



symplexis

Supporting language learning of migrant children  
and young adults through language buddies



WP2 Adaptation of common tools and methodologies  
T2.2. Co-design of the Language Buddy Model  
T2.2.6. Transnational Report

# D2.2. Transnational Report

(T2.2.6. Transnational Report)

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Deliverable Form	
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<b>Document description</b>	This is a report summarises the results from (1) the 8 national workshop reports discussing the best practices at national level and (2) the transnational peer learning workshop delivered between stakeholders (educational experts, students, NGOs) invited from partner countries) to cooperate for creating a new language buddy model to support migrant students.

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## **D2.2. Transnational Report (T2.2.6):**

### **Mapping and Analysing Best Practices and Tools for Language Teaching of Migrant Students with Mentor System in the 8 Language Buddy Project partner countries across the EU.**

The current Transnational Report (D2.2.) comprises eight (8) national & 1 transnational reports (T2.2.3. & 2.2.4.) conducted across the countries participating in the Language Buddy Project. These reports were synthesised and consolidated into a comprehensive Transnational Report on Best Practices (D2.2), with the aim to provide a holistic overview of the best practices/tools identified and selected in Task 2.2.2. in each country, offering valuable insights and recommendations for future endeavours and feeding the upcoming WPs.



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# 1. Introduction

The Language Buddy Project:

The "Language Buddy" project aims at addressing the issue of language learning among students with a migrant background in EU countries (Greece, Austria, Italy, Spain, Portugal, Malta, Romania and Bulgaria) through a buddy system.

The Report:

The following report aims to analyse the most effective best practices mapped and analysed in the previous project phase during the National Stakeholders' Workshops for language teaching of migrant students utilising a mentor or buddy system in the eight (8) countries of the Language Buddy Project. Focused primarily on secondary level migrant/refugee students aged 12-17 years, and Higher Education Institution (HEI) students serving as mentors or buddies, this report explores the effectiveness, success factors, and constraints of such practices across the examined country.



## 2. Overview of the Co-design of the Language Buddy Model (T2.2)

The Task 2.3. is a part of the **Work Package 2** - Adaptation of common tools and methodologies with the main objectives of upscale buddy/mentoring systems with a language-learning component for young people with a migrant background (12 to 17 years old), and feed the WP3 Establishment of the 'Language Buddy' system in HEIs (for University & College students to use it) WP Leader was appointed Symplexis, and the WP collaborating project partners are all partnership organisations, as follows: UoM, Symplexis, PDE, UCP, CDP, BLAB, MKC, MIC, COSPE, SOS, AEA, UTBV, UNWE, Peñascal, UNIFI, UPV/EHU

The **main WP Tasks** foreseen are:

T2.1. Review of existing best practices and effective tools

T2.2. Co-design of the Language Buddy Model

T2.3. Development of the Language Buddy Model

**WP duration:** M1-M8: 01.03. 2024 - 30.10. 2024

**WP Milestones** to reach are:

MS2: Peer learning workshop conducted (T2.2.) - Report document on project website - Due: M6

MS3: Completion of research activities (T2.3.) - Report documents, Language Buddy Model developed & on project website - Due: M8

From the three **WP2 Deliverables** the D2.1. was completed in July and this document is the D2.2. with delivery deadline end August 2024, while the D2.3. is expected to be delivered at the end October of 2024. The three deliverables will be important elements of the newly developed "Language Buddy Model".

D2.1 – Repository of best practices (List of Best practices, Description of Best Practises)

D2.2 – Transnational Report (Compilation of National Best Practises Reports)

D2.3 – Language Buddy Model

The tasks of this part of the WP2 T2.2. were designed in the following order, along with a **Roadmap:**

2.2.1. Guidelines for the Co-design Workshops that will be developed by Symplexis.

2.2.2. National Co-design Workshops to develop the Language Buddy Model will be held from the project partners, target groups and relevant stakeholders, analysed and reported.

This will be achieved through one (1) co-design workshop conducted with one (1) consulting circle composed of at least six (6) relevant stakeholders (preferably including most/all the following groups: educational professionals working with secondary school students with a migrant background; recent secondary education graduate students with a migrant background; HEI students of pedagogy/ education/ language/ literature departments; professors of pedagogy/

education/ language/ literature departments; representatives of CSOs working with young people with a migrant background; project partners) in each implementing country. The main focus of the workshop will be to create a safe space for the exchange of knowledge and experience regarding effective language learning methods and discuss the usefulness of mentoring and buddy system initiatives, so as to select the most effective according to the needs of the directly involved parties.

2.2.3. Each workshop will lead to one (1) National Report.

2.2.4. One (1) Transnational Peer Learning Workshop between project partners (who will have also participated in the co-design alignment workshops) will be conducted, during which, based on predetermined criteria, they will choose the most useful existing tools and methodologies and discuss how they can be adapted in the different country contexts to meet the needs of the target groups.

2.2.5. A Report on the Peer Learning Workshop will then be developed by Symplexis,

2.2.6. Symplexis compiles it, together with the national reports of the co-design workshops, into a single (WP2) Transnational report (D2.2.). *(Has a structure suitable for the T2.3. Buddy Model development)*

Roadmap for Task 2.2 Co-design of the Language Buddy Model:

T2.2.	<b>Co-design of the Language Buddy Model (Workshops)</b>		M4-6: 1 st June - 31 Aug 2024
	2.2.1. Guidelines for the Co-design Workshops (EN)	Symplexis	M4: 1st June 2024
	2.2.2. National co-design workshops (National languages)	1. UoM, 2.UCP, 3.BLAB, 4.AEA, 5.UTBV, 6.UNWE, 7.Peñascal, 8.UPV/EHU, 9.UNIFI	M4-M5: June-July 2024
	2.2.3. National Workshop Reports (English)	Each partner	M5: July 2024
	2.2.4. One Transnational Peer Learning Workshop between project partners (EN)	1. UoM, 2.UCP, 3.BLAB, 4.AEA, 5.UTBV, 6.UNWE, 7.Peñascal, 8.UPV/EHU, 9.UNIFI	M5: July 2024
	2.2.5. One Transnational Peer Learning Workshop Report (EN)	Symplexis	M5-M6: July -Aug 2024
	2.2.6. Transnational report (D2.2)	Symplexis	M7: Aug 2024



### 3. Methodology for delivering National Co-design Workshops (T2.2.2.)

The Task 2.2. Guidelines - as part of the Work Package 2 Guidelines - were created by the WP leader, Symplexis and finalised by the partnership, for supporting the partnership in their work during the task’s delivery, focusing on the organisation, the expected hours, delivery mode and key discussion points of the co-design workshops’. The arrangement of participants' invitation, the description of their profile, a transcript, and templates for the national report and list of evidence to be collected after the workshops’ completion were also part of the Guidelines. The Guidelines templates for the partners’ reference, were as follows:

#### T2.2. Co-design of the Language Buddy Model (Workshops)

- T2.2. Guidelines
- Transcript for Workshops
- Template: Agenda for Workshop
- Template: Consent Form for Workshops
- Template: Attendance list for Workshops
- Template: National Report on Workshops, including a best practice assessment tool
- Template: Transnational Report
- Template for assessing best practises

A new tool, a template for assessing the best practices was created and distributed for working interactively and ensuring effectiveness during the interactive face to face co-design workshops. In particular, the success factors, the effectiveness, relevance to target group, and the constraints of best practices were examined:

#### Best Practice Analysis Template:

1. Success Factors in the top selected Best Practices/Tools:

	The success of these practices expected to be based on several <b>key elements</b> :	<b>YES OR NO</b> in the case of the selected top best practices:		
		<b>1.</b>	<b>2.</b>	<b>3.</b>
1	<b>Relevance to Target Groups:</b> The practice is <b>highly relevant</b> to the education of (1) migrant/refugee secondary level students aged 12-17 years and (2) HEI students			



	engaging as mentors or buddies, providing support and fostering a conducive learning environment.			
2	<b>Structured &amp; Supportive Mentorship:</b> Clear guidelines and structures for mentors/buddies facilitate effective and meaningful support to migrant students.			
3	<b>Cultural Sensitivity</b> is included as a topic: (Understanding and respecting the cultural backgrounds of migrant students fosters trust and rapport.)			
4	<b>Holistic and Inclusive Approaches:</b> Addressing various life domains to provide comprehensive support.			
5	<b>Language Proficiency:</b> (Mentors/buddies with proficient language skills contribute significantly to the language acquisition process.)			
6	<b>Personalization &amp; Flexibility:</b> Tailoring approaches to individual needs and maintaining flexibility in methods and materials.			
7	<b>Community &amp; Network Involvement:</b> Engaging various community stakeholders to create a supportive environment.			
8	<b>Use of Technology:</b> Leveraging technology (tools & resources) for effective matching and providing accessible information and resources.			
9	<b>Structured &amp; Measurable Approaches:</b> Implementing structured methodologies, supervision, and impact measurement for continuous improvement.			
10	<b>Regular Monitoring &amp; Evaluation:</b> Continuous assessment strategy suggested: (It would ensure the effectiveness of mentorship and identifies areas for improvement.)			
11	<b>Structured &amp; Supportive Mentorship:</b> Clear guidelines and structures for mentors/buddies facilitate effective and meaningful support to migrant students. OR elements of mentorship.			
12	<b>Structured Language learning:</b> Language Proficiency: Mentors/buddies with proficient language skills contribute significantly to the language acquisition process. Different language levels applied.			

## 2. Assessed Effectiveness/Results of practices/tools

The assessed effectiveness of these practices includes:	YES OR NO in the case of the selected top best practices:		
<b>Improved Language Proficiency:</b> A measurable increase in language knowledge among migrant students (supported by certification or standardised assessment)			
<b>Enhanced Integration:</b> Migrant students demonstrate improved social integration and academic performance within educational settings.			
<b>Other ...</b>			



Other ...			
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3. Constraints of practices/tools

While these practices yield positive outcomes, several constraints may be encountered:	YES OR NO in the case of the selected top best practices:		
<b>Resource Limitations:</b> Limited funding or resources may hinder the scalability and sustainability of mentorship programs.			
<b>Cultural Barriers:</b> Cultural differences between mentors/buddies and migrant students may pose challenges in communication and understanding.			
<b>Time Constraints:</b> Balancing academic commitments with mentorship responsibilities can be demanding for HEI students.			
Other ...			
Other ...			



