



IO3: MMM Guided Reflection and Tips for Educators

**MMM – MIGRANT
MENTORSHIP MODEL**

AGREEMENT NUMBER:
2017-1-SI01-KA204-035587



March 2019



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INTRODUCTION

A joint guided reflection is created with an input from the partners of the MMM project who each carried out the 96-hour long pilot training of migrants.

It is based on *MMM reflection guidelines*, prepared prior to the training, in June 2018, as a proposal to follow the same line of thinking and observing the pilot.

To partners the guidelines offered a common frame to examine and consider different segments of the process more closely and accurately. Being an essential part and also fundamental component of the intellectual output we attach them in the appendix.

The pilot migrant training in each of the countries (Italy, Germany, Slovenia) took place from September to December 2018. During this period not only training but also intense and focused observations and reflections of the learning process were conducted on the part of the mentors and trainers. However, despite the common context, it has been shown that reflection is nevertheless a relatively subjective process. Even though we followed the same framework it turned out that we as educators still view the process a bit differently from each other, having slightly different approaches to documenting and reporting of our perceptions. But since we all took an inductive approach, all our observations had also been created on the basis of the actual and plausible situations and not derived from various theoretical concepts. All partners agreed that it is exactly this authentic vision which adds to the value and quality of the MMM project, so we decided to leave all three guided reflections as they are, intact, without major editorial interventions.

Each guided reflection is a compendium of universal insights, knowledge and experiences which all partners gained through the authentic and practical process of training and reflection, despite the above-mentioned distinctions which resulted mainly from working with migrant groups of different ethnic, religious and educational backgrounds.

As an extension and a follow-up of the guided reflections a set of teaching tips for educators has been developed. Our intention and hope is that they serve as practical, efficient, functional and feasible advice for any future educators of migrants.

NOTES ON METHODOLOGICAL AND ETHICAL APPROACH

All partners in the project have years of experience in adult education, especially in the field of work with vulnerable social groups. During the time of migrant crisis in 2015 and 2016 when the migrants from the Middle East and Africa tried to reach the safe existence in Europe, we felt it was our commitment and also moral obligation to address this issue professionally and with a high degree of social sensitivity and tolerance that we as adult educators possess. Hence the need for international cooperation, so that our allegiance to joint goals and common vision could be realised in the highest possible way.

Through the progression of the MMM we all adhered to the following ethical principles: respect for persons from different ethnic, cultural and religious backgrounds, awareness of their needs and rights, respect for their human experience and integrity, non-discrimination, dignity of each person, equality and – above all – their just and successful social inclusion.

MMM GUIDED REFLECTION: ANDRAGOŠKI ZAVOD MARIBOR-LJUDSKA UNIVERZA, SLOVENIA

A group of migrant learners at Andragoški zavod Maribor consisted of a group of 11 participants, all male, mostly single, mainly of Eritrean Christian, in smaller number of Arabic Muslim origin, aged between 20 and 40. Most of them had only a few years of primary education if any at all, so basic literacy in their native languages was still a problem for a majority of them. There were some without any formal education, however we also had a university graduate among them. Through the process of pilot training we were able to observe their learning characteristics in each of the respective modules. The training took place between the 25th of September and the 13th of December 2018, in total 24 sessions of 4 hours, which were followed by 4 sessions at Ozara d.o.o. premises as workshops in a working environment.

MIGRANTS AS LEARNERS

1. Learning process for them is predominantly target oriented which means that the learners have to see the practical value of what they are taught.
2. They function as a homogenous group and educators have to take into account that within this same group there will be learners on a scale from the least to the most capable. However, breaking or separating the group is counterproductive, motivation falls, the possibility of not showing up is considerable.
3. Very important for them is the comprehensibility of the teaching content, so it is crucial that the contents are not too abstract. If the topics are relevant and participants understand them, they will be motivated and eager learners. It was very hard to find a balance that would suit everyone's learning abilities. We were learning about this and tried to adapt as we progressed through the programme. However, it is our opinion that it is better to adapt to the abilities of the least capable learners, so they can follow the work while the more capable learners can act as their support.
4. It is also essential for educators to understand that when giving a task, they must focus primarily on clarifying the instructions; migrants are respectful learners, but – if the learning content is too abstract or demanding – the concentration will inevitably drop. Thus the golden rule »less is more« should be applied.
5. The migrant learners displayed a varied range of knowledge and diverse levels of education. It is nothing unusual if there are within the same group learners without any education whatsoever and also learners who have finished comparable levels of schooling or university programmes to those in the host countries. It is important to adapt to the participants who know the least.

6. The language should be simple, easily understandable, concrete, concise and focused on achieving a specific goal.

7. We got the impression that for learners not only the learning but also the aspect of activity, socialization and spending their spare time is as much important. A skilled teacher can make a good use of this attitude, making the learning process varied, attractive, fun, interesting, creative.

8. The learning contents should be concrete, personalized, useful and adapted to the current level of the participants' knowledge and abilities. If otherwise they will get scared and lose the interest.

9. Spending more time on a specific activity proves to be very effective. It is more efficient to do less and this well. As they are adult learners they should not be forced into any activity they do not feel comfortable with.

10. Apart from language hindrance or lack of general knowledge no other major learning disabilities were detected, the participants were to the most part very susceptible and responsive.

11. Many of them lack understanding of basic grammar concepts, grammatical and abstract thinking, therefore we do not recommend such contents. Similarly, this also occurs in mathematics, often there is no understanding of even elementary mathematical theory. Still, they are nevertheless financially literate enough, all that is coming out from their life experiences.

12. As learners they are above all motivated by employment and greater independence, so they are initially mostly interested in language learning.

13. In regard to ICT they use smartphones almost exclusively. Therefore, they are not aware well enough of the importance, usefulness and advantages of ICT. They still do not recognize ICT as a beneficial and valuable teaching tool. Their greatest and the most urgent need is language, so they do not even see their disadvantage which comes from their low levels of proficiency in ICT. It has to be said, though, that apart from smartphones they do not have sufficient access to other ICT devices. They know social networks, but are relatively poor users. Somehow, they still do not see the practical value of ICT as a tool for searching, studying and verifying information. They sometimes even exhibit a certain fear when using ICT tools. During the programme we nevertheless noticed their increased willingness and motivation to expand their ICT skills.

TEACHING METHODS/MATERIALS

1. When selecting teaching materials an educator will have to combine multiple communication channels. Audio-visual teaching aids are indispensable and should present an imperative in teaching this target group.

2. If possible, an educator should also avoid longer texts, the best results will be achieved with visual teaching material.

3. When giving instructions, an educator should constantly keep checking learners' understanding. He must not be surprised that – although the learners give the impression they understand – their understanding is still questionable. We can not stress this enough.
4. An educator does not have to prepare large quantities of teaching material, because the learners are relatively slow. The educator should aim for quality not quantity.
5. The teaching should also be playful, various social games, board games and interactive computer games are most welcome.
6. It is recommended that texts, although projected on the screen, should also be handed out to learners in physical form, the texts should be short.
7. Use of music as a teaching tool and role-play as a teaching method in migrant classroom also proved to be very successful.
8. Learning by textbook does not really make sense and is not as effective as one would normally expect; the best way is to prepare few worksheets, find an interesting content on the Internet, perhaps see a short film that deals with the topic, i.e. – as stated before – combine multiple communication channels, but emphasize the visual and the audible content.
9. The educator has to bear in mind that teaching must not be monotonous, so kinesthetic learning and physical activity in the classroom should also be considered. We recommend taking short breaks at regular intervals.
10. To sum it up, it has to be said that even though we had the MMM teaching plan, the pilot training still required some modification and adaptation on the spot. We had worksheets prepared for each training activity, but the training itself demanded constant adjustment and also a great deal of improvisation.

