



Language Buddy

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

T3.2. Training Curriculum

Module 2

Principles of Social and Critical Pedagogy

Deliverable Form

Project Reference No.

101141117

Document Title

Curriculum: Module 2: **Principles of Social and Critical Pedagogy**



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union]. Neither the European Union nor the granting authority can be held responsible for them. GA Number: 101141117



Relevant Work Package:	WP3. T3.2. Curriculum development
Nature:	Blended – theoretical input (lecture/discussion) and practical application (case study/workshop)
Dissemination Level:	public
Document version:	V01
Date:	1.4.2025
Authors:	Assoc. prof. Andrey Nonchev, Assoc. prof. Mihaela Misheva, assoc. prof. Maria Bakalova, ch. Ass. Marieta Hristova
Commented by:	All Partners: peer reviewed and commented by the partnership
Document description:	A template designed for the creation of the 8 LB Training Modules. The Modules are to be developed by all partners.

Project number	101141117 — Project name: Supporting language learning of migrant children and young adults through language buddies
Project acronym	Language Buddy
Call	AMIF-2023-TF2-AG-CALL
Topic	AMIF-2023-TF2-AG-CALL-03-EDUCATION - Support to integration in education of migrant children and young adults
Type of action	AMIF-PJG
Granting authority	European Commission
Service	HOME/E/04
Project end date	1/3/2024 - 31/08/2026
Project duration	30 months



symplexis



casadoprofessor®

bildungsLAB

MultiitluX
Collective



cospe
TOGETHER FOR CHANGE



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. Neither the European Union nor the granting authority can be held responsible for them. GA Number: 101141117



Training Module Authors' list

Organisation	
Editor and author:	University of National and World Economy
Co-authors:	

Table of Contents

Training Module Authors' list.....	3
Table of Contents.....	3
Introduction	3
Module 2	3
Lesson 1	5
Lesson 2	10
Annex 1 - Assessment	21
Annex 2 - Visual aids and Graphs	26

Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.

Module 2

- This **module consists** of two (2) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** This module allows for gaining knowledge about the principles, key concepts and methodological approaches of social and critical pedagogy, as well as acquiring skills and competences for their practical implementation in mentoring in language teaching for migrant children and young adults. In the following sections of this document, all lessons and activities are separately presented.



A summary of the lessons and activities included in this module is provided in the table below.

Lesson	Total number of sessions and duration	Activity duration
Lesson 1: Social and Critical Pedagogy: Theoretical and Methodological Introduction 2 hr	1. Introduction to the lesson	10 min.
	2. Presentation 1: Basic concepts and principles of social pedagogy	30 min
	3. Self reflection	10 min
	4. Self-Assessment Checklist for Mentors	10 min
	5. Presentation 2: Key concepts and principles of the critical pedagogy	40 min
	6. Self Reflection	10 min
	7. Reflection on the activity	10 min
Lesson 2: Adapting principles of social and critical pedagogy in mentoring migrant children and young adults language training 3 hr	1. Introduction to the lesson	10 min
	2. Presentation 3: Adapting the principles of the SCP in mentoring in language learning for migrant children and youth	40 min
	3. Self Reflection	15 min
	4. Presentation 4: Good practices for applying the principles of the SCP in mentoring in language learning for migrant children and youth	40 min
	5. Self Reflection/Qiestionnarie	15 min
	6. Digital forum discussion	40 min
	7. Quiz	20 min



Lesson 1

Activity No. 1	
Module 2:	Principles of Social and Critical Pedagogy
Lesson title:	Social and critical pedagogy: theoretical and methodological introduction
Developed by (LB partner)	University of National and World Economy
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	Asynchronous online delivery
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	Face to face This lesson can be adapted for in-person delivery through seminars or classroom-style sessions, incorporating printed handouts, discussion circles, and flipchart-based group activities. Flashcard review can be facilitated using physical cards, and reflection can take place through journaling or peer dialogue. Case study discussions may be held as roundtables or small group breakouts.
Type of activity:	Online lesson, guided self-reflection, individual questionnaire, and flashcard-based terminology review (asynchronous). Includes optional case study discussion for group or forum use.
Resources needed (for asynchronous online & f2f delivery)	Computer, internet, projector (for F2F)
Duration	2 h.
Learning Objectives	The lesson aims at introducing the trainees to the principles, key concepts and methodological approaches of social and critical pedagogy
Description of lesson	Introduction (10 min): The theoretical framework of this module is grounded in Freirean pedagogy and critical social theory, both of which emphasize the transformative potential of education in challenging social injustice and oppressive structures. Freirean pedagogy, particularly through the concept of "problem-posing education," fosters dialogue and critical thinking as pathways to empowerment. Similarly, critical social theory – as developed by thinkers such as Habermas and Bourdieu – interrogates the ways power circulates through social institutions, including education,



Activity	No. 1
	<p>and how it can either reinforce or disrupt social hierarchies. By integrating these perspectives, the module encourages future mentors to analyze how educational practices are embedded in broader power dynamics, promoting more inclusive and equitable learning environments for migrant children and youth.</p> <p>Activities: Online lesson, flashcards, self-reflection</p> <p>Presentation 1 (40 min): Key concepts and principles of the social pedagogy p. 1</p> <p>The term "social pedagogy" was proposed by the German educator Friedrich Disterweg in the mid-19th century, but became popular in the early 20th century. The founder of this direction in pedagogy is considered to be the German professor Paul Natorp, whose main work is "Social Pedagogy". He sees social pedagogy as aimed at all young people, whose task is to instil in them the principles of solidarity and social commitment.</p> <p>Social pedagogy is an interdisciplinary field that deals with the study and application of pedagogical methods for solving social problems and supporting personal development in various social contexts.</p> <p>The main principles of social pedagogy include:</p> <ol style="list-style-type: none"> 1. Humanism: Placing the person at the center of all pedagogical activities. This means respecting the dignity and rights of every individual, regardless of their social status or background. 2. Individual approach: Recognizing the uniqueness of each person and adapting pedagogical methods according to the individual needs and abilities of learners. 3. Social justice: Striving to create equal opportunities for all people, regardless of their social, economic or cultural status, including combating discrimination and inequalities. 4. Preventive approach: Focus on preventing social problems through early intervention and support. This may include working with children and young people at risk (including migrants) as well as their families. 5. Cooperativeness and participation: Promoting cooperation between different institutions, organizations and communities to achieve common goals. Involving the participants themselves in the decision-making process and planning of activities. 6. Interdisciplinarity: Using knowledge and methods from different scientific fields such as psychology, sociology, law, medicine, and others to provide a holistic approach to solving social problems. 7. Ethics and professionalism: Compliance with high ethical standards in working with socially vulnerable groups, high qualification and expert training of professionals in social pedagogy. 8. Flexibility and adaptability: Ability to adapt pedagogical approaches and methods to changing conditions in society and people's needs. Social pedagogy is dynamic and open to new ideas and practices. 9. Systematic approach: Considering social problems in the context of the broader social system and the interrelationships between the various factors that influence them.

