REMINT

Refugees and Migrants Inclusion Toolkit

A Toolkit
for
Migrants Inclusion

Project Partners

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INTRODUCTION

1.1 PROJECT SUMMARY

Social inclusion of asylum seekers, refugees and economic migrants is linked to the acquisition of transversal social skills, involving not only the language, but also the ability to interact in new contexts, in order to be able to develop positive and effective (linguistic as well as communicative) strategies for their inclusion in the host countries.

The REMINT project aims to give a contribution to a wider use of non-traditional teaching methods that can be able to make the learning of this essential skills set (a "Toolkit") easier, more motivating and more effective for these groups of final beneficiaries.

The partnership of the project is composed by six partners, ICT Verdi (Italy), Centro Machiavelli (Italy), INCOMA (Spain), CLP (UK), EELI (Greece), Studieframjändet Sodra Dalarna (Sweden). All the partners are expert in one or more of these fields: creation of educational/training courses, knowledge on experiential methods approach, asylum seekers, refugees and migrants' inclusion, languages teaching, cross-cultural activities.

The project aims to share some samples of best practices adopted by each partner to improve asylum seekers, refugees, and migrant's social skills, helpful for their correct inclusion in hosting countries, using methods based on the experiential learning approach. To achieve this goal, the project created, as main outcome, this Toolkit – Handbook and Instructions on Experiential Methods - based on the best practice to enhance asylum seekers, refugees and migrants' inclusion. After the creation of this handbook, the partners exchanged the best practices among them through a Short Term Joint Staff Training. The Toolkit - Handbook and Instructions on Experiential Methods – were tested in partners' student classes to understand the effectiveness of the methods developed and they has been used to improve the final version of this handbook.

The direct beneficiaries of the project are trainers/educators/teachers who works with asylum seekers, refugees and migrants. The final beneficiary will be the heterogeneous group of persons that, thanks to the "toolkit" created by the project, focused on the autonomy of students learning and on the respect and enhancement of the skills of each individual, will have better chance to improve the learning of transversal, language, cross-cultural, communicative skills useful for social inclusion and employment in hosting countries.

1.2 PARTNERS PROFILE

1.2.1 Istituto Verdi:

InAltreParole is the result of a cooperation between an Italian State school (IC Verdi) and a Charity (Progetto Agata Smeralda Onlus). The partnership's **mission** is to set up local forms of collaboration that support both the social inclusion of refugees and migrants and the active citizenship of the local community. To achieve this goal the partners have committed to providing educational activities which include language courses for migrants and refugees, and intercultural activities with both Italian students and refugees/migrants.

To improve the quality and increase the quantity of the language courses offered, **IC Verdi and Agata Smeralda** agreed to start a language centre ("**InAltreParole**") for migrants and refugees. The centre is based within a public school, which is in fact the "natural" setting for language classes: it not only has the proper spaces, the professionals and tools for learning and teaching but also has the added value of being within the public system, which legitimates and reinforces the process of mutual knowledge between migrants and the local community, a meeting/encounter the intercultural dialogue is built on.

The language centre "**InAltreParole**" started its activities in January 2017. InAltreParole school teachers have experience and knowhow in language teaching and adult education, are able to manage plurilingual and multicultural classes, with a wide variety of social and psychological needs.

The teachers are assisted by volunteers who carry out several tasks both in the classroom and outside the school. All the volunteers participated in an introductory course about teaching to this specific target group and about the legal framework for asylum seekers and refugees. There is a coordinator for the whole program which includes: Language and culture courses for all levels

and specific for illiterate students; Preparation for the lower leaving certificate; ITC aimed at seeking work; Italian language for work purposes integrated with professional training courses; Intercultural projects with the classes of Verdi School

Users profile and needs

Most of the applicants are young males (20-25 years old) arriving by sea from Libya after a long journey through other African countries. (West Africans represent almost two thirds)

Looking at migrants' qualification and skills, Italy is one of the countries within the EU with the lowest levels of qualification in the migrant population, with 47% having at most primary education, only 12% with tertiary education and a large number without any formal education.

This is a further challenge for language centers like InAltreParole that have to set up specific courses for illiterate students, involving both language and other basic competencies (numeracy, problem solving, manual skills …).

As regard of their needs we can pinpoint 5 main areas:

- the linguistic one (to achieve basic Italian language)
- the socio-cultural one (to achieve intercultural and citizenship skills)
- the work focused one (to better access the labour market)
- the educational one : how to catch up with migrants' previous competences and educational skills
- the personal one : how to meet migrants' psychological and emotional needs

In the case of an asylum seeker, the social need to learn a language in order to accelerate the integration process overlaps with the psychological and emotional need to reconstruct one's own identity in an unfamiliar relational and cultural context. Proficiency in the language therefore takes on a fundamental role not only for access to and inclusion in the community but also for the redefinition of identity, as it is the indispensable tool for knowing others and being recognized by them.

Methodologies

Classes consist mainly of young adult males, often plurilingual, with very different educational needs, competences and skills. In these kind of multi-level classes with mixed abilities and different culture of origin, where students may also have different levels of literacy in their own native language, teachers should be able to use a variety of methodologies and teaching techniques, adapting materials and contents to the specific needs and interests of the participants.

Teachers should also take into account the emotional dimension both as regard of the relationship "teacher/student" and within the whole group with its dynamics which strongly affect the positive outcome of the educational process.

1.2.2 Centro Machiavelli

Centro Machiavelli was founded in 1978 with the aim of teaching Italian language by providing linguistic and cultural tools to its students. Since 1988, the school has been part of TANDEM NETWORK, an International Association of Language Schools. Since 2003 the Centre is officially recognized from the Ministry of Education; in 2005, it obtained the ISO9001:2000 certification of quality. In 2008, the School was recognized as a consultancy and training organization for Lifelong Learning accredited by the Region of Tuscany.

Centro Machiavelli also provides language courses for facilitating the integration of migrants. Our staff includes experts who implemented several projects for refugees and asylum seekers. Since 2002 Centro Machiavelli cooperate with the Migration Office of Florence Municipality (http://politichesocioabitative.comune.fi.it/stranieri/servizi/sportelli_immigra zione.html) hosting monthly (for free) 2 asylum seekers, refugees and/or economic migrants in its Italian language courses.

The Centre operates within EU programs and in training activities. In 2012 it obtained the European Language Label for creating an innovative multimedia English language learning program for blind and visually impaired students. In the last 7 years it realized several multilateral and mobility projects within the EU Lifelong Learning Programme and the EU Programme ERASMUS PLUS. In this context, Centro Machiavelli was part of many EU project aimed to teach languages to blind persons: ELLVIS (English Language Learning for Visually Impaired Students), VET4VIP (Vocational English Teaching for Visually Impaired People), ALL4WELL (Accessible Language Learning for the Wellness Sector), MoLLVIS (Mobile Language Learning for Visually Impaired Students).

Additionally, CM was a partner of the UE LLP project PaTiE, Psychodrama as Tool in Education. This project aims to provide an innovative training

program to support VET educators to upgrade their key skills and to acquire psychodramatic techniques in order to enrich their VET qualifications

The **users profile** of Centro Machiavelli's students is heterogeneous. The age of learners ranges from 16 to 80 years old with an average of 25-35 years old. Centro Machiavelli has not, with rare exceptions, uneducated students. The level of formal education of the students varies from medium-low to high. Some students learn Italian for personal and cultural interests. An important part of the students, however, stays for long periods in Italy, as their interest in learning Italian is linked to a professional interest.

The long permanence of this category of students in our country, as well as their need to learn Italian for practical and working purposes, leads the school to use a type of teaching that privileges the understanding and use of the Italian language in real contexts.

This analysis of **linguistic needs** also includes the needs of economic immigrants, political refugees and asylum seekers who attend classes following an agreement with the Municipality of Florence. The communicative approach is the most used teaching method, since it best meets the needs of our learners. Because of the heterogeneity of age, motivation and educational level, our school also places a great deal of attention on the affective component within the class. Experiential teaching is used profitably as it helps to create a cohesive and collaborative class group, independently from the motivations, educational level, age and provenience of the learners.

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1.2.3 INCOMA

INCOMA is a training agency based in Seville (Spain) with a large experience in the development and coordination of European projects funded within the framework of EU programmes, especially in the fields of education, training and mobility (Erasmus+) and research (Horizon2020).

Our activity is devoted to the knowledge transfer at EU level and to the development of projects targeting groups at risk of exclusion or with special difficulties to enter the labour market, such as young people, women or migrants.

As a project partner and coordinator, we have assumed several roles and responsibilities throughout the past almost 15 years, including the development of research activities, training activities and materials, the coordination of dissemination, quality control, sustainability and exploitation activities, as well as overall management and coordination. INCOMA has also worked in the technical assistance of numerous projects within the fields of Education and Training and is a member of the Anna Lindh Foundation (Euro-Mediterranean region) and of the WINGS network for female entrepreneurship.

Our main areas of expertise include: mobility (as a training agency we manage mobility projects, both sending and hosting approximately 1,000 trainees yearly to acquire relevant work experience); vocational training; employment, labour inclusion and the promotion of equal opportunities; entrepreneurship; intercultural competences; and languages (YES is a subsidiary of INCOMA and an accredited regional school that provides language and VET courses).

The INCOMA group is composed of a multicultural and committed team of approximately 20 people with relevant experience in EU projects funded through different programmes (including Erasmus+, Lifelong Learning Programme, LdV II, European Social Fund, European Neighbourhood Partnership Instrument CBC MED, INTERREG IV, POCTEFEX or ERASMUS MUNDUS), as well as other international programmes (such as EEA grants and several national

initiatives promoting mobility in EU countries).

Some of our most relevant experience for the current project proposal comes from:

- LL2II (Learning of Local Bodies to Integrate Immigrants): Erasmus+ KA2 Strategic Partnerships. The project foresees the training, empowerment and learning of adult staff involved at local bodies, NGOs, operators and other field actors working for immigrants´ inclusion in society. For that purpose, an Open Learning Platform will be designed and implemented and the learning materials that will emerge from the project will be used inside Vocational Educational Trainings related to the social sector (http://ll2ii.eu/).

- RE.INCLUSION (Guidelines for the work inclusion of the refugees and the asylum seekers): Erasmus+ KA2 Strategic Partnerships. The project aims to develop innovative methodologies and tools to enable European practitioners, who carry out services for the social and economic inclusion of asylum seekers, to work effectively with them. More specific, the project aims at defining the competence profile of the practitioner working with refugees, seeking the recognition of skills acquired in formal, non-formal and informal contexts in connection with ECVET principles.

- ACUME (Advancing cross-cultural mediation): LLP-LdV-TOI. aimed at the definition and experimentation of the professional profile of the Intercultural Mediator (IM), through the outline of a common profile for cross-cultural and linguistic mediation in participating countries, and the development of learning contents to tackle the different competences that made up the profile. Indeed, the project also enriched a training course which was intended to provide a theoretical and practical training to the IM, which promotes the access of migrants to the labour market.

- DEEPER (Developing innovativE and integratE training Program for rEfugees and asylum seekeRs - LLP-LDV/TOI/09/IT/0447): LLP-LdV-TOI. DEEPER intended to design and integrate an EU-based innovative program for refugees through:

research activities carried out by a transnational group to ensure a common and wider view of framework and related issues, as well as to share competences and experiences; transfer of innovative methodologies, results and practices; implementation and evaluation in the national context to better monitor all variables (pedagogical, organizational, cultural) involved in setting an effective training program.

1.2.4 CLP

1.1   Association Profile

Creative Learning Programmes-CLP is an educational company active in a wide range of European programmes which contribute to the lifelong learning of people of all ages.

The company acts as a Sending, Receiving and Intermediary organisation for European projects that aim to promote mobility actions for the unemployed, for young workers, trainers and educators, as well as to provide the opportunity to individuals to improve their qualifications in a different European country. To that aim, we promote the development of transnational partnerships and European projects, reinforcing those skills that upgrade professional qualifications.

CLP also specialises in the fields of Research, Education and Training at all levels - including Special Education and VET-, Historical and Cultural studies as well as Tourism professions.

We provide public and private Institutions, schools, colleges, universities, non-governmental and non-profit organisations with technical assistance in the development of EU proposals and help them design and manage a project that best suits their needs.

CLP coordinates the submission of proposals under the call of proposals for several European programmes, such as: Erasmus+, Cosme, Creative Europe, ESF, Europe for Citizens, Progress, Grow, Horizon2020, and others. We work on all stages of the project bidding process: proposal writing, consortium building, stakeholders outreach, proposal pre-evaluation & quality control, and final submission. We also work on:

-Design and development of scientific researches and studies.

-Development and evaluation of training programmes.

-Design and development of educational material for Adult teaching.

Contacts with migrants or with other associations working with migrants

Creative Learning Programmes works on researches and projects that involve migrants in an indirect way through collaborations with NGOs, social and public bodies and academic institutions that are directly involved with migrants. Namely:

-The Welcoming association (www.thewelcoming.org/); it was founded by ALP (the Adult Learning Project) in Tollcross in 2000. It is an an independent charity and a major organisation in Edinburgh that supports migrants and refugees to build new lives in the UK. They provide a wide range of classes and activities and create opportunities for locals and newcomers to come together.

-ELREC (http://www.elrec.org.uk/); the Edinburgh and Lothian Regional Equality Council is a registered charity whose main objectives are to work towards the elimination of discrimination in all its forms and to reduce inequality and promote a culture of human rights.

Users profile and needs analysis

CLP provides a wide range of classes and activities, mainly addressed to adults; those can also be migrants of all backgrounds who have basic English language knowledge.

Work/activities CLP carries out with migrants

Our staff has experience in delivering ELT classes to students from different countries. As we mainly work with foreigners, our training material and methods

can easily be adapted to the training needs of migrants, for these are closely related to the needs of foreigners in general.

CLP in collaboration with partner organisations can provide a wide range of classes and activities, for adult migrants of all backgrounds who have basic English language knowledge.

The most important classes based on experience and needs analysis are English as a Second or Foreing Language (ESFL, Levels A2 to C2) as well as Conversational English and English for Specific Purposes (ESP), a learner-centered approach to teaching English as an additional language, which focuses on developing communicative competence in a specific discipline.

CLP can also organise Employment & Business Guidance workshops, that provide practical help with CVs & all types of job application forms & interviews and also offers Career guidance services and advice on setting up a business.

The services and classes are open to adults of all ages; Career Guidance services are particularly aimed to young people, especially young graduates.

1.2.5 EELI

Association Profile

The European Education and Learning Institute -EELI- is located in Rethymno, in the centre of Crete, Greece. EELI is an educational institute providing training programmes aiming to actively contribute to the lifelong learning of people of all ages and upgrading skills and competences of adults and youths. It deeply embraces the idea that people just never stop learning and through its work and its international network, EELI promotes research, regional development and cohesion, the development of transnational partnerships and educational projects and skills to upgrade professional qualifications. EELI designs and manages training programmes; assisting stakeholders to work together, develop, share and transfer best practices and innovative approaches; developing and testing of training curriculums and materials; organizing seminars, workshops and training activities for educators, trainers, teachers, professionals, unemployed and young workers.

A wide network of regional national and international partners, and projects carried out by the team of EELI targeted to enrich qualifications of vulnerable groups; such are low- skilled workers and unemployed youths. EELI Institute acts as a Sending, Receiving and Intermediary Institution for projects that aim to promote mobility actions for the unemployed, for young workers, and for trainers and educators of migrants, as well as to provide the opportunity to individuals to improve their qualifications and foreign languages skills. Through the development and implementation of European mobility projects (Erasmus KA1 actions), ELLI offers educational and training opportunities for trainers/ teachers of migrant students, as well as to low-skilled youth workers. Participants can take part in educational visits or practice placements to Europe in order to enrich their professional skills and strengthen their sense of a common European identity.

The Institute organises and coordinates work placements in Crete as well as study visits in close cooperation with a network of professionals according to the interests and needs of target groups. Due to its privileged location in one of Greece's most attractive regions with a highly developed tourism sector, a very active University as well as the many research centers, there is a great variety of fruitful and productive cooperations in all fields of science, research and trades. The institute participates in a broad range of programmes, covering the areas of; regional and urban development; employment and social inclusion; education, research and innovation; humanitarian aid.

EELI has developed and participated in following educational and research programmes targeted to migrants inclusion:

Erasmus+ KA2/ "TALKING – Transactional Analysis Learning for Keeling over the INtercultural Gap": The TALKING project aims at the upgrading of educators engaged in training activities in the adult education involving immigrants, with reference to the communicative and relationship competences that are necessary for the management of the educational relation with persons with different cultures and languages. It forecasts the development of activities like as implementation, delivery and dissemination of an innovative methodology, based on the Transactional Analysis principles.

Erasmus+ KA2/ "Guidelines for the work inclusion of the refugees and the asylum seekers": the aim of the project is to search and record the qualifications required by professionals working on refugee's integration and hosting services; as well as matching these skills with formal and informal education according to the European Credit system for Vocational Education & Training (ECVET). The final outcome of the project will be the publication of a guidelines aiming to improve the technical preparation of the practitioners and the efficiency of the services provided.

Erasmus+ KA2/ "Inclusion and Integration in Europe for experts in the pre-school education, youth and social work - IIEF": the project is a strategic partnership of 4 institutions from Germany, Ireland, France and Greece, which are active among others in the adult education. The idea is to jointly work out structures and necessary prerequisites that enable inclusion and integration. The aim of this project is to enable experts who work with children, adolescents and families in need of inclusion to create high-quality, inclusive offers and to adopt a prejudice-conscious pedagogical attitude.

Erasmus+ KA1/"Education to prevent Student failure": the aim of the programme is to introduce new methods of reaching out to students who are threatened by failure and early school leaving (also migrants students), the enrichment of the supportive school structures, and the reinforcement of the teacher's role as a mentor. The project provided a training seminar for 20 teachers/ educators working in public schools of Rethymno. The training programme designed to support counsellors/educators so that they upgrade their working methods and acquire those supportive techniques that can be used as tools to tackle student failure and early school leaving.

