictures, illustrations and photos is highly recommended by the experts. Furthermore, training with immigrants should be done in a protected environment and can be more easily reached through multipliers and trainers.

3.2.2 Belgium

In Belgium five teachers from the Centres for Basic Education (training centres for low skilled immigrants) throughout Flanders took part in the focus group. All had ample experience in working with the target group, developing training material and recruiting students.

3.2.2.1 Immigrants and sustainable mobility

The trainers shared their insights on which travel modes are most popular and which barriers immigrants are confronted with in everyday mobility.

The trainers stated that the target group is a fan of public transport and uses it very often. That's mainly because public transport is much more affordable than car use. Nevertheless, for some participants of the Centres for Basic Education public transport is still too expensive. When participants experience difficulties on PT, they mostly come down to misunderstandings (language) and lack of certain skills (like writing skills when having to write the right day on the ticket). Next to that, some places are difficult to reach with PT or PT-services are cancelled during the weekend or at night. The call-a-bus system is very popular once they get to know the system. Certainly in rural areas it's very popular. Looking up information about this system is quite hard. The websites of PT-providers in Belgium are not easy to use.

The online route planners of PT-providers in Belgium are rarely used because the target group experiences a large language barrier. The target group needs more practical exercise if it is desired that the target group starts using online resources. Slimweg (a personalised travel advice service) is unknown and is rather targeted at the middle class. If this would be offered in the right way, it might become popular amongst youngsters. For many participants internet is still an extra burden on the household budget. It's unfair to state that everybody has internet access. E-ticketing is largely unknown. The trainers think that the target group has little confidence in these systems because there is no control if they actually succeeded in buying a ticket. The ticket is not visible, not tangible. That causes distrust. Moreover, the threshold for using this kind of services is way too high.

Bike pools are used to go to work together. The reason not to cycle is mostly lack of good equipment. There are some welfare centres which offer rental bikes for free but the offer is not widely known. The trainers also see a great potential for cycling lessons. The trainers get a lot of requests for practical skill training.

Carpooling, car sharing and eco-driving are largely unknown concepts. If the target group has heard about it before, then it is merely coincidental. For example, there is an idea amongst the target group that carpool parks are meant for lorries. However, there is some spontaneous carpooling amongst trainees.

The car is seen as a status symbol. The idea of sharing this status symbol is not really subject of consideration and is unknown. It could be an idea to focus awareness raising on immigrants car drivers using concepts such as status symbol and car sharing. In that case, any campaigner should be aware of a possible counterproductive effect.

Institutionalised car rental services such as Cambio are deemed more complex than commercial rental services. The teachers think it would be a good idea to involve Cambio in the project. They should align their services more with the needs of immigrants.

Ecology is not a priority. The teachers/trainers think that this is caused by a difference in mentality in the country of origin. The teachers advise to combine all teaching materials with existing learning and development goals. Other arguments could convince the target group to travel in a sustainable way. Prizes are definitely major arguments. Next to that, the system mustn't be too complicated, clear information is needed and the system must be easy to use. Time is also an issue. Fast buses from the living area to large cities are very popular.

The teachers also stress the fact that whilst travelling, people discover other places of Flanders and that this is very important for them, often being stuck in the same place for a long period of time. Travelling outside the normal environment often triggers memories and emotions. This being said, it often offers a great opportunity to talk about their situations and home countries and compare it to their current situation. This offers great relief and causes a feeling of social-emotional well-being. The teachers also think this helps immigrants to integrate and to feel well in their new country.

3.2.2.2 Learning materials and methods

Sustainable mobility is intertwined with other topics in Dutch courses. Especially public transport gets extra attention. In the courses provided in the Centres for Basic Education the target group practices map reading and orientation. In the exercises, the immigrants learn to look for the shortest route and to decide whether or not the trip can be done on foot or bicycle. The focus is clearly on practical hands-on information such as how to buy a ticket, how to read a timetable. This information is always combined with language tasks. Advantages and disadvantages of modal choice are seldom discussed because the teachers feel that students lack basis language skills to engage in such a discussion.

