

Language Buddy

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

WP3 Establishment of the 'Language Buddy' system in HEIs

T3.3 Transnational Language Buddy Training of Trainers (ToT) workshop

D3.4: Report on the Transnational Language Buddy (ToT) workshop

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bildungsLAB

MultiitluX

Collective

Universidad del País Vasco

Euskal Herriko Unibertsitatea

Migrant Integration Center Brasov



Training of Trainers (ToT)

Event Report:

1. Overview

The ToT event held in Malta in May 2025 was an integral part of the Work Package 3 deliverables of the AMIF Language buddy project. Hosted by Advenio eAcademy as Work Package 3 Leaders, the 3-day face-to-face AMIF Language Buddy Training of Trainers (ToT) event was organised at the Topaz Hotel located in St. Paul's Bay, Malta. The aim of this ToT event was to present the Language Buddy online course as well as the eLearning platform on which the course is delivered.

In total, 24 HEI students (3 per partner country), were selected by the HEI partners in each of the eight participating countries. Participants were selected on the basis of their educational experience and commitment to develop their skills as mentors. In addition, the participants were expected to take an active part in the recruitment of additional students in each country to act as mentors to migrant youths in the forthcoming stage of the project. The ToT event provided participants with the context and background to the structure and content of the online course to enable them to use the resources and content within the online platform. In this way, the ToT event provided them with a deeper understanding of the content enabling them to use this knowledge and experience in recruiting additional students to take up the challenge of training as mentors and then acting as mentors to migrant youths as part of the AMIF Language Buddy project.

During these 3 days, participants were engaged in interactive training activities, so as to explore the course and platform and the ways of using them to improve their mentoring skills and conduct effective buddy sessions. At the end of the 3-day workshop, the participants were given a detailed feedback and evaluation questionnaire which they filled in.

The following is the detailed agenda of the ToT workshop:

Wed 7th May Day 0	Thurs 8th May Day 1	Fri 9th May Day 2	Sat 10th May Day 3	Sun 11th May Day 4
Participant Arrivals	Intro to the Project - Project Leader UoM - Video conf presentation, Intro and system overview by AeA	Module #3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background - Workshop	Module #7: The LB Model & the LB System for Incorporating the Model into HEIs - Workshop	Participant Departures
	Ice Breaking Session Team building exercise - state of knowledge of migrant youths in each country	Guest Speaker: Mr. Oluayemi Peter Akinpelu to participate in Workshop discussion.		
	Module #1: Intercultural understanding and dialogue in Education - Workshop Guest Speaker: Mr. Dursa Kadu to participate in Workshop discussion.	Module #4: Innovative language learning tools - Workshop Module #5: Art as a tool for intercultural dialogue and language learning - Workshop	Module #8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third party tools - Workshop Closing session and feedback	
	Module #2: Principles of Critical and Social Pedagogy - Workshop	Module #6: Observation, documentation, reflection and (self)assessment - Workshop	Free time for networking & cultural activities	
Session 1 09.00 - 09.30				
09.30 - 10.30 hrs				
Coffee break 10.30 - 11.00 hrs				
Session 2 11.00 - 12.30 hrs				
Lunch 12.30 - 13.30 hrs				
Session 3 13.30 - 15.00 hrs				
Sessions will be led by the Advenio eAcademy LB project team including: Mr. Stephen P. D'Alessandro, Mr. Derek D'Amato and Mr. James Scerri & the SOS Malta LB team including: Ms. Graziella Schiavone and Ms. Kristina Maria Abela				

The following is the list of student participants present at the ToT event:

