UNIVERSIDADE Ð COIMBRA

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LEARNING ON THE MOVE:
EDUCATIONAL CONTEXT AND OPPORTUNITIES FOR REFUGEES AND MIGRANTS IN SERBIA

Internship Report within the scope of the Master in Adult Education and Training and Community Intervention, supervised by Professor Doctor Albertina Lima de Oliveira, and presented to the Faculty of Psychology and Educational Sciences

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APRENDENDO EM MOVIMENTO:
CONTEXTO E OPORTUNIDADES EDUCACIONAIS PARA REFUGIADOS E MIGRANTES NA SÉRVIA

Relatório de Estágio no âmbito do Mestrado em Educação e Formação de Adultos e Intervenção Comunitária, orientado pela Professora Doutora Albertina Lima de Oliveira, e apresentado à Faculdade de Psicologia e Ciências da Educação

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"Open up, sky and send some sun

Upon those with no name

Upon those with no land

Open up, sky and send some sun

Upon those who walk alone among millions of people"

(Alessandro Mannarino, Apriti cielo, 2017)

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Abstract

The present report is a detailed presentation of the academic internship carried out during the second year of the master's degree in Adult Education and Training and Community Intervention of the Faculty of Psychology and Educational Sciences of the University of Coimbra. The internship took place from September 2019 until May 2020 in Belgrade, Serbia, at the non-governmental organization Info Park which is working with refugees and migrants. During the internship I sought to achieve three general learning objectives, namely, get to know the dynamics and the way of working of the host institution, get to know how to work appropriately with the specific target group and finally, learn how to design, implement and evaluate educational activities for refugees and migrants. This report consists of the theoretical framework which informed all internship activities, the characterization of the host institution, the project objectives and associated activities and a final evaluation and appreciation of the entire experience.

Key words: refugee and migrant; adult education; unaccompanied minors; empowerment; humanistic education; community intervention

Resumo

O presente relatório é uma apresentação detalhada do estágio académico realizado durante o segundo ano do curso de Mestrado em Educação e Formação de Adultos e Intervenção Comunitária da Faculdade de Psicologia e Ciências da Educação da Universidade de Coimbra. O estágio aconteceu de setembro de 2019 até o maio de 2020 em Belgrado, Sérvia, na organização não governamental Info Park, que atende refugiados e migrantes. Durante o estágio procurei atingir três objetivos gerais de aprendizagem, nomeadamente, conhecer a dinâmica e a forma de trabalhar da instituição de acolhimento, aprender como trabalhar de forma adequada com o público-alvo específico e, por fim, aprender a preparar, implementar e avaliar atividades educacionais para refugiados e migrantes. Este relatório integra quatro capítulos: o enquadramento teórico que informou todas as atividades de estágio; a caracterização da instituição de acolhimento; os objetivos do projeto e atividades associadas; e uma avaliação e apreciação final de toda a experiência de estágio.

Palavras-chave: refugiados e migrantes; educação de adultos; menores não acompanhados; empoderamento; educação humanista; intervenção comunitária

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Index of Acronyms

CWS – Church World Service

EU – European Union

GBV – Gender-Based Violence

IOM – International Organization for Migration

IRC – International Rescue Committee

KIRS - Komeserijat za Izbeglice Republike Srbije/ Commissariat for Refugees and Migration

MSF - Médecins sans Frontières/Doctors without Borders

NFI – Non-Food Items

NGO – Non-Governmental Organization

RMG – Refugee and Migrant Girls

UASC – Unaccompanied and Separated Children

UNFPA – United Nation's Population Fund

UNICEF – United Nation Children's Fund

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Introduction

During the second academic year of the Master in Adult Education and Training and Community Intervention of the Faculty of Psychology and Educational Sciences of the University of Coimbra, the students are given the opportunity to do an internship of approximately 1000 hours in the institution of our choice depending on their interests within the field. In my case, I took advantage of the mobility opportunity offered by the university and within the project Erasmus+, I chose to have this experience in Serbia.

It was clear to me since the first year of this master's degree that I wanted to do an internship related to refugee and migrant education and therefore I oriented most of my assignments towards that direction. I sought to have this experience in the organization Info Park in Serbia for two main reasons. Firstly, I was looking for a challenging context regarding refugees and migrants and the Balkans is undoubtedly a troublesome region. Secondly, I wanted to be in a field-work institution in order to gain practical experience in carrying out educational activities for refugees and migrants[1], rather than in an organization that works with policy making, and the designing of such initiatives.

