

Lay > Teachers

Supporting non-professional teachers to introduce
refugees to national languages

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103. Guidelines and Recommendations on introducing migrants and refugees to national languages in Adult Education



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LAY TEACHERS project – The vision

Three core values

<p>We value everybody.</p> <p><u>We know that:</u> every individual has skills to contribute to a group</p>	<p>We find ways to communicate.</p> <p><u>We know that:</u> we must express our different needs</p>	<p>We all share responsibility.</p> <p><u>We know that:</u> the task of inclusion is not up to just a few people</p>
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The main purpose of the LAY TEACHERS - O3 was to promote the transferability of the project results and activities aimed at supporting non-professional teachers and volunteers working with adult education providers and civil society organizations who assist migrants and refugees, with innovative and adequate non-conventional teaching-learning methods to introduce migrants and refugees to the national languages in Europe.

The Guidelines and Recommendations are developed based on three main instruments:

- Direct experience and knowhow acquired in the project by the partners;
- Feedback gathered during the different phases of the project from participants, target users, beneficiaries and stakeholders;
- Results from the assessment of the pilot phase about the main functionalities of the LAY TEACHERS Online Platform of Open Education (IO2): Digital Database, training contents, practical activities and B-learning course.



The Guidelines and Recommendations will be an OER freely available in English and all national languages of the project consortium.

A holistic approach for positive change – Objectives

- Carried out at national and European level focused on innovative non-conventional teaching-learning methods;

- Facilitate the sustainability of the project products and results;
- Promote dissemination and mainstream approaches;
- Provide resources to introduce migrants and refugees to the national languages in Adult Education.

Our pledge

The LAY TEACHERS is not just another Erasmus+ project; it is a chance to understand the big picture, how we all fit into it, and how we can make it work better for migrants and refugees. As a learning community, we promised to:

- ✓ **Continue** developing skills to support every migrant and refugee.
- ✓ **Work to** understand their strengths and weaknesses.
- ✓ **Intervene** as early as possible to minimise future difficulties for migrants and refugees when learning the national language.



What should you do now?

Go to <http://layteachers.eu/> and **choose which activities, resources and materials** of the LAY TEACHERS you think could be most helpful for your own teaching/learning context.

Guidelines and Recommendations on introducing migrants and refugees to national languages in Adult Education

Evaluation Questionnaire for gathering direct experience from project partners – Assessment tool

➤ How would you evaluate the overall interaction with LAY TEACHERS? Why?

➤ How would you evaluate the overall interaction with migrants and refugees? Why?

➤ Did you feel the process used for developing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital Database, training contents and practical activities improved the transfer of B-Learning? Why?

➤ What have you learned from the LAY TEACHERS products development and can it be used as effective strategy for understanding the learning style of migrants and refugees?

What are your conclusions regarding the work done for designing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital database, training contents and practical activities?

Check off the ones that you think apply to the inputs and experience achieved during the project's implementation:

- I learnt in different ways about how to successfully introduce migrants and refugees to national language.
- I saw myself as self - directed and responsible when completing the project's tasks.
- I brought my own past experiences to the content creation for introducing migrants and refugees to national languages in Adult Education.
- I facilitated the understanding of the LAY TEACHERS project approach and contents when preparing the practical activities.
- I wanted to or needed to learn more about the LAY TEACHERS online database and e-platform when delivering the project's products to the end users.

Evaluation Questionnaire for Lay Teachers/Trainers – Assessment tool

- Do you think the Methodology behind the LAY TEACHERS training process included the necessary guidelines for understanding the non-conventional teaching learning methods and resources? Why?

- How would you assess your experience with the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities?

- Where there any challenges in delivering the LAY TEACHERS piloting session to your national language context? Why?

- Would you like to fully recommend any particular teaching method you used in the LAY TEACHERS piloting session? If yes, please share its benefits.

➤ What were the strengths of the LAY TEACHERS piloting experience in terms of the interactions with migrants and refugees?

➤ How would you assess the evolution process before and after the LAY TEACHERS pilot session?
Why?

➤ How would you evaluate the overall satisfaction of migrants and refugees in the LAY TEACHERS piloting phase?

Please provide 1-2 lines to the following statements:

➤ The design used for the LAY TEACHERS Online Platform of Open Education and Digital database gave me the ability to determine the most suitable means of visual communication and self-engagement techniques.

➤ The LAY TEACHERS Online Platform of Open Education and Digital database increased my predisposition/motivation to be more involved in the future e-learning training/piloting courses.

What are your conclusions regarding the efficiency and usefulness of the Online Platform of Open Education, Digital database, training contents and practical activities?

Evaluation Questionnaire for migrants and refugees to be applied by Lay Teachers – Assessment tool

- How would you assess the overall learning process as part of the piloting session?

- Did you feel that the LAY TEACHERS piloting session helped you to improve your national language skills and facilitate access to effective learning contents? Why?

- What were the results of the LAY TEACHERS piloting in terms of gained skills and knowledge?

- Did you feel that the design of the LAY TEACHERS Online Platform of Open Education and Digital database was attractive and in line with your learning needs?

- What are the lessons you have learned as a result of the LAY TEACHERS national piloting phase?