Name & Surname	Country	Sending Institution
Miryana Georgieva	Bulgaria	University of National and World Economy - UNWE
Yavor Merdjanov	Bulgaria	University of National and World Economy - UNWE
Jordanka Sestrimska	Bulgaria	University of National and World Economy - UNWE
Anthi Psoma	Greece	University of Macadonia - UoM
Chrysoula Strouni	Greece	University of Macadonia - UoM
Aurela Hoxha	Greece	University of Macadonia - UoM
Aurora González Melguizo	Spain	University of the Basque Country - UPV
Ane Aguirre Ortega	Spain	University of the Basque Country - UPV
Olatz Eizaguirre Plaza	Spain	University of the Basque Country - UPV
Caterina Botto	Italy	Universita Degli Studi Di Firenze - UNIFI
Silvia Boscolo	Italy	Universita Degli Studi Di Firenze - UNIFI
Francesca Nuget	Italy	Universita Degli Studi Di Firenze - UNIFI
Amalia VARGA	Romania	Universitatea Transilvania Din Brasov - UTBV
Alisa Maria FLORESCU	Romania	Universitatea Transilvania Din Brasov - UTBV
Alessandra MUSCĂ	Romania	Universitatea Transilvania Din Brasov - UTBV
Damiana Ribeiro	Portugal	Universidade Catolica Portuguesa - UCP
Larissa Camargo	Portugal	Universidade Catolica Portuguesa - UCP
Sara Raquel Rodrigues	Portugal	Universidade Catolica Portuguesa - UCP
Bağci Rana	Austria	BildungsLab - BLAB
Zsófia Asbóth	Austria	BildungsLab - BLAB
Maxim Unruh	Austria	BildungsLab - BLAB
Festus Alonge	Malta	Advenio eAcademy - AeA
Janice Camilleri	Malta	Advenio eAcademy - AeA
Unoma Isioma Ibe	Malta	Advenio eAcademy - AeA

The following is the list of organising staff and speakers who participated during the event:

Name & Surname	Country	Sending Institution
Stephen D'Alessandro	Malta	Advenio eAcademy - AeA
James Scerri	Malta	Advenio eAcademy - AeA
Derek D'Amato	Malta	Advenio eAcademy - AeA
Kristina Maria Abela	Malta	SOS Malta
Graziella Schiavone	Malta	SOS Malta
Jürgen Schroeder	Austria	BildungsLab - BLAB
Oluyemi Peter Akinpelu	Malta	Guest Speaker – 8th May
Dursa Kadu	Malta	Guest Speaker – 9th May

2. Workshop Activities - Day 1

Date: 8th May 2025

Session 1 – Introduction & Ice breaking activity

Duration: 09.00 – 10.30 hours

Upon arrival at the workshop venue and upon signing the attendance sheet, each participant was provided with a personalised name tag as well as a welcome “pack” which consisted of a folder containing the agenda, ice breaking session info sheet, ice breaking session seating list, notepad and ball pen.

For the first session of the event, the AMIF LB project leader, Prof. Jason Papathanasiou from the University of Macedonia joined us online through Microsoft Teams call to give a brief overview of the project and the and the goals of this ToT workshop. Following the introduction by Jason, he thanked all that were present.

The first planned activity for the students was an ice breaking session. Twelve tables were set up in a “speed dating” arrangement and students had 7 rounds of 8 minutes each with another student from a different partner country. Before starting the rounds, participants were given a few minutes to fill in the ice breaking info sheet with some basic data. Then during the rounds these sheets were exchanged with the other participants to facilitate the conversation.

Session 2 – Module #1: Intercultural understanding and dialogue in Education - Workshop

Duration: 11.00 -12.30 hours

Mr. Scerri started by explaining to students how to log in the Open Learning (OL) eLearning platform and made sure that all participants have access in order to participate in the activities. Mr. D’Amato leaded the session on module 1. A PPT presentation was used and included lesson content including the following: skills for a diverse educational setting, knowing the students (mentees), helping migrants in recognition of culture and language issues. Biases in Educational systems were discussed. The activities which are available on the OL platform (forums) about knowing and understanding were explained. Mr. D’Alessandro answered student questions regarding mentoring the migrant youths. The course for mentors is for mentors to improve their mentoring skills and give them knowledge about tools and resources available.



For the module 1 workshop session, we were also joined by Mr. Dursa Kadu to share his experiences regarding intercultural experiences. He came to Malta as a minor and is now the founder of Spark 15 NGO. He explained the difficulties faced when he came to Malta and he did not speak English. He explained his experience with his mentor when he was 16 years old and how important this was for him. Students followed up with questions. Asked about challenges faced with the mentor when he started. Mr. Kadu was thanked for his time and for being able to share his experience with all the participants. Ms. Abela mentioned that as a mentor, the mentor should show restraint and be patient with the migrant youths as since the culture might be different, there are normal issues which would not be understood by them.



