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MMM Curriculum

**MMM – MIGRANT
MENTORSHIP MODEL**

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The MMM (Migrant Mentorship Model) project addresses the challenges of teaching basic skills to migrants and refugees from the Middle East and Africa.

The challenges are many and overlapping. They consist of linguistic, cultural and social aspects that need to be seen as a whole.

Low educated migrants, that represent a large number of all migrants, have problems with language and other basic skill acquisition because their learning strategies and abstract thinking are underdeveloped.

This calls for new approaches tailored to the need of migrant/refugee adult learners.

The MMM training curriculum for migrant-mentors

One of the main aims of the MMM project is to involve well integrated (and possibly educated) migrants to be migrant-mentors (MMs).

As migrants themselves they will:

- be able to explain complex concepts in migrant languages
- know both migrants and European culture
- understand the needs of migrant learners at personal level

The Migrant Mentors training curriculum is a set of guidelines for training migrant-mentors in the area of literacy, numeracy, ICT and social competences.

It focuses on:

- basic teaching strategies
- goals and aims of the MMM
- tips on how to motivate and resolve conflicts
- instructions for optimal transfer of basic skills to other migrants.

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MMM training curriculum

Unit 1: Basic principles of adult education

SUMMARY DESCRIPTION: Participants learn to apply the adult learning principle in dealing with migrant/refugees adult learners

Duration: 4 hours

Teaching outcomes	Contents	Methods
<p>Know the principles of adult learning</p>	<ul style="list-style-type: none"> • Andragogy: the adults learning theory 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: reflection on previous teaching/tutoring activity (if any)
<p>Know the characteristics of adult learners and be aware on how to deal with them</p>	<ul style="list-style-type: none"> • The 9 principles of adult learning: <ul style="list-style-type: none"> ○ motivation, ○ primacy, ○ 2-ways communication, ○ feedback, ○ active learning, ○ exercise. • Pitfalls of training adults 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group reflection about characteristics of adult learners • Individual reflection about own learning pattern • role play • videos



Unit 2: Communication

SUMMARY DESCRIPTION: Participants know the importance of good communication skills and learn about different forms of communication.

Duration: 4 hours

Learning outcomes	Contents	Methods
Learn to choose appropriate, effective ways to communicate with other and/or to audiences in diverse situations.	<ul style="list-style-type: none">• Meaning and definition of communication• The communication process:• Verbal and nonverbal communication• Understand how nonverbal communication skills affect overall communications in the classroom and at work	<ul style="list-style-type: none">• Theoretical input (PPT presentation)• Games• Videos• Role play
Learn the importance of active listening and became able to practice it	<ul style="list-style-type: none">• Definition of active listening• The principles of active listening• Barriers to effective listening	<ul style="list-style-type: none">• Theoretical input (PPT presentation)• Games• Videos• Role play



Unit 3: Intercultural communication

SUMMARY DESCRIPTION: Foster participants' awareness and understanding of the verbal and nonverbal barriers to communication in a culturally diverse context.

Duration: 4 hours

Learning outcomes	Contents	Methods
<p>Understand basic cultural variations in communication styles</p>	<ul style="list-style-type: none"> • Direct and indirect communication styles • Main differences in kinesics, proxemics and haptics according to different cultures 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Videos • Individual work: recognize own nonverbal communication patterns • Group work: nonverbal communication in the host country and comparison with own ones. • Role play
<p>Learn to recognize stereotypes and prejudices and develop strategies to overcome them in classroom, in workplace and in social life.</p>	<ul style="list-style-type: none"> • What stereotypes and prejudices are • Recognize stereotypes and prejudices in communication • Strategies to overcome stereotypes and prejudices in classroom 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Videos • Individual work: prejudices and stereotypes towards own culture. • Individual work: challenging own biases • Group work: prejudices and stereotypes towards host culture.



Unit 4: Cultural awareness

SUMMARY DESCRIPTION: Participants learn the meanings of cultural awareness, become more aware of own and other cultures and improve their ability to relate in a cross-cultural context.