End-users – among other target groups - of training programmes that EELI develops and participate are Adult educators, teachers and tutors in schools with immigrant students. Most of the teachers in schools with multicultural students admit that handling cultural diversity in class is difficult and requires a lot of preparation. Immigrant students, due to their different backgrounds, differ not only in the knowledge they gained so far or their learning skills, but also in their communication skills. It is clear that educators need more professional development in the area of teaching in a multicultural or multilingual setting and that is the reason why we believe that the application of experiential learning techniques is crucial in the education of immigrant students

In order to conceptualize what is happening in a multicultural interaction, to analyze the communication between the educators and the immigrant students and to get more information about this kind of interaction, we can use experiential methods and techniques. Because experiential methods and techniques offers the trainers, adult educators, teachers etc. the necessary tools and techniques in order to overcome the challenges and resolve problems that may occur due to the cultural differences in a multicultural teaching class. With that kind of methodology, techniques and tools we can efficiently deal with conflict, difficult situations and intercultural communication problems that may occur in a multicultural classroom.

1.2.6 Studiefrämjandet – Falun (Sweden)

Association Profile

Studiefrämjandet I Södra Dalarna is a non-profit adult education organisation (studieförbund in Swedish) operating in the central part of Sweden. Further it is a none government organisation, partly financed by the National Government and Municipalities. There are nine more studieförbund in Sweden. Most have some political party or religiously communities founders but not *Studiefrämjandet.*

Studiefrämjandet are organized at national, district and local level. *Studiefrämjandet I Södra Dalarna* works at the local level. In Sweden there are about 60 legal entities and approximately 550 permanent employees. Each with its own legal status.

Studiefrämjandet works primarily with non-formal adult education, the main focus of our work in areas connected to our 19 member organisations. Among these organisations are the Swedish Society for Nature Conservation (SNF), the National Federation of Swedish 4H, the Swedish Hunters' Association, the Swedish Touring Club (STF), and MoKS – an umbrella organisation for music and culture associations. Additionally, we also co-operate with numerous other non-governmental organisations (so called NGO's).

Some of the core activities within *Studiefrämjandet* are *study circles*, seminars and cultural events in a wide range of subjects such as culture, nature and environmental issues as well as parenthood, arts and crafts and outdoor education. Activities for young adults – especially rock music, role-playing and theatre – constitute the epitome of the study circles.

At the moment our organisation (study institute) has a permanent staff of nine regular employees and numerous freelance leaders.

Swedish non-formal adult education has a long history. It started in the late nineteenth century when different educational movements developed alongside and in co-operation with new popular movements such as trade unions, farmers associations, political organisations and churches.

Non-formal adult education in Sweden is available to everyone, the main task is to reduce the educational gap in society and foremost by reaching the individuals whom have benefited the least from society's educational resources. It is free from government intervention and has public support.

The non formal adult education in Sweden reaches individuals in the range 14 – 90 years old.

We work in eight Municipalities in mid Sweden. We got our head office in the city of Falun and a local office in the city of Hedemora.

1.3 Migration in Europe: a Background

REMINT Project focuses on supporting social and economic integration of migrants, asylum seekers and refugees in several European countries, in particular Italy, Spain, Greece, United Kingdom and Sweden which are directly participating in the project.

Migration processes are changing during the last years: the countries we represent are an interesting example/demonstration of the 2 different scenarios we are facing as regard of migration in Europe: the "old migration scenario" including UK and Sweden and the "new migration scenario" including Italy, Greece and in part Spain which belongs to both scenarios.

The differences mainly concern the entry channel to Europe. Across Europe and in Italy more specifically, the share of asylum seekers, whose entry channel is "illegal" until the recognition of international protection, has increased over the total in the last years, compared to the traditional channels of labor migration and family-related migration.

This is the consequence of the political destabilisation of a range of countries in North Africa and Middle East. Italy, Greece and Spain are geographically the nearest countries for people leaving those war zones and the European Treaty known as Dublin 3 forces them to stay in the first country they land on. In other words, this Treaty says that the asylum request by a third country national is to be presented in the first European country the person arrives in – usually, either Italy or Greece – and where he or she was identified by local authorities.

The aftermath of this policy is that a large number of people are forced to remain in Italy or Greece even if their original project was

to reach other European countries (where they possibly have relatives, friends …).

The European Commission, presenting its Action Plan to alleviate pressure on Italy, reaffirmed its commitment to immigration and migrants, but then goes in a direction that unfortunately tries to block almost exclusively flows to Europe already in North Africa. Although the Member States have been urged to contribute more to the African Fund, to speed up relocations from Italy, to move forward on the reform of the Dublin regulation, not much progress on this front has been done. In September 2017 the total number of relocations carried out from the beginning of the program in 2015 was just 28,000 persons (when it was expected to involve 160,000 refugees and asylum seekers). (data from SPRAR report 2017)

This political background is a crucial factor when we work on pedagogogical issues, teaching methodologies, linguistic approaches because the political orientation toward migrations affects the way teachers, schools, associations act/operate in selecting methodologies, organising courses, support training …

This is in part due to the funding of educational measures which can increase or decrease following the migration policies implemented by each country. But it is not only a question of budget : the kind of legal procedure of the asylum claim in terms of duration, the structure of the reception system which includes the way reception centers are organized, affect the stronger or weaker attitude of asylum seekers and refugees towards their integration paths with consequences on language and integration courses. Attendance for instance implies the certainty to be there for the duration of the course and therefore it depends on the kind of visa you get, if your asylum request will be accepted or not ….

Migrant workers and asylum seekers have a different profile in terms of motivation, psychological situation, economic capacity. Migrant workers have a much more defined project : they leave their country to seek an improvement in living standards because the living conditions or job opportunities in the migrant's own region are not sufficient. On the other hand the majority of asylum seekers seeking entry to Europe are fleeing conflict and violence in their home countries. They are uprooted, homeless and lack diplomatic protection. They need to overcome traumatic experiences, rebuild an entirely new social network and acquire the personal, professional or cultural resources required to feel comfortable in their new environment. This is an extremely complex process that fails or succeeds according to many factors amongst which the will and capacity of the host society to include newcomers in all aspects of community life.

The fact that opportunities to enter the EU lawfully are limited lead many people to cross the borders illegaly at the risk of their own lives.
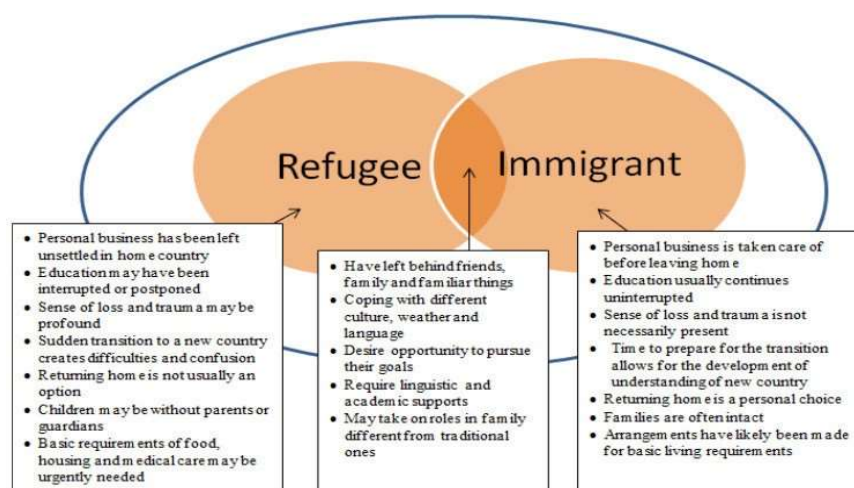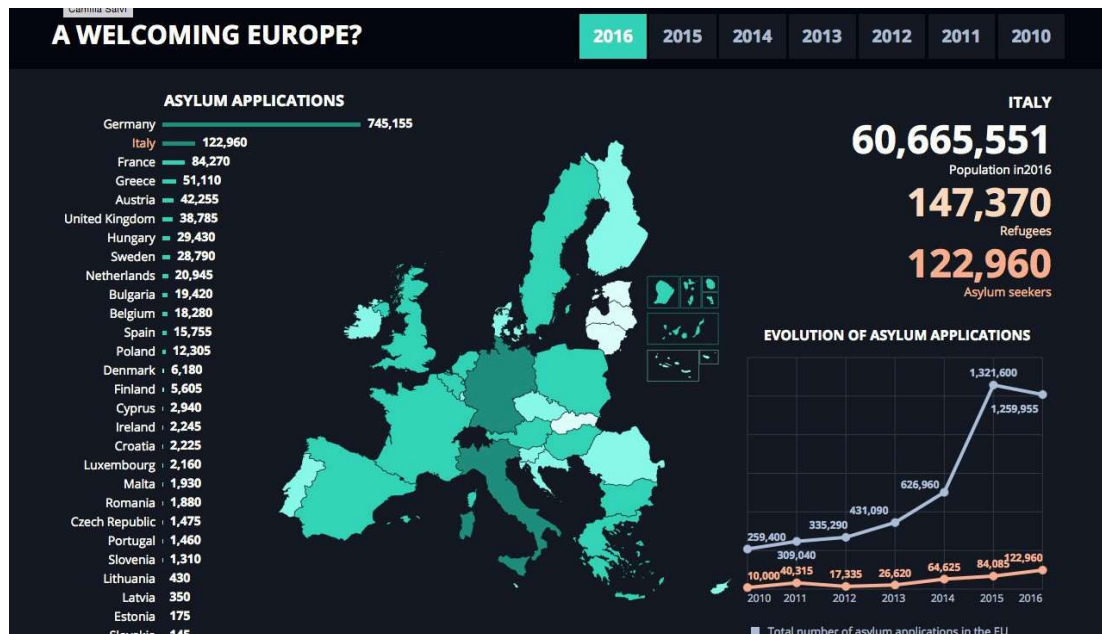

Figure 1: Characteristics of refugees and immigrants[5]

(Unlocking the potential of refugees and asylum seekers: intercultural approaches to integration. Final Report Intercultural Cities' Network Seminar https://rm.coe.int/168058f6b8)

Country profile: Italy

The increase in asylum seekers is connected to the higher number of arrivals from the Mediterranean Sea, and it can be divided into two different phases: while from 2011 to 2015 less than 50% of the total migrants reaching Italy filed an asylum claim in this country, in 2016 the figure rose to more than 70%, thus presenting Italy with a decisive shift, including in terms of self-perception, from a country of transit to a country of stay. This in turn had some consequences on the assistance system, that moved from emergency management based on first assistance, to a system of second assistance, including through the strengthening of policy measures and programmes managed both at national level (the CARA network) and at local level (The SPRAR system) (Bertelsmann Stiftung, 2016)

Another consequence is that our asylum system – the procedure that leads to the legal decision of giving international protection and material support to refugees – is overloaded and bad organised.

Country profile: Spain

ASYLUM APPLICATIONS

Country	Applications
Germany	745,155
Italy	122,960
France	84,270
Greece	51,110
Austria	42,255
United Kingdom	38,785
Hungary	29,430
Sweden	28,790
Netherlands	20,945
Bulgaria	19,420
Belgium	18,280
Spain	15,755
Poland	12,305
Denmark	6,180
Finland	5,605
Cyprus	2,940
Ireland	2,245
Croatia	2,225
Luxembourg	2,160
Malta	1,930
Romania	1,880
Czech Republic	1,475
Portugal	1,460
Slovenia	1,310
Lithuania	430
Latvia	350
Estonia	175
Slovakia	145

SPAIN
46,438,422 Population in 2016
12,989 Refugees
15,755 Asylum seekers

EVOLUTION OF ASYLUM APPLICATIONS

Total number of asylum applications in the EU
Asylum applications in Spain

Migration to Spain has always existed, but it was not until 1990 that it has become an important demographic and economic phenomenon. Spain has 5,294,710 foreigners living in the country which represent more than 12 per cent of the total population.

Among these figures, 2,563,803 foreigners belong to the Communitary Regime (from European Union Countries), and 2,730,907 foreigners come from countries outside the EU. Immigration in Spain is not homogeneous but is dominated by the precedence of regions with a similar culture; such is the case of the European Union, Latin America and North Africa.

The main autonomous communities of destination are Cataluña, Madrid and Andalucía (mostly Barcelona, Madrid and the Mediterranean coast).

In 2017 Spain registered 31,738 asylum seekers, almost doubling the number of applicants in 2016. (from: http://www.infomigrants.net/en/post/3805/spanish-asylum-policy-explained)

Last year (2016), 15,755 people sought asylum in Spain according to the Spanish Refugee Council (CEAR). Of those 15,755 requests, 355 received full asylum while 3,395 were rejected. Another 6,500 persons received subsidiary protection in response to their asylum application. Another 5,505 asylum seekers are still waiting as their applications are being processed. Spain made up only 1.3 percent of the 1.26 million requests for asylum in EU countries in 2016.

Spain has taken part in an EU relocation scheme, which began in 2015. The plan is to relocate refugees in frontline nations such as Greece and Italy to other EU countries to tackle the refugee crisis together as a European bloc. Spain has agreed to take in over 17,000 asylum seekers by September 2017 as a part of the program. So far, it has only taken in 1,300 people. This has caused NGOs such as Amnesty International and other organizations to protest in Spain's capital, Madrid.

Country profile: Greece
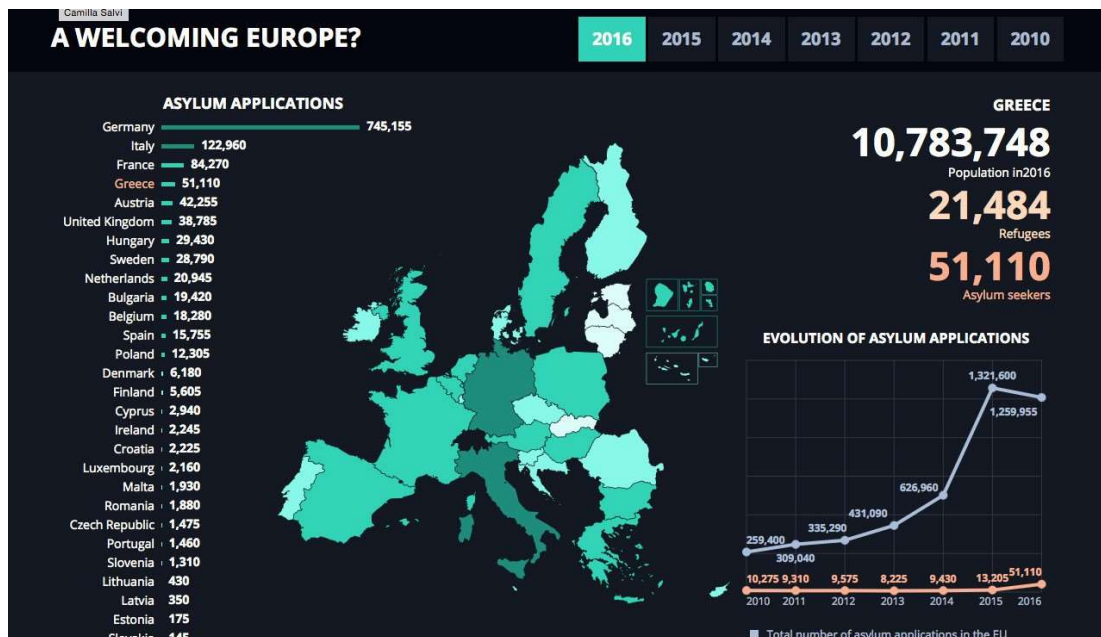
From emigration to asylum destination. In 2011 the European Court of Justice found that 90 per cent of all irregular entry into Europe was through the Greek borders. According to data from Frontex, Greece is the major gateway of undocumented migrants and asylum seekers from Africa and Asia.

Law 3907/2011 is an attempt to establish a realistic migration management system, through the operation of an independent Asylum Service, the establishment of First Reception Centers and the adaptation of Greek legislation to Community Directive 2008/115/EC on the return of irregular migrants.

Country profile : Sweden
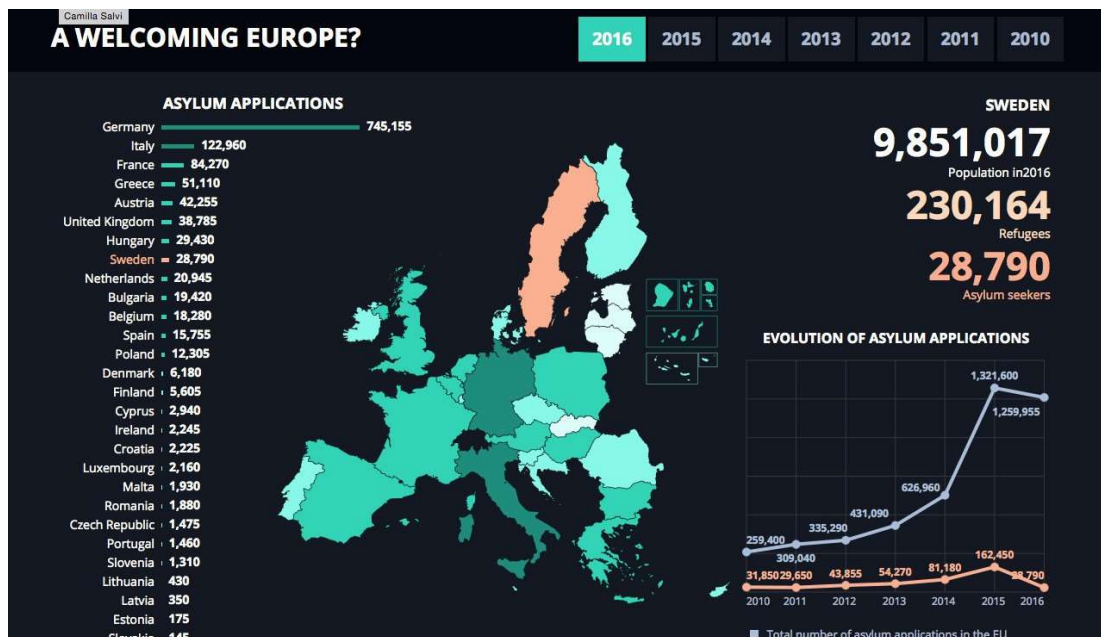
Sweden has been famously known for its welcoming attitude toward refugees and its commitment to family reunification. Until recently, it had the most generous immigration laws in Europe.

During 2010 the most common reason for immigrating to Sweden was:

1.   Labour migrants (21%)

2.   Family reunification (20%)

3.   Immigrating under the EU/EES rules of free movement (18%)

4.   Students (14%)

5. Refugees (12%)[23]

The quality of the welcoming of asylum seekers is high." After being registered at the Migrationsverket, a room and board system is offered to new arrivals in reception centres across the country while their asylum application is being examined. The process lasts between 6 and 7 months. In the meantime, they are offered a free language and culture class as well as professional training in order to facilitate their integration into Swedish society. While the kids are enrolled as soon as they arrive, adults can start working immediately, a unique case in Europe. Swedish citizenship can be acquired after 4 years of residency in Sweden.