The teachers use lots of different learning tools (booklets, folders, brochures, DVD's, the internet, etc. Pictures and concrete authentic material are seen as good learning materials to educate and clarify certain topics. Learning material is often adapted to the specific needs of the target group. On the other hand, the teachers mention that they try to work with authentic materials as much as they can. One offers the materials as it is in reality (real timetables and tickets, etc), but offers extra help and support where needed. Materials that work the best are: authentic material, DVD's and listening exercises. Only problem is that this kind of material gets to be out-dated quite fast. That can be remedied by digitalizing learning materials. For example: adaptable pictures in digital learning materials are easy to replace when they don't match the current situation any longer. In general humour is very important to make the materials more appealing. Humour in pictures and cartoons is a difficult issue as they are often too much determined by cultural background.

Experience-based learning remains important. That's why teachers often put theory into practice on excursions to the bus station, train station, and so on. Cooperative learning is a widely used method but there is one remark to be made. At the moment, teachers work with immigrant-only groups. The trainers see the benefit of using mixed groups of immigrants and natives but there should be a clear win for both groups. The training course mustn't be organised in such a way that the native person has all the knowledge and the training becomes a one-way event. This is not an equal situation and creates frustration with both groups.

In relation to which format the material should be designed in, the teachers stress the fact that they experience large differences in what a student find appealing and what not. Next to that, its' not obvious for all students to keep the training material in good order. As an anecdote: "Some of them just put it in the back pocket of their trousers, while others carefully classify every bit of paper". This can be remedied by making the material very attractive with the help of gadgets, materials close to everyday needs and free goodies such as public transport maps, flyers, etc. It is believed that this could cause a multiplier-effect. When the material is lying on somebody's table at home, visitors or family members may become interested in it as well.

Concerning lay-out of the material the group agrees that there shouldn't be too much text. Only what is strictly necessary. Pictures work well and are attractive. The teachers prefer a clear, uniform and simple structure. Learning materials should be easy to print and copy because otherwise pictures and images fade away because of copying too much. The teachers therefore prefer digital material. Learning books or manuals are often not entirely usable. Digital materials allow teachers to pick out what they find useful. A digital database of materials and a user forum would be good ideas.

The existing curricula and learning goals are broad enough to allow the TOGETHER-material to fit in. Learning activities are best classified by learning goals. This makes it easy to use for other domains as well.

3.2.3 Norway

Five teachers participated in the focus group. These teachers teach Norwegian language and social studies to immigrants. They have between 5 and 12 years of experience in this field.

3.2.3.1 Immigrants and sustainable mobility

Motivation and interest in sustainable mobility

Motivation depends on the language level. Sustainable mobility can be discussed at the highest level. For the newly arrived immigrants economy is the most important topic. Immigrants who have lived here for many years may be interested in sustainable mobility.

Cycling is difficult because of long distances. Students are often obese and have heavy clothes. Next to being dropped off by car, mostly by husbands or friends, many students go by buses and trains as well. On track 2, which is a more advanced level, many students are concerned with health and fitness. Health and economy will be the most important arguments there. In track 1, which starts at beginner's level, it's possible to organise excursions by bike or public transport. Learning to ride a bicycle may be difficult - like swimming training.

Safety and accessibility are important issues for transport. The problem is to understand and act according to the system in public transport such as different tickets, discounts, transition, etc. The ticket machines are not user friendly. The problem is both the system itself and the vocabulary such as "arrival" and "departure". It is important for students to see the public transport system - to travel by themselves, learning about the tickets and lines and getting a sense of being in command. Theoretical training is insufficient. Students do not say that they have not understood.

Influence of cultural and social background

Students must have a place at school within 3 months after registration. There is a great difference in lower skilled students of track 1 students and quick learners of track 2. One of the biggest issues is that teachers and students have no common language. In track 1 the teaching content has to be visualized, images and logos for companies, etc. are used. It is sometimes better to have students with different cultures and languages in the same class. Then it is easier to use Norwegian.

Another problem is the volatility of the target group. Some students drop out, classes are redefined and new students can arrive all the time. Therefore it's difficult to establish a common starting point.