Duration: 8 hours

Learning outcomes	Contents	Methods
Learn what culture means and understand the impact of cultural differences in classroom, at work and in social life	<ul style="list-style-type: none"> • Key concepts of culture 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: The cultural iceberg: discussion about the representation of the different layers of culture • Group work: cultural shock at arrival in the host country. Analyse and compare with other participants
Develop awareness of diversity among human beings	<ul style="list-style-type: none"> • Cultural values and attitudes (time, space, group dynamics, authority, tasks, relationships) • How values, attitudes and behaviours differ across cultures 	<ul style="list-style-type: none"> • Group work: reflection on own culture group dynamics, perception of authority, family relationships, role of women, role of authority.
Learn to understand values, beliefs, habits, traditions, taboos of the culture of the host country and the appropriate behavior	<ul style="list-style-type: none"> • Understanding the European culture with a focus on the host country • Cultural nuances, values, and norms of the host country • Role of women in the host country • Etiquette in the host country 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Individual work: reflection about own culture value and norms • Group work: comparing own culture with other participants culture



	<ul style="list-style-type: none">• Do's and Don'ts in the host country	<ul style="list-style-type: none">• Group work: analyse the host country value and norms and compare them with owns
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Unit 5: Conflict management

SUMMARY DESCRIPTION: Participants learn to prevent and manage conflicts in a multicultural learning environment.

Duration: 8 hours

Learning outcomes	Contents	Methods
Gain basic knowledge about conflicts	<ul style="list-style-type: none"> • Definition of conflict, causes and types of conflicts, 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: guided reflection about conflicts from the personal point of view of participants
Learn conflict management strategies	<ul style="list-style-type: none"> • Conflict management strategies: forcing, accommodating, avoiding, collaborating, compromising. • The use of positive interpersonal communication in preventing conflicts • Positive interpersonal communication approaches to conflict resolution • Managing and resolving conflict by learning how to listen 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Videos • Role play: manage a conflict using different strategies • Group work: reflection about different conflict management strategies • Role play: use positive interpersonal communication to conflict resolution. • Managing and resolving conflicts by learning how to listen
Learn to manage classroom conflicts	<ul style="list-style-type: none"> • Tips for managing multicultural classroom conflicts 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: discussion



<p>Learn to recognize students with symptoms of post-traumatic stress</p>	<ul style="list-style-type: none">• What is the post-traumatic stress syndrome• How to recognize the symptoms• Which are the territorial socio-sanitary structures that deal with these problems	<ul style="list-style-type: none">• Theoretical input (PPT presentation)• Group discussion
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Unit 6: Classroom management

SUMMARY DESCRIPTION: Learn how to manage a multicultural class group made up of low literacy migrant/refugee-background students

Duration: 4 hours

Learning outcomes	Contents	Methods
Learn to manage a culturally diverse classroom	<ul style="list-style-type: none"> • How to teach students from different cultures • Important aspects of teaching multicultural classes • How to avoid cultural clashes 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation)
Learn approaches to teaching low literacy refugee-background students	<ul style="list-style-type: none"> • How to engage students' prior knowledge • European standards for making information easy to read and understand 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: translate a text from standard to simple language according to the EU standards
Learn to prepare a training session suitable to low literacy migrants/refugees	<ul style="list-style-type: none"> • The importance to use a clear and simple language accessible to all students • The power of feedbacks • The use of suitable and cultural sensitive visual aids 	<ul style="list-style-type: none"> • Theoretical input (PPT presentation) • Group work: create an exercise or a presentation suitable to low literacy migrants/refugees. • Group work: find suitable and cultural sensitive visual aids to support the previous exercise/presentation • Group work: find visual aids that are NOT cultural sensitive

**UNIT 7: The MMM teaching plan****SUMMARY DESCRIPTION: Learn how to implement the MMM teaching plan developing appropriate training aids.****Duration: 8 hours**

Learning outcomes	Contents	Methods
Get acquainted with the MM teaching plan and learn to develop suitable teaching materials, exercises and visual aids	<ul style="list-style-type: none">• Presentation of the MMM teaching plan• Develop teaching materials, exercises, games, visual aids for one session of the learning unit literacy• Develop teaching materials, exercises, games, visual aids for one session of the learning unit numeracy• Develop teaching materials, exercises, games, visual aids for one session of the learning unit ICT• Develop teaching materials, exercises, games, visual aids for one session of the learning unit social skills	<ul style="list-style-type: none">• PPT presentation• Group work: development of training materials• Role play: each participant runs a lesson using the produced training aids• Reflection about the quality of testing aids• Reflection about skills and competences used during the testing• Review or follow-up of the skills acquired in the previous teaching units