Country profile: United Kingdom
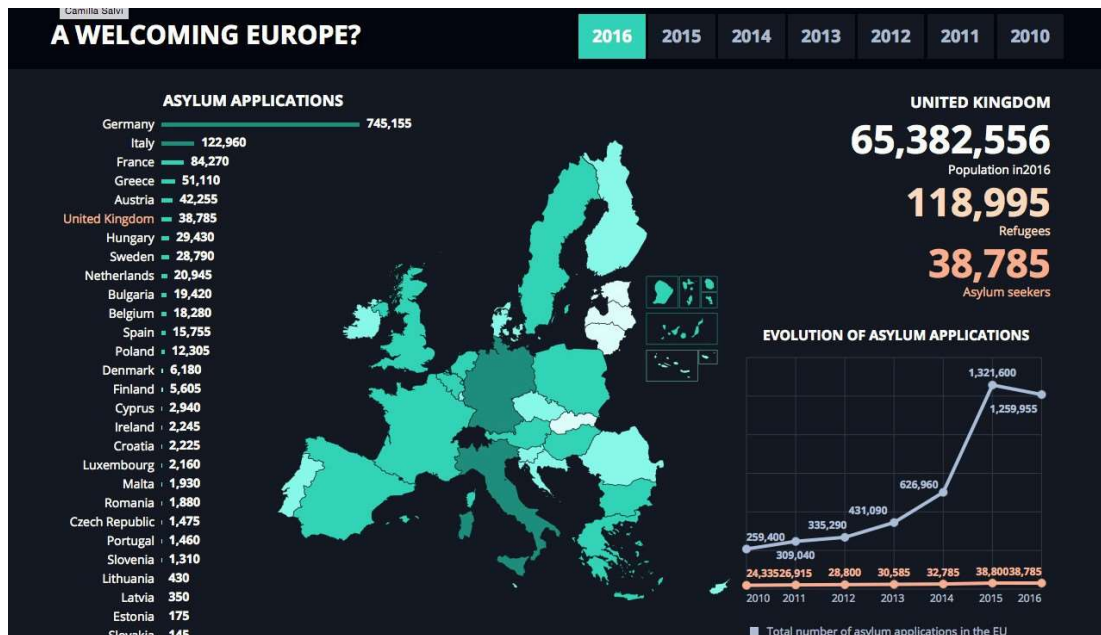
There are an estimated **118,995 refugees** living in the UK. (British Red Cross)

The UK received 38,500 asylum applications in 2016.
This was less than Germany (587,346), Sweden (83,103), and France (62,771).

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This was less than Germany (587,346), Sweden (83,103), and France (62,771).

Almost 90% of asylum seekers came from Asian or African countries in 2016. The top five nationalities for UK asylum applications were Iranian, Pakistani, Iraqi, Afghan and Bangladeshi.

Asylum and immigration matters are reserved to the UK Government and are handled by the Home Office. Nevertheless there are important differences among the approaches to migration implemented by each

country of the UK and this is particularly evident as regard of England and Scotland.

The former takes fewer refugees, offers less generous financial support, provides housing that is often substandard, does not give asylum seekers the right to work, has been known to punish those who volunteer and routinely forces people into destitution and even homelessness when they are granted refugee status due to bureaucratic delays. (https://www.refugeecouncil.org.uk/policy_research/the_truth_about_asylum/facts_about_asylum_-_page_1)

The latter instead embraces a broader and more progressive vision. For example, although asylum policy is reserved to the UK Government (including accommodation arrangements, financial support and assessment of claims for asylum), the Scottish Government has taken the position that integration should begin from day one and not just when refugee status is granted. This approach reflects the Scottish Government's commitment to promote inclusion and social justice for everyone living in Scotland. (https://www.gov.scot/publications/new-scots-integrating-refugees-scotlands-communities-2014-2017-final-report-9781786526960/pages/3/)

(All the infographics used in this part are from the European Parliament website :
http://www.europarl.europa.eu/external/html/welcomingeurope/default_en.htm)

Migrants and refugees on the labour market

In 2015 and 2016, nearly 2.7 million asylum seekers arrived in the European Union, comprising the largest mass movement in Europe since World War II. More than half chose to apply for asylum on the northernmost edge of the continent: Germany was the top destination country by far, but much-smaller Sweden received more asylum applications relative to its population.

Northern European countries are no strangers to immigration, having received more than 2 million asylum seekers between 2000 and 2014, in addition to significant numbers of intra-EU migrants. However, despite their relatively welcoming attitude, these countries are marked by high barriers to entry in the labour market for humanitarian arrivals, and many refugees who arrived in previous decades found it harder than anticipated to find work and a footing in society.

Since the late 1970s, wealthy Northern European countries have been popular destinations for both humanitarian and labor migrants. Between 80 and 90 percent of labor migrants who have lived in Sweden or Norway for two years are working, compared to between 20 and 25 percent of refugees. In contrast, an analysis of employment data shows refugees who arrived in the late 1990s and early 2000s generally spent many years in unemployment.

Refugees have a harder time finding employment than labor migrants even when differences in education and language skills are taken into consideration. One possible explanation for this difference is that labor migrants usually arrive with a job offer waiting for them. If they become unemployed, labor migrants also tend to move home or to another country. Many refugees do not have these options.(https://www.migrationpolicy.org/article/newcomers-north-labor-market-integration-refugees-northern-europe)

Inclusion policies and linguistic integration

Language is central to many of the issues raised by migration, particularly integration and social cohesion. Therefore, providing adult migrants with opportunities to learn the language of the host country and assessing their developing proficiency can aid their integration in the host society.

Language policy programs have been developed at both European and national level.

In some countries language requirements are considered as a precondition for residence or citizenship even if a general concern raises on the legitimacy of these policies that can easily violate human rights and the dignity of migrants by imposing language requirements without due regard to what is known about, for example, human motivation and the relation between language and identity. "If severe sanctions are attached to failure in a language test, that is more likely to hinder than promote successful learning; and our mother tongue is so central to our self-concept that any attempt to downgrade or suppress it is likely to have damaging psychological results. Better informed integration policy would seek to exploit what we know from research and pedagogical practice about the prerequisites for successful language learning by migrants." (The Linguistic Integration of Adult Migrants, edited by Beacco, Krumm, Little, Thalgott on behalf of Council of Europe 2017)

As the report by the CoE points out, the role played by adult migrants' linguistic repertoires and language biographies should be also taken into account. "There is in principle no contradiction between welcoming new languages and supporting plurilingualism on the one hand and helping migrants to acquire the language of their host country on the other. On the contrary, as recent research shows, the one supports the other when teachers devise activities that give legitimacy to migrants' linguistic repertoires and exploit them in their classes." (The Linguistic Integration 2017, p.2)

Linguistic integration means to be able to manage, to cope with several fields: work, housing, education … that are at the core of social inclusion. But it also involves processes that lead to the question of identity.

As said before, we have to take always in consideration that language learning is not only just a practical matter, but may also trigger processes that lead to the questioning of identities. For this reason it is always important to include in the linguistic programs a more autobiographical narrative that can be set up alongside a more work-focused language training.

Language in the workplace carries out a key role from the very beginning. But
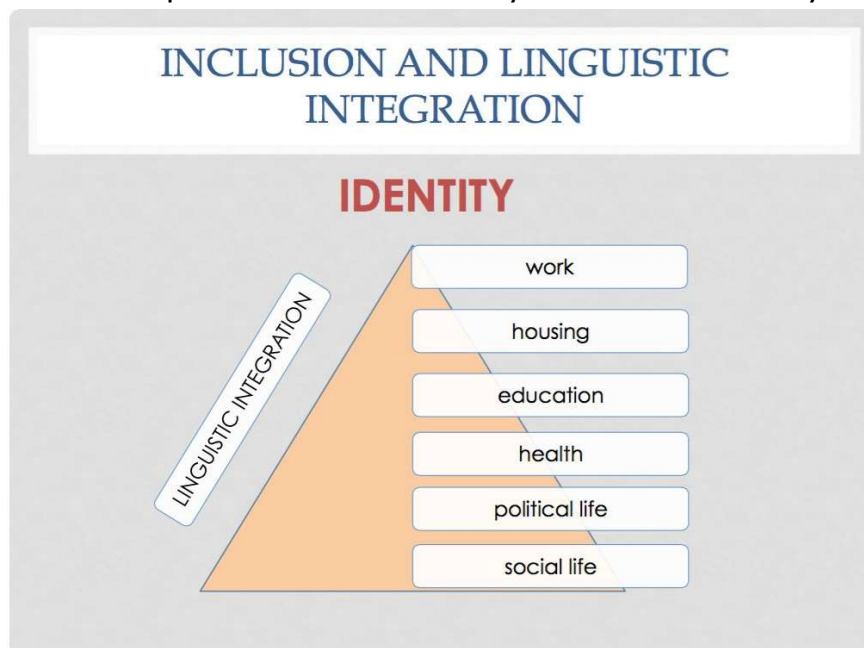
successfully attending a language course does not automatically imply linguistic integration. On the contrary, there is no direct route from language learning to employment and integration. The reverse is also true, however: employment does not automatically create language competence. "Approaches which separate language classes from the other dimensions of integration are far less likely to succeed than integrated approaches that embed language learning in the workplace or some other participatory context and thus ensure that from the beginning the language of the host society is part of the linguistic repertoire that the adult migrant deploys in daily life." (The Linguistic Integration 2017, p.3) It is important that migrants express themselves personally, which results in authentic language use and opens the way to "identity work" in another language. These considerations call civil society, employers, associations of all kinds, and language teachers for sharing responsibility for the linguistic integration of adult migrants.

METHODOLOGY

2.1 Methodological approach: the experiential methods

Experience as a source of learning is the basis of many popular sayings that we can find in many cultures. "Experience is the best teacher", "Learn from your mistakes ", "Experience is the mother of wisdom" are just some of the many proverbs that can be mentioned. However, these proverbs are only partially correct: one learns from experiences and mistakes only if they are later analyzed or elaborated. Experiential teaching is based on this simple concept: learning is a process that derives from a reflection which starts from an experience. Experiential learning, and its application through experiential teaching methods, engages learners in activities with components that require to reflect and use all their cognitive skills and resources to achieve a goal. This teaching methodology can be considered as opposed to the teacher-centered class, a method commonly used in many European countries, where the learner is first given a theoretical basis from the teacher and then, if necessary, is asked to put into practice what has been previously learned.

Experiential learning is not based on what the teacher says but it is based on the use of the cognitive components of the learners, on their personal and problem-solving skills, on the formulation of hypotheses, facilitated and guided by a trainer who becomes the director but not the center of the learning process.

This approach to learning implies a radical change in the student-teacher relationship. The learner is no longer considered an empty container to be filled with information and knowledge deriving from the teacher. The teacher, in turn, is no longer the center of the lesson but a support for the learning process of the learner, who becomes the real center of the lesson with his skills and abilities, which will be valued rather than ignored.

The history of experiential learning

The foundations of experiential education can be started at the end of the nineteenth century with the theories of the philosopher and pedagogist John Dewey. According

to his theories, the thought of each person is strongly influenced by the environment that surrounds him and with which he/she is in constant relation. Experience determines the way of thinking. However, according to Dewey, not all experiences are educational. On the contrary, some of them can lead to forms of mis-education; it happens when experiences have the effect of arresting or distorting the growth of further experience. For this reason, a teacher must carefully select the experiences he considers suitable for the learners. In Dewey's philosophy an experience, to be educational, must satisfy two requirements. The first is what he calls "continuity". To have a positive result for the education of an individual, an experience must be pleasant and influence the further experiences. The second requirement is the "production of interactions". An experience, in addition to modifying an individual, is also a social experience. Therefore, it must have components that allow a positive and constructive interaction with the group in which it is carried out.

Experiential learning is also influenced by the theories of the psychologist and pedagogist Jean Piaget. According to the him, experience is not always a source of learning. Especially among adults, cognitive conflict can occur when new perspectives and theories tend to contrast those previously learned. For this reason, it is sometimes difficult to make the learner accept the conflict that may result in new knowledge. On the contrary, information is fully learned when it comes to fill a gap that is perceived as necessary to solve a problem, to take action. Learning takes place promptly and spontaneously when it is perceived as necessary to solve a need or to improve a satisfactory situation. For this reason, a training experience is the more effective the more it is created to solve a real problem of the learner.

Also the German psychologist Kurt Lewin poses the problem of how an experience can become educational for an individual. Due to his exile experience from Nazi Germany, he points out that simple theoretical knowledge does not lead to the modification of stereotypes or prejudices. It almost never modifies the cognitive structures present in an individual. A simple theoretical knowledge, therefore, does not change a false perception. The perception of prejudices can instead be modified by a change in the
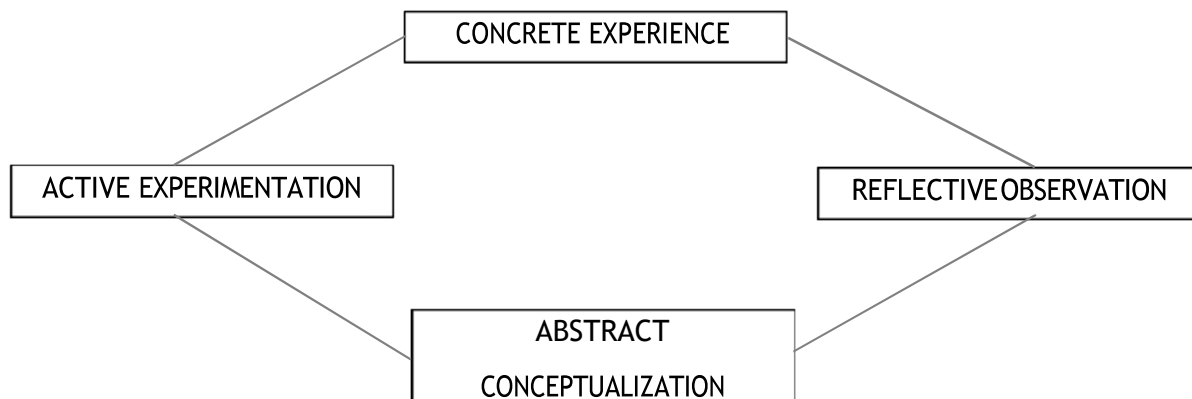
social perception of the individual. The role of direct experience is fundamental to changing behavior and opinions.

On the basis of these observations, Lewin develops the method of learning groups (still used in teaching adults) and the research-action learning model, developed in laboratories where knowledge takes place through actions with consequent reworking of experience at the theoretical level.

The theoretical bases of experiential learning are laid by David Kolb, who draws widely from the thought of previous researchers for his theory of "Learning cycle".

According to Kolb's theory, learning has a circular structure articulated in 4 phases:

1.   Concrete experience

2.   Reflective observation

3.   abstract conceptualization

4.   active experimentation

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                    ┌─────────────────────────┐
                    │   CONCRETE EXPERIENCE   │
                    └─────────────────────────┘
        ┌──────────────────────┐      ┌──────────────────────────┐
        │ ACTIVE EXPERIMENTATION│      │  REFLECTIVE OBSERVATION  │
        └──────────────────────┘      └──────────────────────────┘
                    ┌─────────────────────────┐
                    │        ABSTRACT         │
                    │    CONCEPTUALIZATION    │
                    └─────────────────────────┘
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Learning from experience

Since it is evident that not all experiences lead to learning, it is important to understand how they can be analyzed and reworked to produce learning. The Australians Boud, Cohen and Walker, have created an exhaustive theoretical framework for experiential learning:

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1.   Experience is the basis of learning. Not all experiences create learning, but all forms of learning are an experience. This is why there is no dichotomy between experiential and non-experiential learning.

2.   Learners actively generate their experience. The result of an experience is a personal and original knowledge that can be shared and discussed together with other people

3.   Learning is a holistic process and experiential learning is a process that can not be separated in its practical, social and affective dimensions

4.   Learning is strongly influenced by the social and cultural environment. It is not possible to separate learning from these contexts that are often independent of scholastic education.

5.   Learning is influenced by the socio-affective context in which it is realized: the educational environment strongly influences learning

Why use the experiential methods

The use of experiential methods within a heterogeneous group of learners, as generally are classes of political refugees, migrants and asylum seekers, are particularly useful and effective as they are based on the centrality of the student in the learning process, in the development of his autonomy and in full respect of his specific abilities. The experiential methods main feature is the learning based on the specific and personal skills of each individual, regardless of their level of education or the formal education received. This characteristic makes them particularly effective for teaching classes with a heterogeneous educational level. Moreover, the experiential methods are based on group work, which promotes the creation of social and emotional ties within the group, facilitating the interaction between individuals coming from deeply different social and cultures models.

Moreover, experiential methods are particularly effective in the development of practical language skills, which are necessary for the social and labor inclusion of political refugees, asylum seekers and immigrants. An additional advantage they bring to teaching is to enhance interest and motivation within the class group,

allowing the development of lessons in a relaxed and pleasant environment, both for learners and teachers.

MODULES

3.1 ISTITUTO VERDI

Rationale of the module 1: "Life stories in the mirror: the path towards knowing and recognizing"

Learning a second language is like being born for a second time. (Fabio Caon)

In the case of an asylum seeker, the social need to learn a language in order to accelerate the integration process overlaps with the physiological and emotional need to reconstruct one's own identity in an unfamiliar relational and cultural context. Proficiency in the language therefore takes on a fundamental role not only for access to and inclusion in the community but also for the redefinition of identity, as it is the indispensable tool for knowing others and being recognized by them.

Consequently, the teaching of the language in this context should include methods which also support the students in the effort to understand and accept the new cultural context and to find their personal slot within it. In the sphere of Experiential Learning, the autobiographical method – of which Duccio Demetrio is the most renowned Italian scholar – is a valid tool for answering the identity and social needs of migrants, above all when included in activities of an intercultural nature: dialogue with those who are different helps one to look beyond oneself and to see oneself through the eyes of the other. In this way, it is possible to proceed with the reconstruction of one's own identity, a process which accompanies us throughout life. In this light, we believe that this method is particularly meaningful in the context of adult education, because it promotes self reflection and allows them, over time, to give sense to past, present and future life experiences on a personal, educational and social level. This project has involved young adult asylum seekers, who are experiencing the delicate transitional phase from initial disorientation to the need to find motivation, trust and self-esteem to pursue the long and difficult path towards integration and an uncertain future. It can be easily adapted to all ages and levels of asylum-seekers. As far as the

acquisition of language proficiency is concerned, the experiential and intercultural context has made the linguistic input authentic and meaningful, even if tough and challenging due to conversation with native Italian speakers. However, thanks to the strong motivational drive towards communication, the results obtained both in listening and speaking went beyond our expectations

Rationale of the module 2 : "Migrants at work"

The school includes in the standard language courses modules in the field of work focused training for all levels.

