Language BUDDY

symplexis

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

D4.2. Language Buddy Model

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A. Introduction

The *Language Buddy* project is an innovative initiative aimed at addressing the language learning challenges faced by migrant and refugee students between the ages of 12 and 25. This demographic, often struggling with school attendance, integration, and academic performance due to language barriers, needs tailored support that transcends traditional educational frameworks. The *Language Buddy* project leverages non-formal and informal learning approaches to provide this support, specifically through the ***creation of a buddy system***.

Coordinated by a broad consortium of Higher Education Institutions (HEIs), schools, non-governmental organisations (NGOs), and migrant-led groups across eight European Union (EU) countries—Greece, Austria, Italy, Spain, Portugal, Malta, Romania, and Bulgaria—the *Language Buddy* project seeks to enhance both language acquisition and intercultural understanding. By involving HEI students as volunteer mentors, it creates a dual benefit: migrant students receive much-needed language and cultural support, while the HEI students gain hands-on experience in mentoring and developing intercultural skills, essential for working in increasingly diverse educational environments.

The *Language Buddy* model ***builds on best practices identified through national and transnational workshops,*** which brought together key stakeholders to co-design mentoring systems. A core feature of this model is the integration of the buddy system into the academic structures of HEIs, by creating volunteering opportunities or internships for HEI students, enabling them to fulfil their academic requirements while making a meaningful impact on the lives of migrant students.

The ***mentoring relationship*** is planned to last between four and six months, during which time mentors provide linguistic guidance, help mentees navigate the educational system, and foster a deeper understanding of the host country's culture. Simultaneously, the mentors are equipped with the knowledge and tools to improve their intercultural communication skills and tolerance for their future careers in education.

The need for such a project is particularly acute in the EU countries involved, where migration flows have intensified in recent years. Many migrant and refugee children

struggle to integrate into their new school environments, often facing absenteeism, high dropout rates, social isolation, and discrimination.

The ***Language Buddy project's goal*** *is* to improve access to education for migrant and refugee students by reducing absenteeism and dropout rates, motivating these students to continue their studies, increasing the level of their linguistic competences and enhancing their possibilities of social integration in a foreign country.

By fostering cooperation between secondary schools and HEIs and through the development of this adaptable model, the project not only helps migrant students succeed academically but also contributes to building more inclusive and tolerant educational environments across Europe, offering opportunities for local people to interact and relate to migrants who come from another socio-cultural reality, making it possible to build an inclusive perspective.

B. The Language Buddy Project & A Need for a Language Buddy Model

The Language Buddy Project

Language Buddy aims at ***enhancing the language learning of students - 12 to 25 years old - with a refugee/migrant background*** through non-formal & informal learning through the upscaling of mentoring practices and implementation of a buddy system.

Coordinated by Higher Education Institutions (HEIs), schools/education authorities, non-governmental organisations (NGOs) and migrant-led organisations in eight (8) EU countries, ***Greece, Austria, Italy, Spain, Portugal, Malta, Romania and Bulgaria***, the buddy system will involve matching the secondary students with students of HEIs (pedagogy/education/language/literature departments) who will be supported to act as language mentors in terms of voluntary programmes and/or placements within the framework of their studies.

Apart from linguistic support, this buddy system will enable pupils to gain a better understanding of the culture and education system of the society in a safe environment where their culture is also valued, as well as possibly motivate the continuation of their studies. At the same time, it will help the HEI students develop their intercultural skills, thus contributing to enhancing their tolerance and acceptance, much needed to work in multicultural educational environments.

The project's starting point was the identification of best practices regarding mentoring and buddy system initiatives, the co-design of workshops and a peer learning workshop. These activities lead to the ***Language Buddy Model that will be applied through the establishment of Language Buddy systems in HEIs*****,** the development of an online course and e-platform, as well as a transnational Training of Trainers of 22 HEI students and a total training of 365 HEI students.

365 buddies

across **8 countries** to be prepared for mentoring secondary school students with migrant & refugee backgrounds

The **365 mentors** will be matched with **mentees and 6–8 month buddy sessions** will take place, leading to the finalisation of the Language Buddy Model. National digital roundtables with key stakeholders will also inform recommendations, leading to one contextualised Policy Recommendations Report per country to be used for the Language Buddy Model's mainstreaming at national level.

Why is the Language Buddy needed?

The *Language Buddy* model is essential because it addresses the pressing challenges of language learning faced by migrant and refugee children in EU countries, particularly those experiencing significant migration such as Greece, Austria, Italy, Spain, Portugal, Malta, Romania, and Bulgaria. These children often struggle with school attendance, high dropout rates, and social exclusion due to language barriers. In countries like Greece, where refugee arrivals have surged by 88%, many children are unable to attend school regularly. Austria, Italy, Spain, and Portugal also face similar challenges, with limited resources and trained personnel to support migrant children's language needs. This situation creates a critical demand for innovative and sustainable language-learning solutions.

The Language Buddy model, by pairing migrant students with local mentors, directly tackles these issues. It not only *enhances language acquisition but also fosters academic performance and social integration.* The model *builds strong connections between schools, higher education institutions (HEIs), and local communities, offering migrant students a support system* that improves their motivation and engagement in education.

In addition, the program addresses social isolation, segregation, and absenteeism by promoting *intercultural understanding and creating inclusive learning environments.*

Key features of the *Language Buddy Project include* the development of a Best Practices Repository and the integration of intercultural education training for HEI students. This is expected to provide migrant youth with better access to language learning and access to higher education by involving universities in supporting language learning through volunteering opportunities.

Workshops conducted across partner countries underscored the need for a holistic, culturally sensitive, and personalised approach to supporting migrant students. Successful mentorship requires flexibility, with interactions taking place both in person and online to accommodate individual needs. Training in cultural sensitivity for mentors is crucial for building positive, supportive relationships with students from diverse backgrounds. Additionally, the project emphasises the importance of early and continuous engagement with migrant children during their studies in secondary school.

Sustainability is a core element of the Language Buddy Model. It focuses on capacity building of mentor HEIs students, collaboration among schools, universities, NGOs, and local communities, and the use of standardised evaluation tools to monitor progress. The program's adaptability to local contexts, along with its personalised approach, ensures that it can be implemented across different countries facing similar challenges. By leveraging existing best practices and fostering collaboration, the Language Buddy model becomes a scalable and impactful solution for reducing dropout rates, enhancing social inclusion, and creating innovative language-learning opportunities for migrant children across the EU.

In summary, the Language Buddy model is needed to break down the language barriers that hinder migrant children's educational success and social integration. Through personalised mentorship, intercultural understanding, and a sustainable, collaborative framework, this model provides a comprehensive response to the language learning challenges faced by migrant students in Europe

C. The Language Buddy Model

1. Methodology for the development of the LB Model

The LB MODEL is to set the basis for the establishment of the Language Buddy SYSTEM, which aims at supporting HEI students to act as buddies/mentors and HEIs to adapt it to guide students how to mentor secondary students with migrant and refugee backgrounds. The Model will also serve as a pillar for the development of an online course in the next phase of the LB Project.