Activity	No. 1
	<p>10. Cultural sensitivity: Respect and understanding of cultural differences and specificities of different communities. This is important for the effective implementation of socio-pedagogical interventions in multicultural contexts.</p> <p>Proposition for a topic: Examples of Social Justice Initiatives These initiatives promote an inclusive society by advocating for migrants' rights to fully participate in their new communities:</p> <ul style="list-style-type: none"> • Sweden: The SFI program (Swedish for Immigrants) offers free Swedish language and civic education courses to newly arrived migrants. <p>Task for Discussion/Further reflection on situation with migrant student: If you are a mentor of a migrant child - ask your trainee to describe his/her personal experience where they felt social justice was violated. They should outline*:</p> <ol style="list-style-type: none"> 1. The situation and participants involved. 2. The specific injustice that occurred. 3. Possible actions or policy changes that could improve social justice in that case. <p>* If the trainee cannot recall an example, provide a relevant case study for discussion.</p> <p>Self-Reflection Use flashcards here: https://www.studystack.com/flashcard-4429095</p> <p>Presentation 2 (40 min): Key concepts and principles of the critical pedagogy</p> <p>Critical pedagogy is an educational approach that focuses on social justice and critical thinking. Its core principles, approaches, and methods were originally developed by Brazilian educator and philosopher Paulo Freire.</p> <p>His works (especially influential is his book "Pedagogy of the Oppressed") defend the thesis that traditional educational methods can strengthen existing power structures and marginalize certain social groups.</p> <p>The main principles of critical pedagogy include:</p> <ol style="list-style-type: none"> 1. Social Justice: Striving to create a more just society through education. Existing inequalities are questioned and students are encouraged to transform the world around them. 2. Emancipation: the liberation of people from the constraints that prevent them from achieving their full potential. Emancipation can be personal, social, or political. 3. Critical Thinking: Learners are encouraged to think critically and question the information they receive. This includes analysing different sources and perspectives, as well as developing the ability to draw informed conclusions. 4. Dialogue and Participation: Critical pedagogy emphasizes the importance of dialogue and the inclusion of all participants in the

Activity	No. 1
	<p>educational process. Teachers/mentors and learners should be equal partners in the learning process.</p> <ol style="list-style-type: none"> 5. Reflection: Reflection is a key element that allows students to become aware of their own prejudices and stereotypes, as well as to develop a deeper understanding of themselves and others. 6. Transformative knowledge: Knowledge is not seen simply as a set of facts, but as a tool for societal transformation. Learners are encouraged to use their knowledge to improve the world around them. 7. Cultural Sensitivity: Critical pedagogy recognizes and respects differences between cultures and encourages students to be sensitive to these differences 8. Active Citizenship: Learners are encouraged to be active citizens who participate in public affairs and work to change unjust systems and structures. 9. Interactivity: Critical pedagogy promotes interactive teaching methods that stimulate active student participation and encourage the exchange of ideas and experiences. 10. Holistic approach: This approach views learners as whole individuals, seeking to develop not only their intellectual abilities, but also their emotional, social, and moral intelligence. <p>Proposition for topic in mentees /migrant children/ session: Emancipation</p> <p>Emancipation in the context of migrant integration refers to the process of freeing migrants from systemic dependencies, prejudices, and restrictions. This includes:</p> <ul style="list-style-type: none"> • Legal status recognition • Access to essential services • Eliminating discrimination • Encouraging social acceptance <p>Emancipation empowers migrants to obtain rights, opportunities, and full participation in society as equal members.</p> <p>Mastering the language of the host country is crucial for successful emancipation. Many European countries offer language programs as a fundamental step toward integration.</p> <p>Task for Discussion Ask your trainee:</p> <ol style="list-style-type: none"> 1. What does emancipation mean to them in Bulgaria? 2. What steps have they taken or plan to take for emancipation? 3. Where and from whom do they seek support? <p>Proposition for topic in mentees sessions: Critical thinking Critical thinking is essential for successful migrant integration in European societies. It enables individuals to:</p> <ul style="list-style-type: none"> • Analyse information critically • Make informed decisions • Adapt effectively to new surroundings, situations <p>10 Ways to Improve Critical Thinking</p>

Activity	No. 1
	<ol style="list-style-type: none"> 1. Know Yourself – Understand your thinking patterns and decision-making process. 2. Ask Questions – Explore different perspectives by questioning assumptions. 3. Think in Perspective – Consider the potential outcomes of choices and actions. 4. Listen Actively – Engage in meaningful discussions with an open mind. 5. Challenge Preconceived Notions – Avoid accepting explanations at face value. 6. Embrace Different Viewpoints – Engage with people who have different perspectives. 7. Read and Research – Gain knowledge through independent study. 8. Distinguish Perceptions from Facts – Avoid judgment based on incomplete information. 9. Communicate Effectively – Engage in structured discussions and debates. 10. Apply Problem-Solving Skills – Use critical thinking to resolve real-life challenges. <p>Task for Discussion Identify a real problem from the trainee's daily life and apply critical thinking strategies to solve it:</p> <ul style="list-style-type: none"> • Separate facts from opinions. • Explore multiple perspectives. • Discuss alternative solutions. <p>Self-Reflection Use a study table here: https://www.studystack.com/studytable-4429147</p> <p>Case study: Supporting a Newly Arrived Syrian Student in a Bulgarian Language Class /interviews based/ Context and Background A Bulgarian language teacher at a high school has a new student who recently arrived from Syria. The student speaks limited Bulgarian and appears isolated from the rest of the class. He shows visible signs of stress and insecurity in the classroom. His lack of proficiency in Bulgarian creates difficulties in communication with both teachers and peers, making his integration into the class and the overall school environment more challenging.</p> <p>Task Analyse the situation and propose a strategy with specific actions that incorporate the reflection process, enabling the teacher to help the new student feel more comfortable and successfully adapt to the new school environment.</p> <p>Expected Outcomes The response should include:</p> <ul style="list-style-type: none"> • The teacher engages in self-observation to recognize personal perceptions, attitudes, and potential biases when working with migrant students. • Analysis of Views and Feelings