MENTORS – MENTEES RELATIONSHIP

1. When guided through the process of mentor training and later also being migrant mentors themselves, the migrant mentors did approach the goal which was set for them at the beginning of their role, however, it also has to be emphasized that the teaching experience is gained through constant and permanent practice.
2. It turned out clearly that the concept of migrant mentorship is palpable, credible and plausible. The general observation is that - in supporting the educational process - migrant mentors definitely and undoubtedly established themselves as a very useful and helpful factor, their role being that of the teaching staff who can perform in a better, purposeful way.
3. They had substantial positive effect when the learning content was too abstract or the language too difficult for migrant learners. They simplified the learning material and could bring it closer to the migrant learners. They dealt with and could clarify any communication short circuit and were efficient with more detailed explanations. The

migrant mentors thus turned out to be very constructive and supportive when there was additional explanation needed.

4. They were quintessential for transferring information to the group, in individual counselling and guidance. As for classroom communication it has to be noted that it was obviously excellent if the mentors and mentees spoke the same language, otherwise either Slovenian or sometimes English language was used.

5. The teaching process was conducted in a group, however the mentors proved to be especially handy when specific task with an individual within the group had to be done.

6. The actual role of the mentor was to bridge the divide between learning content and Slovenian language on one side and migrant learners on the other side. They were some kind of informal, more collegial authority and support.

7. They were very well accepted by the migrant learners in a way that the learners respected them, but were not afraid of them. The mentees' relationship to migrant mentors was foremostly based upon the need of a mentee who needed the mentor, no one was forced or pushed into asking for help. For mentees their mentors turned out to be flexible in the sense that you use your mentor as much as you need him or her. The mentors also served as a kind of information providers who enabled the programme to progress more smoothly.

8. All in all the mentors have largely accomplished what was expected of them and proved especially useful in terms of more efficient learning time management and method of work.

9. When monitoring the work of migrant mentors, we got the impression that the migrant mentors were not yet fully aware of the fact how important their role could be and what potential they have; we predict that the migrant mentors with time and practice will be able to feel this too.

10. Our overall estimation is that the migrant mentors have a potential to function fully in their role and we see no obstacles for their successful work if they are put in a position to continue using their skills. It is clear without any doubt that the migrant mentors will enrich the learning offer and improve the learning process for many.

11. The whole process of being trained for mentors and their mentorship had a very positive impact on migrant mentors as well. They themselves expressed their wish and desire for being included into further future educational activities in the area of migrant education.

SOCIAL AND CULTURAL ASPECTS

During the training, educators also had the opportunity to observe many features that could be classified under the social and cultural aspects. We deliver them in the following paragraphs.

1. Being migrants and refugees they have unexpected, accidental and real life experiences, inherent only to their migrant/refugee status and understandable the best by other migrants/refugees.
2. In the segment of socialization they appeared to be well socialized by European perception (they are not hooligans, extremists or radicals). They also seem to be very sensitive, susceptible and flexible to various nuances of socialization, therefore we see no obstacles for their appropriate socialization and integration. It should be emphasized though that this description is valid for this specific Slovenian group of mostly Eritrean migrants. We should be aware that personal backgrounds and levels of »europeanization« can differ greatly from individual to individual.
3. The migrant learners respect social norms and rules. They were curious and had a great desire to understand Slovenian society and environment. Their interest was foremostly in those social themes that are of concern to them (e.g. there was a debate in our classroom when they got the invitations to local elections; they were eager to participate, but had no idea of the political relations in the local community).
4. Another significant social observation: migrant learners functioned as a group with loose hierarchy (the leader was an older, more experienced and more educated person). Thus peer learning also plays an important role within the group. They exhibit great solidarity and interdependency. It is this sense of solidarity and relatedness that drives the more educated to support and help the less educated.
5. Educators should bear in mind that the understanding of time in migrant population can differ considerably of what is generally accepted in Europe. For example: our migrant learners were usually late, but not excessively. They always came, but at the time they deemed to be more suitable, with no disrespect for ongoing activities. Various other factors (meetings with authorities, other courses ...) also had a great impact on their time.
6. The migrant learners explicitly expressed their wishes for activities which would strengthen their social inclusion, they were eager to have more contact with the majority population.
7. As the majority of our Eritrean participants had Christian faith background they exposed a high willingness to be helpful in any way, moreover, they demonstrated honesty to a degree which was almost naive.
8. They were particularly intrigued by the Slovenian and European outlook on family planning, sexuality, marriage, relationships between men and women, moral values etc. We attributed this to a strong religious upbringing which largely shapes their worldview.
9. Their insight into society and social phenomena, awareness of and familiarity with political events were poor, primarily due to the fact that they are not capable to draw information from any media channel (e.g. they do not know who the president of Slovenia is, how the political system operates etc.). They are very ill-informed about Slovenia, having no knowledge whatsoever about current news and events, they do

not know how to get information, their general knowledge is very far from being on the level to even ask adequate and efficient questions. Although they feel the impact the current political affairs have on their daily existence, they still show considerable shortages in understanding the basic social context and notions, such as society, politics, regressive, progressive etc.

10. They show a clear ambition to amount to something in terms of education or employment, but they face various obstacles. The younger learners lack life experience and a clear vision. They face the obstacles specific to migrant population: lack of education, language barriers, lack of social network, poor understanding of Slovene educational and working environment.

11. For this reason they would also benefit from in-depth counselling and guidance about educational and employment possibilities. In this aspect we see a great potential for an experienced migrant mentor.

12. For them the learning process is naturally perceived as a tool to achieve the ultimate goal, which is employment and better acceptance into the host society; as it was already mentioned, they are practical, pragmatic and goal-oriented. They do not want to achieve their goals through deceit or fraud, but want to play by the rules, through an official, well-established, socially acceptable path which we all believe is the best way to integration.

MODULES

LITERACY MODULE

The prevailing experience and the main conclusion after literacy module was that Slovenian language still remained a considerable barrier for our participants. It was clearly seen that they had spent a relatively very short time in Slovenia before the training, most of them not more than half a year. Therefore, all the literacy exercises had to be carried out at the lowest and simplest of levels. If otherwise the participants would not understand them and would have felt discouraged.



Picture 1: Migrant mentor Zahra and trainer Ivan at work at Andragoški zavod Maribor

Our participants never came to lessons in time, their delay was about half an hour and this did not seem to be anything special to them because they saw the programme as facultative and not compulsory. It is fair to say though that they also came for socializing and social interaction which does not make them any different from other adult learners we work with.

Their wish was to perform as many role-play activities as possible which at time was also comical because their knowledge was generally too weak to play them well. They were also attracted by exercises on the web. And they also liked jokes, especially when they used Slovenian words which they thought were funny. There often came to amusing misunderstandings when they misapplied a certain Slovenian word because they could not distinguish it from colloquialisms, slang etc.

