



In the third newsletter of the Feeling Home project, we have chosen to share a selection of testimonials from the trainers who played a vital role in helping us achieve our project goals. Their interaction with the women involved in the project was crucial in ensuring the project's successful development. We hope you find them enjoyable!

### ***How was your experience in the Feeling Home project? What did you learn?***

*The most amazing part about being a trainer of the Feeling Home project was the connection between me and the participants that it was not restricted to the classes. For me [...], was not only that the participants developed their language skills but also, we helped them to integrate into the local society and feel safe.*

***Maria, trainer from Athens***

*I have learned how to navigate cultural differences and promote inclusivity. I have gained insights into how to create a welcoming and supportive classroom for learners from diverse backgrounds.*

***Samra, trainer from Berlin***





*It was an eye-opening experience in many ways. It made me aware of my role as a facilitator in a context where we were all migrant women (myself included). I learned to be more aware of the privilege I have. I was made to question things that I had not questioned before and that can be very trivial. Feeling Home talks about how, through learning the language, we develop a sense of rootedness. We (Western society) believe that one way to welcome is to teach the language, what we do here, to integrate you... However, there is an absolute neglect of needs, especially the emotional and psychological ones, because the process is very hard but no one accompanies it and you feel vulnerable all the time. That's why it was important to understand and see the needs.*

**Rocio, trainer from Barcelona**



### **How do you think non-formal education can contribute to the process of learning the language and welcoming the new territory?**

*I think non-formal language programs can be customized to meet the specific needs of learners. This includes addressing the language skills required for everyday life, such as conversational language, vocabulary related to daily activities, and cultural nuances. In addition to language skills, non-formal education can offer practical life skills training. This might include guidance on navigating public transportation, accessing healthcare, understanding legal rights, and finding employment opportunities.*

**Samra, trainer from Berlin**

*Non-formal education (NFE) fosters experiential learning, interaction among the learners and proactivity. Based on these principles, NFE can become a great tool for inclusion and exchange.*

**Marina, trainer from Malmö**

*Non-formal education allows to recognize in the first place that we all learn mutually, and what the students bring to language learning. It was crucial for us that they could express themselves in their own language, since the ability to express themselves enables them to learn another language with greater kindness, as I am not imposing my language on you, but welcoming you to learn my language to facilitate your stay here. For me, non-formal education is not an imposition, it is a democratic exercise. Also, discussing the vocabulary of the house, the needs of the health system, and going to visit physical places made a difference. Getting closer to their reality and needs makes the learning process much more friendly.*

**Rocio, trainer from Barcelona**





## Do you have any recommendations for professionals or non-professionals that work with groups in a language learning process?

*Making the participants feel safe is basic. If you form a strong group, in which the participants help each other, the process will be much easier and effective. Give emphasis on that, and then on language learning.*

**Maria, trainer from Athens**

*1. Setting a clear goal/objective: Define specific, achievable language learning objectives for the group. Share these objectives with the students so they understand what they are working towards. 2. Using Varied Resources: Incorporate a variety of learning materials, including textbooks, multimedia, interactive software, and real-world resources. This keeps lessons engaging and relevant 3. Cultural awareness: Promote cultural sensitivity and awareness among the students. Incorporate cultural elements into your lessons and encourage open discussions about cultural differences and similarities.*

**Samra, trainer from Berlin**

*I would recommend both professionals and non professionals to practice their active listening skills: it is very important to listen to the needs of your students. These needs can be of various kinds, but I think that, when it comes to migrant students the most important are the linguistic needs (in which communicative contexts will they use the target language? What communicative goals do they have?) and the social needs (do the students have a safety network?). Active listening can make us teachers notice recurrent patterns and if such patterns are shared, it is generally easier to find common solutions.*

**Giulia, trainer from Palermo**

*I think the most important aspect is to recognize who you are, and the status you have in the group. For example, in our group I was a foreigner, a woman, with my skin tone and my features, I also was from a concrete social class, and spoke in the official language of the country. I didn't wear a hijab, so I had more rank in that room, besides I was also in a teaching position. For me the most important thing is to assume that we are responsible for leading/accompanying a group but we also have a power relation and a rank. It is not the same to facilitate a group of Moroccan women, or a group of Senegalese women, or Chilean women, or a group of men... all of that has an impact. Bring awareness of what you are doing, who you are working with, who you are and, how you position yourself. Listen to the needs of the group. Also be clear about what is the objective of that session, and with what intention.*

**Rocio, trainer from Barcelona**



**Please, feel free to visit the project website and consult all of the materials that the Feeling Home consortium is creating.**

**[feelinghomeproject.eu](http://feelinghomeproject.eu)**



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