A contextualised Language Buddy Model - in English and translated in all partner languages (Bulgarian, German, Greek, Italian, Spanish, Portuguese, Maltese, Romanian) - is created to encourage the adaptation of the chosen mentoring/buddy system

methodologies to the field of language learning by HEIs, aiming at offering a framework, key elements and step-by- step guidance for the implementation of a buddy system initiative in the field of language learning. It is based on non-formal and informal learning and involves HEI students as mentors and secondary school pupils with a migrant background as mentees.

The methodology followed was to find key success factors and conclude in the best of best practices across Europe and utilise them for creating a new Language Buddy Model. This was delivered through two phases: 1. national workshops and 2. one transnational workshop with the participation of national stakeholders across the partner countries.

After the analysis of the results of the national and transnational workshops, the **Buddy Model was drafted** by Symplexis and finalised based on all partners' feedback.

2. Who are the buddies/mentors?

Buddies or mentors are students (secondary, vocational or higher education), who study relevant subjects, such as language teaching, philology, pedagogy, or supporting professionals, such as social workers, psychology, sociology. As the program focuses on language support to the students/mentees, priority will have those who study language or have good command of the local language and high motivation to participate in the LB program and have social and educational intervention in their HE studies.

Additionally, a set of desired skills will be listed in a LB Buddy/Mentor Profile.

3. Who are the students/mentees?

Mentees are secondary school students from refugee and migrant backgrounds who are eager to improve their proficiency in the local language. During the selection process, they are required to demonstrate strong motivation, genuine interest in participating in the LB mentoring program, and a willingness to embrace change. Mentees are expected to actively contribute to the planning of their training, participate in the matching process, and commit time and effort to their learning journey. It is essential that the learning plan, co-designed by both mentees and mentors, is tailored to their needs and offers an appropriate level of challenge.

Additionally, a set of desired skills will be listed in a LB Mentee Profile.

4. Who are the LB Program Coordinators?

For the training pilot of the Language Buddy Project, each interested organisation will appoint a local program coordinator in their respective country/region/organisation. This individual will oversee the coordination of mentors/mentees selection, training activities, including planning, delivery, and evaluation. Crucially, they will serve as the key local contact, fostering positive and productive cooperation between mentors and mentees. Their role includes supervising and monitoring the learning process, providing support to both parties.

In their work, coordinators will collaborate closely with mentors and mentees, ensuring that all phases of the training—matching, delivery, evaluation, and reporting—are executed efficiently and on schedule. It is highly recommended that Coordinators meet the mentors and evaluate the progress regularly (e.g. monthly).

The ideal coordinator is an experienced professional, preferably working in the field of education related to migration, or studies at a relevant HEI Department. They will possess a strong understanding of the Language Buddy methodology, the current LB Model, and the country-specific challenges faced by migrant students.

Main Country Coordinators from the Language Buddy Project Partnership

Main Country Coordinators from the Language Buddy Project Partnership are in the 8 partner countries: Austria, Bulgaria, Greece, Italy, Malta, Spain, Portugal, Romania.

5. The best method of cooperation: personalised mentoring

Introduction

One of the main results from the LB workshops was that the best method for cooperation between the two target groups, mentors/ buddies and mentees is ***personalised mentoring***.

Having this as a priority, the Language Buddy Model - involving migrant students as mentees and university students as mentors, - is recommended to adapt the following key points:

Building an Effective, Trusted and Culturally Sensitive Language-Focused Mentor-Mentee Relationship for Migrant Students & HEIs students

Mentoring offers significant benefits for both migrant students and their university mentors, but to achieve optimal outcomes, it is essential to ***establish clear boundaries and guidelines.*** This ensures that mentors provide guidance without overstepping into "managing" or instructing or becoming friends, "bros". A mentor is not a psychologist or other mental health professional, either. The mentor/buddy's role is to support the student and not to make decisions for them. From the start, setting clear expectations helps create a balanced, professional relationship where both parties understand their roles and can stay motivated.

By following these recommendations, the Language Buddy mentorship program can better support the academic and personal growth of migrant students, fostering their successful inclusion into new educational and cultural environments, while parallel, it can support the professional growth of HEIs students.

Investing time into matching mentors/buddies and mentees.

Investing effort and time in the starting phase into matching the best possible mentor-mentee pairs is essential for the success of the learning process. The LB Model recommends a 2-phase matching process, where participants are matched based on their needs (needs analysis) in a pre- and matching model.

Fostering trust-based and effective and open communication

A successful mentoring relationship depends on building an environment of trust and open communication with clear boundaries and realistic expectations. The mentoring relationship is not a friendship, neither a work relation, informal meetings and communication are encouraged. However, the meeting sessions should be carefully planned and accepted by both parties prior to the sessions and based on a time plan. The above, along with written feedback and reflection on the mentoring process help keep the relationship focused on growth, with empathy, patience, and understanding as essential tools for overcoming challenges.

Mentors are expected to:

- Listen without judgment and actively.
- Avoid stereotypes and discrimination.
- Use inclusive and culturally sensitive language and attitude.
- Respect confidentiality.
- Ensure transparency in actions and decisions.
- Supports language learning at an advanced level.
- Be flexible with time-planning – within a realistic program framework.
- Work along provided project documents and be transparent with documentation and reporting.
- Provide time and opportunity for regular reflection and improvement, and for concerns.
- Follow guidelines on the safety of minor (underage) students.

Adhering to a Code of Ethics and/or a Child Protection Policy, along with a Data Protection Policy

Mentors should follow a Code of Ethics and a Child Protection/Safety Policy, along with a Data Protection Policy to protect the well-being of mentees, particularly minors, while safeguarding confidentiality. Ethical behaviour includes maintaining a professional distance and documenting mentoring activities to ensure transparency. Each involved country/ organisational program coordinator overseeing the mentoring process should work along the defined ethical requirements and transparency to ensure the success of the program and the progress of all participants. Although each organisation in each country may have their own guidelines, the LB Model recommends that program

coordinators follow the minimum guidelines for a Code of Ethics of the LB Mentorships Program, containing the following principles:

- Child Safety Policy
- No harm principle
- Responsibility and competence
- Confidentiality
- Appropriate behaviour
- Setting realistic goals and supportive behaviour
- Legality and contracting

Depending on the legal regulations in each of the participating countries, there may be requirements that mentors must meet to prove that they do not have a criminal record related to minors or sexual misconduct. Therefore, each Program Coordinator will need to obtain this type of documentation prior to the selection process of HEIs mentors/buddies.

Culturally Sensitive and Holistic Support Model

Drawing from the eight workshops conducted across partner countries, several strategies have been identified to support migrant and refugee students effectively. A recurring theme is the importance of *holistic, culturally sensitive, and integrated support* models.

The suggested holistic model is to include:

- Language learning
- Cultural inclusion
- Academic assistance
- Psychological support.

Mentors are recommended to undergo training in cultural sensitivity and language teaching principles, based on the LB Training Program, to build supportive learning relationships that involve families and communities in the educational journey of migrant students. Being familiar with the mentee's cultural background is essential for mentorship.

Personalised and flexible mentorship approach,

A personalised and flexible mentorship approach, preferably in a blended manner (or online or in-person, if relevant) is crucial for addressing the diverse needs of migrant students. This was emphasised in all LB partner organisations' report conclusions. For this,

a needs analysis of both groups of participants (mentors and mentees) is needed, in the form of an interview. The needs analysis/ interview sheet is expected to include questions about the time, delivery method matching the participants, as well as the areas of interest and language level of the students. The level of family involvement should be also a part of the interview process.