The next overwhelming problem for our participants were the writing skills. A huge problem was already to hear the various phonemes of the Slovenian language correctly, let alone to learn the letters for them, some of them new, and write them accurately. However, they were happy if they got the learning material in the form of worksheets and were eager to put down as many text as possible, write down all the details which also took a lot of time. In this segment the migrant mentors proved to be very useful when translating and explaining had to be done although it would be ideal if they had twice as much time at their disposal.

From this we can conclude that also »one on one« learning with a mentor would be well accepted. The same goes for learning in a small group of two or three participants with a mentor because this allows flexibility in delivering of the learning contents.

A very desirable and recommended activity is also visiting of different places and events because participants need learning through different activities. A good mentor will make the activity a part of the learning process.

In general, the migrant participants can be placed in the framework quite similar to underperforming adult learners we work with at Andragoški zavod, particularly in primary school for adults, in the sense that we already knew this type of learner before. We are very well acquainted with migrant concept from work with vulnerable social groups, especially migrant Roma, so rather than being a surprise the pilot programme really confirmed the facts we already knew and somehow expected. In contrast to for example the migrant Roma learners we already knew, the migrants in this case were much more disciplined and socially adapted to the learning process and also much more willing to learn.

Through the progression of the literacy module it became evident that MMM Teaching Plan is a solid and relevant teaching tool, but the actual implementation in the classroom still demands a lot of improvisational strategies. This proved exceptionally difficult for our migrant mentors who have generally achieved the objectives which were foreseen for them, but nevertheless found it difficult to improvise as we went along. Still, they were tested and through testing it became evident that they have a great potential to become an important factor in the integration of migrants into local environment.

NUMERACY MODULE

In numeracy module we started working on basic arithmetic operations such as addition, subtraction, multiplication and division, and continued with more complex, but still practical and useful mathematical skills such as volume, areas, part-whole and fractions, also percentage rate.

Except for those migrants who did not have any education, everyone else already had some prior knowledge. The learners were generally able to add up and subtract, but a more complex multiplication still turned out to be a tough nut. We also did conversion of metric units and for our participants this turned out to be a fun activity.

Because of the universality of the mathematical language the module proved to be a bit easier for both migrant mentors and migrant learners, but the problems nevertheless occurred when in exercises there was some text involved. Still, in case of improvisation the mentors could nonetheless react more promptly and efficiently.

Shop catalogs proved to be a useful teaching tool as participants calculated the sum of their purchases and we also noticed that they mastered the use of the decimal numbers quite well. It was a bit harder for them to understand the difference between plane and solid figures.

We were doing a lot of online tasks which was fine, but it somehow turned out that of all the modules they had perhaps the least interest in mathematics.

In conclusion we have to stress that because of the universality of mathematics the mentors' role seems to be extremely relevant, however the mathematical concepts should be inevitably taught in real life situations.

ICT MODULE

Our migrants were not computer-trained, some did not even know the basic computer programmes and tools. On the other hand they were relatively proficient smart phones users. It has to be noted, though, that their use of smart phones did not go far beyond limited purposes, e.g. skype, facebook, a radio station etc.

All observations that were valid for literacy module proved to be valid for ICT module as well. By the latter we have the language problem in mind, although ICT again, because of its universality, proved to be much easier.

Interestingly some participants showed fear of the computers and we could really see that the use of computers in Eritrea is rather limited, some even had problems in using a computer mouse. Even more so as in literacy module, the group was divided into those who were already relatively proficient computer users (they mastered the computer in practical terms, knew how to open the programmes, search on browser etc.) and those who did not know how to use computer at all. The ratio between the two groups was about half of each.

As with literacy, in ICT it also takes a long time for those who do not have fine motor skills to acquire them, two or three participants were complete computer alphabets. As we have many experiences with adult learners some participants would in our view be completely comparable to a retired person who has never used a computer before.

Considering that ICT »speaks« a more universal language the mentors' role can be even more effective than in literacy module. A computer proficient mentor can demonstrate the computer skills clearly, regardless of language.

Teaching computer skills to computer illiterate individuals can be extremely stressful and frustrating, therefore a mentor must constantly be aware of a type of a learner before him and must not lose the nerve.

We witnessed that the mentors often did explaining by »one on one« method and for a participant this was very beneficial. We also noticed that the time spent by the mentor for a participant can vary greatly.

SOCIAL COMPETENCES

As for social contacts and interaction our main impression was how well-behaved, polite and poised our participants were.

We pretty much allowed the conversation to go anywhere and to our surprise we discovered that they were above all interested in social concepts such as family, the relationship between men and women, division of labor between a husband and a wife, contraception, children, what a child means for us and what for them, when we have children, how many children we have, what it means to be successful in life (e.g. for them success means a lot of children, for Europeans career, independence and material basis for life come first, children only after all that).

Because of their strong Christian upbringing the emphasis of their interest was before everything else on the values, they were really curious about European way of life.

There was a clear difference between the elderly and the younger Eritreans, with the elderly showing more and the younger less traditional attitude.

They were for example intrigued by the concept of non-marital partnerships and sex before marriage.

On these issues, they did not show any hostility to our way of life, but a slight sense of moral superiority on their part could nevertheless be perceived as if we were doing something wrong, because we do not know otherwise. But again, there was no feeling of hostility or repulsion, rather that of interest and curiosity.

As Christians they showed that they were not extremists in any way, they also would drink a glass of alcohol, they conducted themselves culturally in a way they deemed as moderate and cultural. There were no extremes in their behaviour, they were polite, clean and helpful.

In regard to the learning content, there often was something which provoked a special commentary that we discussed later.

With everything taken into account we have to say that the module was not about the most basic knowledge of cultural norms, but more about learning about differences and explaining why something here is done in this way and there differently. There was no forcing of opinion from any of the parties or moralizing, none of us felt the need for this.

SUMMARY

When summarizing the MMM pilot three overlapping perspectives have to be taken into account: the perspective of migrants, the perspective of migrant mentors and the perspective of trainers/partner staff. A comprehensive evaluation should also be addressed methodologically and content-wise.

In all four modules, the situation was such that some migrants were very capable, while others had very poor knowledge. However, most migrant learners showed a high regard for the process of learning itself as well as great respect for the teachers, school and education in general. If the educators feel and understand this attitude, they can turn that into advantage for themselves and achieve good results. The learning was also interwoven with the aspects of socialization, socializing, expressing one's own opinions and creativity within the limits of migrants' abilities.

When being asked if they liked the programme, the migrants said that the training as such suited well to their needs because it differed considerably from a classical language course and it was exactly this unconventional approach to learning that attracted them.

The role of migrant mentors proved to be positive, they generally performed well in their role. The constant need to improvise, adapt and modify learning contents and materials however often somewhat confused them, although we think this is a good indicator that shows the reality of such work. In the programme the migrant mentors had relatively little time to develop and establish themselves as fully competent mentors, they still will need time and experiences to grow and thoroughly achieve their potential.

An important issue that we cannot emphasize enough is that the language barriers did not end after the end of literacy module, but presented a challenge in every other aspect and content of the programme. As for Slovene pilot programme we have to underline the particular difficulty of the Slovenian language with its complex declension of nouns and conjugation of verbs, e.g. in Slovenian language there are six cases, not two but three grammatical numbers and the speakers make complicated modifications in the use of different suffixes for each of these grammatical categories. All these make the language more difficult to understand not only for the participants but also for the mentors who consequently also need more time to grasp it.