The content of traditional language classes is often not sufficient to the specific needs of refugees who aspire to work but have a limited period of time to become autonomous in the search of work and housing.

These modules focus on vocational language training and provide migrants with the language for succeeding in the labour market. They make sure immigrants can learn about how the host-country labour market functions. To meet the first need (work) they have to learn a different and more complex language (related to work) and also to get the main information about this specific field (rules and rights above all).

The module we are presenting was part of the programm for the lower leaving certificate, within the official learning path "History and Citizenship" which has been adapted to migrants' needs and profiles.

MODULE 1	
TITLE	**Life stories in the mirror: the path towards knowing and recognizing.** Planning: Valentina Martelli, Gaia Pieraccioni, Camilla Salvi Teacher: Valentina Martelli
LEVELS	A1/ A2 (first step)
USERS	15 young asylum seekers and refugees (age 18-25) and one class in the state school (age 14)
DURATION	12 hours
LINGUISTIC SKILLS	Grammar: Present simple of common verbs, article + noun + verb, possessive adjectives, extension of the sentence Subject + Verb + Object , the interrogative sentence Vocabulary: describing people and geographical environments; everyday life and customs in one's own country
COMMUNICATIVE SKILLS	Describing people and daily routine, describing your country; expressing likes and dislikes; forming questions and answers to introduce oneself and to find out about others (Listening, Speaking, Reading and Writing)
INTERCULTURAL SKILLS	Putting yourself in somebody's shoes on a personal and cultural level; comparing personal stories and social ways of life to highlight differences and similarities; understanding diversity as personal and social enhancement; development of critical way of thinking about prejudices and stereotypes
SOCIOCULTURAL SKILLS	Being aware of the lifestyle of young people in different countries as well as of different socio-cultural models and values, development of a sense of community
TRANSVERSAL SKILLS	Ability to think about your life, ability to select what is meaningful and symbolic as regard of your cultural identity, making comparisons, cooperating in order to learn, holding a conversation respecting the taking of turns, listening to others with empathy
MATERIALS	Students' drawings, pictures and photos of different countries, posters, blackboard, laptop and Interactive whiteboard, video camera and mobile phones
SETTING	classrooms in the school

1 MEETING (2h)

Preparing with the whole group a variety of questions that can be used to talk about yourself ("What's your name ?", "How old are you ?", "Where are you from ?", "How long have you been in Italy ?", "Which languages do you speak ?", "What do you like in Italy ?", "Which Italian songs do you know ?" …)

Each participant writes the answers to these questions.

In pairs: drawing the partner.

With the whole class: the students read their presentations accompanied by pictures. A big poster with pictures and presentations will be posted on the classroom walls for the Italian students attending the school in the mornings to see.

Homework : Send on Whatsapp a picture of your country, your family, your life …

2 MEETING (2h)

Ref -students describe to the class the photos they have sent, using the following questions: "Who is this ?", "Where is it ?", "Why is this important for you ?"

The students collect drawings, pictures and written descriptions in a

folder to be given to the Italian students in the school.

Follow up to activate further vocabulary around the topics of the pictures (free time, environment, traditions …).

During the morning lesson, the Italian students read the Ref-presentations, draw their self-portraits, write their presentation and questions to be asked to the Ref-students.
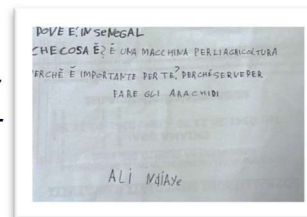
3 MEETING (2h)

Ref-students read the personal descriptions of the Italian students and in pair they write down the answers to the Italian

students' questions (as a preparation for the following meeting with the Italian class.

The whole group reads questions and answers.

4 MEETING (2 h)

During the school time the Ref-students meet the Italian students in their classroom: the 2 groups get acquainted.

In small mixed groups they interact and exchange their views by asking each other further questions.

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5   MEETING (2h)

"Double interview": one Italian student and one Ref-student answer alternately 11 short questions previously selected and prepared. The interviews are filmed.

6   MEETING (2 h)

Film screening with the whole group, comprehensive review of the experience, reflection and group thinking to share feelings, opinions and ideas.

| MODULE 2	
TITLE	Migrants at work Gaia Pieraccioni, Camilla Salvi
LEVELS	A2 /B1 ; can be adapted to any level
USERS	15 young asylum seekers and refugees (age 18-25)
DURATION	9 hours
LINGUISTIC SKILLS	Grammar: Present simple, past tenses, command form; Vocabulary for personal description and to talk about likes and dislikes, work related vocabulary
COMMUNICATIVE SKILLS	describing personal competences and skills; forming questions and answers to speak about jobs, expressing opinions, listening, speaking, understanding and writing short texts related to the world of work
INTERCULTURAL SKILLS	Putting yourself in somebody's shoes on a personal and cultural level; comparing personal stories and social ways of life to highlight differences and similarities in the work world; understanding different ways to organize and carry out a job
SOCIOCULTURAL SKILLS	Being aware of work conditions and rules in different countries as well as of different socio-cultural models and values, development of a sense of community
TRANSVERSAL SKILLS	Ability to think about your future, ability to select what is meaningful as regard of your identity in relationship to your work project, making comparisons, cooperating in order to learn, holding a conversation respecting the taking of turns, listening to others with empathy, general ITC skills
MATERIALS	Power Point, forms, web sites, laptop and Interactive whiteboard, videos,
SETTING	classrooms in the school

1 MEETING: FROM EXPERIENCE TO KNOWLEDGE (2 h)

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👥 Watching with the whole group video clips and/or documentary footages on the topic "work"

- Brainstorming on the word "*lavoro*": ref-students are asked to say the first 3 words they associate with this word

- Follow up of the brainstorming with the whole group to revise and enlarge the work related vocabulary

- Sharing of previous work experiences or job searching

- Writing a list of questions on the topic "working in Italy" that will be later answered during the module
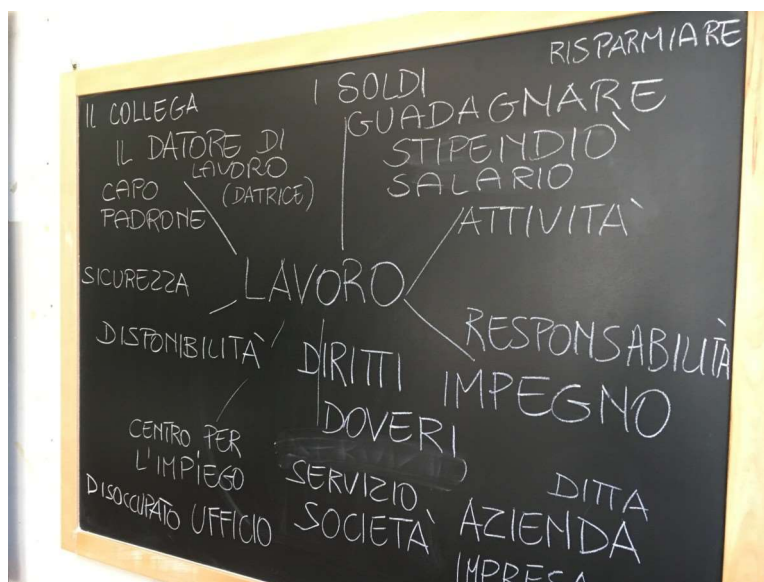
2   MEETING: JOB ORIENTATION TALK AND THE CV (3 h)

👤 The teacher introduces some issues related to the job searching : in particular how to search for a job in Italy; state and private job centres; the job orientation talk and the writing of a CV. The teacher uses a Power Point presentation with pictures and semplified language to facilitate the understanding of very complex contents and specialized vocabulary;

- Watching a video clip with 2 job orientation talks at an Italian job centre

Italiano per stranieri - Samira cerca lavoro

- The whole group analyses and reflects on the orientation talks comparing them to personal experiences of the participants

- Filling in together a declaration form on "availability to work" (authentic material from the job centre)

- With the whole group : curriculum vitae analysis

- Preparing the CV : filling in a table on personal competences and   interests

- Writing or revise your own cv

- Simulating the orientation talk (teacher as the interviewer) using your own cv and feedback with the whole group

3 MEETING: LABOR LAW AND EMPLOYMENT RULES IN ITALY(2 h)

- Watching a video where ref students discuss on formal and informal working (with or without contract)

- The whole group talk on the differences between illegal and legal   working in Italy; ref-students report their own experiences and opinions

- rights and duties and the basic safety rules. The teacher uses a Power Point presentation with pictures and semplified language to facilitate the understanding of very complex contents and specialized vocabulary;

- Reading and commenting job contract samples and payslips with guided questions to improve their comprehension

4 MEETING : ON LINE JOB SEARCH AND JOB INTERVIEW (2h)

- Analysing on line job search sites with activities to improve their fruition

- Activity games: small groups of ref students search for information in the analysed sites following the input given by the teacher. The winner is the group that first complete the assigned search.

- Analysing on line job adverts with guided questions

- In pairs ref-students send by email their applications answering a job Watching a video with a job interview

- The whole group analyses and discusses the job interview (especially the verbal and non verbal language). Collective redaction of a list of

- rules to be followed in an ideal job interview (which questions may be asked, which behaviors are reccomended …)

- Role play in pairs with cards defining different identities and roles

3.2 CENTRO MACHIAVELLI

Rationale on the module's topic and activities

The learning of the Italian language of an immigrant coincides with its process of social and work inclusion in the Italian social fabric. If linguistic communication can be an obstacle to interaction with people living in the host country, an even greater obstacle can be constituted by the diversity of the rules of communication and interaction, which fall in the field of paralinguistic, sociolinguistics and, in case of different social and cultural values, of anthropology.

Language teaching methods can not avoid considering differences in communication between cultures; they can not be limited at morphological-declarative language teaching. The selected methods and activities must necessarily develop socio-and para-linguistic competences that allow to improve the overall communicative competence of learners, developing their knowledge of non-verbal communication, of the rules underlying communication interaction within a country, of the social rules implicit in a conversation.

In this module Centro Machiavelli will introduce the Real Life Movie method and two examples of activities based on it that meets the linguistic needs of immigrants, asylum seekers and refugees.

The Real Life Movies (RLM) method

The RLM method is a language teaching method born from the TLMM method (Teaching Languages through Movie Making), winner of the European Label for Languages 2011. In short, the project is based on writing a script by the students (based on the linguistic needs of the class) and on the following creation of a short film on their part.

RLM enables the acquisition of a language by focusing on the linguistic requirements for writing the script. The creation of a text centered around the students' specific linguistic needs and its memorizing, which allows for fixing of speech acts and the realistic simulation of the situation in which the speech acts are carried out as required by the screenplay, also enable an in-depth analysis not only of the language but also of the co-text and the communicative context.

Finally, by stimulating ongoing interaction among the students, which is necessary for completing the project, RLM makes it possible to develop bonds and relationships in the group that often continue even after the project is over. RLM allows for focusing the students' attention on several components which are essential for acquiring an effective command of the language. Since the students have to make a short film in which the dialogues and scenes must be as realistic as possible, they are stimulated to learn and use an authentic language. In addition, by having to interact amongst themselves, they improve not only their written and oral skills, but also the ability to communicate. In fact, it is important for the project to be developed by interacting in the target language. In this way, the students improve their language skills not only through working to complete the project, but also by interacting with each other.

As they have to act out and create realistic situations, RLM also allows the teacher to focus the group's attention on social, sociolinguistic and paralinguistic aspects of the target language. The analysis of some of the scenes and their performance actually makes it possible to naturally introduce a discussion dealing with some of the problems linked to social conventions (for example, when to use formal/informal speech, how to take the floor when speaking), several uses of the language linked to the various linguistic variables and some of the communication methods in which it is also necessary to have knowledge of the paralinguistic aspects (such as non-verbal communication and intonation).

Creating a short film

The creation of a short film through the RLM method is based on some steps, inspired by experiential education, that are useful for the enhancement of the activities that the students carry out for the realization of the task they have to

complete.

1. choice of the subject. The first step for the creation of the short film is the choice of a subject, which must be discussed in class and considered useful by the participants. In the case of the examples shown in this manual, the subject proposal derives from the teacher.

2. Define the situation. The second important step in the creation of a script is to define the situation inherent to the subject. At this stage of preparation it is important to introduce the topic and encourage discussion among learners so as to highlight any gaps, socio-linguistic factors and important points to work on. This phase can help the students to reflect on the subject before starting to write the screenplay.

3. Adding details: when the situation is defined, it may be useful to add details regarding the context in which it takes place, giving information on the scenario in which the short film will take place. At this moment it is important that the participants have clear the task to be performed

4. Write the script: once the learners have clear the task to be completed as well as the social and sociolinguistic context, it is possible to start writing the script. In this phase it is advisable to make the students work in pairs or in small groups to make the task easier and more motivating.

5. Assign the roles. In this phase it is useful to deepen the analysis of the characters that the participants will have to interpret, suggesting information regarding non-verbal and socio-linguistic communication that can be useful

6. acting: at this stage the students must have memorized their part and have identified the places in which to shoot the short film. It is advisable to do some rearshals before the shooting to make the students feel more relax and self-confident.

7. Final discussion: at the end of the activity it is useful to set up a discussion about what students think they have learned. The discussion must take place not only with regard to the linguistic component but also to the paralinguistic and socio- linguistic components.

Healthcare

LEVELS	A1/A2/B1
USERS	Adult immigrants/foreigners who' going to live for long period in Italy
DURATION	8/10 hours
LINGUISTIC SKILLS	A1/A2: grammar: present simple, past simple structure of the question, adjectives, modal verbs, time indicators. Vocabulary: human body, self-perception, health, medicines, symptoms B1: grammar: imperative form (both formal and informal), formal speech. Vocabulary: self-perception, health, medicines, symptoms
COMMUNICATIVE SKILLS	Describe perceptions, telephone call, dialogue with doctors, describe illness (listening, speaking, writing), tell a personal story happened in the past
INTERCULTURAL SKILLS	Deal with a different country sanitary system
SOCIOCULTURAL SKILLS	Deal with Italian sanitary system
TRANSVERSAL SKILLS	Cooperate with other people, problem solving, use of ICT
MATERIALS	Video camera or mobile phone, computer and video, special clothes for doctors, photos
SETTING	Class, shooting setting (depends on students 'choice)

Cultural differences and social habits are real phenomena to be taken into account when an immigrant have to use the health system of a host country. Very often, for example, it is difficult to describe one's illness, the symptoms, the kind of pain or discomfort that lead a person to seek medical examination. This type of vocabulary is not common in everyday language and requires specific attention. This activity aims to provide information on access to health treatment of an immigrant, refugee or asylum seeker in Italy.

MEETING 1: define the situation and add details (2 hours)

1. introduction: we show some photos of sick people and we asks: "what does he/she has?" wait for answers from the class

2. personal experience: "Have you ever been sick in Italy?". Students' discussion.

3. We propose a vocabulary on the most common diseases that can be contracted in everyday life

4. question: "Have you ever been to the doctor or hospital in Italy?" students' discussion.

5. Question: "What do you do if you're sick?"

6. We explain the possibilities of health aid in Italy

7. We explain how to register: citizens with a regular residence permit have the right / duty to register to the health service.

8. how to explain your illness: questions to the class: "How do you feel?" wait for answers

9. We propose a basic vocabulary of the symptoms of the most common diseases. Emphasis also on internal organs of the body.

MEETING 2: Writing the script (2 hours)

1. main question: "what do you do if you feel sick?" Listen to possible students' solutions.

2. Explain how to obtain a health card for legal immigrants, where to obtain it and which documents are needed.

3. show necessary documents if they do not know them

4. VIDEO, TEXT 1: THE TELEPHONE CALL AT THE ASL TO ASK THE HEALTH CARD

5. We explain a medical examination: "Imagine that you have [an illness chosen by the students]. You're at the medical clinic. How do you explain your illness? "

6. VIDEO, TEXT 2: MEDICAL EXAMINATION

7. We explain how to address the doctor and most common doctors' questions. We explain medication and dosage vocabulary

8. VIDEO, TEXT 3: AT THE FIRST AID.

How to organize the class to write the script.

We can use two different methodologies, according to the number of learners and the linguistic level of the class

Method 1:

1. we show and describe which scenes must be written

2. We ask for some ideas on a possible plot

3. We ask which scenes the students are interested in writing, then we organize the class in pairs. Each pair will write a scene. The pair who write the scene will also be the one who plays the roles.

4. In case of impossibility of agreement in the choice of the of the scenes writing, a draw is made

5. Each students pair writes a scene

6. The teacher puts the scenes together and delivers the complete script to the students

method 2:

1. Show and describe which scenes must be written

2. Ask for some ideas on a possible plot

3. We organize the students into pairs, then we ask them to write the planned scenes

4. Each couple writes all the scenes

5. The teacher (or the students) select the scenes to create the script. The teacher put the selected scenes together and gives the complete script to the students

6. Ask students what roles they are interested in interpreting

7. In case of non-agreement, the assignment of roles is done by drawing lots

MEETING 3: act the short film (2/4 hours)

1. discussion about setting: together with the students we decide the places to shoot

the scenes and, in case, "special effects" to use.