Ms. Schiavone finalised this session by encouraging the mentor students to promote the importance of being good mentors and the programme and initiative could go beyond the EU funded project. Before closing session 2, the students were given a short quiz on Malta. The interactive quiz was prepared with the Kahoot software which allowed participants to answer questions directly from their mobile phones.

Session 3 – Module #2: Principles of Critical and Social Pedagogy - Workshop

Duration: 13.30 -15.00 hours

Mr. D'Amato led the session and started going through the PPT slide content for Module 2 dealing with social pedagogy. A discussion followed with the students regarding social pedagogy basic concepts. Students answer and share their own experiences. Description of social pedagogy elements, dealing with professional attitudes, emotional attachment and going at the pace of the mentees were all discussed. Mr. D'Amato explains about reflection activities in the module lessons. Ms. Abela then talked about power dynamics. She also explained the importance of using common hobbies to get points across and improve the relationship with the mentees.

Students participated in open discussion about their migrant experiences (as some mentors also have a migrant background). The OL platform was used to go over the various reflection activities for Module 2. The 1st day of the workshop ended with a forum activity being carried out by the students directly on the OL eLearning platform. Activity Title: My Role as a Mentor – Reflection on Power, Voice, and Dialogue. (Module 2 - Lesson 2 Part 1)

Activity: Self-Reflection


Title: My Role as a Mentor – Reflection on Power, Voice, and Dialogue

Instructions for Students:



As future mentors working with migrant children and youth in language learning, it is important to reflect on the values, assumptions, and attitudes that shape your teaching approach.

Please answer the following questions briefly (2–4 sentences per question). There are no right or wrong answers – the goal is to think critically and honestly about your role and position.

1. In your view, what is the role of a mentor in language learning beyond teaching grammar and vocabulary?
2. What social or cultural biases might you (consciously or unconsciously) bring into your mentoring work? How can you become more aware of them?
3. What does it mean to you to be a “facilitator” rather than an “authority figure” in the learning process?
4. If a student shares a personal or political opinion during a lesson, how would you respond while maintaining a respectful and open learning environment?
5. What strategies could you use to support student autonomy and critical thinking in language learning sessions?



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1- In my point of view, being a mentor is more than teaching grammar or vocabulary; it's about being there and supporting someone in a time of need. More than this, mentoring is about giving and receiving, because the mentee is the only one who can

 Sara Raquel Azevedo ...


 



1. In my opinion is important to build a relationship of trust with the pupil. We must be a socio-emotional support for these guys that usually perceive themselves as different from their peers.

 Francesca Nuget


 



1- In my opinion, a mentor has many more functions besides teaching. For example, he/she plays an essential role in the student's adaptation. Ultimately, we should not see a mentor as just a teacher, but as a colleague who

 Damiana Ribeiro


 



1. The role of mentor in language learning beyond grammar and vocabulary is seeing them as a role model who helps mentees developed critical thinking skills and help them to gain stability.

 Festus Alonge


1.The role of the mentor consist of creating an safe environment, one where the learner is heard and understood. In order to create that type of space , the mentor needs to leave out the cultural differences and



 Alisa Maria FLORESCU

1. In my opinion, being a mentor involves accompanying someone in their process of learning that language.


2. I believe in both patience and empathy, because they are two fundamental



 Ane Aguirre Ortega


1) In my view the role of mentor in language learning is supporting migrant children , clarify his doubts , improve his self-esteem so that he can learn better .



2) In my work is very possible to bring social or cultural

 Caterina Botto

1. As mentors our work is to provide support in order to interact effectively with mentees. We are not language teachers, so our goal is not to correct grammar and vocabulary, but to

 Anthi Psoma

The screenshot above shows the Open Learning platform activity which the students completed. These forum activities allow students to view the work of their peers and can comment or Like these.