Collaborative Efforts

Collaboration between educational institutions, NGOs, local communities, and public and private sectors is vital for creating a strong support system prior and during the mentorship program for the benefit of the participants. Most best practices identified included some community/ school support for the improvement and support of the migrant students. Identifying, documenting, contacting, and informing the interested stakeholders/ collaborators should happen with the involvement of both the mentors and country coordinators. Responsible for providing a clear (legal, administrative, practical) model of collaboration are the project local coordinators who provide the LB Program.

As the Language Buddy Model focuses on the language support of students, relevant stakeholders from the field of language teaching are highly welcome.

Sustainability and Ongoing Evaluation

To ensure the long-term success of the mentoring program, sustainability and continuous evaluation are necessary. Recommended actions include:

- Developing standardised guidelines and monitoring tools.
- Utilising a new LB online platform to facilitate interactions and provide training material, inclusion resources.
- Involve stakeholders in all stages of the program.
- Securing funding models, if possible.

6. Information campaign & Community involvement.

The Language Buddy Model seeks to:

- engage various community stakeholders to create a supportive environment,

- foster partnerships with local authorities, educational institutions, NGOs, and community organisations to leverage resources and expertise for strengthening the LB participants.

Interested parties (stakeholders) play a crucial role in succeeding with the LB mentoring program. Stakeholders are experienced organisations, authorities and individuals from relevant fields at national, European level, both from private and public sector, seeking for cooperation with the LB partnership.

Therefore, they are included in all phases of the LB mentoring program:

- recruitment of participants,
- supporting the learning process (with professional personnel, venue, etc),
- disseminating the program and evaluating the training results.

With all the above they contribute significantly to the sustainability of the project and a successful mentor/ buddy model for the empowerment of migrant students and HEIs students.

Steps for stakeholders' involvement: stakeholders' mapping, online invitation, dissemination plan, organisation of information meetings, involvement in the evaluation process.

This plan is a part of the LB Project Training Plan and Dissemination Plan. More information on these can be found on the project website:

languagebuddy.eu

7. Buddies (Mentors) selection and recruitment

The main objective of the process of recruiting mentors (buddies) for the Language Buddy Program is to identify the *main steps and skills required* for becoming a LB Buddy.

The procedure involves the selection and the recruitment of skilled candidates, who are HEIs students and match the objectives of the LB Buddy profile. The procedure is planned

to define necessary competencies (meaning skills, knowledge and attitude). Candidates must possess certain skills to closely match the mentor profile. The method suggested is through **interviews** with the LB country coordinator organisations in participating 8 EU countries or local organisation coordinators (Universities, NGOs, authorities in the field of migrant inclusion), seeking to integrate the LB Model in their work program and use the LB Model for supporting their migrant students in the framework of a mentorship. The Mentor/Buddy Profile recommended in the LB Model can be modified based on each country's characteristics, or organisations' mission, legal framework, and workplan (adding or modifying the listed criteria).

The recruitment includes 3 steps:

REGISTRATION–INTERVIEW–MATCHING

1. step: The selection of buddy/mentor candidate starts with their expression of interest through a motivation letter and registration.

2. step: Selection of buddy candidates through interview.

3. step: Matching process of candidate with their potential mentee(s).

The LB Mentor/Buddy Profile

The LB Mentor/Buddy role is designed for individuals who are passionate about mentorship and equipped with a diverse set of skills and attributes described in the LB Profile. Ideal candidates should possess strong social and psychological abilities, including compassion, patience, and inclusivity, alongside essential organisational, communication, and conflict management skills.

Additionally, mentors should demonstrate openness to new experiences, self-reflection, and continuous learning. Proficiency in digital tools and language teaching, particularly for migrant students, is key, as is prior experience in language instruction.

Academic alignment with the LB program and a demonstrated commitment to the mentorship role through a motivation letter are also important requirements.

The LB Mentor/Buddy Profile

1. **Required mentor/buddy skills, knowledge and attitude include:**
   - **high motivation for becoming a LB mentor/buddy**
   - **social and psychological skills (compassion, patience, etc.)**
   - **inclusivity skills**
   - **organisational (leadership, time management, documentation) skills,**
   - **communication skills (verbal and non-verbal),**
   - **openness (meaning to be open to new experiences, feedback, and different perspectives and exploring self-biases),**
   - **interpersonal and resilience skills,**
   - **conflict management skills,**
   - **perception of mentorship,**
   - **self-awareness, reflection and self-learning (understanding one's own strengths, weaknesses, emotions, values, behaviours, ability to self-reflection, etc.)**
   - **evaluation skills,**
   - **digital skills (for delivering mentoring sessions),**
   - **language skills: local and other language proficiency (preferably languages of migrant students) and language teaching**
2. **Work/ volunteering experience - with a focus on teaching a language – preferably as a second language.**
3. **Academic orientation and performance: preferably being a HEI student relevant to the LB Program.**
4. **The candidate has registered with the LB mentorship Program provider.**
5. **The candidate has expressed commitment and motivation through a motivation letter to the LB Program provider.**

The LB Mentee Profile

The profile outlines the characteristics of students (12 to 25 years old) with migrant backgrounds, who are likely to thrive in the LB Mentorship Program. The candidate is expected to be highly motivated, resilient, open to new experiences, has self-awareness, and equipped with communication and time management skills – on a level relevant to their age.

Additionally, mentees must be informed about their rights and responsibilities to actively participate in the program. By fostering these traits, the mentorship program will support migrant student mentees in their academic journey, language learning, personal development, and successful inclusion in their local community/school.

The LB Mentee Profile:

1. **Required mentee skills, attitude and knowledge include:**
   - **high motivation and commitment to participating in the LB mentorship program**
   - **resilience skills**
   - **openness (to new experiences, feedback, and different perspectives),**
   - **self-awareness (understanding one's own strengths, weaknesses, emotions, values, and behaviours)**
   - **communication skills (verbal and non-verbal),**
   - **knowledge of their rights, regarding of the host country and participating in the LB Mentorship Program**
   - **time management: being able to plan and participate in the LB Mentorship Program, in line with school/work/ family obligations**
   - **strong commitment to participate in the LB language learning (core part of the LB Mentorship Program)**
2. ***Candidate mentee has expressed interest in the LB Program through registration in the LB Program provider.***

8. Interview

The main part of the selection process is an interview that the mentor/buddy and the mentee candidates undertake preferably face to face (or online) with the program coordinator.

In addition to the information to be collected in the interview, a digital form may be completed beforehand to collect some information on the affiliation of the person invited to participate (mentor or mentee), as well as questions related to his or her availability, motivations and interests.