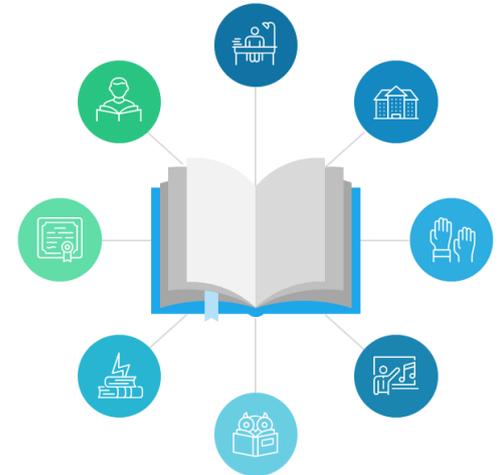
➤ Would you recommend the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities to other migrants and refugees? Why?

Are there other remarks you want to share with us?

Methodology - Interpretation of the assessment results

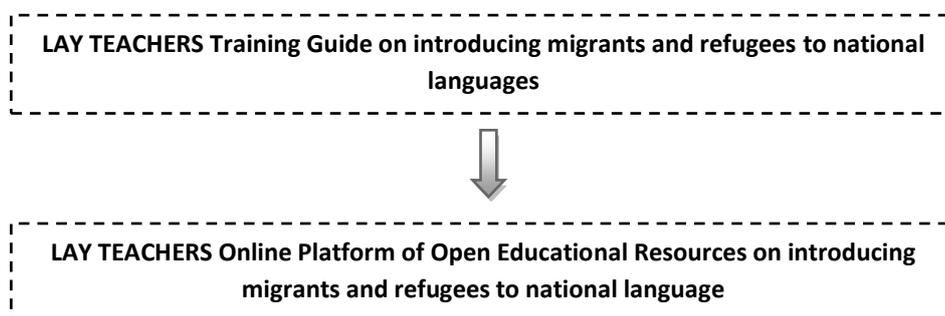
Direct experience, genuine feedback and knowhow acquired in the project by the Lay Teachers/Trainers, migrant/refugees and project partners

The **LAY TEACHERS project** promoted the efforts of an experienced partnership in Erasmus+ programme but also in the collaboration and involvement of migrants and refugees in various linguistic activities. A great interest was expressed by the staff of each partner organization when collecting the answers. A set of questions was specially designed to demonstrate the methodology behind the efforts “proved” during the implementation of the project. The thoughts shared within the partnership “brought to light” constructive feelings and contributions.



Valuable guidelines and recommendations were designed as a LAY TEACHERS – Good Practice to be left as “inheritance” to all target users, target beneficiaries and other key actors who dedicate their careers in the process of learning and integration of migrants and refugees. This product can also be used as a model of inspiration in writing new Erasmus+ projects supporting non-professional teachers.

The guidelines are to be seen as a complementary and promotion tool for the:



Interpretation of the assessment results and good-to-know experience – LAY TEACHERS project partners

How would you evaluate the overall interaction with LAY TEACHERS? Why?

SPAIN

"The consortium has been strongly committed with LAY TEACHERS project. A good level of collaboration and interaction has been maintained during the whole project implementation. This has contributed to accomplish the foreseen results, achieving high quality in the intellectual outputs developed."

ROMANIA

"The LAY TEACHERS partnership has consistently promoted a fluid communication. The project partners collaborated very well for the development, implementation, but also the creation of a content specific to the project objectives. Friendly, comprehensive and attractive results are included in the final stage of the LAY TEACHERS project. Corrective measures were adopted by the LAY TEACHERS consortium when the overall implementation process required. A good interaction among the project partners was promoted as well making connections with what they already knew based on the Erasmus+ experience."

GREECE

"I would say that the overall interaction was excellent, and all of the partners were really supportive. Even through the difficulties of the COVID-19 pandemic, the consortium remained connected and supportive for the progress of the project."

ITALY

"There was a good interaction with Lay Teachers. They demonstrated to be committed and interested into the project results and activities. They were collaborative with us and very glad to be involved into the project."

How would you evaluate the overall interaction with migrants and refugees? Why?

SPAIN

"The interaction with migrants and refugees has been very positive, and has led them to achieve the following results:

- *Motivation and commitment with the piloting process*
- *Active participation in the practical activities carried out*
- *Improvement on their perceived national language skills*
- *Increased motivation to take part in further adult education activities"*

ROMANIA

"The migrants and refugees freely expressed their interest in "testing" all the LAY TEACHERS products. During the implementation process of each project product, the migrants and refugees collaborated and became involved in all activities, where they were asked for help by the CPIP. Even if

Covid-19 affected them and everything was difficult they agreed to participate online as long as they have the necessary tools. This was a real added value to the LAY TEACHERS project.”

GREECE

“The interaction with the migrants was very good. The vibes of the session were positive and their motivation was enhanced significantly.”

ITALY

“The interaction with migrants and refugees was a bit harder than the interaction with Lay Teachers. Since the pandemic situation, it was difficult to reach migrants and refugees in presence. So, their involvement was due above all thanks to LAY TEACHERS. Anyway, migrants and refugees demonstrated to be interested on the pilot of the project’s activities, showing an active participation.”

Did you feel the process used for developing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital Database, training contents and practical activities improved the transfer of B-Learning? Why?

SPAIN

“The blended learning approach has been improved by means of the high quality of the e-learning courses and the face to face practical activities developed. These learning resources have been developed on the basis of non-conventional teaching learning methods, relying on participatory training and student centered approaches. In this regard, the Training Guide developed has provided a robust theoretical and methodological basis to achieve the objectives foreseen for the Online Platform.”

