



# MMM Migrant Mentorship Model Newsletter

2nd Edition

January 2019

## About the Project

The MMM project addresses the challenges of teaching basic skills to migrants/refugees from the Middle East and Africa. The challenges are many and overlapping, involving linguistic, cultural and social aspects that need to be seen as a whole.

Recent mass arrival of asylum seekers and refugees to the EU is still a new challenge for researchers, trainers/educators and policy makers as they face a new category of adult-learner which cannot be efficiently addressed applying established teaching approaches.

**Linguistic barriers** are the biggest cause for poor integration of migrants. This makes learning of other basic skills very difficult, being therefore a vicious circle that prevents many migrants to integrate.

This is especially true for low educated people, that represent a large number of all migrants, since their learning strategies and abstract thinking are underdeveloped. This calls for new approaches tailored to the needs of migrant/refugee adult learners.

## The main outputs of the MMM project:

1. **Migrant Mentorship model teaching plan** containing recommended standards of knowledge in the area of literacy, numeracy, ICT and social competences.
2. **Migrant Mentors training curriculum** containing guidelines for the training of migrant-mentors in the area of literacy, numeracy, ICT and social competences.
3. **Handbook** with recommendations for **trainers/educators** working with migrants.

## MEET THE TEAM!

AZM- LU, coordinator,  
Slovenia  
[www.azm-lu.si](http://www.azm-lu.si)

Ozara d.o.o., Slovenia  
[www.ozara.si](http://www.ozara.si)

Eurocultura. Italy  
<https://www.eurocultura.it/>

INIBIA EWIV/EEIG,  
Germany [www.inibia.eu](http://www.inibia.eu)

4. **Handbook** with recommendations for **employers** to provide a better understanding of migrants as workers and to facilitate their integration in the workplace.

5. **Efficiency study** presenting an overview of all project activities from the standpoint of quality and usability.

## The trainings of migrant learners in Italy

Between September and October 2018, the training of refugees and asylum seekers was carried out on the basis of the Migrant Mentors Model teaching plan.

In addition to testing the teaching plan, we were able to verify in the field the skills and abilities acquired by migrant mentors during their training.



The mentors have supported the trainers both in the classroom and in the preparation of the teaching material that was used with the learners. Our group of learners consisted of 14 female asylum seekers, aged between 20 and 30 from Nigeria, Cameroon and Ghana.

All the learners had a very low level of education, some were almost illiterate, and a level of knowledge of the Italian language close to zero. The training covered four areas: literacy, numeracy, basic ICT and social skills.

The method used by trainers and mentors was not to make a clear distinction between the different subjects, but to insert elements of each topic into a single activity, in order to make the lessons more attractive and less heavy, especially considering the poor habit of study of the participants and their difficulty in maintaining concentration on a single topic for a long time.

We worked very hard on social competences, well aware that often a lack of integration of migrants is caused by their lack of knowledge of the rules of civic cohabitation that lead Italians to avoid contact with them because they consider them rude.

At the end of the training, we organized 3 workshops: sewing, ceramics and cooking. It was an opportunity for the learners to put into practice in a work environment what they learned in a theoretical way.



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## Training of migrant learners in Germany

Between August and November 2018, the training of refugees and migrants started on the basis of the Migrant Mentors Model teaching plan.

Literacy and speaking as well as writing the German language at a minimum level is one of the hardest projects especially for the young refugees from Africa (Eritrea, Guinea, etc) and Arabia (Syria, Afghanistan, etc.).



For some of these young people, because of the problem of "literacy in a foreign language," we have had the course accompanied

not only by the MMs but also by a specialized teacher.

The various sub-modules of literacy training will be completed in January 2019.

Not so the ICT training. Here the MMs do not have such difficult tasks because they are trained and their "students" are also very interested and have some experience in the use of the media.

However, they had to be e.g. train some formulas with Excel and learn how to get the information you need with tutorials and examples from websites. But the basics are laid here as well.

Math training was much more difficult because many of the migrants and refugees also had to learn simple multiplication and compound multiplication in particular.



In addition, some "students" knew some methods that neither the German nor the other refugees knew.

To find the right way here required the support of the MMs by our coaches Baris Gündüz and André Westerhoff, who know the different methods from other cultures.

In particular, the social skills module made the students a lot of fun and was supported by the great curiosity about the culture of the host country.

## Training of migrant learners in Slovenia

In the second half of September, we started implementing the 96-hour long MMM pilot.

At first, it seemed that migrants were not very interested in participation but when we started with the activities they came and we formed a nice group. The pilot focused on four modules of basic skills: literacy, numeracy, ICT and social skills.

We started with literacy, which meant mostly speaking, role playing and discussing various practical aspects of the Slovene language. Our three migrant mentors (MMs) helped a lot with translation and explanation of various speaking situations.

ICT module showed us that the migrants in general do not know how to use ICT effectively. Explaining basic concepts was easier because of the MMs who again helped the participants to understand the subject.

Numeracy module showed us that the migrants are at very different levels of knowledge and that they sometimes need a lot of time to complete even the simplest tasks.

Luckily, one of the MMs is a math teacher so he was able to explain mathematical problems in a very simple way and in the language of migrants.

Social skills module was again an opportunity to practice speaking while discussing various aspects of social norms, differences and similarities.

From the beginning of the pilot, it was clear that the participants like to come because they enjoy the activities also from a standpoint of socialisation.

They said that participation in the MMM pilot teaches them more than just basic skills.

During the month of November, the partner OZARA d.o.o. has organised four guided visits and workshop presentations to participants of MMM Pilot. In the first part, the organisation was introduced, and the partner staff was offering support and help for any information the participants were interested in. The first session was dedicated to learning about our production activities.

During the next visit, the participants got to know the sewing workshop and handcrafting unit. The third visit was dedicated to the unit of carpentry, where they got acquainted with working procedures, types of wood, ways of production. The final session was organized as a workshop where participants reflected about their future employment wishes and necessary steps towards realization of their aspirations, wishes and future goals.



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