2. preparation: students prepare to shoot, trying their part and, if required, using make up or special clothes

3. we proceed to the shooting

4. the teacher edit the short film, which will then be shown to the students as a result of their work

MEETING 4: analysis, reflection and comments (2 hours)

1. The short film is shown to the students

2. The teacher makes a brief analysis of the results achieved and what can be improved

3. Ask students to comment on the short film, to express what were the problems encountered, any difficulties, what they think they have learned.
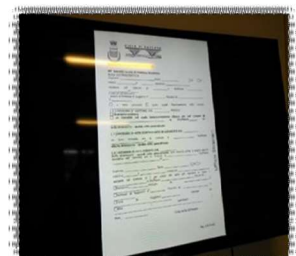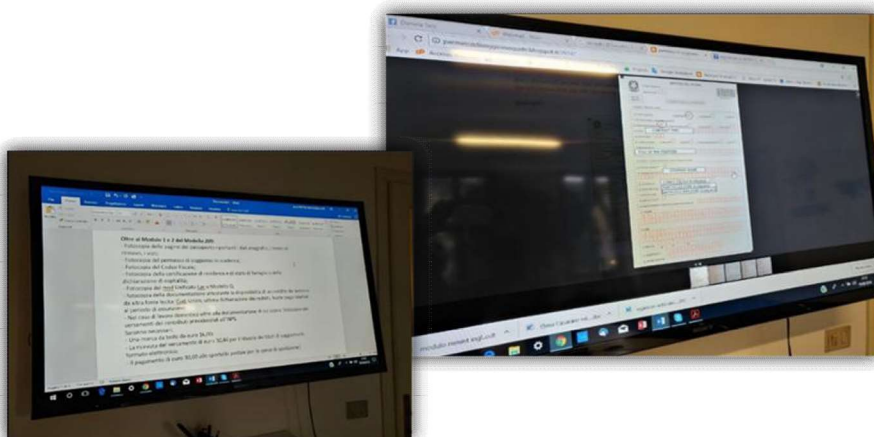
Residence permit:

LEVELS	A1/A2/B1
USERS	Adult immigrants/foreigners who already live Italy
DURATION	8/10 hours
LINGUISTIC SKILLS	A1/A2, grammar: present simple, past simple structure of the question, adjectives. Vocabulary: personal information B1, grammar: conditional form, formal speech. Vocabulary: personal information
COMMUNICATIVE SKILLS	How to fill a form, telephone call, dialogue with public authority, formal speech
INTERCULTURAL SKILLS	Deal with different public offices
SOCIOCULTURAL SKILLS	Deal with public authority
TRANSVERSAL SKILLS	Cooperate with other people, problem solving, use of ICT
MATERIALS	Video camera or mobile phone, computer and video, photos
SETTING	Class, shooting setting (depends on students' choice)

The residence permit is the most important document that an immigrant must obtain in order to stay in a foreign country. The bureaucratic process can be very difficult for a person who does not know the laws of the country. In particular, for people who do not have a good competence in the foreign country language, specific information can be difficult to find and to understand. Complete the necessary forms and find the required documents can be an obstacle as well. This activity aims to provide practical help in social, socio-linguistic and pragmatic competences that allow to understand and carry out the activities necessary for obtaining the residence permit. In this activity, the modality of the renewal of the residence permit for work reasons will be taken into consideration for immigrants who already live in our country.

MEETING 1: define the situation and add details (2 hours)

1) personal experience: how can I get a work permit? what difficulties did you encounter?

2) Which documents are necessary? [teacher: write the list and add the missing documents to the list]

3) do you know what they are? Do you know how to get them? [explain how to get the documents in the list]

MEETING 2: write the script (2 hours)

imagine you want to renew your residence permit and you need some documents. How do you get them? Try to write a dialogue for:

1. Module 1 and 2 of the Model 209. Compile it. [If necessary, the teacher help the learners in the module compilation]

2. documentation attesting the availability of a work income or other licit source

3. Photocopy of certification of residence and family status or declaration of hospitality

4. The receipt of the payment of 30.46 euros for the issue of residence permits in electronic format;

5. Dialogue with public officer of the police headquarters

How to organize the class to write the script.

We can use two different methodologies, according to the participation and the linguistic level of the class

method 1:

1. we show and describe which scenes must be written

2. We ask for some ideas on a possible plot

3. We ask which scenes the students are interested in writing, then we organize the class in pairs. Each pair will write a scene. The pair who write the scene will also be the one who plays the roles.

4. In case of impossibility of agreement in the choice of the of the scenes writing, a draw is made

5. Each students pair writes a scene

6. The teacher puts the scenes together and delivers the complete script to the students

method 2:

1. Show and describe which scenes must be written

2. Ask for some ideas on a possible plot

3. We organize the students into pairs, then we ask them to write the planned scenes

4. Each couple writes all the scenes

5. The teacher (or the students) select the scenes to create the script. The teacher put the selected scenes together and gives the complete script to the students

6. Ask students what roles they are interested in interpreting

7. In case of non-agreement, the assignment of roles is done by drawing lots

MEETING 3: act the short film (2/4 hours)

1. discussion about setting: together with the students we decide the places to shoot the scenes and, in case, "special effects" to use.

2. preparation: students prepare to shoot, trying their part and, if required, using make up or special clothes

3. we proceed to the shooting

4. the teacher edit the short film, which will then be shown to the students as a result of their work

MEETING 4: analysis, reflection and comments

1 The short film is shown to the students

2 The teacher makes a brief analysis of the results achieved and what can be improved

1.1 Ask students to comment on the short film, to express what were the problems encountered, any difficulties, what they think they have learned.

3.3 INCOMA

Rationale for choosing the topic/activity of the Module

The activities here proposed have been selected from one project where INCOMA is involved: INTERMOVE. This project seeks to impact on the improvement of transversal skills such as Language or Cross-cultural skills by using an innovative approach to comprehend several languages while learning in other fields. The programme aims to prepare participants on mobility projects through the intercomprehension of languages.

This project is very easy to transfer to refugees and asylum seekers, as this kind of training can help them language to integrate in the host society as it provides many useful tools that can be implemented in the daily basis.

INTERMOVE tackles two barriers: cross-cultural issues and foreign language knowledge by developing and implementing a new training pathway to prepare participants on Mobility projects by including the Intercomprehension of French, English, Portuguese, Italian and Spanish as a tool to follow an intercultural preparation.

"Who am I?" activity:

EXPERIMENTIAL METHOD DESCRIPTION FORM	
TITLE	"Who am I?..."
INTRODUCTION	This activity is include in the INTERMOVE project. All the students have to produce a short video (maximum 3 minutes) introducing themselves to all the other students, in their mother tongue or in their preferred foreign language. They are entirely free to decide how their video will be – may be, to get inspired, they just can think of what they would like to get from their colleagues. The videos produced have to be shared with the rest of the group and the trainer/teacher and have to be discussed.
LEVELS	A2-C2
USERS	This project is very easy to transfer to refugees and asylum seekers, as this kind of training can help them language to integrate in the host society as it provides many useful tools that can be implemented in the daily basis
DURATION	60 minutes
LINGUISTIC SKILLS	Each student has to bear in mind that the other students may not speak their same language, so it is necessary to use words that could be easily understandable, to speak slowly and make gestures as much as possible for a better comprehension.
COMMUNICATIVE SKILLS	Interaction with the group, Express an opinion
INTERCULTURAL SKILLS	The aim of this activity is to make students being understood when introducing themselves to a foreigner who does not understand very well the language they are speaking.
SOCIOCULTURAL SKILLS	Present yourself, express feelings and emotions
TRANSVERSAL SKILLS	Communication and digital skills,problem solving, group work, empathy, self-government
MATERIALS	A camera or a mobile phone to record
SETTING	There is the possibility of make this activity face to face or online

Detailed description of the activities included

Explanation of the activity:

a)   **Face to face option**

For the implementation of this activity is necessary to meet all the students/participants in a room. They will have more or less 10 minutes to think about the short video that they have to produce, (maximum of 3 minutes) introducing themselves to all other participants, in their mother tongue or in their preferred foreign language.

They are entirely free to decide how their video will be, they can speak about their family, hobbies, their job etc. maybe, to get inspired, they can just think of what they would like to get from their colleagues.

Each student has to bear in mind that the other students may not speak their same language, so it is necessary to use words that could be easily understandable, to speak slowly and make gestures as much as possible for a better comprehension.

It is important that the production of this video should take not more than 60 minutes.

For the production of this video, participants could use a smartphone or a video camera. There is the possibility that they work in couples meanwhile one is speaking the other is recording and after they will change positions.

Once all students/participants have recorded their video, they will show it to the rest of the class. One by one, they will have to explain what they have understand from the videos and describe the methods/strategies that have been useful for them to understand their colleagues, because the aim of this activity is to make students being understood when introducing themselves to a foreigner who does not

understand very well the language they are speaking. As a result of this situation a debate will be created that will be moderate by the trainer.

With this activity the socio cultural and intercultural skills will be developed by learning how participants can present themselves to people with different backgrounds. Also, these skills will improve due to the fact that participants have to express their feeling and emotions "in front" of an unknown audience, a tough topic if we speak of young people that could have some problems related to shyness and lack of self-confidence.

The materials needed for this activity will be the following ones:
Smartphone/ video camera
Computer
Room

Pictures:

** Participant from Germany been recorded while presenting herself.

b) **Online option:**

The "Who am I?" activity could be implemented online. In this case, the participants will upload their video to You Tube and send the link to the trainer and wait for comments and the evaluation.

The materials needed for this activity will be the following ones:
Smartphone/ video camera
Computer

Find bellow the instructions and how to upload the video to You Tube:

http://www.youtube.com/

We will use Youtube to:

✓ See the study materials (videos) uploaded on the platform.
✓ Send tasks (videos) by students to the facilitator.

The videos will be setting "Hidden" so that will not be seen by anyone except those who have access to the link, ie facilitators and students.
If you want to know more about the privacy of these videos you can see the information in the following link:

https://support.google.com/youtube/answer/157177?hl=es&rd=1

HOW TO YOUR TASKS THROUGH YOUTUBE?

1.   CREATE AN ACCOUNT ON YOUTUBE.

▪   If you already have Gmail account, it means you already have an account on Youtube, you can log here.

▪   If you do not have Gmail account, go to: https://accounts.google.com/SignUp and fill the asked details to register.

YOU ALREADY HAVE YOUR YOUTUBE ACCOUNT!

✓   Now you can with that account upload your videos and / or comment where you want. REMEMBER YOUR USERNAME AND PASSWORD!

2.   <u>UP AND MANAGE YOUR VIDEOS.</u>

▪   When you're on Youtube go to the top and click on "Upload"
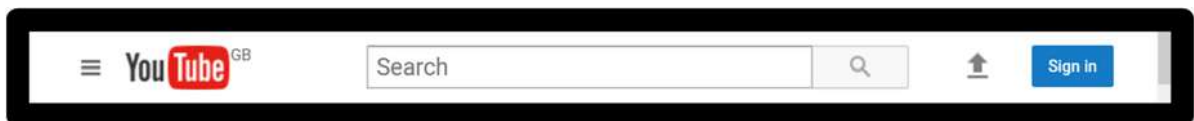
▪   A screen indicating that you can upload a video from your computer and record yourself a video straight from your webcam will be displayed.

▪   While uploading, you can add a name to your video, description, etc.

▪   Edit the privacy of your video on the right side of the screen in "hidden"

” The Derdians” activity:

EXPERIMENTIAL METHOD DESCRIPTION FORM	
TITLE	"The Derdians"
INTRODUCTION	This activity is include in the INTERMOVE project. This is a role play activity to experience intercultural comunication awarness. It is important that the trainer explain participants that they will experience an encounter with a new culture. With the completion of this activity participants will be able to establish relationships between linguistic expressions and cultural contents, to identify and consciously work with various communicative conventions relevant to other cultural backgrounds. For a successful implementation group from diffrent cultural & linguistic backrounds are needed.
LEVELS	A2-C2
USERS	Students and adults
DURATION	120 minutes
LINGUISTIC SKILLS	According to level
COMMUNICATIVE SKILLS	Understand how to communicate in a context with different communication codes, rules and styles in comparison to their own, Improve discussion skills
INTERCULTURAL SKILLS	Experience what is meant by diversity
SOCIOCULTURAL SKILLS	Recognise different perceptions and cultures
TRANSVERSAL SKILLS	Reasoning, analysis, critical thinking
MATERIALS	Copies of "The Derdians" Activity instuctions, paper/cardboard, glue, scissors, rulers and pencils.
SETTING	One additional room will be necessary in order to instruct separately the second group

Detailed description of the activities included

-Explanation of the activity:

For the implementation of the activity the trainer has to introduce the simulation activity, explaining learners that they will experience an encounter with a new culture. Participants have to be divided into two groups (about 4 to 8 people should be Engineers, all the rest Derdians). It is important that the groups should be gender-mixed.

The trainer has to ask one of the groups to move to another room (Derdians should stay in the larger room). Instructions must be distributed among learners according to their role (Annex A to the Derdians and Annex B to the engineers)

The trainer has to read aloud the instructions separately with each group (one extra facilitator would be advisable, so both groups are assisted by one person at the same time) and make sure that all questions are answered and that participants understand each direction given.

Each group will have enough time (20 Minutes) to understand the information and encourage themselves to practice beforehand and explore their roles (especially when it comes to the Derdian codes).

Derdians must be informed that they are going to receive a visit of one engineer for three minutes. The chosen engineer has to be ready to visit the Derdian village for a few minutes, in order to make contact with the Derdian community, where the bridge has to been built.

Once the engineer has returned to their team, all engineers will have 10 minutes to analyse their needs. Engineers must think of how they are going to explain the construction of the bridge to the Derdians. The trainer has to provide them in this

step, with the materials they will make use of, in their final visit to construct the bridge. (Paper/cardboard, glue, scissors, rulers and pencils).

Engineers have to enter Derdia and teach the Derdians how to build the bridge (30 minutes).
After 25 minutes, the activity will be stopped (does not matter if the bridge has been built or not) and all the participants have to de-role (5 minutes).

❖ **Wrap- up reflection questions.**

Find below some questions that will help the facilitator to generate the debate:

- How do you feel?

Are you satisfied about the results? Why (not)?

- Are you satisfied about the results? Why (not)?

- Was it difficult to enter into the roles? Why (not)?

- Did you feel comfortable with your role?

- What influence did your cultural background have on the role you took?

- How was the communication in your group?

- How was the communication and the interaction with the other group?

- Was it easy to understand other communication codes and styles? Why (not)?

- Have you ever experienced similar situations in real life?

- How did you deal with uncertainty and ambiguity of the information?

-Which lessons can we extract for our mobility experience abroad?

**The following annexes are the instructions for the Derdians and Engineers roles:

Annex:1   INSTUCTIONS: A- The Derdians

The situation:

You live in a country called DERDIA. The village you live in, is separated from the next city where there is a market by a deep valley. To reach the market you have to walk for two days. If you had a bridge across the valley, you could get there in 5 hours. The government of DERDIA made a deal with a foreign firm to come to your village and teach you how to build a bridge. Your people will then be Derdia's first engineers. Having built that first bridge with the foreign experts, you will be able to build bridges all over Derdia to facilitate other people's lives. The instructions are to build a bridge out of paper, using pencils, rulers, scissors and glue. You know the materials and tools, but you don't know the construction techniques.

Social behavior:

The Derdians are used to touch each other.

Their communication doesn't work without touching. Not being in contact while talking is considered very rude. You don't have to be in direct contact, though. If you join a group, you just hang on to one member and are instantly included in the conversation. It is also very important to greet each other when you meet, even when you just pass someone.

Greetings:

The traditional greeting for the Derdians, is a kiss on the shoulder. The person who starts the greeting, kisses the other person on the right shoulder. The other then kisses on the left shoulder. Every other form of kissing is insulting! Shaking hands is one of the biggest insults possible in Derdia. If a Derdian is ever insulted by not being greeted or touched while being spoken to, they start shouting about it.

Yes/No:

Derdians don't use the word NO. They always say yes, although if they mean NO, they accompany the YES with an empathic nodding of the head (make sure that you have practiced this).

Work behaviour:

While working, the Derdians also touch a lot. The tools are gender-specific: scissors are male, pencils and rulers are female. Glue is neutral. Men never ever touch a pencil or a ruler. The same goes for women and scissors.

Foreigners:

Derdians like company. Therefore, they also like foreigners. But they are also very proud of themselves and their culture. They know that they'll never be able to build the bridge on their own. On the other hand, they don't consider the foreigner's culture and education as superior. Building bridges is just a thing they don't know. They expect the foreigners to adapt to their culture. Their own behavior comes natural to them; therefore, they can't explain it to the experts (this point is VERY Important).

A Derdian man will never get in contact with another man, unless a woman introduces him. It does not matter whether the women is Derdian or not.

INSTRUCTIONS: B- The Engineers

The situation:

You are a group of international engineers working for a multinational construction company. Your company has just signed a very important contract with the government of Derdia, in which it committed itself to teach Derdians how to build a bridge. According to the contract signed, it is very important that you respect the deadline agreed, otherwise the contract will be cancelled, and you will be unemployed.

The Derdian government has a great interest in this project, which is funded by the European Union. Derdia is a very mountainous country, with many canyons and deep valleys, but no bridges. Therefore, it always takes many days for Derdians to go from the villages to the market in the main city. It is estimated that with a bridge the Derdians could make the trip in only 5 hours.

Playing the simulation

First, you should take the time to carefully read these instructions and decide together about the way you are going to build the bridge. After a specified time (you will be informed), two members of your team will be allowed to go and make contact for 3 minutes with the people in the Derdian village, where the bridge will be built (e.g. to check the natural and material conditions, make the contact with the Derdians, etc…). You will then have 10 minutes to analyse their report and complete the preparations. After this period, the whole team of engineers will go to Derdia, to teach the Derdians how to build the bridge (you will have 25 minutes).
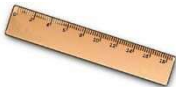
The bridge

A paper bridge will symbolize the bridge. The bridge will link two chairs over a distance of approximately 80 cm. It has to be stable. At the end of the building process, it should support the weight of the scissors and glue used in its construction. The

pieces of the bridge cannot just be cut out and assembled in Derdia, because otherwise the Derdians would not learn how to do it themselves. They have to learn all the stages of the construction.

Each piece needs to be drawn with pencil and ruler and then cut out with the scissors.

The materials needed for this activity will be the following ones:	
The bridge will be made with paper/cardboard • For planning and building: Paper Glue	Scissors Rulers Pencils

With the Derdians activity socio cultural and intercultural skills will be improved because the aim of this activity is that participants could learn methods and tools for a better adaptation to a new society and a different culture. Participants will also learn how to cope with new cultural rules that may be weird for them at the beginning, but are necessary for a successful integration in this new culture.

Pictures:

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**Participants from Italy been photographed while implementing the activity.

3.4 CLP

1.2   Topics and activities of the Module

For the first activity we chose a role play based on situational English. Situational Language Teaching (SLT) bridges the gap between grammar translation approaches to language teaching and Communicative Language Teaching, and is known for introducing second language grammar and vocabulary in natural situations and for emphasizing oral and aural skill development prior to focusing on second language literacy. Although SLT is a useful method to teach students how to handle every-day situations and develop oral fluency, in order to properly master the language, it should be complemented by grammar and vocabulary structure learning as well as the development of writing skills.

Situational English was chosen for the purposes of this module as Speaking skills are the ones most crucially needed by foreigners (migrants included) when arriving to a new country. The urgency of communicating basic needs, handling every day situations and interacting with locals, makes speaking skills more important, at least for the first period after arrival to a new country.