## 4. Overview of the eight (8) National Co-design Workshops in Language Buddy partnership countries

### a. Overview of the workshops

Eight national workshops were delivered for analysing and choosing the very best practices mapped on supporting migrant students and language teaching in the previous phase of the project. The workshops were designed based on the guidelines and templates created by the task leader, Symplexis from Greece. All events were delivered in a timely manner in all 8 countries of the LB Project, providing the foreseen evidence for their completion – in Greece, Austria, Spain, Portugal, Malta, Italy,

It is important to note that in most of the countries the organisers invited more than the foreseen 6 stakeholders to attend and there was a high number of attendees interested in taking part. There was some flexibility calculated to ensure full participation and inclusion of all participants: the events could be delivered partly online - either in a hybrid manner at once or in 2 events: one face to face and one online. This methodology helped to include all interested parties and ensured inclusivity.

The profiles of the attendees were highly relevant in all countries, with participant stakeholders representing NGOs with focus on social inclusion and migrant support, University Departments, supporting professionals with years of experience, language teachers, psychologists, University professors, mentors, counselling organisations, etc.

It is also worth mentioning that in most countries the project partners chose to collaborate - plan and organise - the event together, ensuring a wider outreach of national stakeholders and better understanding of the project's objectives.

Below a detailed description of the organisation, the participants' profiles and the outcomes of the workshop follows:

### b. Workshop dates, locations

#### Italy

26/06/2024

University of Florence -

Department of Education, Languages, Intercultures, Literatures and Psychology

Via Laura, 48 - 50121 Firenze (Italy)



### **Austria**

The task was delivered in two events: 1 Online Workshop: June 25th, 2024 and 1 Offline Workshop: June 27th 2024.

### **Bulgaria**

June 25, 2024, Small Conference Hall, University of National and World Economy, Sofia, Bulgaria  
The seminar was conducted in a hybrid format (some of the participant participated online through the MS Teams)

### **Greece**

The hybrid workshop by the University of Macedonia took place at the premises of the University in Thessaloniki, Greece. Due to the participation of stakeholders from frontline Greek areas with regard to migration management, such as the island of Lesvos, the organising team decided to switch the event to a hybrid mode. The date of the event was the 27<sup>th</sup> of June 2024 at 10.00 in the morning due to conflicting prior commitments of the University of Macedonia team members.

### **Malta**

Workshop date: 19th June 2024

Workshop location: The Meeting Place, 173, Balbi Street, Marsa MRS 1817, Malta at 18:00 – 19.30 hrs CET.

The workshop was organised by Solidarity Overseas Services Malta and the excellent relations it enjoys amongst stakeholders.

### **Portugal**

The workshop took place on the 26th of June, in room 2.2. of the Faculty of Philosophy and Social Sciences, of the Portuguese Catholic University - Braga , in Braga.

### **Romania**

The workshop took place on 20.06.2024, 12-14, in Brasov, str. Nicolae Bălcescu, no. 56, room KI6, Faculty of Psychology and Educational Sciences, Transylvania University of Brasov.

### **Spain**

The workshop took place at Peñasal Cooperativa (Carretera Bilbao-Galdakao, 10, 48004 BILBAO) on 11 June 2024.



## c. Workshop participants profiles and number

### Italy

The participating organisations (16) are united by their commitment to social inclusion, education, and support for migrants and refugees, working to create a more inclusive and intercultural society. Attendees:

Good World Citizen: is a social promotion organisation dedicated to the inclusion and integration of migrants through cultural and educational projects. The organisation is particularly active in promoting interculturality and the integration of young migrant workers.

Cooperativa Sociale Il Girasole: is a social cooperative founded in 2000, specialising in socio-educational and assistance services. The cooperative is actively involved in the reception, inclusion, and integration of third-country nationals, with particular attention to the most vulnerable categories.

Literacy Centers of the Municipality of Florence: play a crucial role in the inclusion of migrant and refugee students, offering Italian language workshops, school orientation activities, and support for classroom integration.

*(Photo from the Italian workshop:)*



Cospe: is an organisation dedicated to international cooperation and solidarity, with a strong commitment to social inclusion projects for migrants and refugees.

Mille e una Rete: is an organisation that promotes social and cultural inclusion, with particular attention to educational and support projects for migrants and refugees.

Centro Studi La Pira: focuses on social and cultural studies and research, promoting educational and training activities that include support for the integration of migrants and refugees.

Anelli Mancanti: is a group actively working for the social and cultural inclusion of migrants and refugees,

collaborating with other organisations to achieve its goals.

UNIFI researcher in the FORLI PSI Department. His main focus of research are: Intercultural pedagogy, intercultural teaching methodologies, pedagogical research methodologies, school ethnography, cultural studies, anthropology, Romani studies, minorities, migrations, gender, linguistics.

### Austria

7 participants:

-professional background/industry: Educational Manager, Language Teacher, Facilitator, Counselor; VET training provider, Neuroscience Neurology, Mindfulness/Stress-relief  
 -demographic: age range: 28 - 59 years old; mix of migration and natives

### **Bulgaria**

20 participants (5 from the Language Buddy UNWE team, 2 from Language Buddy MultiKulti team and 13 stakeholders).

Participants were from migrant NGO, University teachers from pedagogy, language and ethnology departments, representatives of International Organization for Migration, Bulgarian State Agency for Refugees, United Nations High Commissioner for Refugees in Bulgaria

### **Greece**

The workshop took place with an adequate number of stakeholders with experience in the field such as a representative of IOM, from the Reception and Identification Centre in Lesbos, a representative of a civil society organisation, Iliaktida (CSO), a representative of the School of Modern Greek Language of the Aristotle University of Thessaloniki as well as higher institution professors, inclusion professionals (teacher of intercultural education), and a psychologist.

### **Malta**

Participant #1: organiser, AeA Academy

Participant #2: (HB) Management Board Member from the NGO, CCIF - Cross Culture International Foundation.

Participant #3: (OR) Senior Social Worker from MLU - Migrant Learners' Unit.

Participant #4: (*missing in national report*)

Participant #5: (RN) President/Director from the NGO, African Media Association Malta.

Participant #6: (KS) Teacher from the NGO Spark15 Malta.

Participant #7: (AMJ) Board member from the NGO, Sudanese Community in Malta.

Participant #8: (PG) English language teacher & Secretary of NGO Spark15.

Participant #9: (JB) Director from The Malta College of Arts, Science & Technology (MCAST) Student Services.

Participant #10: (JB) Degree Coordinator from Faculty of Education – University of Malta.

Participant #11: (CZE) Psychosocial case worker from the NGO, Jesuit Refugee Service Malta (JRS). Established

### **Portugal:**

Participant 1: Teacher in group 320 at Agrupamento de Escolas de Maximinos who has been working with migrant students.

Participant 2: Psychologist and coordinator of the school mediation and guidance office at Agrupamento de Escolas de Maximinos who has been working with migrant students.



Participant 3: School psychologist at Martins Sarmiento Secondary School, which currently has around 20 nationalities of students with whom she works.

Participant 4: Social worker who is part of the ADOLESCERE - Associação de Apoio à Criança e ao Adolescente (Child and Adolescent Support Association) team, working with displaced citizens from around 25 countries in vulnerable situations.

Participant 5: Priest and Deputy Director General of JRS - Jesuit Refugee Service in Portugal.

Participant 6: Coordinator of the Integration Centre for Ukrainian Refugees of Póvoa de Lanhoso City Council.

*(Photo from the Portugal workshop:)*

### **Romania**

The workshop was attended by 10 participants, experienced specialists in the field of education, aged between 37 and 57.

The group included university professors, administrative staff, internship mentors, the director of the Counselling Centre and Career Guidance Centre of the University, representatives of NGOs, representatives of the County School Inspectorate Brasov.

### **Spain**

A total of 18 people participated in the workshop with the following profile:

- Students of the Peñasal Cooperative: 5
- Peñasal Cooperative teachers: 2
- UPV/EHU students: 4
- UPV/EHU teachers: 3
- Professionals from the Itaka Association: 2
- Professionals from the Adsis Foundation: 1
- Students of the Adsis Foundation: 1

## **d. General short description of identified best practices and tools in the countries (focusing on country specific information on common characteristics, difficulties in mapping, etc)**

### **Italy**

Based on the workshop discussion, here are some key points about the identified practices for supporting migrant and refugee students in Italy:

1. There is a diverse range of organisations involved, including NGOs, social cooperatives, university programs, and local government initiatives.
2. Many programs focus on language support and cultural integration for newly arrived students, especially in the 12-17 age range.



3. There is a growing need for support, with increasing numbers of migrant students enrolling in schools, particularly in secondary education.
4. The COVID-19 pandemic and shift to online learning created challenges for migrant student inclusion and highlighted the digital divide.
5. There is a recognition of the need for a holistic approach that goes beyond just language teaching to include cultural orientation, social integration, and academic support.
6. Many programs utilise university student volunteers or tutors to provide individualised support.
7. There is an emphasis on the importance of proper training for tutors/volunteers working with migrant students.
8. Some initiatives focus on maintaining connections to students' native languages and cultures while supporting Italian language acquisition.
9. There are efforts to involve migrant communities and families in the integration process.
10. Participants noted challenges in systematising approaches and measuring outcomes effectively across different programs.
11. There is interest in developing more standardised guidelines and sharing best practices between organisations.
12. Funding and sustainability of programs was mentioned as an ongoing challenge.

## **Austria**

Our identified 6 mentoring practices from Austria, Switzerland, and Germany aimed at supporting young migrants and refugees, primarily in language learning and integration into education/employment including Mentoring support. Common characteristics include:

1. One-on-one mentoring relationships between volunteers/students and young migrants aged approximately 12-25
2. Focus on language support, cultural integration, and educational/career guidance
3. Partnerships with schools, employment services, and other institutions
4. Regular meetings and activities between mentors and mentees over several months to a year

Country-specific notes:

- Austria had the most examples (4 out of 6), suggesting a relatively well-developed mentoring landscape for migrants
- The Swiss and German examples were similar in structure to the Austrian ones

The mentioned practices don't show difficulties in mapping or lack of programs.