3. Workshop Activities - Day 2

Date: 9th May 2025

Session 1 – Module #3: The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background - Workshop
Duration: 09.00 – 10.30 hours

Mr. D'Amato started the morning session with a recap quiz covering Modules 1 and 2 to test their knowledge. The interactive quiz was prepared and delivered with the Kahoot software. The screenshot below was taken from the Kahoot quiz export data summary. This shows the top-ranking participants for the quiz.

AMIF Modules 1 & 2							
Kahoot! Summary							
Rank	Player	Total Score (points)	Q1	What is a key principle of intercultural education?	Q2	What are the primary challenges faced by migrant students in their educational journey?	Q3
1	Miryanka	10241	815	Valuing diversity and promoting cooperation among students.	850	Language barriers, unfamiliar cultural norms, and feelings of isolation.	742
2	Alessandra	9757	860	Valuing diversity and promoting cooperation among students.	911	Language barriers, unfamiliar cultural norms, and feelings of isolation.	935
3	Anthi	9566	829	Valuing diversity and promoting cooperation among students.	928	Language barriers, unfamiliar cultural norms, and feelings of isolation.	693
4	Maxim	9501	664	Valuing diversity and promoting cooperation among students.	900	Language barriers, unfamiliar cultural norms, and feelings of isolation.	845
5	Strouni	9283	716	Valuing diversity and promoting cooperation among students.	868	Language barriers, unfamiliar cultural norms, and feelings of isolation.	694
6	Tini	9173	833	Valuing diversity and promoting cooperation among students.	915	Language barriers, unfamiliar cultural norms, and feelings of isolation.	810
7	Aurora	9098	794	Valuing diversity and promoting cooperation among students.	779	Language barriers, unfamiliar cultural norms, and feelings of isolation.	803
8	Yavor	9047	780	Valuing diversity and promoting cooperation among students.	844	Language barriers, unfamiliar cultural norms, and feelings of isolation.	740
9	Olatz	8939	816	Valuing diversity and promoting cooperation among students.	877	Language barriers, unfamiliar cultural norms, and feelings of isolation.	565
10	Ane	8862	768	Valuing diversity and promoting cooperation among students.	843	Language barriers, unfamiliar cultural norms, and feelings of isolation.	560

The guest speaker for the morning session was introduced. Mr. Oluyemi Peter Akinpelu opened the session on Module 3, explaining his experience as a migrant coming to Malta 6 years ago from Nigeria with his wife and four children. His decision to choose Malta was because one of the main mother tongues was English. He explained his real life experience with his teenage children going to a public school in Malta and the language used was Maltese. He had to go to the headmaster to see what can be done. There was continuous encouragement by Mr. Akinpelu and his wife to their kids to listen to the teachers and not to give up. He encouraged participants to learn the local language to better understand the culture. Culture and local language go hand in hand. Ms. Abela commented on his story and went through the differences between Mr. Akinpelu and Mr. Kadu's experiences. Questions were asked by the students. A discussion then followed with more questions by the students.



Mr D'Amato then went through the module 3 presentation content describing the lessons within. Topics discussed included: role of family, examples of activities which can be done at home for migrant families and different types of learning: formal, non-formal and informal.

Session 2 – Module #4: Innovative language learning tools – Workshop & Module #5: Art as a tool for intercultural dialogue and language learning - Workshop
Duration: 11.00 – 12.30 hours

Mr. D'Amato started the session by going through the presentation including the lesson detail for Module 4 and the importance of language learning tools. Topics discussed included: emotion and expression, how an informal way of learning language makes it easier to understand, the importance of Language skills. Mr. D'Amato mentions past experiences with other students he had from Nigeria and how getting to know the students makes it easier to then adapt the lessons to their hobbies. The use of AI which can be used for language learning and teaching was then explained and discussed. AI is a tool which can help in the learning process. The importance on proper contexts and prompts were explained. Mr. Schroeder added to the discussion about ChatGPT and AI. A Kahoot session quiz with questions on Modules 3 and 4 was carried out with the students.