Activity	No. 1
	<ul style="list-style-type: none"> Reflecting on previous experiences with migrant students. Identifying emotional responses (e.g., empathy, uncertainty, or challenges in communication). Information Gathering <p>Conducting informal conversations with the new student about:</p> <ul style="list-style-type: none"> His educational background in Syria. His interests and hobbies. His perception of the school environment and any challenges he faces. Seeking Support and Guidance from Colleagues
Additional remarks	<p><i>Further readings: Robin N Hamilton, <i>What Social Justice Looks Like – What We Need and Why</i> (June 30, 2024), available at https://www.aroundrobin.com/social-justice-issues/</i></p> <p><i>Sagan, C., (1983) <i>The Fine Art of Baloney Detection</i>, Parade Magazine: https://skepticalinquirer.org/wp-content/uploads/sites/29/uploads/files/ParadeFeb11987.pdf</i></p>
Useful references for the instructor:	<p><i>IOM/UNDP Report (2023) <i>Empowering Migrants and Communities: Private Sector Engagements for Inclusive Sustainable Development</i></i></p> <p>https://www.undp.org/publications/empowering-migrants-and-communities-private-sector-engagement-inclusive-sustainable-development.</p>
Useful references for adaptation of content by partners if needed in their country.	<p><i>Organizations in Bulgaria such as Caritas, ReachOut, and Foundation Dobro focus on Bulgarian language training and social support - see online repository of LB project.</i></p>
Assessment	Refer to Annex 1 – Assessment Lesson 1

Lesson 2

Activity	No. 2
Module 2:	Principles of Social and Critical Pedagogy
Lesson title:	Adapting Principles of Social and Critical Pedagogy in Mentoring Migrant Children and Young Adults Language Training
Developed by (LB partner)	University of National and World Economy
Primary Delivery Mode: All lessons of the L. Buddy Course are designed for asynchronous online	Asynchronous online delivery

Activity	No. 2
delivery, ensuring flexibility and accessibility for participants.	
Alternative Delivery Mode: <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<p>This lesson can be adapted for in-person delivery through interactive workshops, small group discussions, and live mentoring simulations. Tools such as flipcharts, printed case studies, and physical sticky notes or boards (e.g. for the “Wall of Success” activity) can substitute for digital tools. The digital forum seminar may be replaced with a live roundtable discussion or panel with experienced mentors.</p>
Type of activity:	Interactive presentations, individual and group self-reflection tasks, digital forum seminar, collaborative development of a mentoring session plan, and analysis of real-life case studies and best practices.
Resources needed (for asynchronous online & f2f delivery)	<i>Computer, internet, online tools (Padlet, Google Forms, Jamboard)</i>
Duration	3 h.
Learning Objectives	This lesson is designed to be practical and focuses on applying the principles of social and critical pedagogy in mentoring migrant children and young adults in language teaching. It also explores existing good practices and techniques for addressing specific cases.
Description of lesson	<p>Explanation the purpose of the lesson: acquiring skills to apply the principles of social and critical pedagogy in mentoring migrant children and young adults language training, as well as implementation of existing good practices and techniques for solving specific cases, creating with cultural sensitivity a supportive and inclusive environment for learning the local language</p> <p>Presentation 3 (40 min):</p> <p>Adapting principles of social and critical pedagogy in mentoring migrant children and young adults language training.</p> <p>Description of the activity – Online lesson, presentation, online discussion, online form, padlet</p> <p>The application of the principles of the social and critical pedagogy in mentoring in language training for migrant children and youth can be specified in several areas:</p> <p>First, social and critical pedagogy seeks to integrate language learning with personal, socio-historical, and political contexts. The inclusion of this context enables learners to engage in language learning in a motivated manner and to develop their analytical and critical thinking.</p> <p>Second, language learning is intertwined with power dynamics, social hierarchies and the dissemination of dominant cultural values. It should strive to create an inclusive environment that promotes language proficiency, intercultural competence and active citizenship,</p>

Activity	No. 2
	<p>emphasizing the importance of social justice, critical awareness and understanding of different perspectives.</p> <p>Third, following the principles of the CPE, several key values and practices are adopted in language teaching:</p> <ol style="list-style-type: none"> (1) incorporating content that reflects the life experiences and social context of learners. (2) promoting collaboration to build trust and exchange knowledge between teachers/mentors and learners. (3) encouraging teachers/mentors to exchange their ideas, experiences and opinions with learners, including in informal conversations. (4) emphasize the role of the teacher/mentor as a facilitator who provokes reflection and questions. (5) recognizing students' autonomy in making decisions and expressing opinions during the course of learning. (6) involving learners in the creation of their own learning materials (texts, photos, videos, etc.); (7) promoting critical thinking by presenting students with problem situations that require analysis, reflection, and action. <p>Fourth, critical pedagogy emphasizes the role of problem-setting as a foundational element for asking meaningful questions. Problem-setting in language learning can be built around both the personal stories of learners and socio-political issues and themes. This approach helps learners to critically analyse language use while achieving communicative and linguistic outcomes.</p> <p>Self-Reflection (15 min for asynchronous):</p> <p>Format: Online form / Google Doc / Journal entry on learning platform: https://docs.google.com/forms/d/e/1FAIpQLScDPv2kZ6XqJsMfre_Q-C1JE8SXBdfgWHJmh1kSsbfwwBVD9w/viewform?usp=sharing</p> <p>Title: My Role as a Mentor – Reflection on Power, Voice, and Dialogue</p> <p>Instructions for Students:</p> <p>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.</p> <p>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.</p> <p>1. In your view, what is the role of a mentor in language learning beyond teaching grammar and vocabulary?</p>

Activity	No. 2
	<p>2. What social or cultural biases might you (consciously or unconsciously) bring into your mentoring work? How can you become more aware of them?</p> <p>3. What does it mean to you to be a “facilitator” rather than an “authority figure” in the learning process?</p> <p>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?</p> <p>5. What strategies could you use to support student autonomy and critical thinking in language learning sessions?</p> <p>Reflection (15 min for synchronous):</p> <p>Jamboard Template: "Whose Voice Is Heard?"</p> <p>Frame 1: Case study – “A migrant student says: 'Why should I learn Bulgarian when people look at me weird when I speak with an accent?'"</p> <p>Frame 2:</p> <ul style="list-style-type: none"> • What's the hidden message? • What does this reveal about society? • How can this be turned into a language learning opportunity? <p>https://padlet.com/mishevamihaela/a-migrant-student-says-why-should-i-learn-bulgarian-when-peo-sfr3bzfh45wgg9ox</p> <p>Presentation 4 (40 min):</p> <p>Good practices for applying the principles of social and critical pedagogy in mentoring migrant children and young adults language training</p> <p>Best practices collected & reviewed in the LB Repository that align with the principles of social and critical pedagogy, cultural sensitivity, and inclusive mentoring.</p> <p>Activity: Online lesson</p> <p>The presentation presents and discusses good national and international mentoring practices in language learning for migrant children and youth, for example:</p> <p>1. Effective mentoring/coaching in language learning. Its main principles include: (a) building trust (e.g., through open communication in a safe atmosphere, showing respect, empathy and compassion, respecting the principles of confidentiality of communication, etc.); (b) focusing mentoring on the individual needs and goals of the learners (support in overcoming challenges in their new social environment and achieving their goals, promoting their independence and developing problem-solving skills); (c) maintaining active communication (for example, by encouraging mentored migrant children and youth to</p>