## **Bulgaria**

From the repository for Bulgarian good practices, 6 practices that had been identified as suitable for developing an online course and e-platform for the Mentor System "Language Buddy" were presented during the workshop:

I. Hugged Family – by "For the good" Foundation

Accomplished at a national level, started April 23, 2023, present status: finished;



Target group: Refugee families from Ukraine and Bulgarian families

Major focus: to help whole Ukrainian families to get socialised in Bulgaria with the help of a Bulgarian family (very good system for selecting and matching families);

Achieved results: 15 Ukrainian families are better integrated in Bulgaria with the help of 15 Bulgarian families;

Success factors: comprehensiveness (entire families are covered); strong social factor (social ties, local integration); launched with a huge social event (with balloons, drinks, music...);

Relevance for the *Language Buddy* project:

Includes a system for mentoring and training in Bulgarian

The practice is not appropriate for the education of migrant/refugee students aged 12-17. The social factor is more prevalent. Students participating in the program

II. Caritas Sofia Refugee Mentor Programme: Accomplished in biggest cities in Bulgaria – Sofia, Varna, Plovdiv, Rousse, Burgas, started in 2016; present status: ongoing;

Target group: refugees from Ukraine and from other countries of origin;

Major focus: accommodation assistance, provision of humanitarian aid, Bulgarian language classes, informal classes with children, specialised healthcare consultations, accessing employment, enrolling children in kindergarten or school, and others;

Achieved results: A long-term and sustainable program; increased language skills and long-term friendships;

Success factors: pre-training for mentors; careful selection of mentor-mentored pairs according to age, gender, profession, language skills, etc.; institution of a project coordinator who is available to support couples and follow up on their actions throughout; informal activities related to the interests of the participants (watching football, cinema, coffee, etc.);

Relevance for the *Language Buddy* project:

Includes a system for mentoring and training in Bulgarian language;

There are students participating in the program;

Reported difficulties in finding mentors over 35 year-old.

III. Mentor me: International scope covering Germany, Italy, Sweden, Bulgaria, Spain, France and Greece; started in March 2022; present status: ongoing;

Target group: refugees in the above countries;



**Major focus:** to increase the access of young refugees to existing voluntary service programs in Europe (both national and European) by informing them and specifically supporting them to participate in such opportunities;

**Achieved results:** Increased capacity of 7 EU organisations and training of their mobility mentors; development of a step-by-step guide and a mentor training manual;

**Success factors:** development of an in-depth guide for mobility mentors with very specific information; preliminary analysis of refugee needs; training mentors not only on soft skills but also on mobility programs;

**Relevance for the *Language Buddy* project:**

Features a mentoring system, but training in Bulgarian language;

There are no student mentors participating in the program

*(Photo from the Bulgarian workshop:)*

IV. Mentoring support for students of Roma origin studying health majors: National scope; Timeframe: 2019-2024

**Target group:** student of Roma descent studying in medical universities;

**Major focus:** support through mentorship of Roma students studying health majors

**Achieved results:** Increased motivation and quality of higher education for students of Roma origin; targeted students acquire leadership skills; accomplished numerous activities in the Roma neighbourhoods and beyond; Improved image of the Roma community in society and the media.

**Success factors:** creating a community of students from across the country; provision of scholarships for additional motivation of students funding for small projects implemented by students; seeking social impact, not just personal development; mentors are university professors/lecturers who can provide support such as knowledge, but also networking and contacts for future professional development; small-scale activities in the family/neighbourhood;

**Relevance for the *Language Buddy* project:**

Includes a mentoring system, but without training in Bulgarian language;

There are no student mentors participating in the program, mentors are health professionals.





V. (Y)our Europe?! International scope covering Germany, Italy and Bulgaria; launched in March 2019;

Target group: young migrant/refugee leaders

Major focus: identifies and works through mentorships with young leaders from migrant/refugee communities; provides basic information about the structure of the EU and the Convention on Human Rights;

Achieved results: 10 realised youth projects with about 20-30 participants in each; increased sense of belonging to the EU of 36 young migrants and local leaders;

Limitations: Limited time of young people and rapid loss of interest;

Success Factors: there is a mentor who knows all the participants and supports them in developing their own ideas by giving them suggestions and recommendations; there are different mentors depending on the topics, such as environment, cooking, arts, entrepreneurship, etc., allowing participants to receive very specific guidance during their activities;

Relevance for the *Language Buddy* project:

Includes a mentoring system, but without training in Bulgarian language;

There are students participating in the program;

The practice is not relevant to the education of migrant/refugee students aged 12-17, but is relevant to the non-formal education of young people (18-30).

VI. Talk with Me: International scope covering Germany, Bulgaria and Romania; timeframe: 2016-2018

Target group: refugee youth

Major focus: development and adaptation of an innovative programme for young volunteers in support for young refugees and children refugees to help them to learn the language of the country where they have decided to stay.

Achieved results: A minimum of 20 youth per country (10 couples), meeting at least 10 times in joint sessions; development of open access educational and teaching materials and programs that are adapted for the needs and the interests of young people;

Limitations: With limited scope;

Success Factors: Refugees and mentors are of the same age and with a similar profile; informal learning with a variety of activities where refugees and mentors "select each other" to like and respect each other; development of target-tailored manuals; good coordination from the project manager;

Relevance for the *Language Buddy* project:



Includes a system for mentoring and training in Bulgarian language; There are students participating in the program; The practice is not appropriate for the education of migrant/refugee students aged 12-17

### **Greece**

The Regional Directorate of Primary & Secondary Education of Central Greece mapped 6 good practices with regard to language teaching to migrant students that are different in their level of implementation. Two of them have been initiatives of the Greek state after the outburst of the migration crisis in 2015.

1.: Educational Priority Zone which offers additional support with Greek language courses to school students aged 12-15 so that they do not drop out of school due to the challenges they face. The second one is the Reception School Annexes for Refugee Education mostly taking place inside camps offering preparation courses such as Greek and English language, Maths, IT etc. to students aged 5-15 years old with no previous school experience.

2 & 3.: pilot projects of UNICEF in cooperation with Greek Universities. In the first one All Children in Education, The Aristotle University, the University of Athens and the University of Thessaly cooperated with UNICEF to provide in formal and non-formal education classrooms Greek and English language courses and intercultural activities through accelerated learning programs while offering homework and psychological support. The second one was a project for which UNICEF cooperated with the University of Thessaly and the Institute of Educational Policy providing intensive courses of Mathematics, Physics, Chemistry, Biology, History etc. with material translated in 8 languages to students of lower Secondary Education so that they can cover the lack of knowledge they might have. Last but not least, the list of good practices includes one language buddy project, the Passage project, implemented in 6 countries, among which Greece as well, by a consortium coordinated by Ljudska univerza Ptuj, to provide support to the entrance of new coming students to the school life and one project providing Greek language courses but implemented in Cyprus, the Greek Language Program and Mediation Services for Minor Third-Country Nationals. This project offers four levels of Greek language courses that can be taught in an innovative way through online games.

### **Malta**

On the basis of the preliminary research conducted by SOS Malta prior to the workshop, the following were local programmes that reflected best practices identified for Malta:

1. The Vaste Programme by JobsPlus: The programme involved assigning employment advisors and job mentors to unemployed people who were identified as being vulnerable. Employment advisors would help people find a job while mentors would support them once they got a job, intervening when necessary to mediate between the mentee and their employer.

2. Family Hosting and Mentorship Scheme by Moas: A family hosting initiative that saw a Maltese family host a refugee engaged in full time formal education at local institution MCAST. The beneficiary lived in the family home and contributed to general household activities, receiving personal mentorship, sponsorship and social support in return. The placement was meant to be a pilot for a national roll out that did not proceed due to a lack of engagement by host families for the program.

3. Buddy system applied to help persons recover from their addiction by OASI: A buddy system was applied to help persons recover from their addiction. The system worked by having senior persons in recovery buddying junior persons in recovery. The role of the professionals was to facilitate this process. There were difficulties in identifying similar programmes for youths as the above three programmes are targeting young adults making it difficult to map such a programme for the age bracket defined (12-17). The lack of programmes in this area is indicative of the lack of resources that are dedicated towards the involvement of members of the community in helping immigrants integrate within the local community.

### Portugal

Among the different participants present, the main difficulties identified were common to their work contexts, and therefore to the Portuguese national context of action with the migrant population:

- The lack of human resources specifically specialised human resources.
- Difficulties in gaining effective and collaborative access to different state organisations that are essential for different moments and processes of integration of the migrant population in the country.
- Excessive teaching working hours, in the case of teachers, and the requirement to comply with the current national curriculum, which does not always allow for the adequacy of content and curricular flexibility necessary for the correct development of work with this population.

The positive strategies for engaging and working with this population include the following:

- Initiatives involving the entire educational and civil community.
- Work approaches that are holistic and always collaborative in nature, focusing on ongoing inter-institutional communication.
- Reinforcement of human resources capable of informally supporting the professionals already working in this field.
- The importance of the school as a fundamental space for working with this population, recognising the importance of involving children, young people, and their families in different activities and/or initiatives that can be developed within this field.

### Romania

The practices identified in Romania are extremely new, but few. The vast majority are European projects that include mentoring, language learning and advocacy activities led by children.

Unfortunately, there are not enough initiatives of this kind in the country, so the level of expertise is not very high either.



Practices implemented at national level have focused on the successful integration of migrants. Particular emphasis was put on the use of effective training methods.



Methodological frameworks for mentoring activities were developed. Many initiatives involved volunteer organisations to carry out indoor and outdoor educational activities. Digital tools were developed and used to present the national cultural and social specificities of the host societies.

*(Photo from the Romanian workshop:)*

Free language learning for migrant children and adults was promoted. Initiatives took into account educational advances, thus digital tools and forms of gamification were used to increase attractiveness. All forms of organisation were used: frontal, group and individual.

Much attention was paid to shaping the right attitudes, so advocacy initiatives were also aimed at combating stereotypes and encouraging acceptance by raising awareness of children's rights, lived realities and the enormous benefits for both the host communities and the EU in general.

## Spain

The participants appreciated the contrast of good practices and the diversity of the group participating in the workshop.

*(Photo from the Spanish workshop:)*



Specifically in relation to each practice the group comments:

1-APplying Mentoring-In this practice, the group has highlighted as strengths:

- the presence of volunteers
- the importance given to social accompaniment
- the increase in linguistic competences as a result
- the decrease of school failure
- learning intercultural skills

The lack of professional figures to accompany the process is highlighted as a weakness.

2- Feinamc. Foster Educational Inclusion of Newly Arrived Migrant Children.

In this practice the group has highlighted as strengths:

- The evaluation of previous knowledge that is carried out before starting the activity.
- The critical look at interculturality
- The accompaniment in the different experiences of people from different cultures and languages.
- The training in mentoring.

The lack of time and the lack of concreteness of the objectives are highlighted as weaknesses.

3.- Punt de Referència. Accompaniment of former foster youth

In this practice the group has highlighted as strengths:

- The importance of accompaniment throughout the process.
- The fact that the mentor receives information and that there are professionals who guide the whole process.
- The carrying out of needs analyses
- The permanent monitoring and counselling of each person



As a weakness, it is highlighted that if the student is shy, it can be violent to be alone with an unknown person; as an improvement, it is proposed to carry out the accompaniment in small groups.