In Annexes to this document a Template for Mentor/ Buddy Interview and a Template for Mentee Interview can be found for your reference ***in Annex 3 and 4.***

9. Online training for buddies on supporting migrant learners in their language and social inclusion

The objectives of the training will be to:

- Upscale buddy/mentoring systems with a language-learning component for young people with a migrant background (12 to 25 years old)
- Build the skills of Higher Education students of pedagogy/sociology, education/language/literature/ psychology departments on innovative learning methodologies, intercultural pedagogy and language development

HEI mentors/ buddies will be participating in face-to-face/online training workshops that will **touch topics** such as:

Inclusion and cultural sensitivity

Cultural sensitivity training for mentors/buddies of migrant students is crucial for creating an inclusive, welcoming environment that promotes ***trust, respect, and academic success***. By understanding and appreciating the cultural backgrounds of their mentees, buddies/mentors can provide more personalised and effective support, helping migrant students to feel valued, heard, and seen with patience into their new community. It is crucial to implement a holistic approach, addressing various life domains to provide comprehensive support to the mentees.

Additionally, family involvement was deemed essential for creating a supportive environment, with family members actively participating in both educational and social inclusion processes.

This part of the training is recommended to include the following 4 main topics:

- cultural and intercultural awareness,
- intersectionality,

- communication,
- conflict resolution.

Research

The LB Training will support HEIs students with a pool of sources to ensure that they refer to up-to-date and relevant references during the mentoring process. The main themes of references will be: Intercultural understanding and dialogue in Education; Intersectionality, Principles of Critical and Social Pedagogy; Language Teaching as a second language/ to migrants in Secondary school.

Personalised Language support

The language support of mentees is the very core of the LB Model and training. The structured and personalised language learning offered by the LB Program intends to support migrant student mentees in their learning of the local language, based on their personal needs, interest, knowledge level and challenges.

How is this planned?

- **Mentors/buddies selection:** Mentors with proficient language skills and language teaching skills matching will be selected. Priority will have candidates who speak the language of the migrant student or have a high level of intercultural awareness.
- **Customised learning levels:** Offering alternative levels for language learning based on participants' knowledge ensures tailored learning experiences. All levels of students' knowledge of the local language are welcomed (from starter to advanced).
- **Informal and supportive environment:** Fostering a safe, informal learning environment encourages engagement and meaningful connections. This means that the topics of the lessons are also built around informal everyday themes and relevant to the student. (school, family, free time, food, sports, culture and celebrations, work, etc.).

  It is crucial that the buddy/mentor uses inclusive language, encourages the mentee, corrects mistakes that are major for understanding each other and uses indirect feedback (repeating the same but correctly). Giving space to the mentee to express themselves and listening to them actively are crucial, too.

  Promote a Growth Mindset: Help them understand that language learning and social adjustment take time, and it's okay to make mistakes.

- **Flexible session formats:** Providing options for both online and in-person sessions accommodate diverse needs. It is highly recommended to work in a blended manner, using the pros of both online and face to face meetings.

  Flexibility does not mean rescheduling continuously without serious reason**.**

- **Using visual and audial aids** can greatly enhance communication and language learning. Illustrating clearly concepts through visual aid, such as pictures, videos, drawings, art pieces, and music.

  Listing of contacts or **information sources** on important topics such as asylum rights, public services, language courses, renting apartments, and accessing help could be very helpful, in cooperation with the program coordinator. This will allow mentors to provide relevant information and guidance to the mentees when needed.

- **Utilising mentee's cultural background:** Including the mentee's culture, traditions, elements of language help to make the learning more personal and shows respect towards their cultural/ ethnic backgrounds.

  Providing cultural context: help mentees understand the cultural nuances that influence communication and social behaviour in their new environment is important for their inclusion. This can include *teaching social norms*, by explaining unwritten rules, such as personal space, gestures, or polite conversation topics and discussing differences in communication styles (e.g., formal vs. informal language), addressing cultural misunderstandings, being proactive in explaining misunderstandings that may arise from cultural differences and help the student navigate them gracefully.

  Encourage family members: to support the student's language learning by practicing at home, if possible. Communicate with the family to share the students' progress and discuss ways they can help.

Use of technology

As emphasised in the LB stakeholders' workshops technology also plays a crucial role, with calls for a broader spectrum of digital tools to enhance mentor/buddy-mentee interactions and provide resources for academic and community inclusion and success.

- Integration of technological tools & resources for effective matching and providing accessible information and resources.
- App Integration: Utilising an app to track progress, facilitate communication, and engage participants.

- Using online platforms, communication apps, and virtual mentoring enhances accessibility and interaction. Digital tools like MOOCs broaden access to language learning.

Targeted youth assistance

Targeted Youth Support, as a part of the LB mentoring program, is to address the specific needs of young migrants and refugees, particularly regarding career development and future opportunities. This is to create individualised pathways that go beyond academic support.

By leveraging mentors/buddies from various professional backgrounds and interests, mentors can help guide young mentees in identifying potential career paths, enhancing language skills relevant to the workforce, and developing essential intercultural competencies. This approach not only supports the mentees' career orientation and career prospects but also offers mentors a chance to refine their own skills in working with diverse communities.

- **Personal empowerment:** supporting secondary migrant students mentees, on how to cope with the impact of stress. Particularly how it can push them into a "low zone," where they feel overwhelmed and disconnected due to the challenges of adapting to a new culture, language barriers, and emotional displacement. This state can make it difficult for them to engage in school or social activities, leading to isolation and feelings of hopelessness. Mentors play a key role in helping students recognise when they are stuck in either a "high" or "low" stress zone and guide them toward strategies to regain balance and become resilient. By fostering awareness and resilience, mentors can help migrant students manage their emotional responses to stress and empower them to regain control over their mental well-being. Encouraging students to draw on their existing strengths and learn new coping strategies is essential to helping them thrive in their new environment. *(It is to remember once again that the mentor is not a psychologist or psychiatrist. The mentor's role is to listen and guide the mentee, not to make therapy).*
- **Maximum resource utilisation**
  For maximum resource utilisation, the LB Model foresees the using or the modification of existing teaching resources for academic (language teaching) courses that ensures practical and contextual learning. For this, participating mentors/buddies are highly recommended to use the **Language Buddy Project's**

Best Practices Online Repository, with 48 national and international practices and tools available:
https://sites.google.com/symplexis.eu/l-buddy-repository/home

D2.1 Language Buddy Repository of Best Practices

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

Accreditation of the training program

To reflect the quality of the training program being developed, this is being accredited by Advenio eAcademy through the Malta Further and Higher Education authority under the European and Maltese Quality Frameworks (EQF/MQF) at Level 5 – 2 ECTS credits. The program titled "***Award in Language and Personal Skills Coaching and Mentoring***" comprises two parts, *"Award in Fundamental Perspectives to Learning a Foreign Language*" (1 ECTS credit) and *"Award in Implementation of the Language Buddy Mentor Role"* (1 ECTS credit). The programme is delivered online and is based on a total of 50 study hours during a period of six weeks of part-time study.

Outline of the Accredited Training Program

Each programme part carries 1 ECTS credit and each part is delivered over a 3-week period.