Mr. Schroeder led the Module 5 lesson explanation. He started off with an open question for the students: who is interested in Art and asked them to explain its importance. The students shared their inputs and experiences. Getting to know mentors' knowledge on Art and explaining interactive artistic activities. Art can be a tool to help a mentee open up. The various lessons and activities of Module 5 were explained.



Session 3 – Module #6: Observation, documentation, reflection and (self)assessment - Workshop

Duration: 13.30 – 15.00 hours

The session started with a Module 5 activity in lesson 1 on the OL platform. Students were asked to create an image using AI - ChatGPT and upload on the open learning platform forum area. The use of AI also tied in with Module 4. Below are screenshots highlighting the Module 5 Lesson 1 activity and the images which were uploaded by the students.

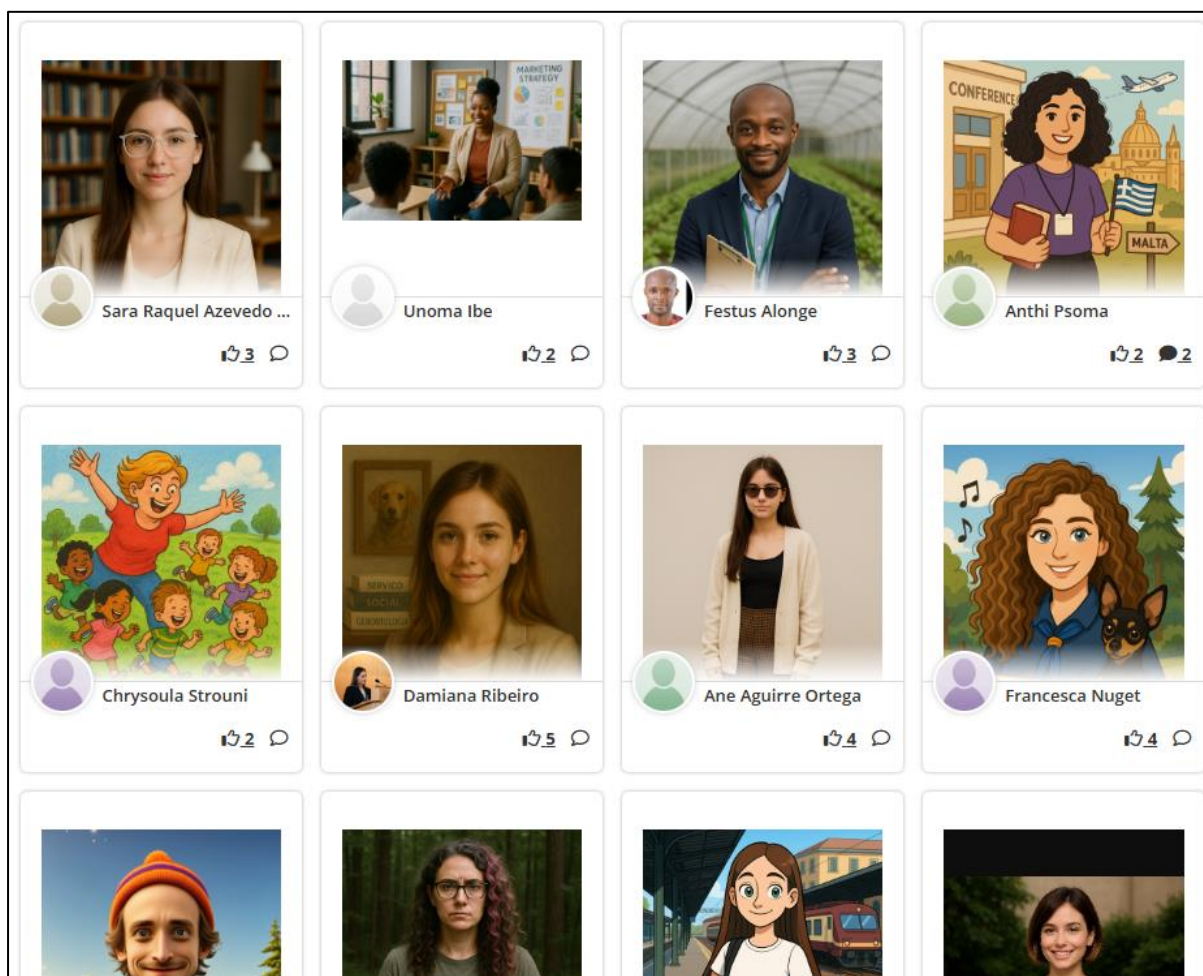
Activity: Creation of a digital and multisensory artwork