ROMANIA

“Indeed, the process used for developing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital Database, training contents and practical activities improved the transfer of B-Learning. Why? Because the content was appropriate with a comprehensive structure and clear objectives/expectations/benefits. The blended learning is extremely important nowadays and it is crucial to know how to adapt the activities to unexpected situations/circumstances.”

GREECE

“I believe that the blended learning was excellent and the contents, as well. The whole level of this training material is of really good quality. Also, talking about Greece, this kind of material and the process of Blended learning is innovative, so I believe that it would be successful among the Teachers and the migrant organizations and education institutes.”

ITALY

“In my opinion, the B-Learning approach (blended learning) was improved by our results. The tools created by the Consortium enriched the blended learning method. The b-learning approach is enriched by the e-learning course created for lay teachers and by the practical activities created for migrants and refugees. In this period, in which it is really difficult to attend training in presence, because of the pandemic situation due to COVID-19, the B-learning approach is really helpful.”

What have you learned from the LAY TEACHERS products development and can it be used as effective strategy for understanding the learning style of migrants and refugees?

SPAIN

“The lessons learnt during the project development and implementation can be summarized as follows:

- *Student centered approaches as experiential learning and participatory training are adequate and effective tools for Lay Teachers to motivate and engage migrants and refugees in a learning process*
- *These non-conventional teaching learning methods promote active participation of migrants and refugees, which facilitates their involvement in language acquisition learning activities.*
- *Engaging learning methodologies are helpful to introduce migrants and refugees to national language, especially for those that are low skilled in the hosting language.*

Lay Teachers play an important role to improve the social integration of migrants and refugees: motivating them to take part in adult education, increasing their awareness about stereotypes and cultural diversity, and improving their communication skills as well as their national language skills.”

ROMANIA

“In order to understand the learning style of migrants and refugees it is important to understand:

- *Learning background (previous experience with blended learning, distance learning, online etc.);*
- *Cultural understanding;*
- *Host country benefits and limitations;*
- *Availability of appropriate teaching-training materials;*
- *Family background (existing or non-existing support);*
- *Level of knowledge;*
- *Potential for assimilating the new information;*

Capacity for developing and applying an individualized teaching/training plan for introducing to national language etc.”

GREECE

“I have learned that experiential learning is one of the best ways of learning. People are becoming more motivated when they actively participate in the learning and training process and that also facilitates the work of the trainers. As for understanding the learning style of migrants, I believe that an experiential methodology tends to be coherent with every learning style, thus it is an excellent method.”

ITALY

“The results created by the Consortium of the project are really helpful to understand not just the learning style of migrants and refugees, but also the difficulties that they have to faced learning a new difficult language. Furthermore, the implementation of practical activities, was also helpful to understand the cultural differences.”

Conclusions

What are your conclusions regarding the work done for designing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital database, training contents and practical activities?

SPAIN

"The consortium has developed high quality results and outputs, configured as a comprehensive set of useful learning resources. These resources, based on innovative and non conventional teaching-learning methods, will effectively support Lay Teachers to introduce migrants and refugees to national languages."

ROMANIA

"For designing the LAY TEACHERS Training Guide, Online Platform of Open Education, Digital database, training contents and practical activities a very good work was done by the project consortium. This can be proved through the final LAY TEACHERS products as well as participation of all the target users and target beneficiaries (according to the project expectations). Further promotion of the platform and other LAY TEACHERS products will be done for ensuring a good impact and sustainability."

GREECE

"I believe that an excellent work has been made."

ITALY

"Thanks to the efforts made by the Consortium, the quality of project's results is really high. The Consortium provided innovative tools in order to introduce migrants and refugees not just into the national languages and culture of the hosting countries."

Check off the ones that you think apply to the inputs and experience achieved during the project's implementation:

SPAIN

- I learnt in different ways about how to successfully introduce migrants and refugees to national language. ✓
- I saw myself as self - directed and responsible when completing the project's tasks. ✓
- I brought my own past experiences to the content creation for introducing migrants and refugees to national languages in Adult Education. ✓
- I facilitated the understanding of the LAY TEACHERS project approach and contents when preparing the practical activities. ✓
- I wanted to or needed to learn more about the LAY TEACHERS online database and e-platform when delivering the project's products to the end users. ✓

ROMANIA

- I learnt in different ways about how to successfully introduce migrants and refugees to national language. ✓
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GREECE

- ✗ I learnt in different ways about how to successfully introduce migrants and refugees to national language.
- I saw myself as self - directed and responsible when completing the project's tasks.
- ✗ I brought my own past experiences to the content creation for introducing migrants and refugees to national languages in Adult Education.
- ✗ I facilitated the understanding of the LAY TEACHERS project approach and contents when preparing the practical activities.
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ITALY

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- I saw myself as self - directed and responsible when completing the project's tasks. ✓
- I brought my own past experiences to the content creation for introducing migrants and refugees to national languages in Adult Education. ✓
- I facilitated the understanding of the LAY TEACHERS project approach and contents when preparing the practical activities. ✓
- I wanted to or needed to learn more about the LAY TEACHERS online database and e-platform when delivering the project's products to the end users. ✓

Interpretation of the assessment results and good-to-know experience – LAY TEACHERS/TRAINERS

Do you think the Methodology behind the LAY TEACHERS training process included the necessary guidelines for understanding the non-conventional teaching learning methods and resources? Why?