## e. Main Outcomes of the National Co-design Workshops

### Italy

Based on the workshop discussion, the main outcomes related to selecting best practices for the LB Model were:

1. Three key practices were highlighted for potential adaptation:
  - a) Mille e una Rete's online tutoring program connecting university students with migrant/refugee students aged 12-17.
  - b) The "Scuolina" project in Pontassieve, which takes a community-based approach to migrant inclusion.
  - c) The Penny Wirton System
2. Important elements identified across practices: personalised, flexible support tailored to individual student needs.
3. Areas for improvement/consideration: need for more systematic approaches and measurable outcomes.
4. The participants expressed interest in further collaboration and knowledge sharing to develop a more comprehensive model that could incorporate elements from various practices.

While no final selection was explicitly made during this workshop, these outcomes provide a strong foundation for identifying the most promising practices and key elements to adapt for the LB Model. The organisers indicated they would likely schedule a follow-up workshop to delve deeper into these practices and make final selections.

### Austria

The oval chosen general Key Factors of both groups were: sustainability (finding/keeping mentors and mentees), feasibility (especially online), technology/hardware (possible with a mobile phone?), integration, inclusion, motivation, low-threshold access, restriction and most importantly all agreed upon the necessity of integrating in the platform development and holistic approach.

The chosen Key Factors for selecting the Best Practices of both groups:

- sustainability,
- feasibility virtual space/end devices
- integration
- Inclusion

BOTH GROUPS AGREED UPON THESE BEST PRACTICES CHOICES:

Voted as BEST CHOICE

NUMBER 1:

- Project 6: ‘Sharing Opportunities Heidelberg’ Best on the topic, feasibility more difficult and sustainability, integration, inclusion

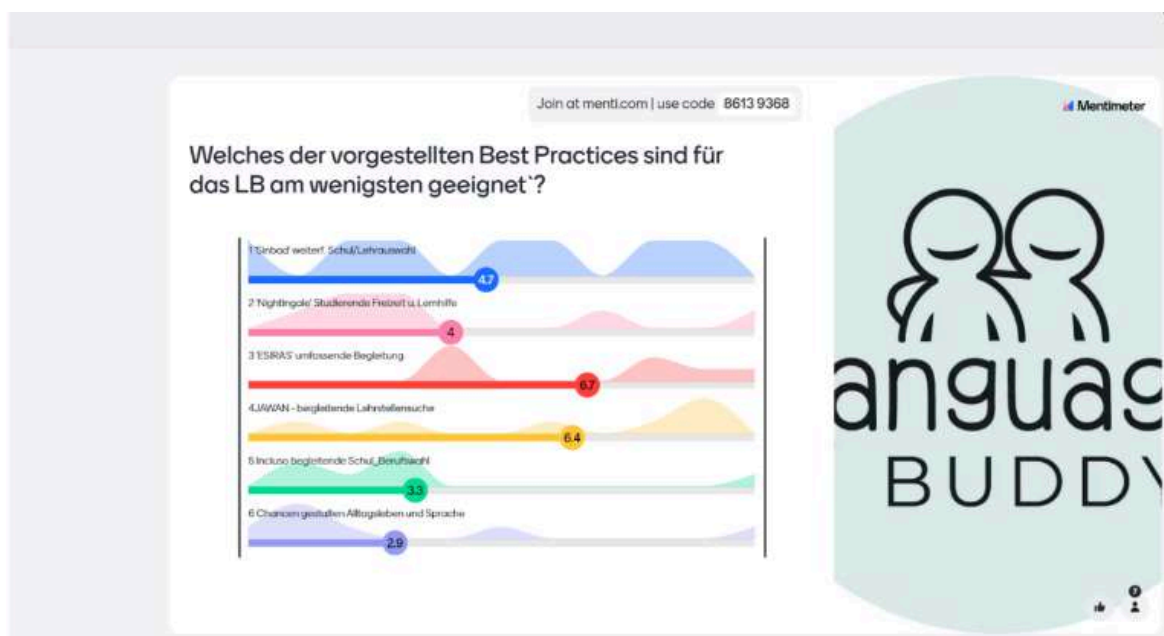
Number 2:

- Project 2: ‘Nightingale’ Fulfils sustainability, inclusion is lived more.

Number 3:

- Project 5: ‘Inclusio’ Integration, sustainability due to the possibility of exchange

(Screenshot from the Austrian workshop:)



**BEST PRACTICE TOTAL GROUP RESULTS INCLUDING ONLINE AND OFFLINE EXPERTS**

## Bulgaria

### 1. General outcomes

At the seminar, presentation of participants and discussions over the practices outlined several directions of networking and cooperation within the *Language Buddy* system:

1/ With the Department of Ethnology at Sofia University “St. Kl. Ohridski” in relation to their recent project focused on children refugees „Society, sport and integration“.

2/ With the State Agency for Refugees at the Council of Ministers in relation to their expertise and capacity in needs assessment and their access to refugee children in Bulgaria;

3/ With the Bulgarian Office of the International Organization for Migration in relation to their databases of and access to migrant groups (incl. children) in Bulgaria;

4/ With Reach Out Foundation in relation to their Language Program for Refugee and Migrant Children and development of learning materials.

## 2. Top best practices

Following a discussion the seminar participants selected the three top best practices in Bulgaria with the biggest relevance to the *Language Buddy* Model:

1<sup>st</sup> practice – Caritas Sofia Refugee Mentor Programme

2<sup>nd</sup> practice – Talk with Me

3<sup>rd</sup> practice – (Y)our Europe?!

## Malta

The workshop focussed on a discussion of the 15 success criteria identified to date by the AMIF project, and how these need to be included within the local best practices identified in the SOS analysis referred to above. The hands-on experience of the stakeholders was evident and very valid discussions related to the development and implementation of such a process emerged. The workshop group identified the following issues as being critical to the implementation of collaborative learning processes such as the buddy system:

1. Political will to address fundamental problems that face migrants and prevent them from dedicating appropriate time and effort to learning and their integration within the community. Issues with poor communication, poor service access and delivery levels were raised.

2. Focus on provision of full information regarding immigrants' rights and benefits. This must be supplemented with details of accessible individuals within government entities and relevant NGOs that can provide support in any issues related to these areas.

3. Matching of mentor and mentee should involve relevant third parties such as school administrators, teachers, or other extra-curricular entities already relevant to the mentee. The proposed mentorship system needs to be supported by stakeholders and seen as an opportunity to leverage existing resources and competences to provide migrants with a more effective local support network.

4. Address the growing problem of racism ensuring that cultural sensitivity is a prime area of preparation for the mentors. The workshop group expected mentors to have to assist mentees in dealing with the direct and indirect effects of racism and cultural exclusion which may be their reality. The use of or lack of use of Maltese as a language to communicate within the local community, was also identified as a limiting factor. Use of the local language in many sectors of the community would greatly facilitate their acceptance within that local community. Although Malta has two official languages, Maltese and English, in reality there are various contexts where the use of one or the other language is more appropriate. Native Maltese find it easy to switch from one language to the other, often mixing the two to reinforce their own communication. Provision of

some basic elements of basic Maltese language or promotion of existing resources and programmes available to immigrants to learn Maltese should be part of the mentors' arsenal.



*(Photo from the workshop held in Malta:)*

5. The workshop stressed the importance of Mentors being able to address priorities that were real to the migrants. They need to be prepared to respond to common issues that migrants face, typically related to bureaucratic requirements by government departments such as Identita' Malta. These need to have information available to direct mentees to the right organisation or unit to deal with their queries or to refer the matter to the relevant project partner or stakeholder.

6. Involvement of community stakeholders in the implementation of the Language Buddy LB programme defining roles and responsibilities for

the different entities. The workshop identified the importance of reinforcing the efforts of immigrant organisations already operational and involving them in the implementation of the programme to ensure that all parties have common objectives. The need to avoid duplication and to fit in with existing support structures was reinforced, particularly for those migrants that were already receiving additional educational support at school or through other extracurricular activities.

7. The discussion identified the relevance of technology towards the success of the programme and stressed the importance of defining the tech tools to be used be they applications or online resources and to ensure that the mentor is familiar with the tools and can in fact guide the mentee in the use of such tools. The broad use of mobile phones even in the migrant community called for communication channels that were primarily based on the use of mobile communications. In this way mentors and mentees will be able to communicate through channels that are most convenient to them. On the other hand, the use of the eLearning platform and relevant learning materials and resources must be geared to the needs of the mentors in support of the mentee activities. Use of approved content material and templates will provide a level of standardisation throughout the programme.

8. An important element in the overall discussion of the LB programme was the establishment of a yardstick for the measurement of success. The discussion identified the need for some pre-program test or evaluation and a post-program test or evaluation to identify and track any improvements that may be attributed to the programme. The evaluation would not be merely academic primarily due to the short timeframe involved but should include qualitative aspects that reflect the benefit that mentees obtain through their participation. It was suggested that the level of recommendation

of the programme by the mentee to other potential candidates would be a valid measure of the overall success of the programme.

9. Ongoing monitoring of the programme would be critical to ensure that the mentors have not been put in a position beyond their level of competence and at the same time to ensure that all Mentees receive a level of support that is expected through the programme. In this context it is important that the boundaries of the involvement of a mentor are defined and that a process of escalation is set in place to allow mentors added support if confronted by more complex situations that may suggest abusive situations.

10. The terms and conditions for the provision of a service including minimum level of involvement by both mentors and the mentees should be clearly established and defined when explaining the programme and the related activities. In this context, the challenge of defining service levels was raised with a clear emphasis on the need to define clearly what the mentor's duties and responsibilities would be as well as identifying the responsibilities of the mentees.

11. A practical challenge addressed by the workshop was the mentor's familiarisation and fluency of language learning tools being promoted in the programme. Different levels of language comprehension and competence would require different competences by the mentor.

It was strongly recommended that delivery of the LB programme be based on the use of mobile phone services and related apps that will facilitate participation by mentors.

12. The packaging of the learning tools and support activities may need to be bundled in terms of competence levels (ranging from very basic to good use of the language). The group felt that there could be wide differences in the competence levels of migrants which would need to be taken into account when the matching process is undertaken.

13. The leverage of resources and facilities available to project partners and other stakeholders to be introduced during the implementation would help improve the effectiveness of the LB programme. Involvement of schools and migrant organisations and their activities are particularly relevant in this context.

14. At a national level, despite the fact that the last National Statistics Office (NSO)<sup>1</sup> data showed that out of the 542,051 citizens in Malta there are 93,000 that are non-EU nationals, there is no minister or ministry that is responsible for social integration. Over the years this has led to various situations in which areas of concern to migrants were allocated to different ministries and government entities, making it difficult for migrants to follow-up on such issues independently.