Activity	No. 2
	<p>express themselves, their needs and concerns, listening and discussing their problems in a positive manner, sharing their experiences and the challenges they face in the host country); (d) using integrated language practices involving speaking, listening, reading and writing, creating a holistic effect for more correct language use; (d) setting clear expectations for mentees and providing systematic feedback on their achievements.</p> <p>2. Building resilience and motivation in migrant children and youth. Resilience and motivation are crucial for overcoming challenges and achieving success not only in language learning, but also in adapting to the new social environment for migrant children and youth. Resilience is associated with the ability to overcome difficulties and recover from failures and negative experiences. It involves cognitive, emotional and behavioural flexibility and adaptation. Migrant children and youth face unique challenges, including the need for cultural adjustment, language barriers, and difficulty integrating socially. Learning about existing strategies, learning techniques, and developing skills to deal with these challenges allows them to overcome stress and recover from setbacks. It is essential for mentored children and youth to seek and maintain connections with supportive and positive individuals and groups.</p> <p>3. Communicative Language Learning (CLL). It focuses on enabling learners to communicate freely and effectively in real-world contexts. It emphasizes the importance of social interaction as a means and end in language learning. The ability to convey meaning is prioritized over grammatical accuracy. Spontaneous use of language is encouraged. Key components of KEO are: (a) authentic communication (using real-life scenarios and materials, e.g. newspapers, videos, podcasts, conversations between native speakers); (b) use of functional language (e.g. using language for introductions, greetings, apologies, invitations, shopping, navigating unfamiliar environments, etc.); (c) participation of learners and active interaction with them (e.g. role-playing, reading and discussing texts, commenting on materials created by them such as photos, drawings, videos, art objects, etc.); (d) provision of support and feedback, while encouraging learner autonomy.</p> <p>4. Good practices of intercultural communication.</p> <p>A) Use gestures – they are an effective means of conveying important information; radiate positivity through your expression</p> <p>B) Drawing pictures, maps, diagrams — this is a good way of communicating in the beginning with limited language proficiency (for example, draw a map with directions to the store, draw an apple/pear/cherry, etc., when explaining the names of fruits, draw a diagram of family relationships, etc.</p> <p>C) Direct eye contact — be an active listener and demonstrate that you are listening carefully and trying to understand everything that is said.</p> <p>D) Respect for personal physical space – it is good not to touch a person of the opposite sex unless they have done so first.</p>

Activity	No. 2
	<p>E) Avoid interrupting – listen carefully and patiently, give mentees time to share their problems, minimize distractions.</p> <p>F) Think before you speak – express yourself clearly and simply, do not use complex words and expressions.</p> <p>G) Paraphrase – before responding to a question or comment made by your mentee, repeat what you heard and your interpretation of their question or comment.</p> <p>H) Check for understanding — it is important that your mentee understands what you are saying. Ask the mentee to repeat your words, questions, and comments.</p> <p>I) Cultivate a sense of humour — maintain a calm and relaxed atmosphere when communicating with your mentee.</p> <p>4. Using observation in mentoring migrant children and youth. Developing and applying effective observation skills is essential for successful language learning. Observation helps mentors understand the current level of language proficiency, challenges, and progress of learners. It provides insight into their specific behaviour patterns, learning styles, and levels of engagement. Key components of effective observation include: (a) attention to detail in communicating with learners, their behaviour, and the way they use language; (b) active listening (observing what verbal and nonverbal messages are being sent, providing appropriate feedback that shows understanding and attention to learners); (c) maintaining objectivity (observations should be unbiased and based on factual evidence without making assumptions or judgments based on personal beliefs).</p> <p>5. Support for children and young people who have experienced trauma. Many migrant children and young people have gone through difficult experiences that even many adults have not. Recent arrivals may have experienced serious trauma due to their displacement and the circumstances surrounding it. Adjusting to a new community, often without knowing the language or social norms, is difficult. Some migrant children and young people may go from a close-knit community to a place where they know no one and have no support.</p> <p>Good practices in communicating with migrant children and youth who have experienced physical and/or mental trauma are:</p> <p>A) Recognizing and understanding the stressors and effects of trauma, as well as ways for children and youth to cope with their experiences before, during and after their journey. They should not be stigmatized, although some of them may have disruptive behaviour or be reluctant to participate in the mentoring program.</p> <p>B) Sensitivity to signs of trauma and understanding the challenges of relocation and acculturation. Children generally develop language skills more quickly than adults, which can increase the burden on children when parents rely on them to understand their new environment and act as interpreters.</p>

Activity	No. 2
	<p>C) Migrant children and youth may be at risk of abuse and harassment due to stigmatization, ignorance and discrimination. Be an advocate for the rights of migrant children and strongly condemn such behaviour.</p> <p>D) Focus on the strengths of children/youth, who should be encouraged and rewarded for their achievements. Show positive examples of the strengths of migrant children and youth and the opportunities for mutual cultural enrichment.</p> <p>Self-Reflection</p> <p>Proposed topic: Strategies for building resilience and motivation in migrant children and youth</p> <p>There are various strategies for developing resilience and motivation, based on recognizing achievements, creating a supportive community, fostering a positive identity, and building a vision for the future. These strategies help migrant children overcome the challenges of adaptation.</p> <p>Examples of Strategies for Implementation</p> <p>1. "Wall of Success" for Confidence Building</p> <p>For a child who is afraid to speak due to their accent, a "Wall of Success" can be created.</p> <p>Each time the child achieves a small milestone (e.g., having a first conversation with a shopkeeper, telling a joke in the new language, asking a question in class), a colourful note is added to the wall.</p> <p>Over time, seeing the collection of achievements helps the child realize their progress, boosting their confidence and motivation to keep going despite challenges.</p> <p>2. "Five Words a Day" Approach for Language Learning</p> <p>If a child feels overwhelmed by the large number of new words, introduce the "five new words a day" system.</p> <p>Instead of memorizing long lists of vocabulary, the child chooses five words daily that are personally important and practices them in different contexts.</p> <p>Eventually, when the child realizes how many words they have learned and can use freely, this provides motivation to continue learning.</p> <p>3. "Journey Story" for Identity Development</p> <p>Encourage the child to create a "Journey Story", combining pictures, drawings, and text in the new language.</p>