1. Each student creates a digital artwork representing his/her story

- This can be a photo, a poem, a short video, etc. Tools such as Canva can be used for this activity. It is also a **good practice to photograph their small artwork** [can be a photo of their drawing, a creation from clay, a composition with objects] with the strict condition that no faces are depicted in that photograph (This photo will be uploaded to Forum Discussion below).

2. Artworks' analysis and discussion

- Participants **upload their digital artwork on the Forum Discussion**. They describe visual, tactile and auditory elements and they express their thoughts, experiences and feelings.
- All students are also expected to **share their thoughts on others' artworks on Forum Discussion (at least one)**. There are no "wrong" answers while they analyze their own artwork or others' artistic projects. For example:



Following the activity, Mr. D'Amato led the Module 6 workshop and lesson explanation regarding documentation, observation and self assessment. An in depth discussion about time for reflection and times when the mentors have time to reflect and how important time for reflection is for the mentor as well as the mentee. To end the session, the students were instructed to complete one of the reflection activities on the OL platform in Module 6 Lesson 4. The screenshots below show the questions being asked and the answers from students:

Activity 3: Reflection

Guided Reflection Questions:

- How does reflecting on past learning experiences help improve future learning?
- What strategies can you use to build reflection into your daily learning routine?



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Nowadays, in our daily lives we live in an automated way, the pressure of work can lead to this, the heavy traffic when we're returning home, all the stress that society imposes on us. Sometimes when I return home after a tiring day of



Damiana Ribeiro



1) for me reflecting on past experiences is a great way to improve my learning, sometimes what is necessary is to see things with another perspective, and then when the experiences are over I ask myself how I could have acted



Caterina Botto



Reflecting on past learning experiences help improve future learning. It helps you understand your strengths and weaknesses, as well as realize which methods or strategies make it easier for you to learn. In order to build



Chrysoula Strouni



I think it's important the reflection and analysis of past learning experiences to achieve an awareness of own learning style. In this way you can gain metacognitive skills that can help you to improve your learning. You can reflect



Francesca Nuget



Self-reflection aids improvement in various ways: by understanding one's weaknesses and limitations and recognizing strengths. Through this process, the mentee can accept their current position and find



Larissa Camargo



1. It helps to identify your strengths and your weaknesses, you can be able to refine your methods by considering what has or hasn't worked in the past, you become more



Anthi Psoma



1. Reflecting on past learning experiences can allow the individual to identify his mistakes and depending on the approach he decides to take he can improve himself. If the



Jordanka Sestrimska



Past learning experiences are a good source of improvement. Reflecting on them helps me see where I did wrong, correct the mistakes and avoid doing them in tghe future.



Alisa Maria FLORESCU



Reflecting on the past can help improve the future. Through people's experience.

Reflecting on past learning experiences can help us

• Reflecting on past learning experiences to improve future

Reflecting on past learning allows us to see it from a

4. Workshop Activities - Day 3

Date: 10th May 2025

Session 1 – Module #7: The LB Model & the LB System for Incorporating the Model into HEIs – Workshop

Duration: 09.00 – 10.30 hours

Mr. D'Alessandro started the session with an introduction on the importance of a practical approach during the mentor/mentee sessions. He explained the importance on motivating mentees and give them hope.

Mr. D'Amato then led the Module 7 lesson overviews going over the importance of the Language Buddy model which was previously developed in the previous work package of this project. Students asked for clarification regarding their involvement in the upcoming phases of the project. Mr. D'Alessandro explains that the participants of the ToT workshop will be helping with the course for other mentor students. Practical examples were then mentioned and discussed including the difference between a mentee who speaks the language well and is able to communicate well and mentees who have difficulty in speaking the language well. The questionnaires and interviews which would be later used for the mentor and mentee matching process are mentioned and referred to from the Language Buddy Model annex section.