SPAIN

“Lay Teachers involved in the piloting process answered “yes” to this question. The theoretical and practical learning resources provided have been perceived as a robust basis to understand and be able to apply the LAY TEACHERS project methodology in Adult Education. Furthermore, this methodology was perceived as really helpful to introduce migrants and refugees to the national language by means of non-conventional teaching learning methods and resources.”

ROMANIA

“The Lay Teachers/Trainers agreed that the Methodology behind the training process included the necessary guidelines for achieving a better understanding on the non-conventional teaching learning methods and resources. The arguments were the following:

- *Instructions were provided in a logical manner;*
- *Clear requirements were integrated before starting the training process;*
- *Additional support was included in the training process;*
- *Further explanation was received at some relevant points;*
- *Good quality of the content developed;*
- *Interesting non-conventional teaching methods were presented;*
- *Useful bank resources was available;*
- *Good balance between the theory and information etc.”*

GREECE

All five Teachers/trainers answered YES. Specifically, some interesting things that were mentioned:

“Yes, because it explained the theories in details.”

“Yes, because all the material is based on practical and experiential learning methods.”

“Yes, I think it was very adequate and very helpful!”

ITALY

“Lay Teachers stated that they had all the necessary material to understand the non-conventional teaching methods and resources. This was possible thanks to the really helpful and easy to use Online Platform.”

How would you assess your experience with the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities?

SPAIN

“Lay Teachers involved in the piloting process provided a very positive evaluation, which can be summarized as follows:

- *Practical activities were easy to understand and apply and with an adequate duration.*
- *E-learning contents were interesting and relevant, providing a comprehensive knowledge about non-conventional teaching learning methods to introduce migrants and refugees to the national language*
- *Online platform was user-friendly and well structured, despite some minor technical issues with the quizzes.*
- *Online Digital Database provides a lot of useful resources and relevant information*

The feedback remarked that LAY TEACHERS training resources have both sense on their own and when they are seen as a whole set of products’

ROMANIA

“The target representatives assessed their experience with the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities as being at a very good level. They assumed the following:

- *Digital database includes information for specific skills and knowledge and this is a real added value;*
- *The benefits of the Online Platform were fully presented from the beginning through a friendly and attractive interface;*
- *The training contents and practical activities are designed following a comprehensive structure without loading anyone’s schedule.*
- *Easy and simple tasks were included in the practical activities. This gave a good input when “exploring” the contents etc.”*

GREECE

“Generally, the comments regarding the Platform were positive, however almost all trainers thought that there could be improvements. One participant mentioned that she really liked the sections and found them neat. However, she stated that this does not mean that there can be no better work done. Moreover, she stated that the quizzes did not accept all answers. Also, another trainer mentioned that the platform had some problems, but according to her the problems are things that can be improved. For her also the material was very good. Another trainer mentioned, more or less, the same issues: She highlighted that even though the platform is really good and adequate in terms of content and the exercises, there were issues regarding the dynamics of the Platform, since many times many quizzes were wrong, and she also encountered problems where the Platform was stuck, and her progress was lost sometimes.

Another trainer also underlined the usefulness of the training material and she mentioned that she would definitely recommend it to others. Finally, one participant mentioned that the Platform needs improvement, but it is a worthwhile effort.”

ITALY

“The evaluation provided by the Lay Teachers, considering their involvement in the pilot session, was really positive. Related to the practical activities they stated that are really helpful, interactive and efficient. The Online Platform is well structured, really easy to understand and it is helpful the fact that exists in several languages.”

Where there any challenges in delivering the LAY TEACHERS piloting session to your national language context? Why?

SPAIN

“Some participants mentioned minor technical issues with the quizzes in the e-learning courses. They need to repeat the quizzes twice as the results were not saved the first time. The main challenges were related with the COVID-19 restrictions, as the practical activities were designed to be implemented on a face to face basis. To solve these difficulties, the Lay Teachers adapted some of the activities to be applied with small groups of participants. Furthermore, the consortium adapted one activity per Learning Unit to be implemented online, in order to facilitate the implementation of these activities by means of distance learning.”

ROMANIA

“The main challenges identified when delivering the LAY TEACHERS piloting session to the national language were in terms of:

- *Internet connection;*
- *Enhancing the simultaneity between the Online Platform and software used for attending the online session;*
- *Making sure the number of participants required for the national piloting phase is achieved.*

The LAY TEACHERS/trainers added the fact that all the challenges mentioned above were “solved” based on a Back-up Plan which included additional time and extra tips for a “safe” online delivery.”

GREECE

*“ The trainers mentioned some challenges while delivering the LAY TEACHERS material **in general**:*

The trainers mentioned that they feel that the Greek educational system may not easily accept such kinds of material, mostly due to the lack of structures.

As it was mentioned, the biggest challenge is the lack of good and organized structures for teaching the language to migrants and refugees in Greece. Most teachers are volunteers in their majority are not trained or have a basic degree. So such trainings would be very important for them, in order to improve their educational material and the general system.

Moreover, one other trainer underlined that the challenges stem from the fact that a teacher who is not experienced enough may not do very well in an experiential learning environment with such a difficult audience, where the need to learn the language is important and a priority.