## Romania

*1. Shortly about general outcomes: networking between participating stakeholders, etc.*

Networking between the participating stakeholders was one of the objectives. We mention that such a functional network was created between representatives of the county inspectorate, education specialists, tutors and those in charge of the pedagogical practice activity. By creating a network with common interests in facilitating the process of adaptation of pupils to the new educational system, by facilitating efficient communication between the parties involved, the basis for a beneficial synergy was laid, the challenges of the Romanian educational system in this regard

were quickly identified. The group concluded that existing resources can be leveraged to achieve common goals.

2. *About the chosen 3 top best practices:* Following the workshop organised at UNITBV, which was attended by experts in the field of education, representatives of the institution that coordinates the entire educational activity in the county at the pre-university level, NGO representatives, representatives of student structures, mentors of pedagogical practice, the following good practices were selected:

1. MINT: Mentorship for the integration of third country national children affected by migration (MINT: Mentorship for the integration of third country national children affected by migration | Terre des hommes | Fundatia Terre des hommes Elvetia (tdh.ro) - National level - (with an average rating of 8.75 out of 10)
  2. SPEAK: language learning and community building - SPEAK: language learning and community building | European Website on Integration (europa.eu) - International level- (with an average rating of 7,5 out of 10)
  3. Buddy System - Buddy System | ESN Iasi Local level-(with an average rating of 6,25 out of 10)
- The scores obtained for each good practice were analysed and discussed by all participants after the explanation and subsequent group evaluation of each practice.

## Spain

*(Photo from the Spanish workshop:)*



After the workshop held between the UPV/EHU and Peñascal Cooperativa in which professionals from Peñascal Cooperativa, Adsis Foundation, the Itaka association, young migrants, students and teaching staff of the UPV/EHU took part, the following good practices have been selected:

- 1- APPLYING MENTORING- National Level-  
<https://mentoringapp.udg.edu/es/>  
 (with an average rating of 7.78 out of 10)
- 2- Feinamc. Foster Educational Inclusion of Newly Arrived Migrant Children. International Level-  
<https://feinamc.eu/> &  
[https://www.intered.org/sites/default/files/dossier\\_feinamc\\_ue.pdf](https://www.intered.org/sites/default/files/dossier_feinamc_ue.pdf) (with an average rating of 7.28 out of 10)
- 3- Punt de Referència. Accompaniment of former foster youth- National Level-  
<https://puntdereferencia.org/> (with an average rating of 7.23 out of 10)

The grades obtained in each good practice were analysed and discussed by all participants after the explanation and subsequent group evaluation of each practice.



## Greece

The workshop offered the University of Macedonia team members a great opportunity to extend their network with stakeholders from the field of migration and integration management. The participants took the opportunity to express their interest in expanding their cooperation outside the framework of this project and share their knowledge and expertise to contribute to the integration of the newcomers in any way possible.

With regard to the main subject of the project, each of the participants introduced themselves, their engagement in the field and their perspective with regard to the benefits and challenges of each of the practices, suggesting specific criteria that should be taken into consideration based on their background and prior experience. At the end, the Coordinating team suggested that the three practices receiving the most support have been the two initiatives of UNICEF and the one language buddy project included in the list and all the participants agreed.

So the chosen 3 top best practices suggested for the case of Greece are:

- Passage- Pedagogies of Passing from Reception to Integration
- ACE- All Children in Education
- Accelerated Learning Program

## Portugal

The three practices selected by the professionals present at the workshop were:

1. Speak language learning and community building;
2. Mentoring programme for migrants;
3. Community and proximity in the reception and integration of refugees.

The debate around these three practices raised the question of whether or not they could be adapted to the age group present in Language Buddy (especially in relation to the third practice), assuming the need for specialised training for mentors, as well as the ability to guarantee an individualised process and a holistic approach with the migrants/refugees who take part in these practices are fundamental elements for the effectiveness and success of the practices mentioned.

However, with the focus on the evaluation measures and possible constraints associated with these practices, it was sometimes unclear what analysis the professionals present at the workshop could make (i.e. there was a need to have access to more elements).

Most importantly, the analysis of these 3 practices confirms and highlights once again the relevance of individualised mentoring programmes that can work towards the social, cultural and even emotional and affective integration of the migrants and refugees involved

**Below is a merged analysis of the outcomes in each country:**

## Italy

The 3 best practises selected:

- o Mille e una Rete's online tutoring program connecting university students with migrant/refugee students.



- o The "Scuolina" project in Pontassieve, focusing on community-based migrant inclusion.
- o The Penny Wirton System.
- 2. Key Elements: Personalized, flexible support tailored to individual needs.
- 3. Considerations for Improvement: Need for more systematic approaches and measurable outcomes.
- 4. Future Steps: Interest in further collaboration and knowledge sharing to develop a comprehensive model.

## Austria

1. Chosen Key Factors:  
Sustainability, feasibility (especially online), technology/hardware accessibility, integration, inclusion, motivation, and low-threshold access.
2. Selected Best Practices:
  - o First Choice: Sharing Opportunities Heidelberg (sustainability, integration, inclusion).
  - o Second Choice: Nightingale (sustainability, inclusion).
  - o Third Choice: Inclusio (integration, sustainability).

## Bulgaria

1. Networking and Cooperation: Collaborations with Sofia University, the State Agency for Refugees, International Organization for Migration, and Reach Out Foundation.
2. Top Best Practices:
  - o Caritas Sofia Refugee Mentor Programme.
  - o Talk with Me.
  - o (Y)our Europe?!

## Malta

1. Critical Issues Identified:
  - o Political will, communication, service access, and delivery levels.
  - o Full information on immigrants' rights and benefits.
  - o Matching of mentor and mentee involving relevant third parties.
  - o Addressing racism and cultural sensitivity.
  - o Use of Maltese language to facilitate community acceptance.
  - o Addressing bureaucratic requirements.
2. Implementation Strategies:
  - o Involvement of community stakeholders.
  - o Leveraging technology and mobile communications.
  - o Standardising learning tools and materials.
  - o Measuring success through pre and post-program evaluations.
  - o Monitoring and defining mentor-mentee responsibilities.

## Romania

1. Networking Outcomes:
  - o Creation of a functional network among stakeholders to facilitate adaptation processes for migrant pupils.
2. Selected Best Practices:
  - o MINT: Mentorship for the integration of third-country national children.
  - o SPEAK: Language learning and community building.
  - o Buddy System: Local mentorship initiative.

## Spain

1. Selected Best Practices:
  - o APPLYing Mentoring: National-level initiative.
  - o Feinamc: Foster Educational Inclusion of Newly Arrived Migrant Children (International level).
  - o Punt de Referència: Accompaniment of former foster youth.

## Portugal

Selected Best Practices:

1. Speak language learning and community building;
2. Mentoring programme for migrants;
3. Community and proximity in the reception and integration of refugees.

## Greece

Selected Best Practices:

Passage- Pedagogies of Passing from Reception to Integration  
ACE- All Children in Education  
Accelerated Learning Program

Stakeholders recommended incorporating psychological support for migrant/refugee students and their families to ensure participation in language courses and project implementation.

Networking, Cooperation & sharing Perspective: The University of Macedonia team extended their network with stakeholders in migration and integration management. Participants expressed interest in ongoing cooperation beyond the project to aid newcomer integration.

## Summary

The workshops (Task 2.2.2) conducted in **Italy, Austria, Bulgaria, Malta, Romania, Spain, Greece and Portugal** yielded significant insights into best practices relevant to migrant education, providing a variety of approaches and emphasising common themes such as sustainability, integration, inclusion, and the effective use of technology. Additionally highlighted the need for stakeholders involvement and networking.

Common Themes Across Workshops:

1. Personalization and Flexibility: Emphasised by Italy, Bulgaria, Malta, and Romania.
2. Sustainability and Integration: Highlighted in Austria and Spain.
3. Community Involvement and Support Networks: Stressed in Bulgaria, Malta, Greece and Romania.
4. Use of Technology: Discussed extensively in Austria and Malta.
5. Measurable Outcomes and Evaluation: Malta emphasised the need for evaluation metrics to measure success.

The workshops underscored the importance of:

- a multifaceted approach to migrant education,
- integrating personalised support,
- sustainable practices,
- community involvement, and
- technological tools.

These combined efforts aim to foster an inclusive and supportive environment for migrants, ensuring their successful integration and educational development. Further collaboration and refinement of these best practices are encouraged to build a comprehensive model adaptable to various contexts.

## f. Conclusion

### Italy

Based on the workshop discussion, in conclusion, the analysed practices demonstrate: Some of the key strategies emerged from the workshop that can help enhance the inclusion and academic success of students with a migratory background and face those challenges related to it, focused on some main areas.

Firstly, the development of a support system and the establishment of shared protocols able to ensure a consistent and coordinated approach seems to be a shared challenge among the participants. Apparently, some of the strategies used start in a tacit way that with time become formalised knowledge.

Moreover, the training for professionals is a key factor that provides technical and intercultural tools to make fieldwork more effective and inclusive. This is also important to offer tailored support for the students. Adapt the training to the specific needs of students, taking into account their diverse requirements is an evidence of the efficacy for the students engagement in the activities.

Implementing regular assessment tools to measure the effectiveness of interventions, seems a transversal action for monitoring and evaluating results with the aim of a continuous improvement of those practices.

1. A diverse range of approaches to supporting migrant and refugee students aged 12-17, including language support, cultural integration, and academic tutoring.
2. The importance of personalised, flexible support tailored to individual student needs.

3. A growing recognition of the need for holistic approaches that address language learning, academic support, and social integration simultaneously.
4. The value of involving university student volunteers as tutors and mentors.
5. The importance of proper training for tutors and volunteers working with migrant students.
6. A focus on maintaining connections to students' native languages and cultures while supporting Italian language acquisition.
7. The benefits of engaging migrant families and communities in the integration process.
8. The need for both online and in-person support options, especially highlighted by the COVID-19 pandemic.
9. Challenges in systematising approaches and measuring outcomes effectively across different programs.
10. The importance of creating networks and partnerships between schools, NGOs, universities, and local communities.
11. A need for sustainable funding and resources to support long-term program success.
12. The potential for innovative approaches, such as using storytelling, informal learning environments, and peer support to enhance language acquisition and cultural integration.

These practices highlight the complexity of supporting migrant student integration and the need for collaborative, multi-faceted approaches that can be adapted to local contexts and individual student needs.