The full programme includes the following ***course subject modules***:

1. Fundamental Principles of teaching a foreign language
2. Introductory Perspectives to Language Support
3. Observation, documentation, reflection and (self)assessment
4. Language Buddy System; Coaching - Supervising - Monitoring – Mentoring
5. How to organize a Language Buddy Session
6. Utilisation of Online and Offline resources
7. Utilisation of System Support
8. Utilisation of HEI Support

Each of the two parts is delivered over a THREE-week period and comprises the following learning elements:

a) Pre-recorded audio-visual material for the students to follow the presentation in pdf and tutor explanation. There are four such modules per part.

b) Discussions Forum in the eLearning platform for the students to post their contribution towards the forum question updated in the collaborative area of respective part. There will be ONE discussion forum question in each part.

c) Online video conferencing tutorials through the e-learning platform to discuss the content of the session, details regarding assignments and any related topics to the parts. There are two online tutorials included in each part.

d) Downloadable PowerPoint presentations linked to the audio-visual lectures.

e) Reference list to allow students to follow up in more detail on issues raised during the pre-recorded audio-visual lectures.

f) Reading list to provide additional material, articles, books and digital resources for

students to get a deeper and broader understanding of the subject dealt with in the programme part.

g) Support Resources list and download links. These resources will be used by the students during and after completion of the programme to assist them during their future mentoring process.

h) Online chat facility to enable students to put forward queries or requests for additional information from members of Faculty.

Training documentation, feedback giving, reporting

Continuous and transparent documentation, evaluation and reporting is crucial for the mentor program to succeed.

The recommended minimum list of documents that should be collected by the program coordinators prior and during the training session is as follows:

- Motivation letter from mentors
- Registration forms with consent sheet from mentors and mentees
- Interview sheets (if available, CV)
- Contracts – with signature of coordinator, mentor, mentee (or caregiver/parent)
- Individualised Training Plan – agreed between coordinator, mentor, mentee
- Session plan or agenda for each session/or weekly
- Session evaluation form for each/ or weekly session
- Final evaluation form from mentor and mentee

10. Matching procedure (2 phases: pre- matching & matching)

A well-structured matching process considers various factors that influence both the mentor/buddy and the mentee's experience, fostering meaningful and long-lasting relationships. The matching process takes into consideration both parties' needs: the mentee/migrant student and the mentor/HEIs student. The matching is suggested to be based on **individual expectations and needs,** ensuring more personalised support, especially in the context of mentorship to migrant students. Therefore, this matching process is built on the **interview results** conducted with both parties (mentors and mentees) prior to the matching.

Continuous feedback further enhances this process, ensuring that the program remains flexible and adaptable to participants' needs.

Beyond practical considerations like language and culture, matching mentors and mentees based on **personality traits** and shared interests can contribute significantly to the success of the relationship. For example, pairing a mentor and mentee who share similar hobbies—such as sports, music, or art—creates common ground, fostering a more organic relationship.

Personal preferences and learning styles can also play a role in ensuring compatibility. Some individuals may thrive in structured, goal-oriented mentorships, while others prefer a more casual, flexible interaction. Some may prefer more frequent and shorter meetings, while others prefer longer and rarer sessions.

Professional and academic goals. Matching mentors and mentees with similar academic or career interests can also enhance the mentoring relationship. For instance, if a migrant student is studying tourism, pairing them with a mentor who has experience in that field ensures that the mentor can provide relevant academic guidance, professional advice, and networking opportunities. This alignment ensures that mentees receive tailored advice that supports their long-term academic or career goals, while mentors feel that they are providing valuable, targeted assistance. Such pairings can also facilitate job shadowing, or even career advancement opportunities for the mentee, further enriching the mentoring experience.

Continuous feedback. While the initial matching is critical, ongoing feedback from both the mentor and the mentee is essential to ensure the relationship remains productive and beneficial. Regular check-ins or surveys can help assess the progress of the mentorship, For instance, if a mentee feels that their academic needs are not being met, or the learning style does not match with the mentor, they may request a mentor with more expertise in their field.

Adaptations. It is important to remember that making changes to the initial mentoring plan can happen and be beneficial. If a mentor feels overwhelmed or unable to meet the mentee’s expectations, program coordinators can step in to make adjustments.

Based on the Language Buddy research results conducted prior to the development of this document, a 2-phase matching process is highly recommended to be implemented.

Below is an elaboration on how this matching process can be conducted, based on matching criteria suggested and the interviews the candidates have undertaken, to ensure that both parties benefit from the learning experience.

Assessing:

a. Individual needs and expectations
b. Similarities in personal characteristics: ethnicity and language, gender, educational and cultural background, etc.
c. Language consideration
d. Personal interest and hobbies to explore
e. Academic support
f. Work/ Career orientation: Exploring career interests, relevant skills and possible opportunities
g. Limitations in time or location

The first step in creating a personalised matching process is to deeply understand the ***needs, goals, and expectations of both*** mentees (in this case, migrant students) and mentors or buddies.

The mentees are expected to need support in one or more areas listed below:

- **Language Support:** Understanding course material, improving language skills, adapting to different teaching methods, according to the level of knowledge.
- **Social Inclusion:** Navigating new social environments, forming friendships in and out of school.
- **Cultural Adaptation:** Learning about the host country's customs, norms and sharing information and experiences about their country or area of origin.
- **Emotional Support:** Coping with stress, change, managing feelings of isolation, or potential discrimination in the new environment/ host country.

Mentors/ Buddies may have varying strengths, experiences, and expectations about their roles in the Language Buddy Program. Some may have prior experience working with migrant students, while others may excel in academic guidance, language support, along with offering friendship and social integration tips.

To ensure the best match, a detailed list of criteria is provided in this Model, both for mentees and mentors. These are about their backgrounds, interests, and specific areas where they need support (for mentees) or offer guidance (for mentors).

The current list of matching criteria can be already used during the interview with participants or after during the matching process.

- **Demographic Information:** Age, nationality, language skills and languages spoken, academic studies and interests.
- **Experience:** Academic levels, previous mentorship experience, work experience, or specific expertise the mentor can offer.
- **Challenges:** What the main challenges were during mentoring/ working experience – with focus on experience with migrant children.
- **Expectations:** What the mentor hopes to achieve from the program and what kind of support the mentor feels most comfortable providing, besides language support.
- **Personal Interests:** Shared hobbies or extracurricular activities that could serve as a basis for developing rapport outside of formal interactions.

The form should include for the mentees/ migrant students:

- **Demographic Information:** Age, nationality, family background (accompanied or unaccompanied), language skills, languages spoken, level of knowledge of the local language, academic interests (subjects).
- **Experience:** Any academic or previous mentorship or supporting experience.
- **Challenges**: What the main challenges are regarding school attendance, language learning, socialising.
- **Expectations:** What the mentee hopes to achieve from the program.
- **Personal Interests:** Shared hobbies or extracurricular activities that could serve as a basis for developing rapport outside of formal interactions.

11. Delivering the buddy/mentoring sessions

The LB mentoring sessions are planned to be organised based on *a training guideline described in this section, the personalised mentee plan along with a time plan.*

Training duration. The sessions are foreseen to be delivered during a **period** of 5-6 months on a regular weekly/bi-weekly basis.

The structure of the non-degree Language Buddy online training course. It consists of 8 Modules and is addressed to HEI students of pedagogy/ education/ language/ literature departments who wish to become language buddies to support secondary student with migrant/refugee backgrounds.

The methodology of the training course: The course makes use of innovative pedagogical theories and methods, especially social pedagogy, focusing on intercultural pedagogy and the development of language skills through active, experiential learning and learning by doing with the use of a digital platform.