Finally, on trainer mentioned a more practical challenge regarding the Practical activities and the trainings: that at some points, more examples might be needed.”

ITALY

“The Lay Teachers did not present any problem. The main problem was related to the global pandemic situation due to the COVID-19. This situation obliged all people to respect many restrictions and to stay at home. So, for many Lay Teacher was really difficult to conduct face to face activities

with migrants, refugees and foreign people. This problem was fixed thanks to the adaption of the practical activities that, in many cases, have been implemented online.”

Would you like to fully recommend any particular teaching method you used in the LAY TEACHERS piloting session? If yes, please share its benefits.

SPAIN

“Lay teachers highlighted the relevance of participatory training and student centered approaches, where learning is derived through the experiences of participants. These approaches facilitate the generation of a suitable learning environment. Participatory training has allowed the students to transfer the knowledge learnt to their real-life situations. This is especially relevant given that students were formed by unprivileged groups of migrants and refugees.

Furthermore, the following Practical Activities were explicitly recommend by some Lay Teachers:

- *The Long, Mysterious Adventure*
- *Fun Drama Activities for Dynamic Language Learning*
- *Activating the vocabulary in your work space*
- *Discovering the city*
- *Tree of Stereotypes”*

ROMANIA

“The R.A.I method (Answer - Throw - Ask) was highly appreciated by the target representatives because it can be used at any time of the didactic activity, within a face-to-face or group activity. The need for the potential for adaptation was discussed during a short “online debate” but the best option for a proper delivery of this method is to explain its implications prior to the training session. The teaching methods used in the LAY TEACHERS piloting session were “built” around:

- *Self-motivation;*
- *Flexibility;*
- *Empathy;*
- *Time management;*
- *Online skills and knowledge for assimilating the “introduction” to national language;*
- *Potential and interest for products sustainability etc.”*

GREECE

“All participants mentioned that all methods seemed equally important to them and that they will try to use them. One of the trainers also added that educational methodology of experiential learning, that was promoted through the LAY TEACHERS training material, helped her a lot to improve her perspective on experiential learning and its importance, since it is a method that she used less often and insisted on more traditional teaching methods.”

ITALY

“Italian Lay Teachers really appreciated the method used to implement practical activities. They define it a new way to involve migrants and refugees in activities aimed to teach them national language and to give them cultural tips.”

What were the strengths of the LAY TEACHERS piloting experience in terms of the interactions with migrants and refugees?

SPAIN

"In this regard, Lay Teachers mentioned the following:

- *The project methodology has been really helpful to work with migrants and refugees with a very low level of the hosting language*
- *Some practical activities were especially useful to create a suitable learning environment, promoting the motivation and commitment from migrants and refugees*
- *The pilot experience allowed migrants and refugees to transfer the knowledge learnt to their real-life situations*

Non conventional teaching methods have fostered the active participation of migrants and refugees during the piloting."

ROMANIA

"The target representatives highlighted that the strengths of the LAY TEACHERS piloting experience in terms of the interactions with migrants and refugees were:

- *Improved level of communication;*
- *Potential for further cooperation;*
- *Good level of understanding and interest from migrants and refugees (they were open to attend the online session and learn new things);*
- *Good level of curiosity when explaining the Online Platform and Practical Activities etc.*

The piloting experience was a good "exercise" to assess the existing training skills and knowledge and think about improvement."

GREECE

" In this question, the participants have mentioned quite interesting and significant things:

1. *One participant said that this program in general and the training sessions are essential for the teachers and volunteers, mostly because since there are many Trainers/Teachers who are "uneducated" and do not know how to manage such situations, students may be "destroyed" and do not improve their skills properly because the training/educational environment simply does not help them.*
2. *Another trainer mentioned that this training helps in the first contact with migrants who do not know the language but have to learn it. Many theories were presented that could help in the first contact with the foreign language.*
3. *Another one underlined that this Training and the sessions was an excellent is an opportunity to bring the teacher and the students closer in a useful way.*
4. *The advantages of the training program that one participant mentioned is mainly the fact that the teachers/volunteers who work with migrants will now be able to have an educational basis and a guide, based on which they will be able to organize their courses' diagram and promote active participation.*

Finally, as one participant underlined, the most important advantage is that it provides very interesting practical exercises to be done in the classroom. It is also important that the significance of the active participation of migrants in the educational process is promoted and that they define the course together with the teacher. According to her, traditional teaching methods no longer seem to be as effective on their own."

ITALY

"Despite the pandemic situation due to COVID-19, we involved LAY TEACHERS from shelter centers that had the possibility to easily reach migrants and refugees. Lay Teachers stated that the implementation of the activities was a good way to strength the relations with migrants and refugees. It was an innovative way to understand and learn the national language. Furthermore, it was an important tool in order to create, and in some case improve, team building skills of the students."

How would you assess the evolution process before and after the LAY TEACHERS pilot session? Why?

SPAIN

" Lay Teachers have provided a very positive evaluation after their participation in the piloting process:

- *They felt more confident and capable to implement non conventional teaching methods to introduce migrants and refugees to the national language*
- *They have enriched their knowledge and theoretical background on this field*
- *They perceived an improvement on their skills and competences on the introduction to national language*
- *They have been provided with helpful resources and interesting projects and tools."*

ROMANIA

" The LAY TEACHERS/trainers confirmed that before the pilot session they had some specific feelings:

- *Curiosity;*
- *Fear that they do not adapt to the content developed (assimilating all the information);*
- *Some uncertainties in terms of online requirements for "reaching a safe" pilot session etc.*

After the LAY TEACHERS pilot session the target representatives confessed they felt:

- *More confident;*
- *Satisfied with themselves;*
- *Satisfied with the interest given by the others involved etc.*

The evolution process before and after the LAY TEACHERS pilot session was visible and intuitive thanks to permanent support and continuous explanation given to those involved."