SLT involves accurate use of vocabulary items and grammar rules in order to achieve a practical mastery of the four basic skills. Learners must be able to produce accurate pronunciation and use of grammar. The ultimate aim is to be able to respond quickly and accurately in speech situations with an automatic control of basic structures and sentence patterns. As mentioned above, it must be followed complemented by the learning of other language skills to properly master a ne language.

The second activity is a a roleplay simulation game. Role play is an experiential learning method in which either amateur or professional roleplayers (also called

interactors) improvise with learners as part of a simulated scenario. Roleplay is designed primarily to build first-person experience in a safe and supportive environment. Roleplay is widely acknowledged as a powerful technique across multiple avenues of training and education.

Role play is used essentially to change attitudes and help people see things from the other person's eyes. It may also be used to practice certain job, behavioural skills or for analysing interpersonal problems. This type of training is more close to reality. The only drawback is that participants may show hesitation role playing situations or may not even take it seriously.

Situational English and role play are both methods that can be used to an extremely wide range of audiences and easily adapted to the learners' needs. An imaginary situation and role-play can be adjusted to different ages, from young learners to adults, starting from A2 level, so with basic knowledge of vocabulary, sentence structure and grammar rules.

In this module, we focus on adult foreigners facing everyday situations but also on scenarios more relevant to migrants, such as understanding cultural mechanism and appreciate difference. Teachers are basically organising a role-play, where they set the scenario and assign roles.

Students should be allowed to volunteer for each role to make sure they feel comfortable with the process. The teacher should not force students into participating and leave time and space for more timid learners to first observe the process. Those students should nevertheless be encouraged to participate by the teacher at a later point; the teacher can do a role play him/herself with more reluctant students to boost their confidence.

Students can also be taken outdoors and practise the situation in real life interactions with the help of the teacher. Taking the students (in small groups) outdoors in real life situations is particularly useful to teach vocabulary and should be organised if possible.

A very udeful online resource for ESOL material is https://busyteacher.org/ from where the idea of our game comes too.

1.   Situational English – bringing the world to the classroom

TITLE	Shop around
INTRODUCTION	Adult ESL learners participate in a classroom simulation – two students are out shopping for groceries. Two more students participate in the scenario, a shop assistant and a cashier. The students have key topics they'll need to discuss, but mostly the conversation is unprompted. They'll video-record the simulation, watch it, and reflect upon the process with the facilitation of the teacher. They'll hand in one page of reflective writing to the teacher next class. Students can also be taken outdoors and practise the situation in real life interactions.
LEVELS	A2-C2
USERS	ESL students of all backgrounds (could also be adapted to everyday situations all foreigners may face like going shopping for clothes, paying a bill etc.)
DURATION	60 minutes depending on numbers
LINGUISTIC SKILLS	Speaking, Listening (optional: writing).This activity is frequently combined with: the teaching of phrasal verbs give/take, positive and negative adjectives.
COMMUNICATIVE SKILLS	Interpersonal, presentation, verbal and non-verbal skills according to level. Aim of this activity is to make learners use useful vocabulary, practise common verbs and feel confident asking for things or services. They will also become aware of their own pronunciation in relation to others and how they can improve it to be better understood.
INTERCULTURAL SKILLS	Learning to recognise social cues and cultural differences (depending on students). Students learn to interact in a new environment, learn new products and how to ask for something in a foreign language.
SOCIOCULTURAL SKILLS	Learning to recognise sociocultural rules and barriers (depending on students)

TRANSVERSAL SKILLS	Personal expression; Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information; Oral communication, public speaking, listening; collaboration, cooperation; entrepreneurialism, global awareness, multicultural literacy
MATERIALS	Video camera or mobile phone, stationary, flashcards or real products
SETTING	School space or outdoors

1.3 description of the activities

Scenario:

An adult ESL learner who has recently arrived in the UK, participates in a classroom simulation – he/she is going shopping for groceries with a friend. The students have key topics they'll need to discuss, but mostly the conversation is unprompted. Another student takes the role of the shop assistant and clients need to ask for different clothes and sizes of the items they fancy or ask about dressing rooms etc. Another student can be at the till where they make the payment and ask about return policies, payment etc.

Preparation:

This activity will normally follow a unit dedicated to shopping where useful vocabulary will have been taught. Students should also be familiar with the use of Present tenses and the modal auxiliary verb *would*.

The teacher –if possible- sets up a mock shop scene in the classroom or projects pictures of a grocery to help students feel they're really in the scene and give them ideas that will prompt a dialogue; flashcards or real products will also be used to this aim. Materials and venue depend on availability, but a camera or mobile phone is required so that the teacher can video-record the simulation.

Before starting this activity, the teacher initiates a warm-up dialogue. We could use questions and prompts such as:

- Do you often go shopping?

- Who does the shopping in your family?

- Where do you prefer to shop, neighbourhood shops or large shopping centres?

- Have you tried local products? Is there anything you hadn't tried before?

- Do you miss products from your home country? What is your country famous for?

Encourage dialogue among students and the exchange of information about different products, cuisines or shopping styles.

Allow up to 10 minutes for this part.

Main Activity:

Depending on the number of students, divide learners into groups of four, so two students are the clients and two students are employees. If necessary, add more roles so as to include all students in the process.

Set up the camera or assign a student to record the entire process using a mobile phone camera.

The students/clients are given five flashcards each showing certain products which can be found in a grocery shop; they have to choose and ask for three. The students/employees are given a separate piece of paper which will tell them which products are available or not. If the client asks for a product that is not available, the shop assistant will have to inform him/her and give alternatives. The client then asks for another product and so on.

Once they finish their shopping, students/clients head to the till and will have to pay by cash or card before they leave the shop and the activity ends.

Allow students to add information or details to the original scenario but make sure all the steps are followed. Provide prompts as necessary.

After the activity:

Once the activity is finished, the classroom watches the recording and reflects upon the process with the facilitation of the teacher. Students can observe themselves in the recording and notice/comment on mistakes.

Allow time for reflection and comments, especially in relation to pronunciation and body language which can be extremely useful in everyday interactions even with unknown vocabulary.

Emphasize on the fact that when we say something that is not understood, our natural reaction is to repeat or rephrase what we have said, so that the listener can

understand us. So listening to themselves speak will give learners a 'picture' of what their English sounds like to other people.

Students can also benefit from conversation by listening carefully to what the other people in the conversation say when they are trying to understand a word you have pronounced differently from them.

In addition, and depending on their level, students can hand in one page of reflective writing to the teacher next class. The same procedure can be repeated in different environments and different simulations.

2. Meet the aliens game

TITLE	Meet the aliens
INTRODUCTION	This activity can be used to develop cultural sensitivity and appreciate different cultures. Students will be creating their own culture and the elements that are part of it and then share that culture with one another.
LEVELS	B1-C2
USERS	ESL students of all backgrounds of at least pre-intermediary level; works better with more active and energetic classes. If possible, versatile groups of learners are recommended.
DURATION	60 minutes depending on numbers
LINGUISTIC SKILLS	Practise of Reading, Writing, Listening, Speaking skills Use of Adjectives
COMMUNICATIVE SKILLS	Interpersonal, presentation, verbal and non-verbal skills according to level. This activity makes learners use elaborate vocabulary and practise presentation skills and body language They will also become aware of their own pronunciation in relation to others and how they can improve it to be better understood.
INTERCULTURAL SKILLS	Learning to recognise social cues and cultural differences (depending on students). Students recognise how culture is defined, social barriers and communication gaps.
SOCIOCULTURAL SKILLS	Learning to recognise sociocultural rules and barriers
TRANSVERSAL SKILLS	Personal expression; Critical thinking, interpretation, synthesizing information; Oral communication, public speaking, listening; collaboration, cooperation; global awareness, multicultural literacy
MATERIALS	Video camera or mobile phone, stationary
SETTING	School space

Scenario:

Space exploration has reached a new height, and your country has discovered life on many other planets far from your solar system. These planets are small, and their populations are small as well. Though they are in close geographic proximity, they had no knowledge of each other's existence until your country visited the planets. Your country is organizing an interplanetary conference where these peoples will meet each other for the first time. Each student's task is to create a culture for one of those small planets.

Preparation:

The class should spend some time taking a look at the finer points of their own cultures. When you teach international students, use your own culture as the example, and then have them note the same points from their own cultures.

Write on the board:

1. *What do you like?*
Take some quick answers.

2. *What do you look like?*
Elicit a formula for an answer: I am + … (e.g. I am tall);
I have + … + … (e.g. I have black hair);
I look like + (a person or even a thing, e.g. I look like a cat).

3. *What are you like?*
e.g. I am kind.

You can also do this using *"What do I (you, the teacher) look like?"* This can be more fun, and is very quick, since everyone is focused on just one person, the teacher.

They then ask each other in pairs, these same 3 questions.

Explain that culture comprises much of who we are without us even realizing it. Culture shows itself in our beliefs, our values, our habits, our expectations, our

language, and our traditions among other things. Take a closer look at either your culture or your students' culture by thinking about and noting specific elements on the board. Make a note of each of the following. We will use the UK here as an example.

Country/Nationality	UK/British
Language **How to say the following words?** Hello Goodbye Please Thank you Sorry Cheers	English
What do you do when you meet someone for the first time? What do you do when you meet someone you know?	Shake hands Shake hands, hug, kiss
What do you say when someone sneezes?	Bless you
What are actions you should never do in your culture? (Cultural Taboos)	Show someone your middle finger or do a V sign, pick your nose or fart in public
What are some reasons you celebrate?	Birthdays, religious holidays, historical events, a personal accomplishment/success

As you answer these questions with your class, encourage students to offer other examples they might know from their own or other cultures.

Main activity:

INSTRUCTIONS

- Every student needs a copy of the handout (See below).

- Every student must write answers, because they each need their handout for the discussion stage.

- Students from a given group must all write the same answers (they are one planet).

- Students must talk, not show their handouts to the other students.

Get students into groups of 3, 4 or 5; they decide on a name for their planet and fill out the handout.

Have students start by thinking up a name for their planet/culture and describing its geography as well as its people. Depending on your class, you might want them to illustrate the planet and people and display them around the room.

Once your students have created the planet, they should think more about the beings who live there by answering each of the following questions:

What do the people do all day and/or all night? Do they work?

What do they do for fun? What do they eat and drink?

What kinds of sports do they play?

What kinds of music do they listen to? What are some of their laws?

What is most important to each person? What do the people not care about?

Once your students have answered these questions, have them go back to the questions you answered about your own culture and answer those questions about their fictional planet. Encourage students to be creative throughout the culture creation experience.

PRETEACHING FOR THE GROUP DISCUSSION STAGE

1. How to express an idea/ suggestion.

   Start with "My suggestion for number 5 is X"

   They contribute other possibilities, you want to get to "How about X for number 5?" or something like this, more natural than the initial sentence.

2. How to develop an idea: "Let's do that and add this"
   Target is to develop to "How about changing this aspect slightly?" - or any similar bunch of sentences.

The Meeting

Once your students have developed their own cultures (and kept the information to themselves), it is time for all the people groups to meet. Half of the class will do the role play at a time while the other half watches. Have the students who are playing in the role play come to the front of the room. Each person will be acting as a person from the culture he created. In this part of the activity, the people are meeting each other in an informal atmosphere, like a party or mixer. They should perform their greetings, use their language and display other elements of the cultures they created. If someone from another culture performs one of the taboos, the person should act offended. Once the students have had enough time to meet and greet each other, have the groups change places and repeat the meeting.

The Debrief

After all your students have played the greeting, ask them about the experience. How did they feel when they were meeting people from other cultures? Were they uncomfortable at any point? Did anyone do anything that offended them? How did that feel? Did anyone do anything that made them feel welcome or happy? What was it? Encourage your students to share as many details about the experience as they are comfortable doing.

Then help your students understand why they had the experiences they did. Have pairs of students share the specifics about their cultures with each other. If possible, match students with someone who offended them in the meeting. As they discuss, each person should take notes about the other person's created culture, listing the same information they have about their own culture. After students have shared, change the pairings and have students gather information about another culture.

After the activity:

Once students have gathered information about two other cultures, come back together as a class. Ask students to share any insights they got learning the specifics about another culture. Then place students in groups of four or five for some discussion time. Give each group a copy of the following questions.

When have you felt uncomfortable or offended in real life because of a cross cultural experience?

How does the activity we did compare to real life? What can we learn from the in class cultural conflicts?

How can we be more sensitive to people from other cultures in real life?

After students have discussed their experiences in both the class activity and real life, ask them to share their own experiences in writing. You might have them write a paragraph, an essay, a letter, a newspaper article, or something else. Individuals can use the discussion questions for inspiration, or they can write about their own ideas. Whatever they choose to write about, ask students to include a paragraph on what they learned from the entire experience.

This activity is designed to help your students appreciate different cultures and to develop cultural sensitivity toward each other. Your students will be creating their own culture and the elements that are part of it and then sharing that culture with one another.

Linguistically, the activity will also help international students learn about their own pronunciation by listening to the other students' responses.

ANNEX

MEET THE ALIENS - HANDOUT

1. WHAT IS YOUR PLANET CALLED?	Our planet is called___.
2. What do you look like?	
3. What are you like?	
4. What do you like?	
5. How do you say the following words? Hello Please Thank you Sorry	
6. What do you do for fun?	
7. What do you eat and drink?	
8. What kinds of sports do you play?	
9. What is most important to you?	
10. What do you not care about?	
11. What do you do all day?	
12. What are your favourite small talk topics?	
13. What are some reasons you celebrate?	
14. What are the different roles of men and women (and children)?	
15. What are some actions you should never do in your culture (=cultural taboos)?	

3.5 EELI

Rationale for choosing the topic ⁄ activity of the Module

EELI will present two activities derived by the training materials of Erasmus+ project TALKING, project PaTiE – Psychodrama as Tool in Education, and project POTENS. These activities are based on Transactional Analysis and Psychodrama methods; these activities could be implemented in multicultural teams as tool for management of group dynamics and conflict management.

Transactional Analysis

We can use Transactional Analysis to map human interaction and to use this theory and method as a compass. We can see what is happening in an interaction, analyze the communication and get more information about it. We can define and analyze what's exactly the problem and what we need to do to change the situation, to deal with conflicts and to resolve the problem in the communication prosses, especially in education.

Transactional analysis in educational processes aims at having an impact on education system, in terms of knocking down the gaps and difficulties born by the interaction among group-class with different cultural and personal experiences. This could be achieved through the professional upgrading of teachers and trainers involved in training activities with migrants. The upgrading of these persons concerns, communicative and relationship competences is crucial for the management of the educational relation with persons with different culture and languages. Every teacher has to deal with communication challenges, as he/she has to follow an "appropriate" behavior in interaction with students, in order to ensure the smooth operation of pedagogical process. Transactional Analysis model focuses on the interaction of people and is

a behavioral and systemic approach to human behavior that provides to the teacher:

- the ability to create a better understanding of the role of his/ her behavior and behavior of his/her students.

- a cognitive background to form and review important personal beliefs and practices and form new, if necessary.

- a practical tool for intercultural communication.

Psychodrama

Psychodrama is a therapeutic method which supports personal development providing a unique possibility to present experiences, problems, difficulties and internal conflicts in the form of a dramatisation. The method was created by Jacob Levy Moreno (1889-1974), a Romanian psychiatrist and psychotherapist, and has been substantially developed in various directions by psychotherapists all around the world. Moreno, in his theory, emphasised the fact that man develops and grows up in a group, which has a unique Force of interaction coming from its internal dynamics. A group is like a mirror in which everybody can see their own reflections.

This focus on group processes makes the method, primarily conceived as a psychotherapeutic approach, of interest and value to educators who engage with group dynamics as an essential part of their work. Psychodrama, as a method of group work, may create suitable conditions for an educational process by building an atmosphere of trust and safety, and also by reinforcing the integrity of a group. Psychodrama offers practical tools of application in the field of education, which is understood by gaining skills and shaping attitudes. The psychodramatic techniques could be used as an educational tool to the following issues:

– Psychodrama, as a method of group work, may create suitable conditions for an

educational process by building an atmosphere of trust and safety, and also by reinforcing the integrity of a group.

– Psychodrama can enhance spontaneity and creativity of participants.

– Psychodrama offers practical tools of application in the field of education, which is understood by gaining skills and shaping attitudes.

– The application of psychodramatic methods cannot mean a simple implementation of procedures and techniques, but requires a responsible, creative and a unique approach in building personal and group relations.

Experiential group activity based on Transactional Analysis

TITLE	THE SEVEN WORDS
INTRODUCTION	Each interpersonal relationship constitutes the space in which the subjects involved have a delicate interplay of similarities and differences. In multicultural relationships, diversity is perceived in a more pronounced way, because the differences in personality, due to the subjective characteristics, are added to cultural differences. In the encounter with differences, are inevitabledivergences, disagreements, conflicts, generated from perceptions, emotions, needs, conceptions, attitudes, behaviors, and different values. The meeting with the Other, different than Me, becomes an emotional and cognitive commitment that requires the effort to go to the border, to go to the other with interest and respect without invading him/her. The activity presented below is part of Training contents of EU project "TALKING". Aims: to experience that agreement can be reached without giving up their ideas, but accepting the others when their arguments are convincing. Get ready to expose your ideas convincingly.
LEVELS	B1-C2
USERS	Educators/ teachers/ tutors of migrants students
DURATION	30 minutes/ depending on number of students/ participants
LINGUISTIC SKILLS	Writing, Listening, Speaking.
COMMUNICATIVE SKILLS	Discussion, Negotiation, Listening, Respect, Non-verbal communication, Reach a common agreement around a theme.
INTERCULTURAL SKILLS	Skills that lead to communicate effectively and appropriately with people of other cultures, How to reach a common agreement with people from different cultures.
SOCIOCULTURAL SKILLS	Skills of communication, socialization and team work, Ability to evaluate cultural differences and perceive and accept other person's attitudes and opinion.

TRASVERSAL SKILLS	Competences for analysing the main obstacles in the interpersonal communication; Presentation and communication skills; Respect for diversity, intercultural understanding.
MATERIALS	Required resources: paper/cardboard, and pencils.
SETTING	Face to face activity that could be implemented in a classroom or in any other educational environment

Detailed description of the activities included Preparation:

Exercises in educational settings can be created according to the demands of the situation, the challenges present in the educational process or the ability of the educator. "When in doubt, try it yourself first" should be a major rule for the educator when working with classes and using active techniques and experiential learning styles. The most important thing is to avoid situations or processes that you may not be able to handle as an educator. Experiential techniques are not fragile – the exercises can be stopped or redirected by the director, and auxiliaries can be coached and given advice on how to redirect a situation. It is sometimes even correct to stop the exercise, sit down and discuss what has just taken place.