Students asked questions regarding the protection of privacy of the mentees. Student identity should be protected and details should be kept confidential. It is important to escalate to the coordinator when necessary. A video was shown with testimonials of mentor and mentees from different countries explaining their experience and how the mentor helped the mentees in various aspects including language learning. Students commented on the video and mentioned empathy. They commented how the video was very inspiring.

Session 2 – Module #8: How to organize a Language Buddy Session with the use of the Language Buddy e-Platform and other third-party tools - Workshop

Duration: 11.00 – 12.30 hours

The session started with an introduction of Module 8 by Mr. Scerri as well as going through the list of third-party tools and resources shared on the OL platform. Mr. D'Amato went through a few of the resources listed in the module. The included English language learning websites which contained various free online exercises as well as downloadable content to be printed. The project/session management tool Trello was also explained and how this can be used to plan and organise mentee sessions. Some time was dedicated to discuss the available free tools and resources which are available in the participating partner countries for their respective languages. A Kahoot session quiz with questions on Modules 7 and 8 was then carried out with the students.



As the final activity, the participants were asked to fill in the event feedback and evaluation form.

Across all student participants, there were more than 70 hours of eLearning platform access throughout the 3-day event. The students used the eLearning platform to access the course module curriculum documents as well as participate in a selection of module activities including message board (forum) exercises. The table below shows how much time the students have spent on the Open Learning (OL) eLearning platform. These statistics were directly exported from the OL administrator dashboard.

Learner name	Enrolment date	Time spent on course	Progress	% Course	Comments	Kudos
Alessandra Musca	2025-05-07T10:11:29.226Z	1 Hrs 17 Mins	13.95	13.95	0	6
Alisa Maria FLORESCU	2025-05-07T10:11:24.924Z	44 Mins	13.95	13.95	0	0
Amalia VARGA	2025-05-07T10:11:27.811Z	1 Hrs 0 Mins	20.93	20.93	0	4
Ane Aguirre Ortega	2025-05-07T10:11:18.004Z	2 Hrs 45 Mins	4.65	4.65	0	4
Anthi Psoma	2025-05-07T10:11:26.358Z	2 Hrs 6 Mins	9.3	9.3	2	4
Aurela Hoxha	2025-05-07T10:11:23.512Z	2 Hrs 57 Mins	2.33	2.33	0	0
Aurora González Melguizo	2025-05-07T10:11:25.644Z	3 Hrs 5 Mins	9.3	9.3	0	4
Caterina Botto	2025-05-07T10:11:32.109Z	3 Hrs 59 Mins	9.3	9.3	0	4
Chrysoula Strouni	2025-05-07T10:11:29.939Z	5 Hrs 17 Mins	6.98	6.98	0	2
Damiana Ribeiro	2025-05-07T10:11:21.347Z	1 Hrs 47 Mins	4.65	4.65	0	5
Festus Alonge	2025-05-07T10:11:17.287Z	5 Hrs 40 Mins	9.3	9.3	0	2
Francesca Nugent	2025-05-07T10:11:24.212Z	6 Hrs 6 Mins	13.95	13.95	0	5
Janice Camilleri	2025-05-07T10:11:19.932Z	29 Mins	2.33	2.33	0	0
Jordanka Sestrimska	2025-05-07T10:11:30.672Z	6 Hrs 38 Mins	16.28	16.28	0	6
Larissa Camargo	2025-05-07T10:11:22.074Z	3 Hrs 27 Mins	9.3	9.3	0	5
Maxim Unruh	2025-05-07T10:11:31.391Z	48 Mins	13.95	13.95	0	7
Miriyana Georgieva	2025-05-07T10:11:27.082Z	3 Hrs 10 Mins	4.65	4.65	0	10
Olatz Eizaguirre Plaza	2025-05-07T10:11:22.782Z	2 Hrs 26 Mins	6.98	6.98	0	5
Rana Bagci	2025-05-07T10:11:28.514Z	3 Hrs 19 Mins	20.93	20.93	0	8
Sara Raquel Azevedo Rodrigues	2025-05-08T09:08:37.601Z	3 Hrs 0 Mins	4.65	4.65	0	3
Silvia Boscolo	2025-05-07T10:11:14.472Z	5 Hrs 38 Mins	20.93	20.93	0	4
Unoma Ibe	2025-05-07T10:11:19.094Z	1 Hrs 51 Mins	6.98	6.98	1	3
Yavor Merdjanov	2025-05-07T10:11:20.646Z	3 Hrs 12 Mins	11.63	11.63	0	4
Zsófia Asbóth	2025-05-07T10:11:16.576Z	2 Hrs 20 Mins	6.98	6.98	0	5