GREECE

The participants mentioned only positive things here:

- *"I feel that I have enriched my knowledge and I was given concrete tools that I will definitely use whenever I get the chance to."*
- *"I already knew some of the training material, but most of them were unknown to me and I definitely evolved in the subject."*
- *"Useful information was added to the knowledge I already had."*
- *"I think I have personally noticed a big change for the better."*
- *"Personally, I believe that there has been a great development and that I have gained a lot of new knowledge."*

ITALY

"The evaluation of LAY TEACHERS after the pilot session was very positive. First of all because they learn how to approach students with innovative and non-conventional teaching methods: less boring and more efficient. Secondly, they feel to be more confident because they improve their communicational and teaching skills. They also underlined the importance to give more responsibilities to their students."

How would you evaluate the overall satisfaction of migrants and refugees in the LAY TEACHERS piloting phase?

SPAIN

"Lay Teachers evaluated the satisfaction of migrants and refugees as really high. Migrants and refugees were motivated and committed with the pilot process. The implementation of the project methodology has led to an active participation of migrants and refugees."

ROMANIA

"The target representatives evaluated the overall satisfaction of migrants and refugees in the LAY TEACHERS piloting phase as being at a good level. They really needed friendly materials that would not tire them of information that was difficult to assimilate. All piloting decisions were made together on the basis of collaboration between trainers, migrants and refugees. In this way, a collaborative approach was promoted and the content developed by the project consortium "reached" all the initial expectations."

GREECE

"All trainers added that migrants really liked it very much and, in the future also, they will be very satisfied, since this program enhances them to be activated and to actively participate."

ITALY

"Italian Lay Teachers evaluated the satisfaction of migrants and refugees in a real positive way. Migrants and refugees felt to be more power and with more responsibilities. They participated in an active way to the pilot process, and they were also interested to the general aim of the project."

Design used for the LAY TEACHERS Online Platform of Open Education and Digital database

SPAIN

“All Lay Teachers involved in the piloting process were very satisfied with the Online Platform design, structure and usability. Furthermore, the blended learning approach combining e-learning with practical activities has received a very positive evaluation in terms of self-engagement.”

ROMANIA

“The LAY TEACHERS/trainers agreed that the design used for the LAY TEACHERS Online Platform of Open Education and Digital database really gave them the ability to engage with the contents developed. The friendly and intuitive interface of the platform inspired the target representatives fully “design” the own learning methods. They confessed that the Online Platform activated their existing mental/teaching models to assimilate the given content.”

GREECE

“All participants answered YES. Moreover, some of them underline that in terms of its structure, the Platform is very good and that the online training method is important, since from now on and due to COVID-19 digital learning media are more and more necessary.”

ITALY

“The Lay Teachers demonstrated to be really satisfied of the Online Platform of Open Education and Digital database. It was really easy to use. Some of them stated that it was the first time that they used this kind of tool.”

Conclusions

What are your conclusions regarding the efficiency and usefulness of the Online Platform of Open Education, Digital database, training contents and practical activities?

SPAIN

- *LAY TEACHERS provides a useful methodological approach to introduce migrants and refugees to national language.*
- *The Online Platform provides a comprehensive set of useful training resources for non professional teachers working with migrants and refugees.*
- *Non conventional teaching methods promote the active participation of migrants and refugees in adult education.*
- *The project blended learning approach (e-learning combined with practical activities) is really efficient to achieve the desired impact in both trainers and adult participants.*

ROMANIA

"The efficiency and usefulness of the Online Platform of Open Education, Digital database, training contents and practical activities were highly appreciated by the LAY TEACHERS/trainers."

GREECE

Participants mentioned:

- *"This program is something useful and exploitable."*
- *"I am very satisfied with this program because I learned something more."*
- *"Useful content for people who want to deal with the subject."*
- *"My main conclusion is that in Greece there is a great need for training of these teachers and especially of the volunteers, since they need it very much. Thus, the level of courses and teaching will be greatly developed."*
- *"It is very effective and I will recommend it to others."*

ITALY

"Since this experience, Lay Teachers stated that they want to be involve in the future e-learning (or b-learning) training/piloting courses."

Interpretation of the assessment results and good-to-know experience – Migrants and refugees applied by Lay Teachers

How would you assess the overall learning process as part of the piloting session?

SPAIN

"Migrants and refugees provided a very positive evaluation to the piloting experience.

They found the practical activities carried out interesting and engaging.

They felt motivated and have actively participated during the implementation of the activities.

The learning process has allowed them to transfer the some of the knowledge learnt to their real-life situations"

ROMANIA

"The migrants and refugees who attended the online piloting session assumed that the overall learning process brought many benefits to their "individualized learning style". Their questions were answered; the overall learning process was a structured one; respecting their time and capacity of assimilating information.

They confessed that a face-to-face piloting session have brought extra advantages from the point of view of the interaction between participants. But the "get to know each other" gave the chance to "enter to the platform world" form an "easy to access room".