Of course the reason behind their migration has an influence on the learning process and motivation. For example: students who are married to Norwegians have another motivation to learn the language because they want to stay in Norway. Refugees will often return to their home country and therefore have less motivation to learn Norwegian. Next to that, the students have very different rights depending on their reason for immigration. Some people have a right and duty to language training, and get free education. Migrant workers are obliged to language training, and these students must pay for the course itself.

3.2.3.2 Learning materials and methods

There are no textbooks on the topic of energy-efficient transport available in Norway, so the teachers have made one for themselves. The teachers showed examples of teaching material they had made, such as enlarged timetables, games, etc. The teachers like to use textbooks as a basis and inspiration to creating their own teaching materials.

The teachers must teach the same subjects several times. The first time there must be a variety of methods - games, field trips, visiting public offices. Videos of real people can also make some situations more tangible. The problem can be presented, and solutions can be discussed.

The material should offer the possibility to distinguish between different levels. Instructions and tasks should be fit for adult students. The possibility to differentiate should also be offered in the themes of the training material. Public transport is fun because it is useful and practical. It affects the lives of the students. Cycling can be part of both theoretical and practical training. Theoretically for all and practically for those who wish to participate.

It is important that a train-the-trainer session takes place in Norway. Courses for teachers can be implemented during the planning days of the schools. The training is successful when it leads to behaviour change. The teachers feel there is a great need to change the students' attitudes and behaviour with regard to sustainable mobility.

3.2.4 Sweden

The focus group consisted of five teachers; one man and four women. They were all experienced in teaching immigrants in a form of education called Swedish For Immigrants, SFI. The teachers work in a school in the city of Linköping (145.000 inhabitants) where immigrants learn Swedish after having obtained permanent residence in Sweden.

The teachers are all trained to teach Swedish for immigrants. Their main purpose is to teach Swedish and it is up to each teacher to include other topics and themes in the education. The

school that was visited for the project has one teacher who is a contact person responsible for traffic educational materials. For example: the school has used a package of material from the Swedish Transport Administration; a booklet (Together in the traffic), suggested discussion topics and movies.

3.2.4.1 Immigrants and sustainable mobility

Motivation and interest in sustainable mobility

The teachers think that it is mainly the students' budget that determines the transport mode they use, not their concern about the environment. However, their poorer budget often leads to the use of more environmental friendly transport modes. According to the teachers, the male students, and especially the young men, want to take a driving licence and own a car since they consider the car to be a social status symbol. The teachers' opinion is also that students are not so fond of walking and if they walk, they do it very slowly and without consideration of other pedestrians. This is the same indoors, in the corridors, where they often walk abreast and don't know on which side to meet other people or make way of those walking faster or coming from the right hand side.

One teacher mentioned the immigrants' anxiety for cancer and that it could be a possibility to connect environmental issues with health (and cancer). Another example given was that some of the immigrants had started to walk in the surroundings in order to be healthy, but not to get to a specific location. This could also be an argument for walking instead of other means of transportation.

A good argument for choosing an energy efficient transport mode can, together with environmental and health aspects, be economical reasons, since modes as walking, cycling and public transport often are cheaper than car driving and car ownership.

3.2.4.2 Learning materials and methods

The teachers that participated in the focus group stress that it is often their own interest in traffic that leads to their teaching within the topic. A teacher who always goes by bicycle and uses a bicycle helmet talks about the importance of cycling and helmet use in his/her classes, while a teacher who always drives a car, talks about fuel costs and how to diminish the fuel consumption and save the environment.

The Swedish textbooks guide the teachers into different topics and themes, but traffic and environmental issues is not one of those. The teachers are, however, also inspired from current events in the near and around the world, for example if there is an article about a traffic accident or about congestions, they discuss this in the class. One teacher gave her students the task to present directions to a designated destination. She found that the students chose to give the description of the way to take using the transport mode they often used themselves. Most of them described how to go by bus while nobody described how to walk to this destination. The students had also been given the task to ask people they met about the direction to a specific location.