As mathematics is a universal science the numeracy module proved to be a bit easier, however the mathematical concepts should be – as much as this is possible – related to practical life.

The success of the ICT module to us seems already in the fact that the interest of the migrant learners in the ICT as a learning tool has increased. We also think that the majority of participants lost fear of using different ICT devices. Most of them even began to express desire to get a laptop computer for learning, thus perceiving computer as a valuable learning tool.

In social competences module we could see that the behaviour of our migrants was quite in line with European norms, so there was little need to learn the most basic manners or patterns of behaviour.

In our opinion, we as partner staff believe the concept of migrant mentorship is good and justified, however it has to be emphasized that, through the programme, our intention was not to educate or train the perfect migrant mentors and we were aware of this from the start.

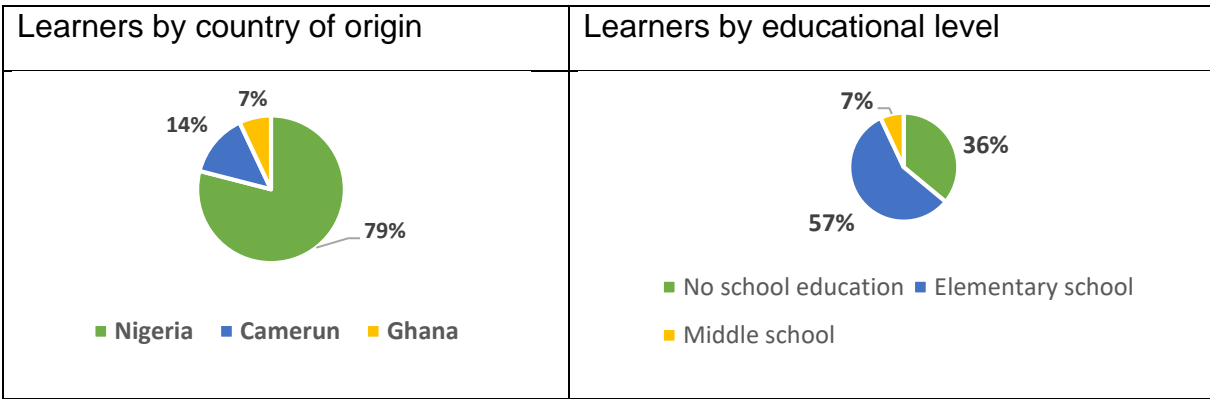
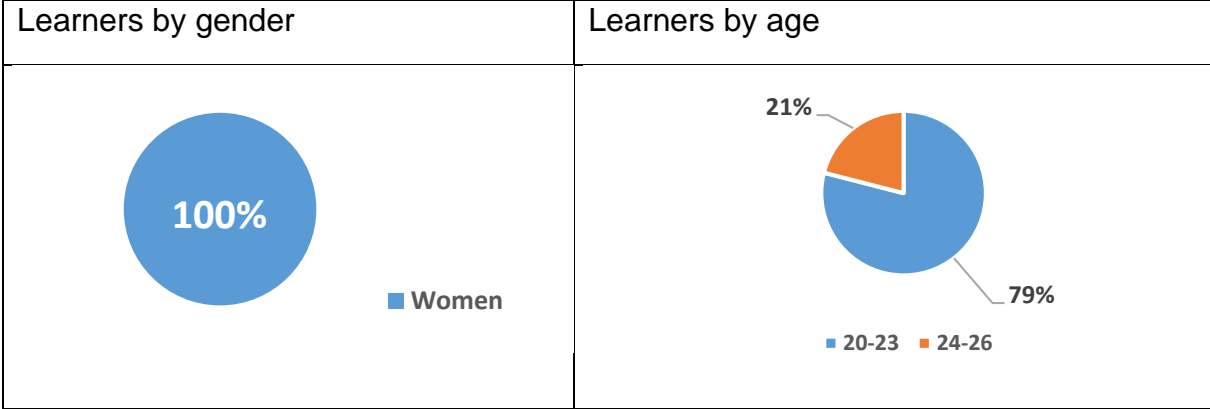
We see the pilot programme as mostly successful because, having an insight into this type of work, we know success is a very relative category and should be measured by even the slightest progress. Accordingly, the mentor concept is reasonable and justifiable because it can be tailor-made for and individual and adapt to his or her needs and also leaves a lot of room for mentors to improve their skills and competences in time.

MMM GUIDED REFLECTION: EUROCULTURA, ITALY

MIGRANTS AS LEARNERS

The training of migrants/refugees learners in Italy started the 3rd of September 2018 and ended the 26th of October 2018: 24 lessons of 4 hours each for a total amount of 96 hours.

We had 14 learners, all asylum seekers pending a decision on their application.



All the participants lived in a shelter house for about 2 years and a half. These are women, some with young children born during the migratory route or when they arrive in Italy, who despite having lived here for a relatively long period of time have a minimal knowledge of Italian.

Because of this lack of knowledge, they do not have relations with the local population and live a kind of segregation, where the only relationships outside the shelter house are with their church goers, Ghanaian or Nigerian citizens. With them, they speak exclusively their language and they learn nothing about the Italian culture.

As shown in the graphic above, most part of participants have no or very low school education background and therefore have a very limited capacity for abstraction, for concentration, for the ability to assimilate theoretical concepts, even if very basic, and low aptitude for theoretical learning.

As a direct consequence, the learning pace has been much slower than the curriculum has foreseen and the analysis of the different topics much less than expected.

For this reason, we divided the group into two subgroups: in one we included the participants without any education, therefore almost illiterate, and in the other those who had attended primary or lower secondary education in their country.

To facilitate access to training activities for women with children, we have set up a baby-sitting service, that, however, has not completely overcome the difficulties associated with the presence of 5 children aged between a few days and two and a half years. This has further slowed down the pace of learning and has increased the stress level of the mentors and trainers of Eurocultura.

Many of the educational materials prepared during the training of mentors had to be revised downwards. The use of advertising material for supermarkets and other shops was very helpful as it allowed to connect the concepts that were taught to everyday life situations. For example, performing simple mathematical operations such as calculating how much money was saved by buying certain items that were sold discounted.

The workshops have proven to be a great place for learning.

In fact, the possibility of inserting theoretical elements closely linked to what they were doing, produced much better results than classroom lessons. For example, in the cooking workshop, the reading of the recipes made possible to broaden their knowledge of Italian and the preparation of different dishes improved their the mathematical skills (eg: how much pasta is needed for 5 people if the average ration is 80 grams per person?).

During the lessons in the classroom the same methodology was used, but for the participants it was always a theoretical thing. Instead, applying the theory to a real activity (eg dicing pasta for 5 people) for the participants was no longer something they had to learn but something they had to do, and this different approach allowed them to learn more quickly and with less difficulty.

TEACHING METHODS/MATERIALS

During the training activities, in addition to the materials developed by mentors and trainers of Eurocultura, we used a textbook of Italian for foreigners (pre A level), which was very useful especially because it gave the participants the feeling of "being at school". This gave them a very positive feeling, especially to those who had no school path behind them.

For many of the participants it was a kind of revenge on a past that had not allowed them to go to school and an affirmation of their condition as learners, of which they were very proud, despite the poor learning achievements.