### **Austria**

Based on the analysis of the six mentoring practices presented, the "Shaping opportunities Heidelberg" program (Best Practice #6) emerges as the most suitable model for the Language Buddy Project. This German initiative stands out due to its comprehensive approach, focusing on language learning, cultural integration, and overall support for young immigrants. Its one-to-one mentoring structure and emphasis on community involvement align closely with the project's goals.

The "Nightingale - student mentoring" program from Austria (Best Practice #2) and the Swiss "inclusion" program (Best Practice #5) also offer valuable insights and approaches that could be adapted. Both of these initiatives demonstrate effective strategies for pairing student mentors with younger mentees, which is particularly relevant to the Language Buddy Project's aim of involving higher education students as mentors.

### **Bulgaria**

In conclusion, the analysed practices demonstrate that there are successful attempts at integration of young migrants and refugees through language learning through systems of mentorship. For all top 3 practices the most important success factors were: versatile and supportive project leader, support from international or experienced NGOs, need assessment, educational and teaching materials and buddies training.

In most cases, however, target groups were beyond the 12-17 age group. Therefore, good practices need and *can be adapted for younger children and minors*. Importantly, Bulgaria is a transit country for many of the refugees and migrants which implies difficulties in motivating children to participate. It's important to acknowledge that there are different types of migrants/refugees in

Bulgaria: on the one hand, recent flow of Ukrainians and Bessarabia Bulgarians from the Bulgarian ethnic diaspora in Ukraine and Moldova and on the other hand, people from Syria, Afghanistan, Palestine and other conflict junctures.

It is clear that cultural distances of the latter group to the Bulgarian mainstream society are significantly greater than those of the former group. This general divergence in the migrants/refugees cultural-linguistic profile calls for different approaches in developing mentoring programs and programs for integration through language learning. Students' motivation and cultural awareness and sensibility is very important for the participation in mentoring programs. Also, two issues of practical importance were raised. First, whether children should be participating in Bulgarian schools in order to be involved in a Language Buddy mentoring program? This was regarding unaccompanied minors in asylum centres. And second, regarding mentors' training, would it be better to introduce such courses in various BA programs, or alternatively, to develop modules that can be integrated within already existing courses.

### **Greece**

The analysed practices demonstrate the potential to serve as good examples for the Language Buddy Model development. The fact that they are highly relevant to the education and particularly language learning of migrant/refugee children and they have been based on specific needs analysis, they have leveraged innovative technological methods and followed an inclusive and structured approach, rendering the practices useful for the Language Buddy Model. Although there are resource or cultural barriers in the implementation and scalability of such projects, their contribution to integration is valuable particularly with regard to integration in an early stage of life of migrant/refugee population such as the school age.

### **Malta**

The best practices identified for local implementation did not focus specifically on the 12- 17 year old age group, but catered for young adults. Consequently, extrapolation of the results to the young age group is not automatic and the above must be considered as indicative. In conclusion, the best practices to be adopted should be based on:

1. Proper development of training material including databases of language learning materials and support materials for migrants.
2. Effective training of LB mentors as mentors and as guides to the use of the language materials put forward in the programme.
3. Set up of appropriate infrastructure for the screening, recruitment and evaluation of LB mentors.
4. Set up appropriate infrastructure for the supervision of LB mentors.
5. Set up appropriate infrastructure for the recruitment of migrant mentees.
6. Establishment of appropriate channels of communication with suitable migrant organisations and other relevant stakeholders such as schools, teachers, etc to ensure the programme is delivered within the context of an existing infrastructure and not in competition with.

## Portugal

Further to what has already been reflected, the following thoughts can be added to the discussion: Best Practice 1 stands out as the most comprehensive and effective, meeting almost all criteria except for individualised support and flexibility. Best Practice 2 is also highly effective but lacks community and network involvement and the use of technology. Best Practice 3 shows several strengths but is less relevant to the target groups, lacks a personalised matching process, and does not leverage technology or ensure regular monitoring and evaluation.

Best Practice 1 and Best Practice 2 are both effective in improving language proficiency and enhancing the social integration and academic performance of migrant students. However, Best Practice 3, while effective in enhancing integration, does not show a measurable increase in language proficiency.

Regarding constraints, Best Practice 1 faces issues related to resource limitations and time constraints for HEI students but does not have problems with cultural barriers, availability of individuals for conducting interviews and training sessions, or enough participants for the matching process. Best Practice 2 also faces resource limitations and challenges related to the availability of a sufficient number of participants for the matching process but does not have issues with cultural barriers, time constraints for HEI students, or the availability of individuals to conduct interviews and training sessions. Best Practice 3 has no identified constraints.

## Romania

In conclusion, the analysed practices demonstrate that many of the existing practices have taken into account many of the essential aspects in such a situation, taking into account respect for the cultural context. The workshop provided a stimulating framework for examining different mentoring practices, each with its unique strengths and challenges.

Participants highlighted the need to introduce criteria such as those related to the sustainability of the results achieved. However, the process of mentor-mentee matching is not sufficiently visible to draw a conclusion on the degree of attention paid in the analysed practices. There is also a lack of sufficient information highlighting the involvement of families in creating a language learning environment.

## Spain

The workshop provided a valuable platform for examining different mentoring practices, each with its unique strengths and challenges.

The feedback underscored the importance of volunteer involvement, social and linguistic support, and professional guidance.

However, common issues such as time constraints, lack of professional accompaniment, and the need for clear objectives and tailored approaches for different personality types were also noted. Addressing these weaknesses could enhance the effectiveness of these practices and better support the diverse needs of participants.

## General cross-country conclusions

In conclusion, the workshops across the eight countries underscored the significant potential of mentor systems in facilitating language acquisition and social integration for migrant students. Key success factors identified include *structured mentorship*, *cultural sensitivity*, *tailored support*, *community and family engagement*, *regular evaluation*, which together enhance the effectiveness of these practices.

The workshops also emphasised the complexity of these initiatives. To maximise the impact of these programs, a *multifaceted and collaborative approach* is necessary, involving continuous adaptation to local and national contexts and addressing the identified constraints.

However, common constraints such as resource limitations and cultural barriers must be addressed to maximise the impact and sustainability of the practices.

## g. Recommendations

Recommendations collected from each national workshop:

### Italy

Based on the findings of this report, it is recommended to:

1. Develop a holistic approach that combines language support with cultural integration and academic assistance for migrant and refugee students aged 12-17.
2. Create a flexible and personalised tutoring model that can adapt to individual student needs, incorporating both online and in-person support options.
3. Implement a comprehensive training program for university student tutors, covering language teaching techniques, cultural sensitivity, and strategies for building supportive relationships with younger students.
4. Establish a strong network of collaboration between schools, NGOs, universities, and local communities to provide a more integrated support system for migrant students.
5. Incorporate elements of informal learning and peer support, using storytelling, cultural exchange activities, and practical life skills training to enhance language acquisition and social integration.
6. Develop standardised guidelines and evaluation tools to measure the effectiveness of interventions, focusing on both language proficiency and overall student well-being and integration.
7. Create mechanisms to reach and support "hidden" populations of migrant students who may not be accessing existing services.
8. Implement strategies to involve migrant families and communities in the education and integration process of their children.
9. Explore ways to maintain connections to students' native languages and cultures while supporting Italian language acquisition and integration.
10. Establish sustainable funding models and resource allocation to ensure the long-term viability of support programs for migrant students.



## Austria

Based on the collected recommendations and ideas from both groups, the Language Buddy Project should focus on

- developing a comprehensive digital platform that facilitates mentor-mentee interactions and cultural exchange.
- This platform should include features for mentor recruitment and retention, offering incentives like ECTS points and ongoing support.
- It should incorporate virtual meeting rooms, gamification elements, and avatars to enhance engagement. as an example check out: <https://virtway.com/>
- The project should emphasise cultural exchange activities such as virtual city tours and video creation, while also providing practical information on community integration, legal issues, and local services.
- Networking opportunities for both mentors and mentees should be integrated, along with skills development activities.
- Support-System for Mentors on a Supervision/Counseling basis
- Support System for mentees based on relaxation- stress relief techniques

## Bulgaria

1/ Taking into consideration specific aspects of migrant/refugee landscape in Bulgaria, it was suggested that mentors can be selected among students from Bulgarian ethnic groups abroad /Bessarabian, Banat/ who came here to study, especially people coming from polylinguistic environment (such as, for example, students from the Bulgarian ethnic diaspora in Moldova and Ukraine). Such students have already crossed that cultural and educational bridge and have the relevant personal experience to assist others on that journey.

2/ A broader approach to training of buddies was suggested given the fact that body language represents initial barriers in the process of communication (and this is even more true regarding children).

3/ In regards to need assessment it was suggested that specific ethnological approaches are applied so that to acknowledge cultural specifics of people whose needs are assessed.

4/ Language learning should be embedded in activities suitable and attractive for children, like sports, singing, theatre, painting.

## Greece

Based on the findings of this report and the workshop undertaken by the Greek team, the stakeholders present in the workshop recommended that the consortium should take into account while developing the Language Buddy Model, the psychological support that is needed so that the migrant/refugee students and their families accept to engage in the project implementation and participate in the language courses organised during the project

## Malta

1. There is a need for involvement of stakeholders throughout the AMIF programme to ensure support for the programme and encouragement of migrants to participate.
2. The importance of good effective training and clear definition of expectations of all parties.
3. The set up of systems and processes to allow for escalation of an issue wherever this may arise, ensuring that the LB mentors are not left unassisted.

4. The importance of developing a broad language learning tool kit with which the Language Buddy Mentors can support Mentees.

## **Portugal**

The reflective debate established between the six Portuguese professionals from different sectors of action in the field of migrant and refugee work (Child and Adolescent Integration, Schools, Local Development and Refugee Support), present at the workshop held on the 26<sup>th</sup> of June, made it possible to identify 6 key insights related to the idea of "best practices" per se:

- i. The collaborative approach between public and private institutions, from the different social, cultural, and political sectors is urgent and fundamental in this field of action.
- ii. The engagement of the entire community (schools, institutions of local power and development, youth centres, associations, and citizens) has a fundamental impact on this field of action, whose intentions to raise awareness and provide information/training on the subject must be ongoing and shared as rights and duties present in civil society.
- iii. The work associated with this topic should cover ages younger than 12-17, and should begin in pre-primary and primary school to promote empathy, holistic and transversal inclusion of the widest range of cultures. Promoting a comprehensive and axiological societal awareness based on a culture of peace and an integrated project to promote interculturality.
- iv. The lack of specialised human resources in the various public institutions that in some way guarantee services and support for these populations is a major constraint on the way other associations work, negatively influencing the integration of the migrant population.
- v. The promotion of Social Educability among professionals, teachers, students and all citizens is seen as fundamental for any "best practice" to be able to ensure its adaptability and flexibility to the situation, context and life project of the migrant person.
- vi. Adopting a combination of elements from Best Practice 1 and Best Practice 2, while addressing their respective weaknesses, would likely yield the most robust approach for language teaching of migrant students in Portugal. Prioritising these practices and combining their strengths will enhance both language proficiency and social integration outcomes. Additionally, efforts should be made to improve the language proficiency aspect of Best Practice 3 to make it more comprehensive and effective.