Besides, it will explain the importance of creating safe learning environments and relationships based on trust and encourage HEI students to act both as teachers and learners, inviting their buddies to share with them elements of their cultural identity, including language.

Language Buddy e-Platform. The online surface hosts the Language Buddy online sessions and offers a virtual space for both documentation/assessment and exchange among participating HEI students.

Session topics. Although at this point of the LB Project the course content has not been developed yet, some indicative topics are already foreseen: Intercultural understanding and dialogue in Education; Principles of Critical and Social Pedagogy; The role of family in language learning and overcoming barriers through non-formal/informal methods for pupils with a refugee/migrant background; Digital tools for effective language learning; Art as a tool for intercultural dialogue and language learning; Observation, documentation, reflection and (self)assessment; Language Buddy system; How to organize a Language Buddy Session with the use of the Language Buddy e-Platform.

Session planning. The first session is about introducing the participants, icebreaking, and finalising the mentoring plan with a realistic Timeplan and conducting and agreeing on a (pre)-contract. The plan should include place(s) for the sessions that are considered safe, the family's involvement and methods of feedback giving, evaluation of progress and documentation.

Further from the second session the personalised Plan is to be followed, focusing on language learning topics chosen, support on academic progress and social inclusion. Each session is to be closed with reflection and written evaluation, as well as agreeing on the next session time, place and agenda.

A practical framework to support mentors in planning and delivering these sessions is provided in the Annex 9.

12. Monitoring of training delivery and progress

For the monitoring and assessment, the LB partnership highly recommends all involved parties to use a TASK LIST throughout their participation in LB Training Program. It is divided into the main organisational phases from preparation, through implementation to follow-up and final evaluation.

Task List

Coo = LB Training Program Coordinator

Sta = Stakeholders

Men = Mentor

	Tasks	M1	M2	M3	M4	M5	M6	Responsible	Status/ Deadline	
1	**Mapping of stakeholders** (organisations, especially HEIs and secondary schools, authorities, agencies, etc.)	Coo								
1	**Appoint** LB Program Coordinator(s)	Coo								
1	**Invitation** online and offline to stakeholders in the LB Program	Coo Sta								
1	Organisation of **meetings** or events to disseminate the launching of the program (LB Launch Event)	Coo Sta	Coo Sta							
1	**Registration** of candidate participants (buddies) and mentees (migrant students)	Coo								
1	**Pre-selection & interview** of mentor candidates – based on LB Profile & motivation letter & interview transcript		Coo							
1	**Selection** of mentor candidates		Coo							
1	**Matching meeting** of mentors and mentees **(**pre-matching prior recommended) – follow up call for feedback for concluding in pairing		Coo							
2	**Training of mentors/ buddies –** based on LB material and tools. Upon request additionally based on LB Accreditation Program (HEI).	Coo	Coo							
3	**Mentoring training kick-off:** 1st meeting: goal setting, time planning, introduction, personalised program, pre-contract/contract signing with consent form (can be with family member present)		Coo Men	Coo Men						

	Tasks	M1	M2	M3	M4	M5	M6	Responsible	Status/ Deadline	
3	**Training** implementation - based on the LB training material and tools in 8 modules. Planning – delivering – documenting – evaluating (regularly/weekly or per session).		Men (Coo)	Men	Men	Men	Men			
4	Provide **Certificate** of Completion or **Accreditation** to participants (HEIs).						Coo			
4	**Follow up**: Evaluation Plan	Coo					Coo			
4	Identify and choose methods for the follow-up	Coo								
4	Assessment progress reports						Coo Men			
4	**Final Evaluation** Report						Coo			

13. Evaluation

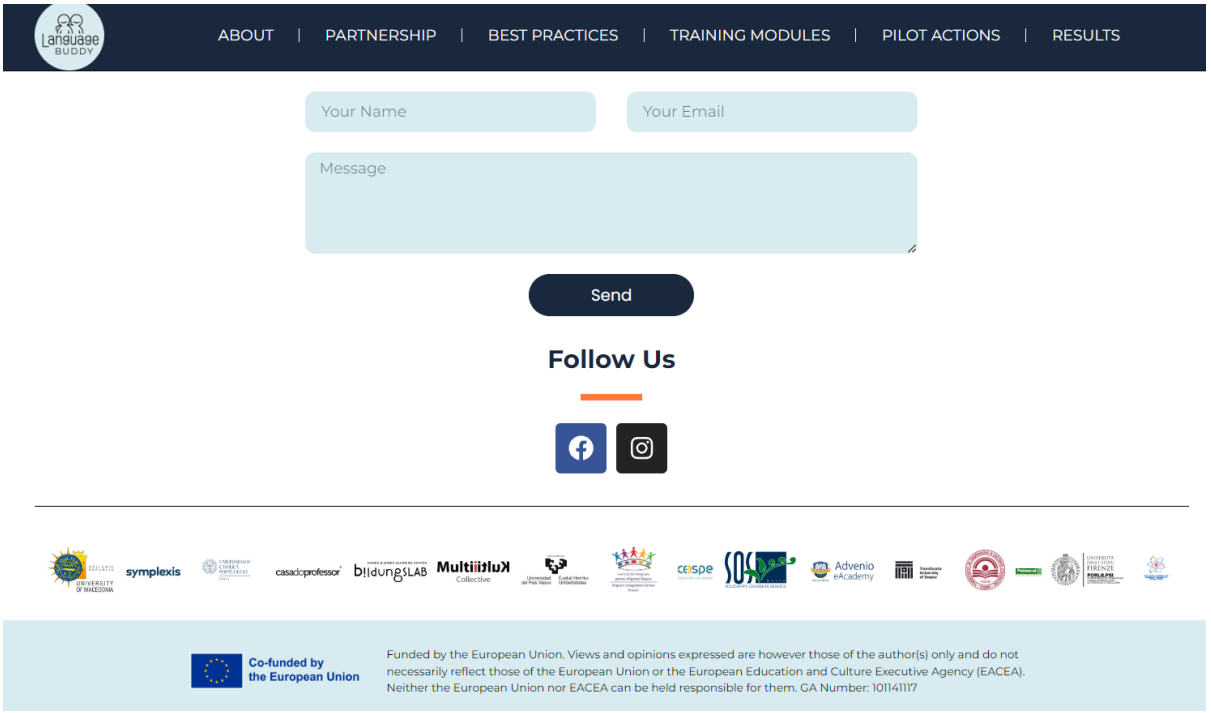
A LB Training Evaluation Plan with indicators and objectives identified, along a methodology and tools, is provided by the LB Project for the reference of LB Program Coordinators.

Both for mentors/ buddies and mentees the main areas of evaluation are as follows:

- Areas of progress
- Satisfaction of mentoring relationship
- Satisfaction of the progress
- Difficulties and barriers
- Changes in the Plan
- Most liked elements of the sessions
- Things and lessons learnt during the LB sessions.

D. Getting in contact with the LB Partnership

For further information please kindly visit the Language Buddy Project website: languagebuddy.eu



E. Annexes /Templates

Annex 1 — Mentor Registration Form

I have read and understood the Language Buddy (LB) Mentoring Program and its objectives. I will follow guidelines described in the LB Program Model and I will use its tools during the sessions with my mentees and during the final evaluation process.