The teachers give information about traffic when they are walking with the students to different destinations in the city. This is more common on the SFI beginner courses than on higher levels. On higher levels, the students study, for example, timetables for bus traffic in class and can, thanks to better knowledge of the Swedish language, also discuss different current traffic and environmental issues that they read about in the newspaper. The students are also encouraged to

write letters to the editors of the local newspaper. Internet is often used in the school, both by the teacher while teaching and by the students at one of the many laptops available.

There is a lack of guidance in the education goals about issues concerning traffic and energy efficient transport modes, due to the new instructions for education for immigrants. Each individual teacher is held responsible to address such topics and hence the extent of those subjects is very much dependent on the teachers' own interest in the subject. However, the teachers often have good ideas about how to use everyday events while teaching Swedish.

For lower educated immigrants it is better to talk about special topics such as traffic often, in small portions and during a long time. For higher educated immigrants a thematic day could also be an alternative. The teachers thought it could be a good idea to have experts coming to the class and give information. Experience days could also be useful and combined with work in class before and after such an event. The teachers thought that it is valuable for the students to be given the same message from different people and organizations.

Movies are considered to be useful as education material, as well as the possibility to have short texts for reading comprehension followed by exercises. The teachers also suggest some type of table game from which the students can learn about traffic (rules, safety issues, signs, maps, route guidance, etc.) and compete with each other in the same time.

3.2.5 United Kingdom

The focus group consisted of seven experts from colleges and organisations providing training for immigrants in Peterborough. Peterborough is a demonstration city for conducting projects on mobility and immigrants in the UK.

3.2.5.1 Immigrants and sustainable mobility

In the UK, the focus group members didn't discuss immigrants in relation to sustainable mobility much. The only information available was that Brazilians students seem to be more aware of environmental issues. The reason for this higher awareness is not known. The experts also mention that a person will have to be assessed on their individual knowledge and ability, and then reassessed on these principles.

3.2.5.2 Learning materials and methods

Transport is discussed within the course content. Teachers often expand on the theme with speaking practice, class surveys and role play. ESOL standards (English for Speakers of Other Languages) of the immigrants vary significantly. Very different levels of English are observed with participants in Levels 1 and 2. The experts believe that there are 3 target groups: immigrants with good English skills, immigrants starting to learn the English language and those who don't want to learn the English language/or don't know how to/who to contact. There are a wide range of immigrants who don't attend college or community groups and spend most of their time at work. These groups should also be reached. One of the expert organisations (CM) works with a variety of workplaces undertaking ESOL training on breakout days, etc.

ESOL courses are set (standard) and it will be difficult to amend these. Tutors are under extreme pressure already to deliver so many may be reluctant to accept any additional changes. The

materials prepared for the training would have to depend on the level of English spoken. Pre entry would need to be very basic. Level 2 is a very different level of capability.

Topics (such as transport) are often covered in one week over two sessions. Then cover the theme once more before the examination. Transport does come up in exams. There are approximately 14 students in a session. The topic of energy efficiency awareness varies across the board, like awareness of anything. Environment is also covered as part of the ESOL course. There is a questionnaire to understand their awareness that is issued at the beginning.

The trainers also gave some final general advice to the consortium

- Design pictorial material;
- Include sections on what was covered/statements, etc and then get groups to discuss;
- Feedback about why people don't do things/investigate the barriers;
- Podcasts/longevity of the project/a legacy;
- Links to websites /downloads/podcasts/videos, etc (all have to be compatible);
- Make it worth people's while; and
- Need for baseline knowledge.

3.3 Expert's opinion

During the first expert meeting five experts in the field of education and migration contributed with their valuable input and experiences concerning necessary didactic skills and intercultural competences. The complete overview of the experts' opinion from the first expert meeting is available in D3.2 First expert meeting¹⁷. Here we highlight the most important issues.

3.3.1 Immigrants as a target group

The most important remark is that TOGETHER can't treat the target group as a homogeneous group. The background of immigrants has to be strongly taken into consideration: educational level, historical and political systems in the country of origin, cultural and religious background, difference between individual and collective societies, gender, etc.

A point is also the time immigrants already have spent in the host country and the language level they have. Moreover, the consortium has to reflect on its own cultural behaviour and cultural assumptions when working with immigrants.