GREECE

"The majority of the migrants/refugees found the activities and the whole learning process interesting, dynamic and easy to follow. Additionally, they found the activities engaging, interactive, informative (between the group), fun and clear. As they all stated, it was a nice learning process, that went very smoothly. It was important for them that fact that they were actively participating instead of just listening. They found the corresponding methods and points clear and effective. The all appreciated the fact that the learning process was experiential and that they had the chance to understand the theory through practice and practical exercises. One participant mentioned something important: "After that session, I feel that our team is more connected and open, thanks to that learning process, which gave to them team and to me new skills and thoughts.". In relation to that, another participant mentioned that the learning process gave the opportunity for reflection."

ITALY

"Migrants and refugees appreciated the practical activities tested during the pilot process.

Moreover, CEIPES was obliged to test the activities not just face to face but also online, because of the pandemic situation due to COVID-19.

Migrants and refugees participated actively to the activities and they implemented them with enthusiasm.

They were passionate to the activities because they learn national language through game and cultural exercises."

Did you feel that the LAY TEACHERS piloting session helped you to improve your national language skills and facilitate access to effective learning contents? Why?

SPAIN

“All migrants and refugees involved in the pilot has declared an improvement on their perceived national language skills

They felt confident and motivated during the activities and committed with the learning process carried out.

The practical activity “Discovering the city” has helped them to increase their linguistic knowledge in real life situations.

The practical activity “Tree of Stereotypes” has motivated them to learn more about cultural diversity and stereotypes, as well as to improve their communication skills.”

ROMANIA

“The migrants and refugees assumed that the ‘tested’ content from the online platform helped them to improve their national language skills at least at some levels. The LAY TEACHERS piloting session ‘encouraged’ the target beneficiaries to be flexible in their thinking and push back against simplicity. The learning contents raised awareness of their own limiting beliefs and motivated them to find appropriate ‘problem solving alternatives’. The Practical Activities and all other project materials really facilitated the learning process of migrants and refugees especially because these were developed to ‘maximize’ the existing bank resources.”

GREECE

“The feedback of one of the participants regarding this question basically summarizes everything that has been said: “Definitely! Because of how the session was laid out and executed, I have now more inspiration.” Thus, most of the participants said that the piloting session really helped them meliorate their language skills. Participants also mentioned that the team-work and experiential learning techniques assisted the language learning process, as “it was important to learn through the experience”. A lot of participants also mentioned that they now feel encouraged to continue learning and practice the language skills. Some participants stated that they did not have the time to feel a difference in improving their language skills, as they thought that the session was short, and they did not have the time to “go deep”. However, they mentioned that in case of a longer learning process, they believe they would really meliorate their language skills, since the practical activities were adequate.”

ITALY

“All migrants, refugees and foreign people that participated to the pilot of practical activities stated that they improved their language skills and also cultural competences. After the exercises conducted thanks to the commitment of several Lay Teachers, the students (migrants, refugees and foreign people) felt more motivated and confident.”

What were the results of the LAY TEACHERS piloting in terms of gained skills and knowledge?

SPAIN

“Migrants and refugees have achieved the following results:

- *Increased motivation to learn the hosting language*
- *Increased motivation to take part in further training courses*
- *Improvement on their perceived national language skills*
- *Knowledge gained on cultural diversity and stereotypes*
- *Acquired motivation to improve their communication skills”*

ROMANIA

“According to the feedback collected from migrants and refugees the results of the LAY TEACHERS piloting in terms of gained skills and knowledge were the following:

- *Increased level of self-confidence;*
- *Improved level of motivation;*
- *Good sources of inspiration in terms of online tools and distance learning;*
- *Awareness of existing learning sources and their potential to be replicated at national level;*
- *Improved knowledge on evaluating the own competences, recognizing the “learning gaps” and finding solutions for filling in those gaps etc.”*

GREECE

“Since this question underlined the acquisition of skills in general, participants mentioned the following, based always on the nature and concepts of the practical activities that were presented:

1. *Knowledge around the concept of stereotypes and active listening and their significance.*
2. *Skills around teamwork and how individual people work through different activities.*
3. *The activities improved the reflection skills of some participants.*
4. *Cooperation, communication.*
5. *Empathic skills, understanding people’s concerns and fears and trust-building through teamwork.*
6. *Self-confidence.*

One participant mentioned that s/he did not gain skills nor knowledge, but it gave him/her ideas what to do to gain more skills. Moreover, another participant underlined the fact that even though s/he did not acquire any new skills, s/he went deeper to some that s/he already was good at and improved them even more.”

ITALY

“ We reached several positive results thanks to the pilot of our practical activities. The students (migrants, refugees and foreign people) acquired good linguistic and cultural competences that allow them to feel more confident of themselves and incite the students to learn more. They also improved their communicational skills and thanks to the exercise “Activating the vocabulary in your workspace” students learn a specific vocabulary that they will use in the labour market. Moreover, thanks to the practical activities they received also social input, for example thanks to the exercise “Tree of Stereotypes”.

Did you feel that the design of the LAY TEACHERS Online Platform of Open Education and Digital database was attractive and in line with your learning needs?

SPAIN

“The online platform was briefly presented to migrants and refugees and they found it attractive and interesting. Nevertheless during the piloting process they worked mainly in the practical activities.”