Activity	No. 2
	<p>This project helps the child see migration not as a break, but as part of a continuous story, where they are the main character with inner strength.</p> <p>When facing difficulties, the mentor can refer to the story to remind the child of the challenges they have already overcome.</p> <p>4. Role Models with Similar Experiences</p> <p>Introduce the child to refugees who arrived 10 years ago, have established themselves, and are now, for example, studying medicine.</p> <p>During the meeting, these role models share:</p> <p>The challenges they faced.</p> <p>Strategies for overcoming difficulties.</p> <p>Practical advice for dealing with cultural shock and language barriers.</p> <p>5. "Learning Journal" for Overcoming Fear of Mistakes</p> <p>If a child becomes discouraged by making mistakes, introduce a "Learning Journal" where they record two columns after each learning session:</p> <p>"What was difficult for me today?"</p> <p>"What did I learn from this?"</p> <p>This practice helps the child view mistakes not as failures, but as necessary steps in the learning process.</p> <p>6. "Superpower Project" for Self-Confidence</p> <p>If a child feels insecure in a new environment, the mentor can help them identify their strengths and skills, such as:</p> <ul style="list-style-type: none"> • Bilingualism • Adaptability • Resilience <p>These can be framed as "superpowers", helping the child see their abilities as strengths.</p> <p>When facing challenges in school, the mentor can encourage the child to "activate their superpowers", turning struggles into a game.</p> <p>7. "Letter to My Future Self" for Long-Term Motivation</p> <p>The child writes a letter to their future self in five years, describing:</p> <ul style="list-style-type: none"> • What they have achieved. • How they feel about their progress.

Activity	No. 2
	<p>By periodically reviewing and updating the letter, the child builds a vision for the future, which serves as motivation during difficult moments.</p> <p>Digital forum seminar (40 min):</p> <p>The seminar discusses various practical cases and the use of specific techniques to support the language learning process of migrant children and youth in the implementation of the "Language Buddy" project.</p> <p>Live Discussion with Experienced Mentors</p> <p>Participants engage in a Q&A session with trained mentors from the Language Buddy Program in Malta or other experienced mentors. Mentors share their experiences, challenges and strategies. A collaborative problem-solving session centred around following key topics:</p> <p>Establishing contact with migrant children and youth and building trust (e.g., showing genuine interest in their personal lives and experiences, showing support and empathy, being available for contact and communication, promoting a sense of belonging and pride in one's community, etc.)</p> <p>Personalization and individual approach. The implementation of mentoring in language learning for migrant children and youth needs to be individualized according to the specific characteristics of the "language friend" (gender and age, biography, family, level of education, ethnic and religious affiliation, cultural traditions, needs and interests, life plans, etc.)</p> <p>Choosing topics for conversation (e.g., personal and family stories, interests and hobbies; carrying out daily activities – traveling, shopping, studying; educational and professional intentions; traditions and customs of their community/homeland; favourite music, books, films, etc.) Incorporating digital storytelling, where mentees share their experiences using video/audio tools.</p> <p>Overcoming the language barrier (e.g., using clear and simple language, using visual aids, providing bilingual resources when possible, discussing basic life situations, translating popular songs, etc.) Leveraging AI-powered language learning apps to enhance mentoring effectiveness.</p> <p>Doing everyday activities together, such as shopping at the supermarket.</p> <p>Food is a good opportunity to share cultures, and shopping is an effective tool for language learning (for example, visiting different stores together, offering a variety of products; translating product labels; discussing prices and quality of products; informing the mentee about traditional foods and possible dietary restrictions, etc.)</p> <p>Expressing and sharing emotions. Discuss words and phrases for expressing both positive (joy, love, pleasure, hope, etc.) and negative</p>

Activity	No. 2
	<p>(fear, sadness, disappointment, dissatisfaction, etc.) feelings. It is also necessary for learners to acquire language skills to share their emotions during their daily social interactions, to talk about themselves and with other people (e.g., how they and others feel, expressing sympathy and empathy, encouragement, comfort, etc.).</p> <p>Expressing opinions and attitudes. Discussing ways to express agreement and disagreement, approval and disapproval, hesitation and objection, promise and refusal, permission and prohibition, advice and warning, possibility and desire to perform an action, etc.</p> <p>Concluding Discussion and Wrap-up (20 min).</p> <p>Final reflection: What is the key topic/strategy/mentoring practice students would apply in their work?</p> <p>Discussion over digital repository of best practices and recommended readings.</p> <p>Participants complete a self-reflection questionnaire and develop brief action plan for their mentoring session.</p> <p>Final task: Brief /one page/ mentoring plan applying social and critical pedagogy principles in five steps:</p> <ol style="list-style-type: none"> 1. Preparation. 2. Opening /warm up activities, set session goals/. 3. Main learning activity / role play common scenarios, discuss short text or video on mentees interests, use collaborative storytelling, address real-life applications in language problems/. 4. Reflection and discussion /ask open-ended questions, encourage goal-setting for the next session/. 5. Scheduling next session /discuss places, expectations/.
Additional remarks	<p><i>Further Readings:</i> Borondaro, K. <i>Encouraging Students to Become Stakeholders in the ESL Classroom</i>, http://iteslj.org/Techniques/Bordonaro-Stakeholder.html</p> <p>IOM/UNDP (2023). <i>Empowering Migrants and Communities: Private Sector Engagement for Inclusive Sustainable Development</i>. Available at: https://www.undp.org/publications/empowering-migrants-and-communities-private-sector-engagement-inclusive-sustainable-development</p>
Useful references for the instructor:	<p>Migrant Integration Policy Index (MIPEX) – Data on migrant inclusion policies in different countries. https://www.mipex.eu</p>
Useful references for adaptation of content by partners if needed in their country.	<p>Practical Resources for Language Mentoring: Most of the programs in LB online repository emphasize individualized mentoring rather than</p>