The promotion of a safe space for dialogue also made it possible to share 3 reflective recommendations on the organisation of the workshop itself:

1. The age range present in the objectives of this project, although relevant and pertinent, was considered somewhat limiting.
2. The obligation to choose a certain number of practices, although understood, was seen by some participants as something less flexible.
3. The duration of the workshop, considering the different (and very varied) reflections, was seen as being short, and the idea emerged that the workshop could have had two separate working days: i) dedicated solely to presenting the project and good practices; ii) another dedicated exclusively to in-depth debate on these best practices and then selecting a few.

## Romania

Some of the recommendations that emerged from the analysis of the working group's activity refer to highlighting specific aspects of sustainability of practices and increased attention to the mentor-mentee matching process.

## Spain

As a recommendation to highlight the need for training and professional accompaniment throughout the whole process as well as the need for the project to be grounded in the concrete needs and situations of the participants, promoting a participatory methodology.

## Summary

The summary of **recommendations from the eight (8) workshops delivered in partner countries** reflects a diverse yet converging set of strategies aimed at supporting migrant and refugee students. Key themes include the importance of holistic approaches, cultural sensitivity, digital platforms, and community involvement.

It is recommended to further explore strategies for overcoming identified constraints and to enhance collaboration between educational institutions and community organisations to support migrant students effectively. Additionally, continuous monitoring and evaluation are essential to adapt and improve mentorship programs according to evolving needs and challenges.

These recommendations collectively advocate for a more integrated, flexible, and culturally sensitive approach to supporting migrant students, with a strong emphasis on collaboration, sustainability, and adaptability to evolving needs.

Below is a list of conclusions and recommendations:

1. **Holistic and Integrated Support:** Most countries emphasised the need for comprehensive support models combining language learning with cultural integration, academic assistance, and psychological support to address the multifaceted needs of migrant students.
2. **Community and Institutional Collaboration:** There is a strong consensus on the importance of collaboration between schools, NGOs, universities, local communities, and public and private institutions to create an effective support system.
3. **Personalised and Flexible Approaches:** The need for flexible, personalised tutoring and mentorship models, which can adapt to individual student needs, was highlighted. This includes both online and in-person support, as well as tailored mentorship programs.
4. **Cultural Sensitivity and Training:** Providing mentors and tutors with training in cultural sensitivity and language teaching techniques is critical. Training should also focus on building supportive relationships and understanding the specific cultural backgrounds of students.
5. **Sustainability and Evaluation:** The sustainability of support programs is essential, with calls for standardised guidelines, evaluation tools, and sustainable funding models to ensure long-term viability.
6. **Inclusion of Families and Communities:** Actively involving migrant families and communities in the educational and integration processes of their children is crucial for fostering a supportive environment.



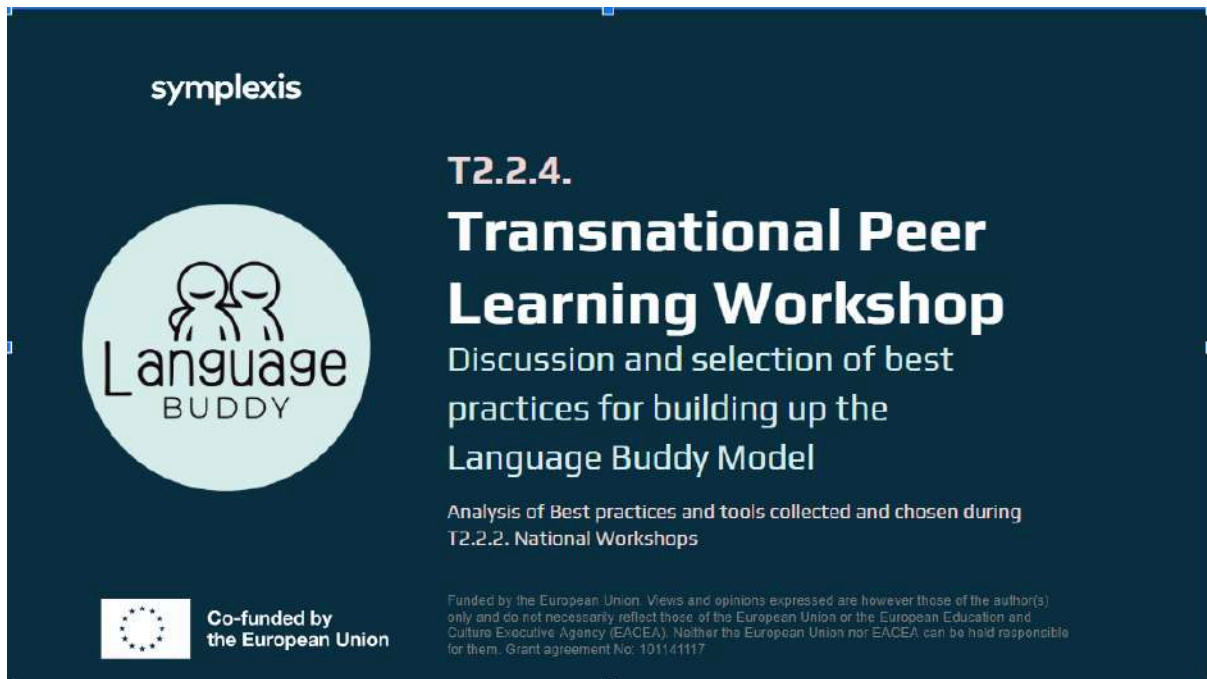
7. Use of Technology and Digital Platforms: The development of digital platforms to facilitate mentor-mentee interactions and cultural exchanges was recommended, particularly in Austria. These platforms should also offer resources for legal, community, and practical integration.
8. Early and Continuous Engagement: Starting integration efforts early, even before secondary school, was noted as a best practice. Continuous monitoring and adapting programs to evolving needs were also recommended.



## b. Overview of the Transnational Peer Learning Workshop (T2.2.4)

The online peer learning workshop (Task 2.2.4.), organised by the Work Package 2 lead partner, Symplexis, was delivered online on 12th July 2024 via Webex, with duration of 1,15 hrs, and with the participation of national stakeholders (educational experts, students, University professors, NGO representatives, migrant students, etc.) invited from the 8 project partner countries. It focused on national & EU best practices collected for developing a new language body model to support the collaboration between university and migrant high school students and their impact and effectiveness in such practices.

(Screenshot from the workshop presentation:)



A Transnational Peer Learning Workshop Report (T2.2.4.) was compiled by the task leader, Symplexis as a result of the workshop delivered, summarising the main outcome of the event.

Below the workshop key points discussed and considerations and conclusions drawn in the report:

- 1. Consent and Recording:** All participants were reminded to provide written consent for the recording of the workshop.
- 2. Workshop Agenda:** The agenda included checking consent forms, welcoming participants, discussing the work package, evaluating best practices collected from the 8 partner countries of the LB Project, and selecting the best ones to be adapted to the new LB Model. The session concluded with a Q&A and an evaluation of the meeting.

(Screenshot from the workshop agenda:)

# AGENDA 12.07.2024.

Please fill out the Consent form here: <https://forms.gle/vHocVz6FwhenaWni8>



Welcoming, Ice breaking and Introductions

WP2 and tasks' introduction and how we got here?

Discussion on selected & analysed best practices, their success factors and T2.2.2. National Workshop outcomes in all 8 partner countries.

Selection of best of the best practices to be used for the Buddy Language Model.

Q&A and event evaluation

3. **Interactive Nature (Methodology):** The workshop emphasised interaction rather than a one-way presentation, encouraging participants to share their opinions and experiences. This was succeeded based on the participation of highly relevant stakeholders from all countries.
4. **Introductions and icebreaker activity:** Eight participant stakeholders were invited, one per partner country. They were selected based on their relevant field of study/work - inclusion of migrants & after their participation in the national workshops. They introduced themselves and shared where they would like to be at that moment and why they were interested in the workshop. This 'ice-melting; activity helped create a relaxed and engaging atmosphere for further discussion, networking and their possible further engagement in the project activities.
5. The discussion focused on the **results of best practice mapping** in the previous task (T2.1.), where the partnership collected 48 practices and tools. The mapping is to identify key success factors for building the new Language Body Model in the next phase (work package) of the project. Symplexis, as the WP leader, provided a summary of the outcomes from national workshops conducted across the partner countries. They highlighted the importance of personalisation, mentor-mentee matching, the inclusion of native languages and technology in educational materials and the sustainability of the foreseen model - with the necessary resources.

A link to the Language Buddy Online Repository containing 48 best practices from the eight partner countries was shared.

**Link:** <https://sites.google.com/symplexis.eu/l-buddy-repository/home>





## D2.1 Language Buddy Repository of Best Practices

Forty-eight best practices were collected from the eight EU partner countries involved in the **Language Buddy Project**. By clicking on the "Download" button, you can access detailed descriptions of the selected practices, highlighting success factors and outcomes that support the inclusion of migrant students.

©

*(Screenshot from the front page of the Language Buddy Online Repository)*

6. Summarising main **success factors and challenges identified** during the Best Practice Mapping & National Workshops: During the workshop, stakeholders reported on their national workshops, with a focus on the workshop outcomes, challenges and best practices identified during the best practice mapping and based on their own experience in the field. The attendees listed their three national and EU "very best" practices to be used for the LB Model.

**The main success factors** identified and agreed during the workshop can be summarised as follows,

- Target Groups: Emphasised the importance of relevant target groups, specifically refugee students aged 12-17 and higher education students who will support them.
- Needs Analysis: Highlighted the necessity of conducting a needs analysis to tailor support effectively, including different levels of language teaching.
- Personalized Matching Process: Stressed the importance of matching university students with the right mentees and the potential need for rematching before and at the start of the buddy relationship.
- Cultural Awareness: Underlined the need for university students to be culturally aware and sensitive for becoming mentors/buddies.
- Flexible and Individualised Approach: Advocated for a model based on the individual needs of students.
- Community Building and Networking: Emphasised the crucial role of community involvement and networking with NGOs and stakeholders, as well as the family of migrant students.