As described above, the best material has been shown to be advertising leaflets, using which trainers and mentors dealt with topics such as Italian and numeracy.

Regarding ICT, the curriculum was definitely too ambitious for our target group and therefore the topics were only partially dealt with. Also, for this topic we have had a very practical methodological approach. The purpose of this teaching unit, in fact, was to write the CV on the computer, which was much appreciated by all the participants, because they saw the practical implication of this activity and its impact on their daily life (the possibility of finding a job once they have obtained the refugee status).

But very simple operations, like the use of the mouse, have involved a great deal of time due to the difficulty of the participants to coordinate the movements of the hand with the movements of the mouse and the prompt on the screen.

Also for the ICT teaching unit, as for all the others, the different topics (literacy, numeracy, ICT and social skills) have been tackled with a multidisciplinary approach.

A feature common to all participants was the difficulty of keeping an high attention level for more than 10 -15 minutes. This meant that trainers and mentors had to apply very varied, interactive and fun teaching methods (eg singing, dancing, acting, role playing, etc.).

The ability of Eurocultura trainers and mentors to adapt the lesson pace, the teaching methods and the content of the lessons to the different contingent situations (mood of the participants, level of attention, behavior of children etc) while having clear the educational objectives to be reached, it was certainly one of the keys to the success of the training course.

This modality, however, requires that trainers and mentors have a great professional and human experience, availability, resistance to stress and improvisational skills.

MENTORS-MENTEES RELATIONSHIP

The role of mentors was crucial because of the support they gave to the participants, not so much for their role as trainers.

The learners have shown to accept more Italian trainers rather than accept other foreigners in this role, despite the excellent knowledge of Italian and other subjects of our mentors.

We often had the feeling that it was accepted that an Italian person said what to do and how to do it rather than a foreigner.

On the contrary, the support offered by migrant mentors in case of difficulty in understanding some concepts or some indications from the trainer was much appreciated.

Moreover, although our trainers had been able to establish very positive interpersonal relationships and to create a climate of mutual trust and acceptance of cultural differences, in cases of personal unease due to, for example, the uncertainty about their future or memory traumas experienced during their migratory path, were the mentors the people with whom the participants were able to express their discomfort and to seek understanding and support.

An additional advantage of having migrant mentors during the training activities is that these, being perfectly integrated into the local social environment, having an excellent knowledge of Italian and an extended friendship network, are a positive model for the learners.



Picture 2: Migrant training in Vicenza, Italy

Some of our migrant mentors are Muslims and one is Jehovah's Witness, and all practice their religion and respect its dictates, customs and habits. Some usually wear the veil, other traditional clothes, but all are perfectly integrated having acquired Italian habits and ways of living without abandoning those typical of their cultures of origin.

Seeing that integration is possible and that this does not mean abjuring one's religious beliefs or traditions, has greatly helped the learners, especially as regards the learning of social competences, which are the most linked to civic coexistence and integration into the host culture.

SOCIAL AND CULTURAL ASPECTS

Our training has certainly had an impact on the behaviour of the learners who, before starting, did not know what for us are elementary norms of good education and therefore the basis of a peaceful coexistence.

Spitting on the floor, speaking very loudly, not asking please and thank you, not talking conversational rounds and much more were absolutely normal behaviours and it was very demanding for trainers and mentors make them understand how important it is to accept and practice the cultural norms of the host country.

For some of our learners the life project included the idea of having many children, 6 or 8, convinced that the Italian government helps mothers with many children and that it is not important to have a job that allows to take care of their offspring economically.

Working on these erroneous beliefs, explaining that in Italy if you make so many children you must be able to provide for them also economically and that the aid provided by the state is very limited, is just one of the examples that show how the training had an impact also on the concept of family that many of our learners had.

SUMMARY

The curriculum is a very useful and complete tool. It gives indications on learning outcomes, topics and teaching methodologies that are indispensable for an optimal training of migrants and refugees.

The expected time to cover all the topics is probably sufficient for learners with a higher educational background than our learners and therefore able to learn more easily and faster.

For a target group like ours, the training time should be at least doubled, proposing two levels. A first level, dedicated to basic literacy and numeracy learning and a second level to deepen concepts and introduce ICT topics.

Social skills are a cross-cutting topic that must be dealt with in all situations and constantly repeated, because it is very difficult to correct behaviors that have been in place since childhood especially when dealing with adults.

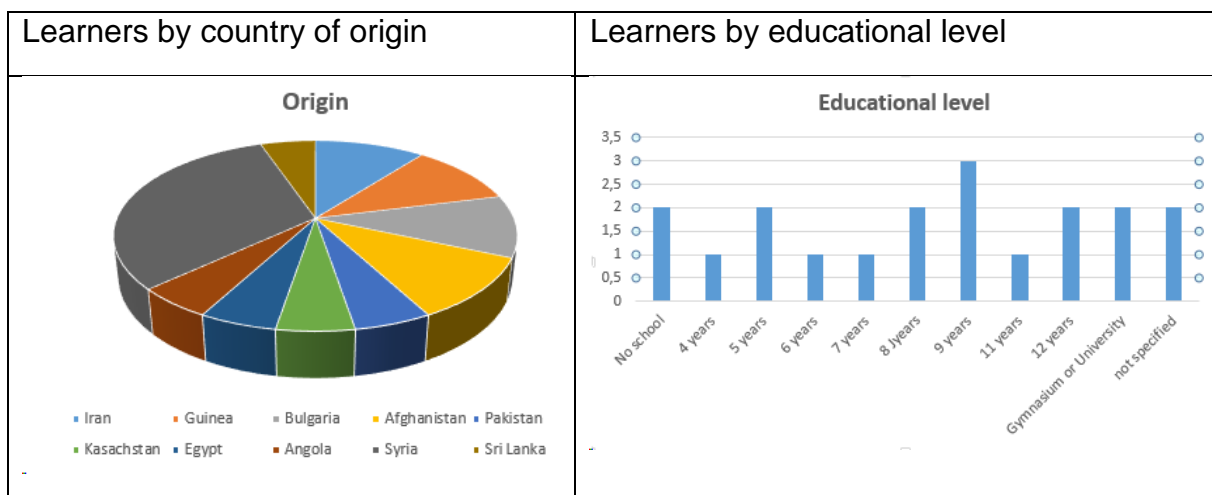
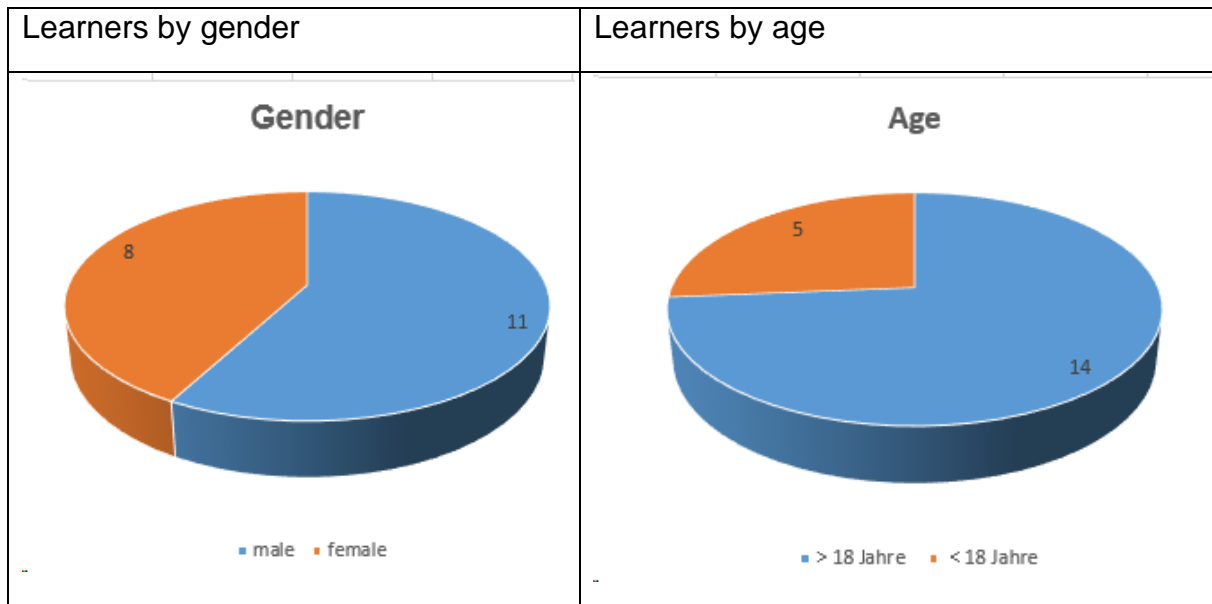
Provide opportunities for social activities especially with the involvement of local people (eg traditional dinners, fashion shows where women wear their traditional clothes and explain their origins, religious celebrations, theatrical pieces, street market visits and much more) become educational opportunities where participants can implement what they have learned and see how behaviors more socially accepted by the host culture foster the relationship between people and break down the walls of intolerance that often arise because of small cultural misunderstandings.