Activity	No. 2
	<p>rigid curricula. Repository for case studies and resources: https://sites.google.com/symplexis.eu/l-buddy-repository/home</p> <p>Practices focus on empowerment, autonomy, and advocacy, rather than only language learning.</p> <p>Instead of teacher-centered learning, mentees are co-creators of knowledge and integration.. Visit the Language Buddy for these examples</p> <ol style="list-style-type: none"> 1. La Scuolina (Italy) <ul style="list-style-type: none"> ○ Uses one-to-one mentoring focusing on individual needs rather than fixed programs. ○ Encourages spontaneous participation of citizen mentors, creating an inclusive and flexible learning model. ○ Applies social pedagogy by emphasizing relationships, community integration, and addressing real-world needs. 2. APplying Mentoring (Spain) <ul style="list-style-type: none"> ○ Provides a critical evaluation of mentoring programs and their impact. ○ Incorporates digital tools for monitoring and assessment, which aligns with critical pedagogy focus on structured reflection and adaptation. ○ Highlights emotional support and holistic integration beyond just language learning. 3. Caritas Sofia Refugee Mentor's Programme (Bulgaria) <ul style="list-style-type: none"> ○ Provides preliminary training for mentors in intercultural communication, mentoring techniques, and goal setting. ○ Encourages personalized mentor-mentee relationships rather than standardized programs. ○ Uses a coordinator-led approach to provide structured support and ensure sustainability. 4. Nightingale Student Mentoring (Austria) <ul style="list-style-type: none"> ○ Not a tutoring or homework aid program, but a mentoring system focused on trust-building and integration. ○ Helps mentees understand social and educational structures in Austria, reflecting CMU's focus on social justice and empowerment. ○ Uses real-life scenarios to strengthen language skills, enhancing cultural and civic engagement. 5. Mentoring Program for Migrants (Portugal) <ul style="list-style-type: none"> ○ Uses a structured matching system to align mentees' and mentors' needs, a key social and critical pedagogy strategy. ○ Supports intercultural dialogue and personal development, beyond just language skills. ○ Highlights mentors' role in advocacy and social support, which is integral to CMU's critical pedagogy principles.

Activity	No. 2
	<p>6. Urretxindorra: Mentoring Between Young Migrants and University Students (Spain) - Creates an informal, trust-based environment for mentees to practice language skills naturally.</p> <ul style="list-style-type: none"> Encourages peer mentoring, where university students act as role models, fostering critical thinking and social awareness. <p>Comparison of best practices in Language Buddy project /Bulgarian Language/:</p> <p>https://www.researchgate.net/publication/389989891_Sravnitelen_an_aliz_na_dobrite_praktiki_za_integracia_na_migrantski_ucenici</p>
Assessment	Refer to Annex 1 - Assessment – Lesson 2 Assessment Quiz

Annex 1 — Assessment

Lesson 1:

Self-Assessment Checklist for Mentors – Lesson 1: Social and Critical Pedagogy, presentation 1

Instructions:

This checklist is designed to help you reflect on your learning and preparedness to apply social and critical pedagogy principles in mentoring. Mark each statement as:

Yes – I fully understand and feel confident.

Partially – I understand but need more practice.

No – I need further learning or clarification.

- I can explain the key principles of social pedagogy, including humanism, social justice, and cultural sensitivity.
☐ Yes ☐ Partially ☐ No
- I understand how social pedagogy applies to mentoring and language learning for migrant children and youth.
☐ Yes ☐ Partially ☐ No
- I can identify ways to incorporate individualized learning approaches in mentoring, based on learners' needs and backgrounds.
☐ Yes ☐ Partially ☐ No
- I recognize the importance of preventive approaches in social pedagogy and how they help at-risk learners (including migrant youth).
☐ Yes ☐ Partially ☐ No
- I can describe how cooperation, participation, and interdisciplinarity support effective mentoring relationships.
☐ Yes ☐ Partially ☐ No

Social and Critical Pedagogy, presentation 2

Self-Assessment Checklist for Mentors

Instructions:

This checklist is designed to help you reflect on your learning and preparedness to apply social and critical pedagogy principles in mentoring. Mark each statement as:



Yes – I fully understand and feel confident.
Partially – I understand but need more practice.
No – I need further learning or clarification.

1. I can define **critical pedagogy** and explain its focus on social justice and emancipation in education.
☐ Yes ☐ Partially ☐ No
2. I understand how **critical thinking** helps migrant learners navigate language learning and societal integration.
☐ Yes ☐ Partially ☐ No
3. I recognize how **cultural sensitivity** and **transformative knowledge** empower learners in a mentoring environment.
☐ Yes ☐ Partially ☐ No
4. I feel confident using **self-reflection** to recognize my own biases and improve my mentoring approach.
☐ Yes ☐ Partially ☐ No
5. I can engage in **problem-based learning** where learners analyze real-world issues related to language and society.
☐ Yes ☐ Partially ☐ No
6. I understand how to encourage **active citizenship** among mentees through discussions on rights, responsibilities, and inclusion.
☐ Yes ☐ Partially ☐ No

Lesson 1 Questionnaire 1 - part of the Training Assessment

Instructions:

Select the most appropriate answer for each question. The correct answer and explanation will be provided at the end.

1. **Who is considered the founder of social pedagogy?**
 - a) Paulo Freire
 - b) Friedrich Disterweg
 - c) **Paul Natorp**
 - d) John Dewey

Explanation: Paul Natorp is regarded as the founder of social pedagogy. His work emphasized education as a means of fostering social cohesion and solidarity. Friedrich Disterweg introduced the term, but Natorp developed its theoretical foundations.

2. **Which of the following is NOT a principle of social pedagogy?**
 - a) Social justice
 - b) Preventive approach
 - c) Cultural sensitivity
 - d) **Memorization-based learning**

Explanation: Social pedagogy focuses on humanism, social justice, cooperation, and adaptability. Memorization-based learning is not aligned with its principles, as social pedagogy promotes critical thinking, problem-solving, and active engagement.

3. **What is a core principle of critical pedagogy?**
 - a) Promoting rote memorization
 - b) **Strengthening existing power structures**





c) **Encouraging critical thinking and social justice**

d) Avoiding discussions on inequalities

Explanation: Critical pedagogy, developed by Paulo Freire, emphasizes questioning societal structures, promoting social justice, and developing critical thinking skills to empower individuals and communities.

4. **What is the role of self-reflection in social and critical pedagogy?**

a) **To analyze one's own biases and understanding**

b) To memorize key theoretical concepts

c) To avoid discussing difficult topics

d) To ensure that all students receive the same instruction without differentiation

Explanation: Self-reflection allows educators and learners to assess their biases, assumptions, and perspectives, fostering deeper understanding and personal growth in education.

5. **Which of the following best describes the relationship between language learning and migrant emancipation?**

a) Learning the host country's language is irrelevant to migrant integration.

b) **Mastering the host country's language is crucial for accessing rights and participating in society.**

c) Migrants should focus only on learning technical skills, as language is secondary.

d) Language learning is only beneficial for those who want to work in education.