The experiential methods, as their name says, involve the personal experience. The challenge for the leader in an educational class is to contribute to the further knowledge and skills development of the learners, combining the mind, the emotions and the experiences, without falling into pseudo- therapeutic interventions. But using the experiential way, to show them that participation, cooperation and initiative are reinforced and increase the motive for learning and mainly, for learning actively.

This activity has been designed and tested in the framework of the TALKING project which provided a background against which to develop the REMINT handbook. This activity can be used in migrant's education if the context of

training and the purpose of the class/subject make it meaningful to apply such exercises. This is a very important consideration which always needs to be taken into account when working with experiential methods. They must have a well thought purpose and cannot be just taken as ready tools on hand. They cannot be separated from the group process, which is unique due to the emotional and intellectual make-up of the participants and the specific themes in focus of the group work. Is recommended group leaders/ educators first read the training material developed by TALKING and available for free downloading on http://talking-project.eu/ This activity contribute to receiving important knowledge for all the phases of group function, divided in warm up, action and sharing.

The example activity featured in this module illustrate the specificity of the method and focus on:

- revealing connections among the people who form a team

- facilitating group decisions, useful in situations in which learners during classes

- come up with different ideas as how to proceed

Remember: There are some elements that the leader of the group should have in mind before applying an exercise. It is worth to examine:

- the climate of the group,

- the degree of correlation among the members,

- the subgroups which exist in the group,

- to ''read'' the body position of the members,

- their mood (who is open, close, skeptical, defensive etc),

- who sits next to whom,

- who are the central figures,

- who are the peripheral/ marginal persons,

- the goal the group has & their motive for the goal,

- how much scope you leave to free communication among members or where you intervene?

- how will you establish mutual relationships

- how will you include the most isolated persons?

Step 1: Warm-up

The leader, with his/ her presence and interventions, tries to create a loose atmosphere without critical comments, which provoke tension and increase the resistances for the activities. The group's goal is the members to feel as comfortable as possible, in order to express themselves freely and to formulate a complaint; a thought, a desire, and a conflict, something for which they want to learn more or something which they would like to manage better.

The members are activated by the discussion and an emotional environment is formed in the group. So the whole group, the leader and the members, starts gradually to warm up to an issue. Is recommended to leaders/ educators before come in action and implement the activity "THE SEVEN WORDS", first to implement a warm up activity, which has as a goal the members' mobilization and their active participation.

THE LEMONS

Aims: It is a warm up activity, a knowledge exercise to break ice, introducing the concept of individual differences.

It can be used in a multicultural class; working session on stereotypes, differences and equal opportunities.

Required resources: sufficient amount of

lemons for all; a pag.

Group size: Free.

Time needed:30 minutes

Detailed Description:

1. Give a lemon to each group.
2. Ask each one to look carefully at the fruit, examine the characteristic traits, and pass your fingers over the peel.
3. Encourage participants to customize their lemon by giving it a name.
4. Leave five minutes to do this exercise and pick up the lemons in the plastic bag. Shake the bag to mix the fruits.
5. Spread lemons in front of the group.
6. In turn, ask each one to pick up his lemon.
7. If there are disputes over the ownership of some lemons, set them aside by classifying them as "unidentified".

You will find, however, that most people recognize their own fruit (incredible!)

Reflection and evaluation:

Once all the participants have been reunited with their lemons you can moderate a discussion. Based on which elements are you sure you have chosen the right lemon? Encourage them to make a parallel between lemons and people. Review the stereotypes: do lemons all have the same color? Have all the same shape?

Make a confrontation with the stereotypes that exist between people of different cultures, races, and genres. What does this mean for the group?

Your assessment of this process and the emerging issues will help you further develop a work on differences and equal opportunities.

Step2: Action

THE SEVEN WORDS

Duration: 30 minutes.

Aims: to experience that agreement can be reached without giving up their ideas, but accepting the others when their arguments are convincing. Get ready to expose your ideas convincingly.

Progress: you decide on a topic, such as the seven words of friendship (or peace, or freedom, ...), and in five minutes all participants must write on a sheet the seven words relevant to the topic they consider most important

Then in pairs, you have to find an agreement on the seven words in five minutes.

At this point, joining two pairs, you have to form quartets: every quartet has seven minutes to decide on the seven common words. It continues (increasing the time to grow groups) as long as the participants are divided into two teams: at this point you have to look for a global agreement to get seven valid words for everyone.

Step 3: Closure/ Sharing

All members will have the opportunity to share their thoughts and feelings, to reflect on the activity and to discuss on various questions, concerning the use and implementation of this knowledge.

Reflection:

- to provide space for contemplation and reflection on the experience

- to offer the chance for a discussion about the impact of the experience

- to link the experience to the education context

- to envisage ways of implementing the experience in work with migrant students

Suggestions on questions that group leader/ educator may use in sharing process:

Personal reflections (15 min.)

a) How was to come in agreement of the words that you used?

b) Have you observed any rule?

c) Has there been a group leader?

d) What type of communication did I use?

e) Has anyone been passive?

f) Someone was impatient?

g) To what extent did I get excited / stressed?

Step 4: Analysis

Group leaders/ educators are recommended to use the Social-Cognitive Transactional Analysis model in order to map participant's interaction and to use this theory and method as a compass. Plenty examples on the model could be found on the web page of TALKING project on http://talking-project.eu/

Photos from experiential activities implemented in EELI classrooms, during the pilot testing phage of TALKING training materials.

Experiential group activity based on Psychodrama approach

TITLE	TEACHER – REACTIVE CHILD
INTRODUCTION	If you were limited to a single word, how would you describe the activities, processes, operations, and changes that transpire in social groups? What word illuminates the interdependence of people in groups? And what word adequately summarizes a group's capacity to promote social interaction, to create patterned interrelationships among its members, to bind members together to form a single unit, and to accomplish its goals? Kurt Lewin (1943, 1948 & 1951) chose the word dynamic. Groups tend to be powerful rather than weak, active rather than passive, fluid rather than static, and catalyzing rather than reifying. Lewin used the term group dynamics to stress the powerful impact of these complex social processes on group members, to describe the way groups and individuals act and react to changing circumstances. But Lewin also used the phrase to describe the scientific discipline devoted to the study of these dynamics. The activity presented below is part of Training contents

	of EU project "PaTiE".
	Aims: To explore different social, cultural and gender roles, to experiment with different roles and images of self, to experience new ways of relating with others through a different role, to explore opposites within the role, to offer a depth of investigation into personal qualities through role development
LEVELS	B1-C2
USERS	Educators/ teachers/ tutors of migrants students
DURATION	30 minutes/ depending on number of students/ participants
LINGUISTIC SKILLS	Listening, Speaking.
COMMUNICATIVE SKILLS	Discussion, Negotiation, Listening, Respect, Non-verbal communication.
INTERCULTURAL SKILLS	Ability to visualize with the imagination the situation of another person from an intellectual and emotional point of view. Ability of connecting emotionally with people, showing compassion, thinking in more than one perspective, and listening actively.
SOCIOCULTURAL SKILLS	Skills of communication, socialization and team work, Expand oneself as he/ she experiences the different perspectives, Play different roles; empathy grows, because they start thinking, talking and acting like him/ her, they start understanding him/ her better.
TRANSVERSAL SKILLS	Critical and innovative thinking, teamwork Respect for diversity, intercultural understanding.

MATERIALS	Required resources: trainers could use several materials for dramatization of the activity; sails, books, hats, handbags, scarves, etc.
SETTING	Face to face activity that could be implemented in a classroom or in any other educational environment

Preparation

In psychodrama the group dynamic is perceived as a situation characterized by a constant tendency for balance or imbalance; this situation is formed in the frames of a continuous changing interaction among the members, as the various balancing tensions (that come from the individuals or the group's function) transform the social behavior and the structure of personality of the person. In a group, the group leader is constantly making assessments of the balance of forces in any group situation. There are motivating forces pushing people to break through into some new way of living. The motivating forces are opposed by the forces of reaction which are controlled by some fear. The solutions which a group arrives at are the result of efforts to come to grips with the conflict between the motivating and reactive forces (Clayton, 1994).

In psychodrama, instead of somebody simply talking about his family or an event at school or a personal situation that bothers him, may create on ''stage'' this situation exactly as he experiences it. He might get in the role of the other members that exist in the particular image, to become himself a student, teacher, father, mother, friend and to talk directly to any person is in this situation, to express thoughts and feelings that are untold in real life and so, to be released from whatever he keeps inside (Blatner, 1996, Corsini, 1966). Combining the expression of thoughts and emotions with the body action, psychodrama intrudes in depth in reality, as anybody experiences it.

This activity has been designed and tested in the framework of the PaTiE project which provided a background against which to develop EELIs activities for REMINT handbook. This activity can be used in migrant's education if the context of training and the purpose of the class/subject make it meaningful to apply such exercises. This is a very important consideration which always needs to be taken into account when working with experiential methods. They must have a well thought purpose and cannot be just taken as ready tools on hand. They cannot be separated from the group process, which is unique due to the emotional and intellectual make-up of the participants and the specific themes in focus of the group work. Is recommended group leaders/ educators first read the training material developed by PaTiE project, as well as by POTENS project, that are available for free downloading on https://issuu.com/eliinstitute/docs/patie_book_en for PaTiE training materials and on http://potens.com.pl/ for POTENS training material. This activity contribute to receiving important knowledge for all the phases of group function, divided in warm up, action and sharing.

Remember: There are some elements that the leader of the group should have in mind before applying an exercise. It is worth to examine:

- the climate of the group,

- the degree of correlation among the members,

- the subgroups which exist in the group,

- to ''read'' the body position of the members,

- their mood (who is open, close, skeptical, defensive etc),

- who are the central figures,

- who are the peripheral/ marginal persons,

- the goal the group has & their motive for the goal,

- how much scope you leave to free communication among members or where you intervene?

- how will you establish mutual relationships

- how will you include the most isolated persons?

Step 1: Warm-up

It is worth investing some time and effort in preparing a special warm-up program, especially in the field of an informal education and when there is contact with groups of people which have to be motivated and encouraged to undertake new challenges. The most important function of warm-up is stimulating the group's abilities and preparing the team to fulfill the tasks they will be faced with. A warm-up which involves movement is also called a physical starter, what very accurately defines its role in the process of a group work. For the participants, it is an opportunity to establish common relations, but also a chance to change the school-type lesson order which is generally approved and practiced. Furthermore, various warm-up activities are often a kind of a metaphor and symbolism, thanks to which the trainer may obtain some valuable feedback, discover more, avoiding direct questions about the state of mind, readiness for work, actual needs and problematic phenomena among the group.

Warm-up exercises and warm-up games are both very helpful tools in the process of integration among the group, they reduce tension. They let the trainer know the anticipations and needs of the participants, who usually come to classes with different fears, uncertainties and prejudices. The form of a game allows them to feel safe and confident; it helps them to trust the leader and stimulates them to think as "we", instead of "I". Warm- ups often involve actions in pairs or small groups, which, for the participants, train valuable and desirable skills. It is very difficult, for many people, to function in a team and to cooperate with others. Through warm-up games, they learn the rules of cooperation.

Warm up proposed exercise: Greetings

The exercise can be run with a group who meet for the first time as well as with participants who have already met but now are encouraged to greet each other in a different way to how they usually do.

This is an activity which has the potential to generate a lot of fun and lively interactions so make sure that there is enough space in the room and all the participants are fit enough to engage in such an exercise. It is not recommended to use the activity with a group including people with disabilities, unless they are already comfortable in the group and would not feel frustrated by the physical interactions around them. This is a brief exercise, a "starter" which can be run for up to fifteen minutes. A longer activity may easily result in the people just fooling around without a sense of purpose. Such a development may have a distractive effect on the motivation for further work. The aim of the exercise is just the opposite – to energise the group and challenge them with a task requiring a spontaneous, lively response.

The trainer needs to explain the task first: "let us greet each other today in a new way. We can use our feet, knees, hips, shoulders and heads but not words. Walk around the room and choose the person you want to greet. You can approach more than one person if you like and you can even greet all the other participants one by one". The exercise should generate a lot of movement and fun as more and more sophisticated forms of greetings appear. The participants usually behave freely and spontaneously looking for various ways of establishing relations. The interactions in the room are simultaneous which makes it easier for everybody to engage although the level of involvement varies, depending on the individual participants' temper, mood, and willingness to participate. The trainer wanders around the room responding to greetings if approached by the participants.

The game requires its players to break through their resistance to physical closeness which for many people is a big problem. Movement with touch is considered a very important factor in psychodrama as the body is a medium of tele and thus enables the group to sense relationships which cannot be fully communicated through words. Such interactions are also an essential visual representation of the group's dynamics and composition which should give the trainer valuable clues on how to proceed both with the group as a whole and its individual members.

It is important to establish safety boundaries in order not to violate the sensitivity of the others. The boundaries relate both to individual factors and cultural issues and may differ from one group to another. Obviously, a multicultural group would be a particular challenge for the trainer and all movement with touch exercises should be run with great caution. The basic principle is that everyone should feel free to control how they relate with their partners and what "greetings" is willing to accept. This should be said openly and closely monitored. Nobody should feel bad about distancing himself/herself from a particular form of interactions. Such standing aside should also be seen as a valid way of taking part in the activity.

> ► Movement with touch activities raise the level of energy needed to engage in forthcoming tasks
> ► They activate tele of the group
> ► They challenge members to come up with spontaneous and creative response

Step 2: Action/ group activity "Teacher – reactive child"

The group is divided in two smaller groups. Group A takes the role of the teacher. Group B takes the role of the reactive child.

The leader asks from the members of each group to come closer with their chairs and to discuss a little about their role. What kind of parent they are, how this reactive child reacts etc. At this point, there is no interaction between the two subgroups, only the members of the each group talk together. They have around 10 minutes for their preparation.

They place their chairs in a way so to have visual contact with the other group and the interaction begins.

The educator explains to them that each time a member from a group has an idea, he/ she freely expresses it. The same happens with the other group, whoever has an idea immediately answers. And so the enactment continues.

After around 15 minutes (the leader evaluates the appropriate amount of time according to the enactment), the leader gives the instruction ''you have 2 minutes to complete it''.

After finishing, they return with their chairs to the initial circle, preferably the members of each subgroup sitting the one next to the other but it is not obligatory, and the sharing begins. The instruction is ''Thoughts and feelings that were agitated in you during the enactment''. Some possible questions are ''how did you feel from this role?'', ''how did you cooperate with your team?'', ''did you end up finding a solution?'' etc.

Depending on the number of participants, the leader may create more subgroups in order to explore and expand more the members' perspectives. For example, if we have 8 members, we will form 2 subgroups of 4 persons, ''the teacher'' and the ''reactive child''. If we have 12 members, we will form 3 subgroups of 4 persons (or 4 groups of 3 persons), ''the teacher'', ''the reactive child'' and ''the parent''. If we have 16 members 4 subgroups of 4 persons, ''the teacher'', ''the parent'', the ''reactive child'' and ''the cooperative child''. The leader leaves in free interaction all the subgroups, for a certain period of time and then, the sharing follows.

This is a very interesting game because it can be adjusted to many different working environments and situations. It works in multi levels, it transfers in here and now the competitive situation, it brings to the surface the untold messages, it helps expand oneself as he/ she experiences the different perspectives. As the members get the opportunity to play different roles their empathy grows, because they start thinking, talking and acting like him/ her, they start understanding him/ her better. They will start wondering about how he/ she feels and what he/ she wants to express. It is very possible to be surprised by their own reaction, as they warm up being in the different roles.

Variation: At the end or at a certain point of the enactment, the leader may reverse roles the two groups. Meaning, the members who were ''the teacher'' will become now ''the reactive child'' and vice versa, the members who were ''the reactive child'' will become now ''the teacher''. The interaction will start over again with the same time duration. So, both groups will experience both roles.

Variation: At the end or at a certain point of the enactment, the leader may ask ''if somebody, one or more, wants to go to the other group'' and he/ she goes. The interaction starts over again or continues for some time more.

Photos presented above are taken from experiential activities implemented during pilot psychodramatic workshops of POTENS project.

Videos from workshops are available for free downloading on POTENS web site
http://potens.com.pl/publication/Film.html

Step 3: Closure／ Sharing

All members will have the opportunity to share their thoughts and feelings, to reflect on the activity and to discuss on various questions, concerning the use and implementation of this knowledge.

Reflection:

- to provide space for contemplation and reflection on the experience

- to offer the chance for a discussion about the impact of the experience

- to link the experience to the education context

- to envisage ways of implementing the experience in work with migrant students

Step 4: Analysis

Group leaders/ educators are recommended to use Psychodrama model in order to map participant's interaction and to use this theory and method as a compass. Plenty examples on the model could be found on the web page of POTENS project on http://potens.com.pl/ for POTENS training material

Is recommended group leaders/ educators first read the training material developed by PaTiE   project available for free downloading on https://issuu.com/eliinstitute/docs/patie_book_en

3.6 STUDIEFRÄMJANDET

Rationale for choosing the topic/activity of the Module

To learn the local language is very important and it enables the immigrant to communicate, apply for jobs and become more included within the society. There are a lot of different ways to teach languages, but the most important aspect is to have some real-life connection and to give the immigrant an opportunity to use it in their everyday life.

One of the easier ways to achieve this is in a group format and with a relevant topic of the immigrants choosing, because if often gives them the motivation to complete and do their best. This combined with an instructor who can speak Swedish and help them translate and instruct them with their chosen topics.

In this module *Studiefrämjandet* will present the study circle which is used on a day to day basis within *Studiefrämjandet* to teach different linguistic abilities to immigrants, asylum seekers and refugees.

The study circle

The core concept of the study circle is that they are structured around a group of participants who studies a specific subject or a question of a common interest. Each group must be at least 3 participants, usually they are around 5 – 12, including the circle leader. The circle leader's role is to coordinate the activities within the study circle and create the summary for *Studiefrämajndet.*

The study circles meet usually once a week for a couple of months, and the participants choose to study freely during their free time. Each group decides their own goals together- small group democracy in action.

Each study circle is founded by their organization, in this case *Studiefrämjandet*. The study each creates a summary of the activities within the group.