Furthermore, the possibility of showing aspects of own culture increases cultural awareness and decreases the fear that many migrants and refugees have to lose their cultural identity.

MMM GUIDED REFLECTION: INIBIA EEIG, GERMANY

MIGRANTS AS LEARNERS

The training of migrants/refugees learners in Germany started the October 10th 2018 and ended the December 22nd 2018: 24 lessons of 4 hours each for a total amount of 96 hours.



Most migrants from our group live in refugee homes in rooms for 4 people under partly not quite good conditions. Especially the noise of the night makes it very difficult to prepare for the early morning and to be at school in time and to work concentrated. Few migrants from the class live with honorary "parents" and 2 live alone and have external carers who visit them from time to time and clarify legal questions.

Our group, which has trained by INIBIA, has a favorable living and learning situation. While they "at home" only communicate in their mother tongues, they have to speak German in the vocational school. There they are integrated into an educational context

and have to learn a lot of German because of their very practical learning and practice activities. As a result, they are integrated there. Because of their core learning situations, they also have to shop independently (for the kitchen), conduct public surveys, visit and interview official institutions, etc. This means that in the course of a school year they have fewer and fewer problems talking to the local population. This part of integration is not unproblematic either, but it facilitates their permanent integration into society. There are significant positive changes in their openness in the course of a school year. The high diversity of school education has advantages and disadvantages. There is a lot of mutual help (in English, French and Arabic) due to the common concern. This "peer group learning" is extremely helpful, but the many cultural differences sometimes also lead to conflictual disputes if trainers or teachers do not intervene and moderate immediately and use these culturally determined conflicts as a learning cause.

Especially the so-called "functional illiterates" had a slower learning pace than the rest of the group. These had to be separately promoted in a subgroup in reading and writing the German language.

In particular, the combination of theory and practice enabled extraordinary developments in the applied language. Thus, when learning German in the kitchen, one could learn with one's eyes, hands, nose and ears, and ultimately with one's sense of taste. The more senses are included in learning, the more impressive and lasting the learning effect.

TEACHING METHODS/MATERIALS

Basically, it is difficult to teach people of different ages from different countries with different educational levels and different cultural and sociological backgrounds at the same time in the same room.

The refugees also have very different prerequisites for living in Germany. In addition, we have experienced fates which have touched us very much and which naturally have a great influence on motivation and performance, both among teachers and among those affected. We also had a few illiterates among the refugees who had great problems learning German.

All this has had great influence not only in the care, but also in the methods we have used.

The trainers are scientifically trained upper secondary school teachers and also teach at a vocational school. For this reason, we have also offered this MMM training in a small vocational school, because this additional offer there has fallen on very large approval of the staff.

The trainings were held either BEFORE or AFTER the normal lessons in the vocational school. This clearly showed the high motivation of the refugees. There were hardly any absences.

German school books¹ and exercise sheets were used for the training courses in the ICT, Literacy and Numeracy competence areas. In the area of Social Competences, materials from the socio-educational area with a focus on intercultural learning were used.

LITERACY

Most of the participants learn German as a second or third foreign language. This has the great advantage that they already have experience of learning a foreign language.

The language teachers made interesting observations during the lessons to what extent the level of competence is related to the respective nationality. For example, it was observed that people from Syria can speak English excellently and have shown good comprehension and are also very ambitious. We also had some talents who can quickly grasp and implement. Many learners also developed strategies during the training to deal with these situations, e.g. how to develop unknown words from the context.

Nevertheless, there were some great difficulties, because few of the refugees were minors and came from war zones. They could only learn to read and write their own language incompletely and thus had to acquire a new language without basic knowledge. These refugees were once again taught separately in a special group for illiterates. Here, methods were used that are currently being developed in Germany for such target groups.



¹ ALPHA PULS (Cornelson) - Sprachkurs A1/DAZ
ALPHA PLUS Kompakt - Übungsheft
DEUTSCH EXPRESS (Cornelson) – Learner Grammatik DAZ
SO EINFACH FUNKTIONIERT DEUTSCHLAND (Bildungsverlag EINS)
PLUSPUNKT DEUTSCH (Cornelsen) - Leben in Deutschland

Picture 3: Acquiring literacy skills in Unna, Germany

NUMERACY

Learning and teaching math is not easy. Mathematical tasks in Germany are usually provided with long texts and require a lot of context for mathematical modelling, whose formulation requires good language skills.

In the trainings we have purposefully taken up the experience of the refugees in learning the German language by training mathematical technical terms and methods, such as "shortening a fraction" in analogy to a German vocabulary and by practising speaking and writing these words while solving tasks. This is a so-called cross-field method that combines different subjects with the same or similar learning situations. Learning can be simplified by the interdisciplinary learning situations.

We had the biggest difficulties with the direction of the numbers. To speak first the single digit and then the tens digit in German was a challenge for the refugees and this was of course a frequent source of error in written exercises.

Moreover, the writing direction in some written languages is from right to left, e.g. in Arabic, is aggravating.

The German operation signs and calculation methods, which were learned differently in many countries, were also in need of explanation. In the evaluation, deviating methods were also evaluated as correct if they had led to the desired result.

ICT

In the ICT training courses, the first learning units with laptops were used to train practical procedures for switching a device on and off, using the keyboard / mouse, saving and archiving files.

We found out in the training that some people can't handle a computer.

The learners were divided into groups according to their level of knowledge in the subsequent learning units.

For the learners who were already very good with computers, the learning content was deepened such as starting software, using the Internet, browsing websites, searching for content, opening a document with a word processor, printing a document and setting up a new e-mail account.