ROMANIA

“Analyzing the feedback received all migrants and refugees felt that the design of the LAY TEACHERS Online Platform of Open Education and Digital database was attractive and in line with their (at least basic) learning needs.”

GREECE

“The LAY TEACHERS Platform was presented to the participants. They all found the Platform attractive. The Units that were presented were mentioned to be in line with their needs and learning desires.”

ITALY

“Honestly, since migrants and refugees showed a strong interest on the project, we show them the Online Platform as one of the results of the project. They found it a good job well developed.”

What are the lessons you have learned as a result of the LAY TEACHERS national piloting phase?

SPAIN

“These are the main lessons learnt by migrants and refugees involved in the pilot phase:

- *Learning the hosting language may help them not only to find a job but to improve their social integration in relevant matters such as: access to health services, support their children education, participate in social activities, be part of their communities, etc.*
- *They feel now more motivated to take part in adult education activities and training courses*
- *They are more aware about how stereotypes affect their participation in the hosting society and how cultural diversity may be understood as an asset*
- *They understand the relevance of improving their national language skills, communication skills and other soft skills (such as team work, cooperation, self-reflection)”*

ROMANIA

“Considering the overall feedback gathered at national level the following “lessons learned” can be highlighted:

- *Getting more than giving more (in terms of contents, activities developed etc.);*
- *Practice potential;*
- *Familiarization with the online environment;*
- *“Growing” process of the life cycle activities;*
- *Understanding the value of lifelong learning;*

- *Getting differences in a positive way;*
- *Understanding a constructive feedback;*
- *Better prepared to collaborate with trainers/teachers/volunteers etc.*
- *Gaining the benefits of simple and friendly activities etc.”*

GREECE

“In this question, all participant stated the language skills acquired. However, the majority of the participants mentioned also other things, in coherence again with the practical activities that were presented:

1. *Understanding deeply the people around me and being more open-minded.*
2. *Being an active listener in order to “break assumptions” and how important this skill is.*
3. *Some stereotypes that were mentioned under the activity “Tree of stereotypes” e.g. the fact that women face stereotyped due to their gender. Moreover, it was mentioned that participants understood better the significance of not being judgmental and not act/ behave based on stereotypical thoughts and beliefs.*
4. *To be more self-reflective.*
5. *To engage more with the team and with the people around in general.*
6. *Improvement of communication skills and of cooperation.*
7. *The fact that when people feel safe and secure in a team, they tend to become more open and discuss their concerns, as the activities and the reflection after those revealed.*
8. *A lot of participants also mentioned that they stated that for a teacher is essential to be an active listener, in order to comprehend the migrant’s/refugee’s issues and concerns in depth.”*

ITALY

“The students (migrants, refugees and foreign people) involved in the pilot of the practical activities learnt new words of the language of the hosting country. They felt to be more involved, thanks also to the fact that Lay Teachers give them many responsibilities.”

Would you recommend the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities to other migrants and refugees? Why?

SPAIN

“All migrants and refugees involved in the pilot would recommend this experience to other migrants and refugees. They felt they have improved their communication skills in the hosting language and they have enjoyed the process.”

ROMANIA

“All migrants and refugees who attended the online piloting session confessed they would recommend the LAY TEACHERS Online Platform of Open Education, Digital database, training contents and practical activities to other migrants and refugees, as well. Why? Because these are valuable and bring the opportunity to evolve through simple but efficient activities.”

GREECE

“The LAY TEACHERS Learning Platform was presented to the participants, with its major parts, aside from the practical activities. Thus, regarding this question, the majority of the participants answered positively.

Regarding the practical activities, to which the students were more involved, they mentioned that they would surely recommend those, as they were engaging, adequately designed and they taught them skills, while they also strengthened the connection within a group of students. Moreover, they believe that the practical activities promote the creation of a safe and open-minded learning environment.”

ITALY

“The students (migrants, refugees and foreign people) involved in the pilot of the practical activities were committed and motivated. They participated actively because the activities were presented with professionalism. This is the reason why they will surely recommend the Online Platform of Open Education, Digital database, training contents and practical activities to their foreign friends, relatives and acquaintances.”

FINAL CONCLUSIONS

Considering the feedback received at national level in each participating country it can be demonstrated that the LAY TEACHERS “achieved” all the objectives. The pilot testing session gave the opportunity to bring a value creation to all the project’s expectations.

The LAY TEACHERS Guidelines and Recommendations promoted a partnership effort, with valuable contributions and input by the partner institutions that work in the field of adult education contributing on introducing migrants and refugees to national languages in Adult Education. ***The partner consortium consists of institutions from Spain – INFODEF and LBP, Romania – CPIP, IASIS – Greece, CEIPES – Italy and InnoQuality Systems - Ireland.***

The major goals of these guidelines contributed to the promotion of the transferability of the LAY TEACHERS project’s results and mainstream the development of educational / learning programmes, projects and activities aimed at introducing migrants and refugees to national languages in Adult Education, as well as cultivating the sense of making good decisions. The partnership used valuable strategies for enhancing the achievement of qualitative approaches for exceeding the expectations of the project objectives.

“The migrants and refugees (participating in the national piloting session) confirmed that all the LAY TEACHERS products are more than welcome for them in the process of integration into the national language. The way to learn the language and culture of a host country is not at all easy so additional support (especially free of charge) is appreciated.” (Feedback collected during the pilot testing process)