3.3.2 Learning materials and methods

The experts emphasised the importance of a participatory and action-oriented approach of didactics and of different learning styles and experiences of immigrants, starting with a thorough intake procedure. The intake is necessary to have a clear communication with the target group. The intake enables teachers to integrate the different background and experiences of the target group into the learning content and training style. Reasons for changing their mobility behaviour in the host country can come up as well.

The actual training itself needs to be adapted to the language level. The experts recommend using a step by step procedure, working with photos/pictures, and then start to integrate language tasks. The material must be user friendly and worked out on an easy language level.

The use of a portfolio as didactical instrument can be very helpful. A portfolio is a kind of diary, in which every material/notes/experiences of training can be collected by the immigrants and discussed afterwards.

An action-oriented approach using an experience-based learning style offers the highest potential towards behavioural change. The material has to be practical and authentic and also outdoor-teaching as well as communication and dialogues have to be preferred. Act as coach, not as teacher; the immigrants should be master of their own process. Be simple and logical and consider their own interest.

Use identical pictures for each partner country, country specific photos have to be in good technical quality. Experts recommend a mixture of photos, illustrations and drawings. Photos of lower quality can be mixed with drawings. Consider as well gender related images. Emotional aspects can be easily conveyed with photos.

¹⁷ Panian T, TOGETHER, D3.2. First Expert Meeting, 2010, internal document

Include all different styles of learning. Use question words: what, who, when, why? Do not use proverbs/avoid jokes that can be misunderstood. Last but not least, the planning of the lesson is crucial.

The material should act as portfolio and according to the experts a possible structure could look like:

1. Headlines
2. Index
3. Introduction
4. Basic information
5. Intake
6. Content related topic (formal and non-formal)
7. Theoretical part/country specific part (if necessary)/place for photos and pictures
8. Practical part (formal and non-formal): Selection of training examples (3-5)/country, specific part (if necessary)/place for photos and pictures

3.4 Conclusion

The teachers' conclusion about the travel behaviour of immigrants is in line with the conclusion of the focus groups with the immigrants. All immigrants are in need of travelling and public transport and walking are the most popular travel modes. Immigrants have fewer skills in cycling and are not familiar with eco-driving. The topic of ecology and sustainability is not a priority to immigrants. It's only their poorer budget that leads to the use of sustainable transport modes. In most countries the topic mobility intertwines in language courses, but is not considered as a separate topic. It depends on the interest of the teacher in the subject, how deep they go into the topic. The materials dealing with the mobility topic are mostly self-made by the teachers.

All teachers and experts agree that it's very important not to treat the target group as a homogenous group. The background (religion, ethnicity, sex, etc.) and knowledge (language, environment, etc.) can differ enormously. This should be taken into consideration while developing the materials and teaching immigrants. Authentic materials, differentiation, easy language are keywords that teachers and experts used regularly. Pictures, movies and experience-based learning help to make the topic understandable.

The experts gave a valuable insight on how the material could look like. The consortium has developed the training modules accordingly, but decided to make some changes in the structure. You can read the full structure in Part 4 of this report.

4 TOGETHER Training Approach

4.1 Training modules

Based on the results of the focus groups with immigrants, the training modules are well chosen.

4.1.1 Topics

4.1.1.1 Module 1: Energy saving and sustainable transport

This training module targets sustainable mobility behaviour. As we learnt from the focus group interviews, sustainable transport behaviour is present, but not embedded in their thinking. We read in D2.1: *Many of the immigrants had access to a car and a driver license in the country of origin, and many would like to have a car and a driver license in the future. If they could drive or be driven as a passenger, many thought that they would be less likely to use energy efficient transport modes in the future.* This module has an important task in raising awareness. It will stress the importance of well-considered transport choices. The benefits of sustainable mobility and the consequences of motorised transport will be explained.

4.1.1.2 Module 2: Walking

As walking seems to be a highly appreciated means of transport, this module needs to be part in the training. The module will introduce the benefits and essentials of walking incl. simple traffic rules, explain the most common traffic signs and give information about how to ask for directions. It aims at integrating walking as a mode of transport into the daily life of immigrants.