They weren't completely unaffected by technology either. Almost all refugees have a mobile phone or smartphone and communication via WhatsApp was very important for many to stay in touch with those left behind and find family members again.

SOCIAL COMPETENCES

The majority of refugees mainly come from authoritarian states, where they have experienced that they and their attitudes do not achieve anything, including countries with a lot of violence and a completely different image of women.

In this module we have tried to train the social competences with lectures, role plays and exercises.

In the theoretical learning units they were informed about our values, behaviour and way of life and also that each individual can do something against violence and for an equal society.

We have implemented the practical part of the module with cooking courses. The refugees were enthusiastic about the cooking courses. Cooking reminded them of their homeland. Cooking was done alternately in German, but the dishes were also prepared from the countries of origin of the participants. In addition, the young men in particular had to abandon learned behaviours and roles. Not only cooking and eating belong to the kitchen, but also preparation, shopping, tablecloths and taking away waste. It took some time for some of the young men to learn to accept this as a matter of course.

We could observe that the interaction between the refugees has increased, that the social climate in the group has developed positively and that personal responsibility has been increased. Especially the mutual help was very positive.

The learners reported that they had better understood the way of life in Germany through the learning units in the social competences.

MENTORS-MENTEES RELATIONSHIP

The relationships between teachers and learners have generally been very positive. Our migrant mentors and teaching staff have tried to be empathetic and they quickly gained the respect of the participants.

The learners were afraid of mistakes in the beginning. They often wrote in pencil, noted down lists of lines and erased many things at the end of the exercise. They wanted to avoid teachers not being able to understand how the exercises were done and declaring them to be wrong. In this respect, the teachers had to take away the fear of mistakes and show interest in their procedures.

With increasing trust, the refugees finally became more open about learning problems and addressed questions of content, with clear verbalisation and dared to make mistakes and use other writing aids (ballpoint pens, fountain pens etc.). Especially in mathematics they want to be prepared and ask if we can support them to catch up on the necessary level of knowledge.

Some mentors/teachers have also held or offered one-on-one interviews which have given them the opportunity to talk about individual difficulties in a familiar atmosphere.

The development of a successful, trusting relationship has also failed with a few participants. We suspect that their traumas from flight and war have contributed to this and that they actually need psychological care first.

SOCIAL AND CULTURAL ASPECTS

Culture is actually all we bring from our socialisation and then what surrounds us - that can be the methodology of designing schools, preparing food, dealing with health and illness or discussing gender roles. In the trainings we could observe again and again that these value and norm systems differ strongly among the refugees from 20 countries and sometimes also collide completely.

Different types of tasks were approached in a different way, different arguments were found in conversations and different points of view were taken.

Most refugees grew up in learning cultures that differ from the practice of the German school system. We found that enquiries about teaching content were largely avoided, with the attitude that teachers would perceive it as illegitimate criticism of their teaching style. The explanations and comprehension questions were answered with a nod, even if little or nothing was understood.

SUMMARY

The refugees have left their homes, their countries and their families for a variety of reasons and in a variety of ways. The everyday life of these people is mainly shaped by their experiences before and during their flight as well as by their legal and social status. Their everyday life in Germany is also marked by dealing with the authorities in a language they are not yet familiar with, their uncertain residence status and other difficulties.

In addition, many refugees do not have a sufficient level of education to build on, but this is precisely the great challenge. Some may have had bad experiences with learning the first foreign language, while some may have received poor grades in the past and started to feel that they did not like foreign language learning.

All these factors can have a negative impact on learning motivation.

The first and most important task of educational and social institutes is therefore to provide support and confidence for refugees. It is important to trust one's own ability to act.

The social class, gender, religion or ethnicity affect the different everyday cultures of the refugees. This should always be about the development of an equal togetherness and not about an adaptation of the refugees' systems of values and norms to those of the teachers/mentors. In addition, consideration should be given to religious holidays, fasting times or special times of day.

German should always be in the focus of learning and so every other subject course should be understood in its own way as a German lesson. Mathematics lessons should be a kind of "continuation of German lessons by other means". However, since mathematical knowledge does not automatically correlate with linguistic knowledge, it is advisable, if feasible, to use group divisions for internal differentiation.

In all areas of competence, the teaching units should be created in a language-conscious manner. Close cooperation with the German teachers is beneficial here.

For every foreign language, however, it is important to start with a relatively large number of hours at the beginning. On the one hand, you have to listen to the new language and get used to it. On the other hand, it is important for motivation that you can use the language.

Of course, the literacy courses must be conducted over a longer period of time until you become aware of the practical value of a foreign language.

For different learning levels, the teaching materials should be prepared without preterite, using short sentences and replacing complicated vocabulary with everyday language terms. Lessons should be designed to suit the language level of the refugees. If the materials are complex and demanding, if all the energy is used exclusively for their linguistic understanding, the participants will achieve less learning success on the content level.

Dealing with the digital world is also very important. This can help them in the course of their asylum procedure and later job placement. Searching online for an apartment or training place, sending applications by e-mail or communicating with the authorities can be extremely important and make everyday life much easier.

The first step in planning the training would be to get to know and classify the individual needs of the participants. The current language level and knowledge of mathematics can be determined by means of a learning status test, which is already carried out at the Werkstatt-Berufskolleg. With the help of placement tests, it is possible to do justice to the heterogeneity in the area of prior knowledge with the aim of referring learners to the appropriate learning group/class.

In summary, the aims of the MMM project offer refugees the opportunity not only to develop their language and technical skills, but also to develop their personal skills.

TIPS FOR EDUCATORS

1. The first and most important task of educators is to provide support and confidence for migrant learners. Many migrants do not have a sufficient level of education to build upon, but this is precisely the great challenge. Some may have had bad experiences with learning the first foreign language, while some may have received poor grades in the past and started to feel that they did not like foreign language learning. All these factors can have a negative impact on learning motivation.
2. The social class, gender, religion or ethnicity affect the different everyday life of the migrant learners. Learning should always be about the development of an equal togetherness and not about an adaptation of the migrants' systems of values and norms to those of the teachers/mentors. Consideration should also be given to religious holidays, fasting times or special times of day.
3. Learning process for migrants is predominantly target oriented which means that the learners have to see the practical value of what they are taught. As learners they are above all motivated by employment and greater independence, so they are initially mostly interested in language learning. In all areas of competence, the teaching units should be created in a language-conscious manner. In any of modules a close cooperation with language teacher is very beneficial.
4. When planning the training the first step should be to get to know and classify the individual needs of migrant learners. The best way to determine this is with the help of placement tests if these are accessible in respective languages.
5. The educators have to take into account that within the same group there will be learners on a scale from the least to the most capable. It is better to adapt to the abilities of the least capable learners, so they can follow the work, while the more capable learners act as their support. Because the migrant learners display a varied range of knowledge and diverse levels of education, educational differentiation is also strongly advisable. If possible, a group of illiterates should be separated from those with some prior education, because they have a slower learning pace than the rest of the group. Dividing groups according to their level of knowledge is almost a must also in ICT training. "One on one" learning method with a migrant mentor is also well accepted and should be applied as much as possible. The same goes for learning in a small group of two or three learners with a migrant mentor because this allows flexibility in delivering of the learning contents.
6. Many of migrant learners lack understanding of basic grammar concepts, grammatical and abstract thinking, therefore we do not recommend such contents. Similarly, this also occurs in mathematics, often there is no understanding of even elementary mathematical theory. Literacy exercises should thus be carried out at the lowest and simplest of levels and mathematical tasks should be put in real life situations.
7. Very important for migrant learners is the comprehensibility of the teaching content, so it is crucial that the contents are not too abstract. Most of the educational materials prepared prior to the lessons will probably have to be revised downwards. The learning contents will have to be concrete, personalized, useful and adapted to the current level of the participants' knowledge and abilities. If possible, an

educator should also avoid longer texts, the best results will be achieved with visual teaching material. The use of advertising material for supermarkets and other shops is very useful as it allows to connect the concepts that are taught to everyday life situations. If the topics are relevant and learners understand them, they will also be motivated, otherwise they might lose the interest.