Explanation: Language proficiency is fundamental for migrants to access essential services, secure employment, and integrate socially. It is a key factor in emancipation and active participation in society.

Lesson 2 – Assessment Quiz

Assessment Quiz on Lesson 2: Practical Applications of Social and Critical Pedagogy

Instructions:

Choose the best answer for each question. The correct answer is **bolded**, followed by an explanation.

1. **Which of the following is NOT a recommended mentoring practice when supporting migrant children in language learning?**

a) Encouraging collaborative learning and active participation.

b) Using problem-based learning and real-life scenarios.

c) **Correcting every mistake immediately to ensure perfect accuracy.**

d) Building trust through open communication and empathy.

Explanation: While feedback is important, correcting every mistake immediately can make learners anxious and reduce their willingness to communicate. Instead, mentors should encourage **natural language use and gradual improvement** in a supportive environment.

2. **What is a key principle of Communicative Language Learning (CLL)?**

a) Memorization of vocabulary lists without interaction.

b) Emphasizing grammatical accuracy over communication.

c) **Using authentic communication and real-world contexts.**

d) Avoiding social interactions to prevent mistakes.



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union]. Neither the European Union nor the granting authority can be held responsible for them. GA Number: 101141117



Explanation: CLL focuses on **real-world communication** rather than memorization. It encourages learners to **interact in meaningful conversations**, emphasizing fluency over grammatical perfection.

3. Which strategy helps build resilience and motivation in migrant learners?

- a) Focusing only on academic success and ignoring emotional challenges.
- b) Using strict discipline to force adaptation to the new environment.
- c) Recognizing achievements and providing a structured support system.**
- d) Limiting social interactions to prevent cultural misunderstandings.

Explanation: Resilience and motivation grow when learners **feel supported and acknowledged**. Strategies such as **positive reinforcement, setting achievable goals, and building trust** help learners overcome challenges and stay motivated.

4. What is an example of a culturally sensitive mentoring approach?

- a) Using only one standardized method for all learners.
- b) Encouraging mentees to ignore their native language and culture.
- c) Adapting learning materials to include students' backgrounds and experiences.**
- d) Expecting mentees to fully assimilate without acknowledging their struggles.

Explanation: A culturally sensitive mentor **values diversity** and integrates learners' cultural backgrounds into the learning process. This **enhances engagement, motivation, and confidence** while fostering a **more inclusive environment**.

5. Why is self-reflection important for mentors working with migrant learners?

- a) It allows them to impose their personal beliefs on mentees.
- b) It helps them recognize biases and adapt their mentoring approach.**
- c) It encourages mentees to accept only one perspective on learning.
- d) It eliminates the need for flexibility in mentoring sessions.

Explanation: Self-reflection helps mentors **identify biases, improve their teaching techniques, and better support their mentees**. A flexible and adaptive approach ensures that mentoring is **effective, inclusive, and responsive** to learners' needs.