I agree to:
Take part in an interview
Be registered, based on the EU GDPR Policy (https://gdpr.eu/what-is-gdpr/),
Participate in the matching process with mentee candidate(s)
Complete all forms and tools with my mentees

I understand that all the information I provide will be used on the evaluation of the LB Mentoring Program, I am satisfied that all information will be collected anonymously and kept private by the evaluation team.

Please sign and date below if you consent to each part of the process.

Signature: _____
Date: _____

.....

Organisation Name: .....

Mentor Name: .....

Mentor Age: .....

Mentor Gender (male/female/non-binary):

.....

Mentor's Education (include relevant Department/specialization): .....

Mentor's Professional Background (if applicable):

.....

Hobbies/interests are:

.....

Languages spoken (including mother tongue): .....

What do I hope my mentee/s will gain from this mentoring experience?
.....

.....

.....

.....

.....

What can I bring to the mentorship to support my mentees?

.....

.....

.....

.....

.....

What is my experience of working with migrants/refugees?

.....

.....

What is my experience in mentoring/ coaching/supporting/ volunteering?

.....

.....

Tell us how you heard about the mentoring program and why you decided to become a mentor. This might be part of your motivation letter sent to the coordinator previously:

.....

.....

.....

.....

Tell us about any training you have had in mentoring/ coaching in the past (if any).

.....

.....

Anything you consider important to share:

.....

.....

.....

.....

Annex 2 — Mentee Registration Form

Please modify the Form in case of an underage mentee, in which case the parent/ caregiver is to sign and give consent for the participant. Follow your national legal requirements on how to register and protect the data of underage participants.

I have read and understood the Language Buddy (LB) Mentoring Program and its objectives.
I will follow the guidelines described in the LB Program Model and I will use its tools during the sessions with my mentors and during the final evaluation process.

I agree with:
Taking part in an interview.
Being registered, based on the. **EU GDPR Policy (https://gdpr.eu/what-is-gdpr/)**
Participating in the matching process with mentor candidate(s).
Completing all forms and tools for registration, training evaluation.

I understand that all the information I provide will be used on the evaluation of the LB Mentoring Program, I am satisfied that all information will be collected anonymously and kept private by the evaluation team.

Please sign and date below if you consent to each part of the process.

Signature_____
Date_____

.....

Organisation/ School Name: .....

Mentee Name: .....

Mentee Age: .....

Mentor Gender (male/female/non-binary): .....

Mentor's Education (include main subjects/ specialization, if any): .....

.....

Hobbies/interests are: .....

.....

Languages spoken (including mother tongue): .....

What do I hope to gain from this mentoring experience? .....

.....

Anything you consider important to share:

.....

.....

Annex 3 — Mentor Interview Template

Applicant Name: _____

Date: _____

Interviewed by: _____

LB Program Coordinator: I need to ask several questions about you that will help me to match you with a mentee in the Language Buddy Mentoring Program. Some of the questions may feel personal, but they are important to ensure the safety and wellbeing of both mentors and mentees. Your responses will remain confidential unless we are legally required to disclose information for safety reasons (e.g. harm to yourself or others). Non-sensitive information, like personal qualities and what you would like to do with a mentee or things you are interested in may be shared with a prospective mentee and/or their parents.

I HAVE UNDERSTOOD THE ABOVE: YES/ NO

1. Why do you want to become a mentor in the Language Buddy Program?

_____

2. How do you think you can support a young migrant student by mentoring? (if not answered in question #1)

_____

3. Please talk about yourself – what should we know about you?

_____

4.What characteristics would you prefer in a mentee (age, gender, interest, etc.)?

_____

5. Will you be able to fulfil the commitments of the program (minimum number of sessions to be delivered with the program timeframe)?

_____

6. Have you ever been involved in a situation where you were against the law? If yes, are you comfortable sharing any relevant context?

_____

7. Have you experienced challenges in the past related to mental health or well-being? If so, is there any support you feel you need in your role as a mentor?

_____

8. Do you currently use any alcohol, drugs, or tobacco?

_____

9. Do you have any experience of working with children/ youngsters? If so, how will it help you in working with your mentee?

_____

10. What challenges do you think young people with migrant backgrounds face today that they need help with the most?

_____

11. What are your expectations and what do you hope to gain from the LB mentoring experience?

_____

12. What types of activities would you do with a mentee?

_____

13. What makes you feel good, happy?

_____

14. What hobbies or interests do you have?

_____

15. What languages do you speak? At what level?

_____

16. Do you have a HEI degree in language/ philology/ language teaching? Or are you a student in any of the above subjects?

_____

17. At this point, clarify any questions of concern that you may have.

_____

18. Do you have any questions about the program I can answer for you?

_____

Interviewer Comments:

Annex 4 — Mentee Interview Template

Applicant Name: _____

Date:_____

Interviewed by: _____

LB Program Coordinator: I need to ask several questions about you that will help me to match you with a mentor in the Language Buddy Mentoring Program. Some of the questions may feel personal, but they are important to ensure the safety and wellbeing of both mentors and mentees. Your responses will remain confidential unless we are legally required to disclose information for safety reasons (e.g. harm to yourself or others). Non-sensitive information, like personal qualities and what you would like to do with your mentor or things you are interested in will maybe be shared with a prospective mentor.

I HAVE UNDERSTOOD THE ABOVE: YES/NO

1. Why do you want to participate in the Language Buddy Program?

_____

2.Why and how do you think mentoring can help you ? (if not answered in question #1)

_____

3. How do you expect to be the perfect mentor for you?

_____

4. Will you be able to fulfil the commitments of the program – having mentoring sessions based on hours, frequency, duration presented to you by the coordinator?

_____

5. Would you agree to communicate with program coordinator once a month about your relationship with your mentor?

_____

6. What types of activities would you do with a mentor? Please include language learning.

---

7. Which language(s) do you speak and at what level? Please include your mother tongue.

8.. What hobbies or interests do you have?

---

9. Tell us about yourself: How would you describe yourself?

---

10. How do you think friends and family members would describe you?

---

11. How do you like school?

---

12. How well do you do in school?

---

13. Tell me about your friends and family.

---

14. Are you volunteering or working now?

---

15. Have you ever faced situation where you felt unsafe or in conflict with others? If you are comfortable, would you like to share?

---

16. Do you feel comfortable talking about your emotional well-being? If there are any challenges you've faced, is there anything we should know to better support you?

---

17. Do you have any questions about the program I can answer for you?

Interviewer comments:

OTHER IMPORTANT NOTES:

a. Ensure the interviewer is trained to ask sensitive questions with empathy and professionalism.

b. All applicants should sign a confidentiality agreement that explicitly outlines how their data will be handled.

c. Mentors to provide:
c.1
Police Conduct
c.2
At least one official reference

d. The organisation recruiting the mentors would run a POMA legal check
(The POMA Legal Check refers to the Protection of Minors Applications (POMA), which is a legal process in Malta obligatory when working with minors. This involves filing applications under the Protection of Minors (Registration) Act, specifically in the Civil Court (Voluntary Jurisdiction Section). These applications are typically related to the legal protection and registration of minors.)