4.1.1.3 Module 3: Cycling

For cycling there is a great potential. The outcome of the focus groups shows that men cycle more than women and that they are confronted with a lot of barriers using the bicycle as daily transport mode. Theoretical and practical training can help to overcome barriers, see the benefits and use guidelines about how to cycle or to refresh cycling skills. In the module all those different aspects of cycling will be discussed and trained.

4.1.1.4 Module 4: Public Transport

In D2.1 we learnt that public transport is the most common mode of transport among the immigrants interviewed. As most of the immigrants learnt to use public transport on their own by doing, this module will be an important added value for newcomers in the partner countries. In formal education the emphasis will lie on the language skills to understand the given information and ask for directions. In informal training modules, the necessary language information will be supplied, but the emphasis will lie in the ability to manage taking public transport on their own.

4.1.1.5 Module 5: Eco-driving

Only a few of the immigrants possess a car and/or a driver's license. Many immigrants had access to a car and a driver license in the country of origin and many would like to have a car and driver license in the future. As those immigrants are less likely to use energy efficient transport modes in the future, we can reduce the energy impact by teaching them about eco-driving (theoretically and practically).

4.1.2 Module build-up

The TOGETHER training modules all use the same format to ensure clarity, ease of use and transferability. Each training module consists of three parts: Introduction, Trainer guide and Training Session.

Introduction

In the introduction the trainers are introduced to the topic of the module, explaining the purpose of the module, the possible benefits of using the module and the structure of the module. Aim is to give a trainer a quick overview of what the module is about and to motivate trainers to use it.

Trainer Guide

The trainer guide provides extensive background information on all the topics mentioned in the training, as well as tips and tricks on how to organise the training module. With the trainer guide, the trainer should feel confident and well-prepared for the training.

Training Session

The training session consists of a practical training schedule divided into tasks and exercises (theoretical and practical). Wherever it is appropriate or necessary, separate worksheets for the trainees and extra trainer sheets are available.

Useful links and glossary

Two separate documents are added to every module: Useful links and Glossary. The first document provides a list of weblinks which provide extra background information, exercises, tools and training material. The second document gives an overview of widely used terms and phrases concerning the topic of the module.

Format and download

Every training module will be made available via the project's website (<http://www.together-eu.org>). Trainers get full access to download any of the materials. The training materials will be available in Word and PDF-format to ensure that trainers can adapt the materials to their own needs. Of course the materials will be translated into native languages of all partner countries.

4.2 Intake

An important part of the training is the intake. The experts pointed this out at the first expert meeting. But also the focus groups with immigrants and teachers showed that the background of the immigrants and the know-how of energy efficient transport differ enormously.

At the beginning of each module enough time will be allocated to find out what the baseline of the group is. This includes information on awareness, usage, acceptance, attitudes and behaviour concerning the transport mode discussed in the module. Based on this intake, the teacher or trainer can adapt the course to the needs and wishes of the trainees. An extra advantage is that the teacher or trainer can use the experiences and strengths of the trainees during the course and refer to former experiences, standards and values to enhance the interest and knowledge transfer.

Below some factors are described to be taken into consideration during the intake. Knowledge about these factors can help choosing a suitable methodology for the training.

Country of origin

How is the situation in the country of origin concerning the infrastructure, transport and energy policies? What are the habits concerning transportation in the country of origin? Some examples such as not walking or riding bicycle due to heat in many countries in Africa and middle-east will be brought in. Also, are there traffic safety reasons that make it dangerous to use certain transport means in the countries of origin?

Do citizens have any accessibility to information that helps them contribute to a more efficient and sustainable transport system? Are they aware of prioritisation of these topics on the political agenda of the country? Many immigrant groups come from developing countries that lack such programmes. The consequence is a less informed or prepared individual when he/she migrates to the host country.

Culture

Cultural rules, standards and values are another important aspect. They may hamper flexible solutions. Family structure and its member's roles have imposed different attitudes when using transport systems.

Often it's easier for immigrants from countries near the host country to adapt to the way of life, often with similar society and family structure. It's clear that Germans integrating in Austria or Finnish natives in Sweden integrate much easier than e. g. Somalians in Sweden.