8. The language should also be simplified, short sentences should be used and complicated vocabulary should be replaced with everyday language terms. Lessons should be designed to suit the language level of migrant learners.
9. When giving a task, the educators must focus primarily on clarifying the instructions. During the course of an assignment educators must also constantly check learners' understanding. They must not be surprised that – although the migrant learners give the impression they understand – their understanding is still questionable. If the learning content is too abstract or demanding the learners' concentration will inevitably drop, the migrant learners might get scared and lose interest.
10. For migrant learners not only learning as such, but also the aspect of activity, socializing and qualitatively spending their learning time is as much important. A teacher can make a good use of this attitude, making the learning process varied, attractive, fun, interesting, creative. Migrants need learning through different activities, so recommended activities are also visiting of different places and events.
11. Spending more time on a specific activity proves to be very effective. It is more efficient to do less and this well. Educators do not have to prepare large quantities of teaching material, because the learners are relatively slow, they should aim for quality not quantity. Thus, the golden rule "less is more" should be applied.
12. The teaching should also be playful, various social games, board games and interactive computer games are most welcome.
13. As they are adult learners they should not be forced into any activity they do not feel comfortable with.
14. When selecting teaching materials an educator will have to combine multiple communication channels. Audio-visual teaching aids are indispensable and should present an imperative in teaching this target group.
15. It is recommended that texts, although projected on the screen, should also be handed out to learners in physical form, the texts should be short.
16. Use of music as a teaching tool and role-play as a teaching method also prove to be very successful.
17. Learning by textbook does not really make sense and is not as effective as one would expect; the best way is to prepare few worksheets, find an interesting content on the internet, perhaps see a short film which deals with the topic, "combine multiple communication channels", but emphasize the visual and the audible content.
18. Theory should be applied to a real activity. The possibility of inserting theoretical elements closely linked to what learners are doing, produces much better results than classroom lessons. For example, in the cooking workshop, the reading of recipes makes possible to broaden the learners' knowledge of the language and the preparation of different dishes improves their mathematical skills (e.g. how much of an ingredient is needed for a certain number of people etc.) Calculating how much of an ingredient is needed for 5 people is for example no longer what learners have to learn, but something they have to do.

19. The more senses are included in learning, the more impressive and lasting the learning effect will be (e.g. when learning language in the kitchen one can learn with one's eyes, hands, nose and ears and ultimately with one's sense of taste). The combination of theory and practice enables extraordinary learning progress.
20. Learning can be simplified by the interdisciplinary learning situations and the so-called cross-field method that combines different subjects with the same learning situations (e.g. language can be taught in the mathematical task of "shortening a fraction" by practising speaking and writing the specific maths vocabulary while solving the exercise).
21. The educator should bear in mind that teaching must not be monotonous, so kinesthetic learning and physical activity in the classroom should also be considered. We recommend taking short breaks at regular intervals.
22. When working with migrant learners of the same ethnic background the learners often function as a group with loose hierarchy (the leader is usually an older, more experienced and more educated person). Thus, peer learning also plays an important role within the group. They exhibit great solidarity and interdependency. It is this sense of solidarity and relatedness that drives the more educated to support and help the less educated.
23. Working with migrants from different ethnic backgrounds on the other hand poses a new challenge for educators. Many cultural differences sometimes lead to disputes if trainers or mentors do not intervene and moderate immediately. Upon successful intervention they can even turn culturally motivated conflicts into a new learning cause.
24. Educators should also bear in mind that the understanding of time in migrant population can differ considerably of what is generally accepted in Europe. The migrant learners might show up late, but not excessively, at the time they deem to be more suitable. However, this is not necessarily a sign of disrespect for the ongoing activities.
25. The migrant learners will also often explicitly express their wishes for activities which would strengthen their social inclusion, they are eager to have more contact with the majority population. Educators should provide opportunities for social activities with the involvement of local people (e.g. traditional dinners, fashion shows where women wear their traditional clothes and explain their origins, religious celebrations ...) Events like that are well accepted by the host culture, foster the relationship between people and break down the walls of intolerance that often arise because of small cultural misunderstandings.
26. Social skills are a cross-cutting topic that must be dealt with in all situations and constantly repeated, because it is very difficult to influence behaviours that have been in place since childhood, especially when dealing with adults (e.g. in cooking workshop the young men in particular had to abandon their learnt behaviours and roles which meant that they also had to do shopping, set the table, clean afterwards and take away the waste).
27. When following the MMM or any other teaching plan, the actual training will still require a lot of modification and adaptation on the spot. The training demands constant adjustment and also a great deal of improvisation.
28. The ability of trainers and mentors to adapt the lesson pace, the teaching methods and the content of the lessons to the different unforeseen situations (mood of

participants, level of attention etc.) while having clear educational objectives to be reached is certainly the main key to success of any learning course. This however requires that trainers and mentors have a great professional and human experience, availability, resistance to stress and improvisational skills.

APPENDIX

MMM REFLECTION GUIDELINES (AND GUIDELINES FOR EDUCATORS)

Below is a proposal of the guidelines for the guided reflection of the MMM pilot program. Reflection is a relatively subjective process thus we must have a frame that will allow us to follow the same line of thinking and observing the pilot.

The proposal is divided into 4 sections, which cover various relevant aspects of the teaching/learning process. Section 5 is a summary in which we will be put in a position to rethink our reflection and focus on the most important observations.

For each section provide 1-2 pages of description. Thematic guidelines in the brackets are there to give us a common frame for reflection but are not definitive. Please include all relevant observations as you see fit.

It is our proposal to do the reflection in 2 stages for each module. First stage should be done at the mid-point of a given module and second at the end of a given module. This will allow us to gather a manageable amount of relevant observations about the entire process. The summary can be done only at the end of each module.

MIGRANTS AS LEARNERS

(Provide a description in terms of: learning characteristics, motivations, learning obstacles/needs, expectations, attitudes, learning progress...)

TEACHING METHODS/MATERIALS

(Provide a description in terms of: methods and materials used, what works best, what does not work, your best practice methods...)

MENTORS-MENTEES RELATIONSHIP

(Provide a description in terms of: role of mentors, impact of mentors on mentees, mentors-mentees communication...)

SOCIAL AND CULTURAL ASPECTS

(Provide a description in terms of: impact of family, job, money, cultural differences, cultural awareness, cultural acceptance...)

SUMMARY

(Please provide a summary overview of the pilot. Include also subjective opinions and observations that will help us gain the best possible understanding of the needs and wants of migrants, migrant mentors and other educators in regard to education and integration of migrants.)