5. Student Feedback and Evaluation

Overall Summary of Findings

AMIF LB ToT Event Summary feedback table	Strongly agree	Excellent	Agree	Good	Neutral	Poor	Disagree	Strongly disagree
The workshop learning objectives were clearly communicated:	12	0	12	0	1	0	0	0
The content was appropriately organised:	14	0	10	0	1	0	0	0
The speakers / facilitators / trainers explained concepts clearly:	17	0	7	0	0	0	0	1
The speakers / facilitators / trainers encouraged participation and discussion:	16	0	7	0	1	0	1	0
The speakers responded positively to questions and suggestions from the participants:	21	0	3	0	0	0	0	1
The speakers demonstrated sound knowledge of the subject material:	17	0	7	0	0	0	0	1
What I learned is useful.	17	0	8	0	0	0	0	0
Overall Event Organisation	0	16	0	9	0	0	0	0
Usefulness of the event	0	18	0	7	0	0	0	0
The event met my expectations	0	15	0	9	0	1	0	0
The content provided was based on up-to-date evidence ²	0	15	0	10	0	0	0	0
My understanding of the Language Buddy project and its objectives	0	12	0	13	0	0	0	0
My understanding of my part in the Language Buddy project from now on	0	11	0	14	0	0	0	0

Workshop Design & Delivery

Clarity of Learning Objectives:

- 12 respondents agreed and 12 strongly agreed that the learning objectives were clearly communicated.
- Only 1 response was neutral, with no disagreements — indicating strong clarity in workshop direction.

Organisation of Content:

- 14 participants strongly agreed and 10 agreed that the workshop content was well structured. This suggests excellent planning and flow throughout the sessions.

Trainer Performance:

The trainers received very positive feedback across multiple aspects:

- 17 respondents strongly agreed that concepts were clearly explained.
- 16 strongly agreed and 7 agreed that participation and discussion were encouraged.
- 21 strongly agreed that speakers responded positively to questions and demonstrated deep subject knowledge.

Usefulness and Learning Outcomes

Practical Usefulness:

- A significant majority found the learning useful, with responses leaning heavily toward “Agree” and “Strongly Agree,” reflecting the training’s relevance to their roles as future trainers.

Meeting Expectations & Usefulness of Event:

- Responses indicate that the event met or exceeded expectations, and the majority rated the event as “Good” or “Excellent.”

Understanding the Language Buddy Project

Project Objectives:

- The majority of participants reported a strong or clear understanding of the Language Buddy project's goals and structure.

Role Clarity:

- Participants also affirmed they now understand their role in the project going forward, indicating that the sessions successfully translated strategic intent into actionable trainer engagement.

Ethical & Intercultural Aspects (Implied)

- Though not explicitly surveyed, qualitative feedback and the structure of the workshop suggest that trainers valued inclusive communication, responsiveness, and cultural sensitivity as essential to the mentoring role.

Key Strengths Identified

- Highly engaged and knowledgeable trainers
- Clear, well-structured learning objectives and sessions
- High relevance of content to real-world mentoring practice
- Strong encouragement of interaction and questions

Potential Areas for Enhancement

- A few neutral or “Disagree” responses suggest that there may be room for improvement in making sure all sessions are inclusive for diverse learning styles.
- There were a couple of comments regarding the amount of content in the course. Some students felt that there were too many activities and suggested reducing some activities or making these not compulsory for course completion.

6. Event Gallery































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