Gender

The studies and interviews have shown that females within the target group use public transport or walking to a higher extent than males who use the car more frequently. It is probably difficult to change the situation here, and that demands different approaches to male respective female immigrants. Another issue here is that women and men might be reluctant to interact in a training session together, due to religious or cultural reasons.

Cause of migration

Immigrants move to new countries for different reasons. A planned migration usually means a well-planned one, compared to a migration due to war or persecution. The latter is often poorly prepared for life in the hosting country. Sustainable mobility might be the least of worries for someone that has just entered a new country. Trainers should be aware of this. On the other hand, getting to know your way around a new town might have positive effects on the feeling of well-being of newly arrived immigrants. The training modules can also strengthen the feeling of independence and self-reliance. Apart from that, it's recommendable to get a (maybe vague) idea on the cause of migration as it may affect the immigrant's interest or motivation in certain topics, due to situations in the country of origin, traumatic experiences, Next to that, knowledge about causes of migration allows trainers to make connections between the learning content and previous experiences whenever that might be appropriate.

Education level

Individuals with higher education tend to seek information by themselves in their new environment. They learn and adapt new rules and customs easier.

Age

Young immigrants have an advantage in integrating with the new society. They learn the language faster and they are more willing to accept new ideas of thinking or changing their attitudes to fit in with life in the host country.

Available network of fellow immigrants in the host country

A high number of immigrants from the same country of origin – living quite close to each other- may have a positive effect in some extent, but in the long run it could be a disadvantage as it could discourage integration. The individual who has a vast network of people in the same situation might feel supported but could experience no real need to become more independent. This might decrease the motivation to join or be interested in a course on sustainable mobility. When confronted with this, it is important to explain and show the benefits of joining a training module. Next to that, influencing the surrounding network could also have a positive influence on motivation.

Others, like disabilities, chronic diseases

Newcomers that have disabilities from origin countries and haven't had the chance to adapt to mobility even before migrating to a new country are often in need for some special measures on top of those they share with other newcomers.

4.3 Portfolio

Both in the literature review and in the experts' opinion from teachers and the TOGETHER expert meeting, the importance of a portfolio is mentioned. A portfolio emphasizes the process of the module and still gives an overview of the content relevant for the participant, rather than a guidebook. Therefore, wherever it is appropriate, a portfolio is used instead of classical guidebooks. The portfolio will be built up based on information and exercises developed by the TOGETHER partners and teachers. Next to this it will be completed with information participants collect themselves (pictures, tickets, text snippets, etc...). This way, the portfolio will be a document containing only those pieces of information that seems relevant to the participant. They can also use it to show family and friends about what they have learnt or done in the modules.

4.4 Methodology

The methodology will follow the participatory, action-oriented, authentic approach. Students will have the opportunity to experience the topic, to use the knowledge they already have to help others and to have the back-up of a coach. Teachers act as coaches (bottom-up), rather than teachers (top-down). Theoretical background for the teachers will be provided next to very practical exercises and materials to bring the modules to life. The modules are considered to be a process immigrants go into together instead of a preparation to an exam. Both the intake and the portfolio are important steps and tools during this process. Well prepared materials and planned lessons will

help teachers to strengthen the target group in treating the subject in both formal and informal training.

5 Conclusion

The topic of sustainable mobility is not treated consequently throughout educational curricula for immigrants in the partner countries, although the participants are all faced with mobility and traffic on a daily base. As learning-by-doing and autosuggestion are the most common ways to learn about the topic, the TOGETHER modules will fill a gap in the integration of immigrants in their new country. As teachers often treat the subject only when their knowledge or interest is high enough, the modules are definitely an added value for both immigrants and teachers.

An action-oriented, participatory, authentic learning approach fits perfectly with the topics. Walking, cycling, using public transport and eco-driving obviously are topics that have a lot potential to provide very practical training. The first module, energy saving and sustainable transport, will give the immigrants a very clear view on what's in it for them. Based on the tips and tricks of the teachers and experts, the training modules will fit to the needs and wishes of both immigrants and their teachers.

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