**Challenges and Considerations identified across the partner countries are as follows:**



1. Needs analysis: In Portugal regular face to face meetings are held to assess and address the needs of the migrant students. Family members are involved, too.
2. Mentor and Mentee Recruitment: Sustainability in recruiting both mentors and mentees were discussed. Importance of job support for young people was highlighted.
3. Personalised training course: The need for personalised support for students was emphasised. Personalisation can be achieved through direct interaction with students to understand their individual needs, matching students with mentors based on common interests and compatibility. Conducting personality or interest tests to facilitate better mentor-mentee pairing, suggestions were made for mentors to be provided with a framework but also given flexibility to adapt to students' needs. Daniela Popa proposed a short personality test for both mentors and mentees to improve matching.
4. Technology Usage: Need for a broad spectrum of technology beyond just smartphones for educational tasks. Accessibility to technology as a motivation for participants.
5. Emphasis on the role of participating university students as facilitators and catalysts in education rather than as traditional “teachers”.
6. Highlighted the need for resources that buddies/mentors can effectively use.
7. Importance of tailoring programs to country-specific needs.
8. Flexibility in including beneficiaries who are within the age group but not necessarily high school students.
9. Psychosocial and Cultural Support for migrant students (mentees): from Greece (Blouchoutzi Anastasia): Stakeholders from universities, reception centres, and civil society participated in the workshop. Chose practices that were based on specific needs analyses and had clear guidelines. Importance of providing psychological support and creating safe spaces for children was emphasised. Encouraged the use of mother tongue in educational settings to make children feel comfortable. Stephen D'Alessandro mentioned creating an inventory of tools and resources for students and mentors, including information on relevant departments and support services.
10. Family involvement: shared insights from the work of Portugal participant: They provide practical support from their NGO to help students and their families settle in the country, in cooperation with schools migrant students attend.
11. University student (mentors) Involvement: Importance of involving students directly in the planning & learning process. Emphasis on the need for students to have both academic and social/cultural skills to interact effectively with migrant children.
12. Highlighted the challenge that many refugees prefer to work rather than attend school.
13. Emphasised the need for language support in schools, which is often lacking.
14. Mentor Training and Support: Focus on identifying issues that need professional escalation, such as domestic violence or abuse. Mentors should have a supervisor for support and guidance.
15. Sustainability and Cultural Sensitivity: Emphasised the need for sustainable practices and careful mentor-mentee matching. Highlighted the importance of addressing cultural biases and appropriate attitudes in the mentoring process.

Based on the above key elements, the workshop attendees agreed that all 24 best practices - 3 per the 8 partner countries are effective and have elements that are effective and sustainable for a new



buddy model. Therefore all 24 reported best practices will be further analysed for adoption in the next WP, which is dedicated to the design of the LB Structure and Material.

## Conclusions

- The workshop was a valuable platform for exchanging insights on supporting migrant students, emphasising the importance of personalisation, effective matching procedure in the mentoring process.
- Through collaborative discussions, participants shared successful practices and proposed new strategies to enhance mentor-mentee relationships and support systems.
- The commitment to ongoing communication and feedback will be crucial in refining and implementing effective educational models for migrant students.
- Participants appreciated the opportunity to share and learn from each other's experiences.
- The importance of continuous collaboration and feedback throughout the project was highlighted, with a special focus on collaboration among stakeholders and project partners.
- Symplexis Team is compiling results from all workshops and the transnational peer workshop to identify key elements from best practices that can be adapted to the project's needs and become a solid basis for the LB Model.
- Emphasis on not starting from scratch but utilising and customising existing good practices with tangible results in the field.

## Evaluation of the Peer Learning Transnational Workshop:

Participating stakeholders from the partnership countries were invited to evaluate the workshop after its completion, via an online questionnaire. Below there are the main results of the evaluation:

All attendees expressed their positive opinion about the project's objectives and its current state, responding positively with "yesy" to the question, whether they would recommend the project to others, stating that the LB Project "will make a difference to migrant students' lives" and will be useful for the target groups. It is worth noting that attendees evaluated the event as highly interactive and impactful regarding sharing knowledge and experiences between stakeholders. The use of existing best practices to build a new buddy model was considered also a positive asset of the initiative.

An overall evaluation of the event and the Work Package 2 delivery will be described in a report after the completion of the WP by the evaluation responsible project partner.

*(Screenshot from the online evaluation form:)*





Section 1 of 3

## T2.2.4. Transnational Peer Workshop Evaluation Questionnaire

**B** *I* U  

Language Buddy Project: Supporting language learning of migrant children and young adults through language buddies. WP2 - T2.2. Co-design of the Language Buddy Model (Workshops)

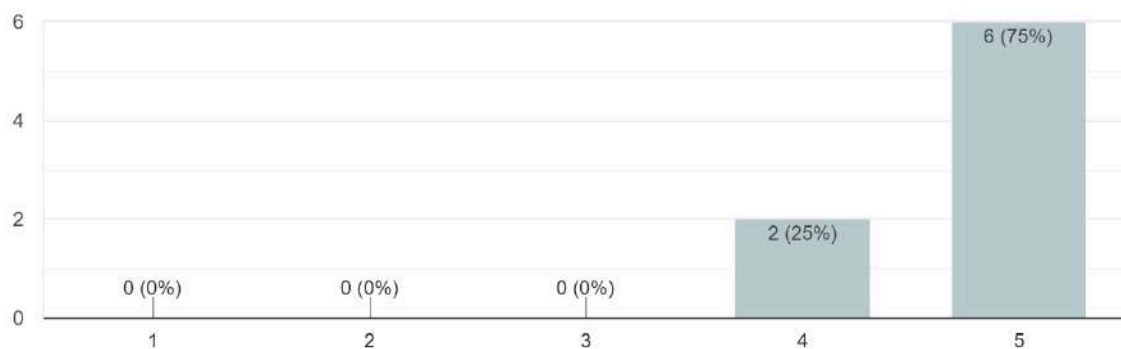
Please rate your level of agreement with the following statements:

(1 = Completely disagree 2 = Disagree; 3 = Neither agree nor disagree; 4 = Agree; 5 = Completely agree)

(Photo of attendees' responses on overall satisfaction:)

The event fulfilled my expectations.

8 responses



What particular aspect(s) of the Language Buddy project or presented Work Package/ task **do you like?**

8 responses

The possibility to share our experiences and learning with others.

I believe that the project will be very useful for IOM's work with unaccompanied minors and their social and cultural integration in the country, since they're mostly teenagers. It was very interesting to hear about the results from the national workshops in the project's countries.

The fact that the buddy system will build upon already effective mentoring practices and upscale them.

Sharing new and very interesting experiences from other schools, institutions and countries.

The fact that a coherent approach of educational and cultural integration is being initiated.

Content, people, diversity

Interactivity

The general idea of the Language buddy project is a very good one as migrant youths can be supported further by this initiative. The mentor would be someone they can trust and practice the language with.

**Would you recommend** the best practices presented to your colleagues? Why or why not?

- *Yes, given the importance of better receiving, guiding, welcoming and integrating our students and families. Essentiality of creating a school and community environment of belonging and inclusion. Positive impact for professionals, students and families. Everyone benefits from these practices.*
- *Yes. As IOM is managing two Safe Zones (soon three) in Bulgaria, the best practices and the project, in general, is directly related to our work.*
- *Yes, of course. The practices included innovative methods, structured guidelines, they were inclusive and effective.*
- *Yes, of course. Our practice takes into account the permanent reception of migrant students, their well-being, orienting them towards the curriculum and also guiding and supporting their families in their integration. Inclusive integration. Everything is done on the basis of mutual respect.*
- *Yes, is a project that will make a difference in the lives of migrant students*
- *Yes, It is useful for people*
- *Definitely, a lot of interesting approaches*
- *The best practices which were discussed showed various programs which were carried out in the EU which included a buddy system in various areas and targeting different audiences. The critical success factors gathered from all of these best practices are very useful and should form the base of any Language buddy system being developed.*

## c. Overall conclusions

### Reviewing existing practices

In all the eight project countries and Europe-wide there is a significant number of practices that can be assessed as best practices for migrant students' inclusion and language teaching. Additionally, there is a lack of teaching the host countries' languages in a buddy system and rare examples of practices with the involvement of volunteering higher education students. An overall mapping of such best practices seemed to be lacking too.

The first deliverable and of the Language Buddy Project was the result of the practice mapping: an online Repository of Best Practices, listing 48 practices and tools at national and EU level. This tool is highly recommended for the planning of any inclusion program for migrant/ refugee students, both in formal, non-formal and informal settings of education.

### Designing and delivering national and one transnational co-design workshops for analysing best practises

Emphasis was put on the design of the national co-design workshops, the needs of stakeholders to be invited and choosing highly relevant profile of participants. Flexibility in delivery mode was calculated to ensure full participation and inclusion of all participants: the events could be delivered partly online - either in a hybrid manner at once or in 2 events: one face to face and one online. This methodology helped to include all interested parties and ensured inclusivity and better results.

Workshops invitees were successfully reached out, were motivated to engage in the project, and all this resulted in a high number of attendees in most project partners, **a total of 97 participants across the partnership**. Most of the participants, 90% expressed their written interest to know more and get involved in upcoming activities of the Language Buddy Project.

The national workshops' results were summarised in **national reports** conducted by the project partners and the workshop delivery was evaluated by the attendees in a satisfaction questionnaire in each country. The reports gave an overview of the organisation, the attendees' profiles, the best practices ranked best and provided recommendations about successful implementation of such practices in regard the LB Project.

The **transnational co-design workshop** was delivered online with the attendance of eight stakeholders and representatives of the partner organisations partner. The organisation, quality and effectiveness of the event was evaluated high, with maximum overall satisfaction from 7 of 8 stakeholders. Attendees emphasised the importance of organising such international events, for giving the opportunity for sharing experiences, best practices, concerns and daily success stories about inclusion of young migrants and refugees across European countries. Most of the attendees believed that the initiated buddy model involving Higher education students, coordinating project

partners/ local organisations and Universities is innovative, highly relevant to the country and EU context and of great importance for effective inclusion of migrant students.

Both national and the transnational workshop were a great **opportunity for networking** of stakeholders in the field – higher educational institutions, local NGOs and other organisations, inclusion professionals and other individual for creating “alliances” for the successful implementation of the next activities and Work Packages of the project.

## d. Contact details

To learn more about the Buddy Language Project, its partnership, objectives, end the main expected results, please, visit the project’s website at:

<https://www.languagebuddy.eu/>

*(Screenshot of the project website:)*



To contact the project coordinator, please use the email of Mr. Jason Papathanasiou at:

[jasonp@uom.edu.gr](mailto:jasonp@uom.edu.gr)