The activities within the study circle have some restrictions regarding on how much time they can report on. The time is reported in the variable "study-hours" (45minutes), and you may only report a total of 20 study-hours per week and a maximum of 480 per year.

To implement the act of learning different linguistic abilities the circle leader or leader from *Studiefrämjandet* assists the participants with translating, helps them if they have any questions and documents the activities.

Start a study circle

The following steps must be completed:

1.   Meet the group
First the circle leader must meet the group. It is often a good idea to have a first meeting to get to know all the participants. A perfect opportunity to start to see on what linguistic level of all the participants are on and what they would like to learn more about.

2.   Choose a topic to work on
Let the group choose a topic that they want to work with. It could be close to anything. When they have made up their mind, try to see what they

already know about the chosen subject and if they all have the same amount of knowledge within the subject.

3.   Create a schedule
Plan out the groups next meetings and make sure that they all have time and are available. Be sure to find a good location for the meeting and bring any necessary materials.

4.   Complete the meetings
The circle leader must attend all the circle meetings, to be there to help and document the activities.

5.   Summaries and reflect
After the study circle is complete, have a final meeting where all the participants can say how they felt about the exercises and see what they have learned. This is also a great opportunity to see if they want to continue or create another study circle with a different topic.

Detailed description of the activities included

Following is an example of a study circle with the core subject and content regarding migrant fathers and mothers called "*My darling child".* The specific exercises are within one of six (6) different parts, and it is called "*the children and we".* Within this example it is important that the circle leader has some knowledge and has read though the study material that *Studiefrämajndet* has available on *"My darling child"*. It is also important that the circle leader documents the activities, either by writhing down the discussions or by filming each meeting.

LEVELS	A1 (swedish standard)
USERS	Parents that are either Asylum seekers, refugees or migrants.
DURATION	2-4 hours per meeting, a total of 3 meetings
LINGUISTIC SKILLS	Basic knowledge of Swedish
COMMUNICATIVE SKILLS	Basic knowledge of Swedish
INTERCULTURAL SKILLS	No specific knowledge required
SOCIOCULTURAL SKILLS	No specific knowledge required
TRANSVERSAL SKILLS	No specific knowledge required
MATERIALS	Projector/image screen to show different questions/topics that the participants can discuss or printed material.
SETTING	No specific requirements.

The children and we: meeting 1

Within the first meeting the participants are going to get to know each other and start talking about the following:

1.   The communication between children and their parents
Let the participants discuss with each other how they interact with their own family and how it compares to the other participants. Also reflect on what their children need the most.

2.   Child support in Sweden
Start a dialogue and see what the participants know about the child support in Sweden. How is it compared to their home country?

The children and we: meeting 2
In the second meeting the participants should be familiar with each other and ready to talk more open with each other.

1.   New roles in the family
What is the participants view on the typical Swedish family? How is it compared to their own? And have any of their own roles in the family changed since they have moved?

2.   New opportunities
What is the participants view on their new opportunities in Sweden and what do their children think? Is there anything that is different from their home country?

The children and we: meeting 3
During the last meeting the circle leader should have some papers ready for the participants so that they could give feedback on the exercises.

1. Children's convention

Let the participants talk about what they know about their children's rights and let them discuss if the parents and children should have the same rights or not.

2. Adults responsibility

Do the participants think that the society treats all children the same? If not, what is the difference? Do the participants know if their own children know about their rights?

3. Children's participation

Should you listen to the small children just as much as a teenager? What do the participants think? How is It in their own family?

Swedish from day 1

These activities are based on the Swedish standard A1 where their participants have some basic knowledge of simpler words and can create shorter sentences.

LEVELS	A1 (swedish standard)
USERS	Asylum seekers, refugees or migrants.
DURATION	1-2 hours per meeting, a total of 3 meetings
LINGUISTIC SKILLS	Simple words in Swedish and a secondary language for translating purpose.
MATERIALS	Projector or screen to show material and paper pencils.
SETTING	No specific requirements.

Meeting 1: Get to know each other's

During the first meeting the core theme should be for the circle leader and the participants to get to know each other. A perfect opportunity to learn more about what type of language capabilities the participants have and to give the circle leader a chance to adapt the tasks.

Following are some activities and exercises that the circle leader can choose from for the first meeting. First off, some questions for the participants:

- Ask the participant to give a short presentation about him/herself. (name, age, etc.)
- What they have done today. (any specific activities)
- Ask the participant to describe the weather.
- What type of hobbies they do.

Examples of actives:

Describe and draw:

1. Create pairs of two
2. Explain that one of the participants gets an image and should describe it for the other participant and he/she should draw a picture of it.
3. Than swap the roles, let the other participant get an image and let he/she describe it.
4. Afterwards let both participants show their images and compere them with the original image.

Let them swap pairs and redo the exercise.

Meeting 2: Living environments

During the second meeting the theme should be to compare, reflect and learn about different environments. Depending on what the circle leader learned about his/her participants, some material could be brought out here. Like for example information about the participants homeland to compare to Sweden. The following questions are some examples of what could be asked and discussed:

- How is the living situation? How dos a typical home look like in their homeland compared to Sweden? What's different. Let the participants lead the conversation as far as they can.
- How is the school/education situation? Is there anything that's different?

- What's a typical profession/occupation in their homeland? How dos it compares to Sweden?

Meeting 3: Values and norms

The last meeting should be about values and norms. Let the participants discuss what they think about different values and norms. See if they can recognize some norms and values. Following questions are some examples that can be used:

- Do the participants have any traditions? Talk about them and compare.
- What do the participants think values and norms mean to them?
- Show a short clip about different values and norms and discuss it afterwards.

Following exercise could be used:

1. Divide the participants into two groups.
2. Give them the following 16 statements and let them choose if it's a norm or a value:

   Norms:

   To pay for things in a shop

   To listen to instructions from teachers

   To say please and thank you

   To bath or shower everyday

   Telling the truth when asked a question

   Not to hit people when they say something you don't like

   To ask someone what is wrong if they are crying

   To wear clothes in public

   Values:

One should not steal

One should respect their elders

One should be polite

One should be hygienic

One should not lie

One should not harm others

One should think of others' feelings

One should respect modesty

3. Afterwards let them all discuss it with each other.

FINAL EVALUATION REPORT TESTING OF THE TOOLIKT

INDEX

INTRODUCTION

This document is conceived to present the main outcomes obtained as a result of the testing of REMINT's Toolkit in all partner countries, namely: Greece, Italy, UK, Spain and Sweden. All partners during the 2nd TM held in Edinburgh reached as agreement that each institution will test at least two of the activities included in the Toolkit in order to verify the quality of the activities. Additionally, the diversity among partners institutions, as well as the different target groups composed by migrants, asylum seekers and refugees, made the testing more enriching.

In order to develop this Final Report, previously all partners were in charge of the following tasks:

- **Creation of REMINT Toolkit.** Each partner institution due to their wide experience dealing with migrants, asylum seekers and refugees, as well as in the creation and realization of teaching and training activities, had to present two different activities as a best practice for the improvement of teaching methods with the aim of updating trainers, educator and teachers skills. The main idea is that this Toolkit later on can be used by anyone actively involved in the services field in order to ensure the proper labour/ social inclusion of migrants, refugees and asylum seekers.
- **Short Term Joint Staff training.** For ensuring the validation of the activities proposed by partners, each institution sent at least 4 teachers/trainers/educators for an appropriate assessment of the selected methods.
- **Testing by each project partner.** At national level all institutions had to test with at least 40 students involved with their institutions two of the activities of the Toolkit. The target group were again migrants, refugees and asylum seekers who are going to live in the hosting country for long period.

The main challenge of REMINT is the exchange of best practices among partners and at the same time the improvement of the implementation of experimental methods.

This report will compile the results of all National Reports carried out in each partner country by CLP in UK, EELI in Greece, IC Verdi and Istituto Machiavelli in Italy, Studieframjandet in Sweden and INCOMA in Spain. Therefore, this Final Report will serve as an overall picture of all partners' countries testing results.

METHODOLOGY

As previously stated, partners agreed that each project partner will test two activities from the Toolkit among their users/ students involving at least 40 people per institution. Here bellow a table with the relation between activities and institutions:

PARTNER	ACTIVITIES
IC Verdi	Healthcare- Short film
	Shopping around
Centro Machiavelli	Meet the aliens
	Reactive Child
INCOMA	The seven words
	Residence permit
CLP	Healthcare -Short film
	The Derdians
EELI	Who am I?
	Study circles
Studieframjändet	Lifestories in the mirror: the path towards knowing and recognizing
	Shopping around: Situational Swedish- bringing the world to the classroom
	The seven words

All partners had to produce a National Report with the main outputs obtained after the testing. These National Reports had somehow the same structure and were composed by a Self-evaluation Report made by the trainer/ teacher that lead the activity and a section prepared by an observer adding suggestions or comments about the implementation of the activity. Additionally, all the National Reports were complemented with a conclusion section and with some pictures taken during the performance of the activities.

Together with these National Reports all the students that participated in the testing were asked to fill in an Evaluation questionnaire with the aim of assessing the activity.

ACTIVITIES

IC Verdi
    1. <u>Healthcare- Short film</u>

The overall activity was valued as very positive and effective to motivate the students because the activity offered them the possibility of dealing with healthcare topics, which is very important for them. When preparing the activity IC Verdi had to adapt the contents of the activity in order to adapt them to the learning skills and interests of their students.

In the report it is stated that the first sessions and the shooting of the short film were really appreciated by the students because they could express themselves in a very natural way. Nevertheless, they struggled a bit when writing the script.

Moreover, trainers could observe the improvement of students' communicative skills and the big sense of cooperation created among them. The observer pointed out that it was a good exercise to fill in the Evaluation questionnaires because somehow, they could make a self-evaluation about what they did and learnt.

    2. <u>Shopping around</u>

The activity was considered very useful in order to improve the students' linguistic skills and their knowledge about Italian culture. Moreover, it was highlighted that this kind of activity should be repeated more often because is an excellent way to teach students how to tackle daily life tasks as going shopping is. The contents had to be adapted for a better understanding of the students.

Centro Machiavelli
    1. <u>Meet the aliens</u>

The activity was described as very fun, motivating and creative, as well as easily repeatable because there is no need of specific tools for its performance. Students could improve different skills such as:

1) Learn formal and informal greetings

2) Talk about habits

3) Talk about important holidays in the countries

In light of this, all the statements above mentioned can be included within communication skills.

Furthermore, in the report it was stressed that all students showed their interested during the activity, above all the Asiatic ones, due to the big differences between Italy manners and the culture of their countries.

As a final remark the trainer added that would be better to have more time to fully exploit the potential of the activity.

2. Reactive child

The activity was perceived as useful and fun by the students. Moreover, the activity gave them the opportunity to improve their skills when giving an opinion or expressing their support. In opinion of the trainer the implementation of the activity would be smoother if the participants already know each other very well.

Furthermore, it is also suggested that the activity, at least in a language school, should however be presented as a role play.

INCOMA

1. The seven words

The implementation of the activity was pretty easy and smooth, all participants understood the explanation and how to proceed. Nevertheless, we realized that it was much easier to do the activity with bigger groups because participants were more participative and they had the opportunity to compare their words with the ones of other participants, so definitively the activity was more interactive.

Moreover, the selection of the "word given" was really important. The abstract character of the words given could make somehow difficult the activity. Hence, we believe it is essential to choose the word given bearing in mind the target group.

All in all, the activity was valued in a very positive way because everyone could express their own opinion when talking with their colleagues.

2. Residence permit

The implementation of the activity was quite easy, and the Power Point Presentation was really helpful to explain participants the information, facts, required documents and so on. However, this a tricky and tough subject and people, although really interested, had also a lot of questions and, due to the fact that we are not specialists on the subject, it was sometimes a bit hard to answer them.

Moreover, participants showed all the time their interest in the subject and thanks to the preparation of this role play they somehow opened themselves and talked about their more recent vivid experiences. In their Evaluation questionnaires participants valued in a very positive way the activity because they could share experiences, suggestions, emotions and comment about how they faced their arrival in a new and foreign country. By and large, all participants enjoyed the activity and would not change anything.

CLP

1. Healthcare- Short Film

The activity was defined by the trainer as very enjoyable but also very practical for learners and teachers. Moreover, this role play activity is easily adaptable to many different real-life scenarios that migrants might have to deal with.

It can be stated that all participants enjoyed the session as can be seen on the videos and pictures provided, as well as in their evaluation questionnaires.

2. The Derdians

This was considered an interesting and challenging activity in which participants need to be fast thinking. The trainer suggestion is that would be much better if the people taking part on this activity have some familiarity.

It is pinpointed that for a proper development of the activity the trainer must be prepared and with enough materials.

All in all, the Derdians was considered as a good example of a team-building activity, however the trainer claimed that more time should be needed.

EELI

1. Who am I?

The main purpose of this activity is to underline the similarities existing among different languages, seeking if it is possible to understand each other when people do not speak the same language. With this activity not only socio cultural and but also intercultural skills were developed by participants. Moreover, it was clear that the participation of people with different nationalities made the activity very interesting and enrichment.

The observed added as a suggestion that if she would have to repeat the activity in the future, she would include it as an introduction of a multicultural class or even as a tool to show that body language can in many ways facilitate the communication among people speaking different languages.

2. Study circles

The study circles were developed in two sessions dealing with similar topics. The sessions were entitled: "Study Circles/ Greek from day 1/ Get to know each other/ Living environments" and "Study Circles/ Greek from day 1/ Get to know each other/ Values and norms". The activity and its contents were adapted according to the participants' needs and requirements, above all, due to the lack of Greek culture and language of participants.

The session ended with a discussion among participants in which they had the opportunity to share thoughts and feelings, and to reflect about the activity. Therefore, it can be stated that participants engaged the session and the topics discussed during the activity.

Studieframjandet

1. Lifestories in the mirror: the path towards knowing and recognizing

The activity was adapted to the specialties of the group. Trainers had to made so modifies so participants could be more relaxed and comfortable. The activity was divided in six meetings with the group (20 pax.) Trainers had very few information about the participants and their background, so trainers and volunteers started by asking them really simple questions. Sometimes, it was hard due to the lack of Swedish language of participants.

Overall, it can be said that the activity was useful for all participants. A reflection, from one of the trainers is that participants wanted to be taken seriously and wanted their own time for the preparation of the exercises, so it can be useful for them. That is why the interview step was changed into a film in which they could present their selves. Some of the participants were really worried about recording themselves because they were refugees or asylum seekers and preferred to remain anonymous.

2. Shopping around: Situational Swedish- bringing the world to the classroom

The activity was developed with a group of migrant women. The teachers chose the model of "shopping for groceries" and gave to participants the task of finding groceries for the elaboration of two different Swedish dishes. They were divided into two groups and worked together during the whole task. It is also important to say that for the implementation of this activity a Virtual Reality equipment was used.

The activity finished with a roleplay where participants simulated the creation of a small marketplace in the classroom. They were once again divided into two groups where they had different shopping lists and recipes.

The activity was in general easy to complete. The participants felt that they learned a lot and that they could, on the basis of their own skills, complete the whole activity.

3. The seven words

The activity began with "The lemons" warm-up. The teachers started a discussion about the differences between the lemons and made parallel to people and cultures, this created a really good discussion.

After this, "The seven words" activity started and for its development the teachers and observer decided that the key word should be democracy. The participants were divided into pairs to discuss with each other.

They described what democracy meant for them, they compared their points of view and how democracy is different depending on the country. Participants got really involved with the activity. In overall, it can be stated that everyone took part of the activity and could enjoyed it. They felt somewhat stressed to talk about their differences, especially during the democracy part, but they all said that they learned a lot of new words during the discussions. Nevertheless, participants also said that they would prefer to have more time to reflect after the activities.

PARTICIPANTS/STUDENTS' EVALUATIONS

After the implementation of the activities, participants were asked to fill in an Evaluation Questionnaire in order to provide their feedback and make suggestion for the improvement of the activities.

By and large, all participants enjoyed the activities proposed and were engaged in the development of the exercises. All in all, it can be stated that the assessment of all the activities was very positive.

In general, participants pointed out that they found some difficulty during the activity due to their lack of knowledge of the language. However, the vast majority of respondents considered that there was a great fellowship among them.

Some of the comments/ suggestions made by the participants are gathered in the following table:

Activity	Comments/Suggestions	Partner
The seven words	"I liked that could express my- self but also compare my opinion with the one of my colleagues" "I would like more tome for discuss"	INCOMA
Residence permit	"The information given was very useful" "I could learn about others' experiences"	INCOMA
The Derdians	"I would have used less people. But I liked the activity" "I learnt to be more open minded, accepting others"	CLP
Healthcare- Short film	"I learnt new vocabulary and the activity was fun" "I will repeat it with different topics"	CLP
Who am I?	"I learnt that although we spoke different languages, we could understand each other's" "It was very fun; I would repeat the activity"	EELI
Study circles	"We learnt a lot about other cultures and above all Greek culture" "It was bit complicate that we had to communicate in Greek, and it is not our mother tongue"	EELI
Shopping around	"I like it because I could speak in Italian and learnt new vocabulary"	IC Verdi
Healthcare	"I learnt that work together my colleagues it is really important" "I learnt how important is the respect"	IC Verdi
Meet the aliens	"I learnt a lot about the Italian culture" "We could use our imagination and fantasy and that is very important"	Centro Machiavelli
Reactive child	"What I like most was the time that we had for comparison and discussion. In mi y opinion is very important to learn how to express your own opinion in a foreign language"	Centro Machiavelli

	"We could learn new expressions"	
Lifestories in the mirror: the path towards knowing and recognizing	The evaluation from the participants are filmed, they did not have the skills to write them down in Swedish or English.	Studieframjandet
Shopping around		Studieframjandet
The seven words		Studieframjandet

CONCLUSIONS

All in all, it can be stated that all the activities have been assessed in a very positive way by trainers/observers, as well as by the students. It is important to bear in mind that the contents of some activities were adapted depending on the skills and language level of the participants involved, additionally some partners commented that these adjustments were easy to do because the activities were quite flexible. Furthermore, it is quite interesting that the vast majority of the students enjoyed the activities and saw them as a good method to learn and improve their language and communicative skills.

Some difficulties were found due to the low level of language of some participants, however, thanks to their engagement and motivation, the activities were implemented without any problems. Moreover, it is remarkable that some of the students pinpointed that during the development of the activities a big sense of cooperation and fellowship among them was created, maybe this can be stated as one of the main reasons that a big number of respondents agreed that they would repeat the activity in the future.