Annex 5 — Mentee-Mentor Agreement Template

We are voluntarily entering into a mentoring relationship within the framework of the Language Buddy Program, and we expect to benefit both of us. We want this to be a mutually rewarding experience with most of our time together spent in development activities revolving around the mentees' goals, with a special focus on language support.

We note the following features of our relationship:
Frequency and duration of meeting sessions:

_____

How often will we meet?

_____

Day(s) of the week:

_____

Where will we meet? (in person and/or online)

_____

How long will our meetings last?

_____

Which tools will we use between sessions? (e.g., WhatsApp, voice messages, phone calls, visual prompts)

_____

Role of the Mentor

The mentor model, guide, observe and give feedback, recommend developmental activities, facilitate learning, suggest/provide resources, etc.) with a focus on supporting the mentee in his/her/its language learning of the local language. This may include mobile-friendly, 1-on-1 support such as WhatsApp messages, voice notes and visual prompts between sessions.

The mentor will provide support without any financial remuneration. They are also not expected to provide any monetary support to the mentee and their families. During the first meeting, expectations and boundaries will be clearly defined.

Role of the Mentee

As a willing participant in this mentoring project, I commit to working with my mentor throughout the program, attending all scheduled meetings with my mentor, and communicating with my mentor weekly via the agreed tools. Emergencies happen, so if I am unable to keep a meeting date, an advance call will be made to my mentor to reschedule. I will develop personal goals and be open to coaching and feedback from my mentor.

Confidentiality

Nothing that the mentee tells the mentor will be discussed with anyone except the Mentor Coordinator. This applies equally to messages exchanged. If the mentor feels it is important to involve another adult, it will be discussed first with the mentee. If there is a threat of physical harm to the mentee or to others, the mentor must break confidentiality to seek protection for the endangered individual.

No-fault Conclusion

We agree to a no-fault conclusion of this relationship if, for any reason, it seems appropriate.
Either party has the option of discontinuing the relationship for any reason, and he or she will
discuss this decision with the Language Buddy Coordinator before terminating the relationship.

Date: _____

Mentee's Signature (Caregiver's signature) _____

Date: _____

Mentor's Signature: _____

Source: "Mentoring methodological framework: Mentoring for Integration" - Mint project, developed by Child to Child, 2019: http://tdh-europe.org/upload/ document/7286/Mentoring%20Methodological%20Framework%2025%20April%202019.pdf

Annex 6 — Mentor's Session Report

Please fill out this form after each meeting you have with each of your mentees.

Mentee name: _____

Date: _____

Time (from - to): _____

This is my _____ meeting with my mentee
(e.g. 1st, 2nd, 3rd, etc.)

Delivery form of meeting:
Face-to-face
Online: Skype/ Viber, WhatsApp/ GoogleMeet/Zoom
Other: _____

Action plan completed. Y/N
(circle as appropriate)

Give a brief description of what you did with your mentee during this meeting:
(Please kindly include details of where you met and any activities you did, planned or unplanned). Refer to any challenges that may have occurred.

_____

_____

_____

Annex 7 — Coordinator – Mentor Session Report

Please fill out this form after each meeting you have with mentors.(Recommended once per month)

Coordinator name: _____

Mentor name: _____

Date: _____

Time (from - to): _____

This is my _____ meeting with the mentor.
(e.g. 1st, 2nd, 3rd, etc.)

Delivery form of meeting:
Face-to-face
Online: Skype/ Viber, WhatsApp/ Google Meet/Zoom
Other: _____

Give a brief description of what topics you discussed with the mentor during this meeting. Refer to any challenges that may have occurred and any changes or replanning discussed.

_____

_____

_____

_____

Annex 8 — Coordinator – Mentee Session Report

Please fill out this form after each meeting you have with mentors.(Recommended once per month)

Coordinator name: _____

Mentee name: _____

Date: _____

Time (from - to): _____

This is my _____ meeting with the mentee.
(e.g. 1st, 2nd, 3rd, etc.)

Delivery form of meeting:
Face-to-face
Online: Skype/ Viber, WhatsApp/ GoogleMeet/Zoom
Other: _____

Give a brief description of what topics you discussed with the mentee during this meeting. Refer to any challenges that may have occurred and any changes or replanning discussed.

_____

_____

_____

Annex 9 — Mentor Framework: What to Teach, How to Teach, How to Design a Session

- **What to teach**

Focus on the mentee's real-life needs, not the whole language. Four domains:

1. Everyday communication — greetings, appointments, shopping, phone calls and mobile messaging (e.g., WhatsApp, voice notes).
2. Language for specific situations — work, health, housing, digital.
3. Social and cultural inclusion — local norms, relationships, institutions.
4. Learning-to-learn — goal setting, self-study, reflection.

Needs analysis (first session): What situations are difficult? Where do you use the language most? What do you want to achieve in 4/8/12 weeks? How do you prefer to learn?

Record answers in the Mentee-Mentor Agreement (Annex 5) and review regularly. Prioritise content that is relevant, usable, achievable, and motivating.

- **How to teach it**

Core principles: learner-centred, communicative, scaffolded, interactive, positive and safe, reflective, inclusive and intercultural.

Methods: modelling, role-play, guided conversation, task-based practice, repetition, selective error correction, authentic materials, art and creative methods, digital tools (including the LB e-Platform and mobile-friendly tools such as WhatsApp, voice messages and visual prompts), reflection questions.

Avoid: dominating the conversation, overloading, correcting every mistake, using complex grammar terminology, turning sessions into tests.

Adapt to level: beginners need more modelling and repetition; intermediate learners' more open practice; advanced learners more fluency and cultural nuance.

- **How to design a session**

Five-step cycle:

1. **Review** — check in, review last session and practice task.

2. **Objective** — agree on one specific, achievable goal.
3. **Plan** — choose 2–3 activities and materials.
4. **Deliver** — warm-up, main activities, practice, wrap-up (in 1-on-1 mentoring, this may include WhatsApp exchanges, voice notes or sharing visual prompts between sessions).
5. **Reflect and follow up** — feedback, practice task for the week, next session time and agenda, Mentor's Session Report (Annex 5).

Session plan template

Section	*Content*
Date and duration	
Mentee name	
Objective	
Review of last session	
Activity 1 (method, materials, time)	
Activity 2 (method, materials, time)	
Practice / application	
Reflection and feedback	
Practice task for the week	

Notes for next session

Note: In 1-on-1 mentoring, practice and application often happen via mobile-friendly tools (e.g., WhatsApp voice messages, photo prompts, short video clips) rather than classroom-style exercises.

Using the framework

- **First session** — needs analysis, goals, mentoring plan, (pre-)contract.
- **Every session** — planning cycle.
- **Every 4–6 sessions** — review progress and adjust content.
- **End** — final evaluation and future learning plan.

Coordinators introduce the framework in training, check session plans during monitoring, and collect good practice examples. They should also encourage mentors to use mobile-friendly, 1-on-1 tools (e.g., WhatsApp, voice messages, visual prompts) that reflect the pilot evaluation findings.

F. Sources

- **Photo illustrations**: no copy right photo stock:

  https://www.shutterstock.com/search/mentor-session-planning

- **Language Buddy Project's Best Practices Online Repository**, with 48 national and international practices and tools available: https://sites.google.com/symplexis.eu/l-buddy-repository/home