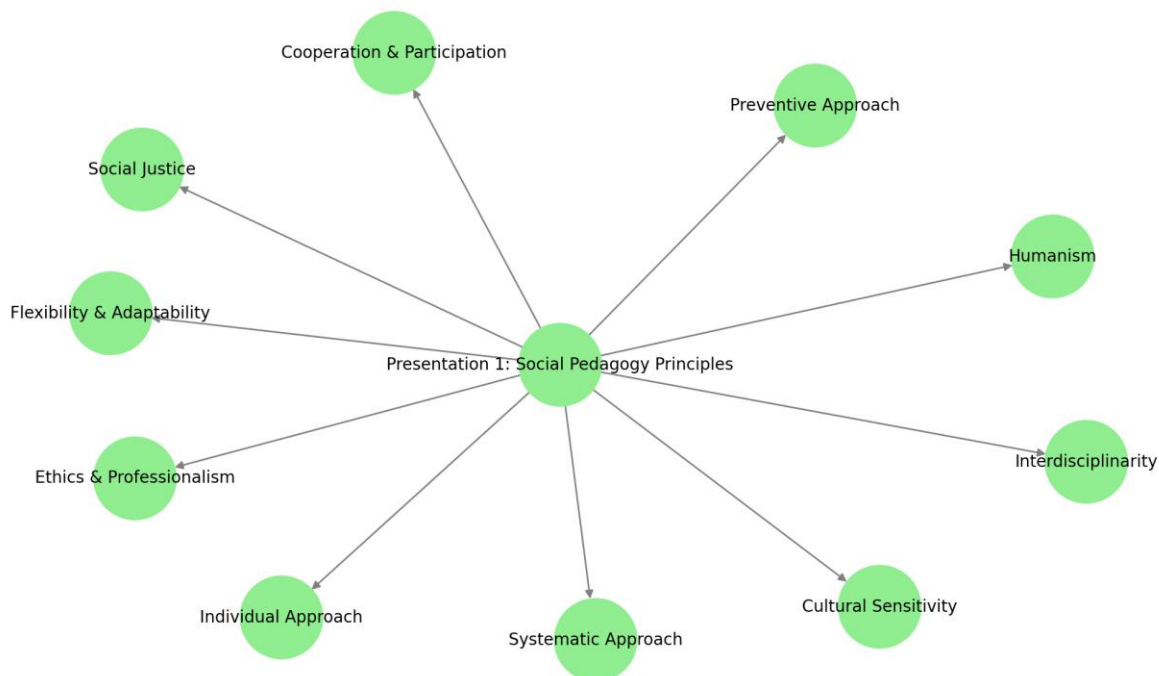


**Co-funded by
the European Union**

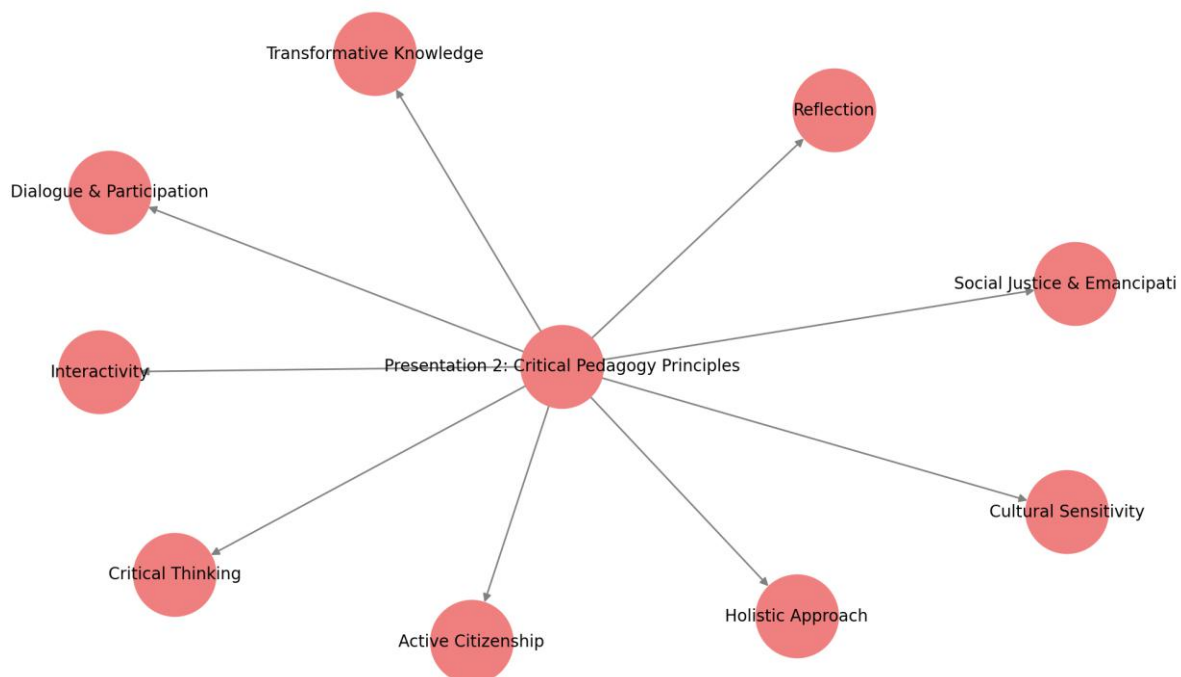
Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union]. Neither the European Union nor the granting authority can be held responsible for them. GA Number: 101141117

Annex 2 - Visual aids and Graphs

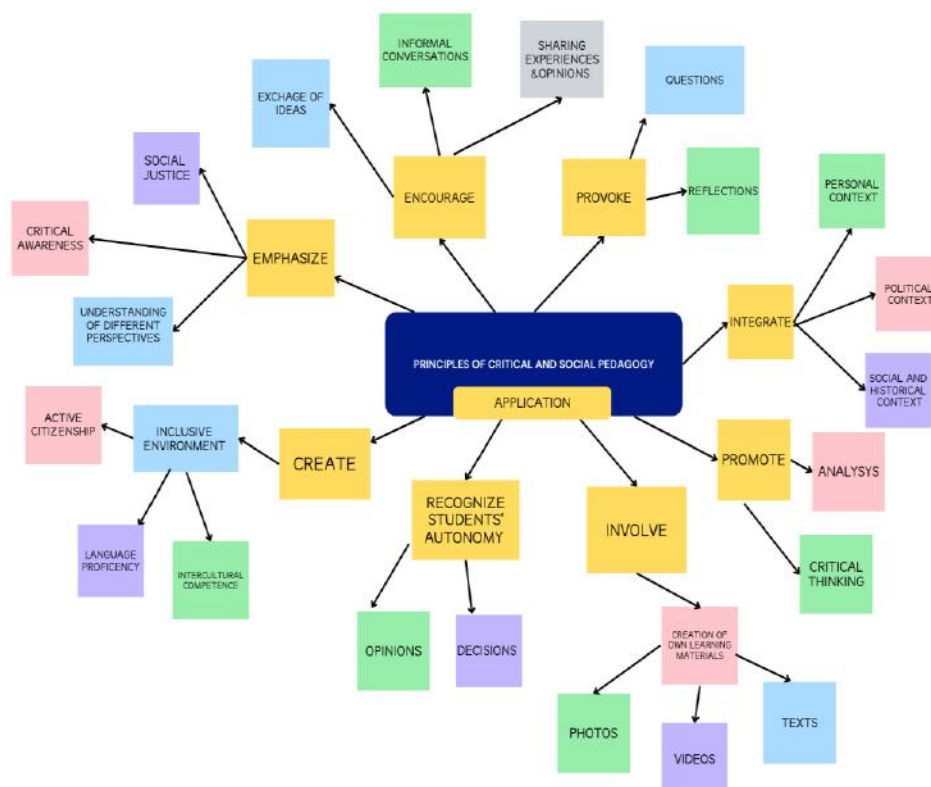
Mind Map: Presentation 1 - Social Pedagogy Principles




Mind Map: Presentation 2 - Critical Pedagogy Principles



Graph for Presentation 3




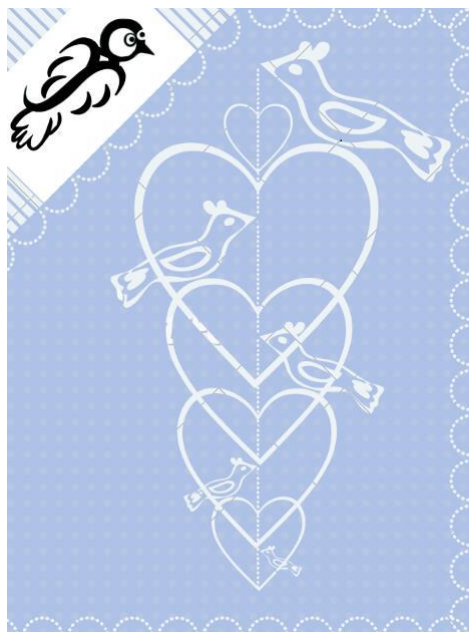


GLOBAL CAMPAIGN
for PEACEducation
peace-ed-campaign.org/quotes

"The basis for critical reading in young children is their curiosity. Once again, teaching kids to read and write should be an artistic event. Instead, many teachers transform these experiences into a technical event, into something without emotions, without invention, without creativity - but with repetition. Many teachers work bureaucratically when they should work artistically. Teaching kids how to read words in the world is something which cannot really be put inside of a program. Normally, kids live imaginatively vis-a-vis reality, but they can feel guilty if they read this way within a technical, bureaucratic reading program and eventually can give up their imaginative, critical reading for a behavioristic process."

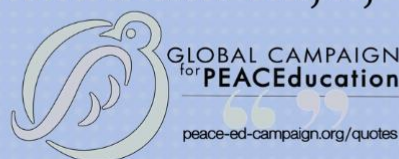
PAULO FREIRE





“The transformative potential of peace education to engage learners in action towards greater equity and social justice can and ought to be galvanized through consideration of the larger social and political realities which structure, limit, and enable research and practice in the field.”

MONISHA BAJAJ



"I consider it an important quality or virtue to understand the impossible separation of teaching and learning. Teachers should be conscious every day that they are coming to school to learn and not just to teach. This way we are not just teachers but teacher learners. It is really impossible to teach without learning as well as learning without teaching."

Paulo Freire