In order to set this internship into perspective, I should provide some information for the context of the country. Serbia is in the middle of what used to be the so called "Balkan route" and is a primarily transit country for the people who are fleeing from mostly middle eastern countries to the west. Indicatively, according to the Asylum Information Database, in 2019 out of the 12,937 people who intended to apply for asylum, mostly from Afghanistan, Pakistan, Syria and Iraq, only 252 actually proceeded. Some of them choose to be accommodated in state-run reception centres for some time before they continue their journey to another country, usually to Germany, France, Belgium, etc. Others prefer to sleep rough in order to be ready to go and try to cross the border whenever the smuggler calls them. Considering that smugglers often lie and exploit people's vulnerability to make money, as well as the regular pushbacks and violence from the border police, it is understandable why the attempt to cross the border is usually referred to

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[1] The terms asylum seeker, refugee, internally displaced person, economic migrant and so on, are used to distinguish the different conditions that led a person to leave their home country (see https://www.amnesty.org.au/refugee-and-an-asylum-seeker-difference/ for definitions). However, these words carry heavy connotations as to who should be treated with empathy (refugees) and who are merely opportunists and should be treated with suspicion (immigrants), and are therefore used accordingly to colour and manipulate political discourse and xenophobic propaganda (Malichudis, Stamatiadis, & Karakatsanis, 2020). In order to be as neutral and inclusive as possible, I use the term "refugee" (recognizing that the majority of the people I worked with were, indeed, refugees) together with the term "migrant" which according to the United Nations Higher Committee for Refugees (UNHCR) is an umbrella term to refer to a person who had to leave their place of residence either forcibly or voluntarily (UNHCR, 2020).

by the refugees and migrants as "going for game", a metaphor which, at least to my understanding, shows how it is almost like gambling. At the same time, similarly to many other European countries, there is an increase in anti-migrant sentiments, both in society and the political scene of Serbia, which is supported by misinformation and fake news and which during my internship resulted in anti-migrant protests, harassment and violence against the refugees and migrants.

It is in this context that Info Park assists the refugees and migrants who make their way through Serbia to a better future. Although it is not a primarily educational organization, its work encourages the empowerment of its beneficiaries through informal learning, including the providing of information as well as through several educational programs. Not being fully aware of the daily reality of the institution beforehand, I was prepared and willing to adapt my preliminary learning objectives during the first weeks of my internship so as to match the context of Info Park.

This report is an attempt to both present and reflect on the learning process of this internship. It consists of four main chapters, the *Theoretical framework*, where I briefly present the theoretical models and fundamental principles of adult learning which informed the entire experience, the *Characterization of the institution,* the *Project objectives and activities* with the evaluation of each objective, and finally the *Global Evaluation* where I reflect on the entirety of the internship. I conclude this report with *Some final thoughts* on this experience.

Chapter I – Theoretical framework

This chapter presents the theoretical framework which informed the activities undertaken in the context of this internship. It is organized in three parts which correspond roughly to the three general objectives of this internship, which concern the context of the organization; the particular target group, that is, the refugees and migrants; and the educational activities in relation to this target group. Therefore, in each part I will draw upon literature related to the theoretical context of my learning experience; theories relevant to the profile of the beneficiaries; and the designing and implementation of educational activities with special focus on the particular target group.

Theoretical context of the internship

The present section lays out the theoretical foundations which framed the learning process of this internship. Acknowledging that learning is pervasive and constantly present in all facades of life and that through all the activities I was involved in during this internship, as adult learning facilitator, I was myself an adult learner, it is only justifiable why I chose this as a starting point for this theoretical framework.

Educational modalities

Learning experiences come in various forms and they are usually characterized as either formal, non-formal or informal, according to the classic categorization of Coombs and Ahmed (1974). They understood formal education to be equal to schooling, defining it as "the highly institutionalized, chronologically graded and hierarchically structured 'education system', spanning lower primary school and the upper reaches of the university" (1974, p. 8). Non-formal education was considered every other structured educational activity outside the formal system and informal education the "knowledge, skills, attitudes and insights" gained "from daily experiences and exposure to the environment" (1974, p. 8) . However, as Alan Rogers argues (2004) in reality there are no clear-cut boundaries between these modalities and instead he suggests a continuum which stretches from formal education on the one end, to non-formal education, participatory education and informal learning on the other extreme.

The distinction between the three educational modalities was adopted by institutions and international organizations such as the Council of Europe, United Nations Education Sports and Culture Organization (UNESCO) and the Organisation for Economic Co-operation and Development (OECD) in their discussion of educational matters. For the

purposes of this report, I chose to also keep the popularized categorization of Coombs and Ahmed (1974) acknowledging thought that the majority of the educational activities fall in the grey areas between formal, non-formal and informal learning.

All three educational modalities were present throughout the course of this master's degree and I sought to explore them further from the perspective of an adult learning facilitator during this internship. The courses that took place during the first year of this program, consisted mainly of lectures which fall under formal education as well as some alternative sessions which fall under non-formal education. The internship can best be described as an experiential learning process which inevitably is linked to informal learning and which, due to the humanitarian character of the topic, can also be considered as service-learning.

The importance of experience

Experience is a fundamental source of learning and its significance for adult education has been highlighted by many theorists of the field, such as John Dewey, Eduard Lindeman, Malcolm Knowles, David Kolb and so on (Merriam et al., 2007) In his seminal work *Experience and Education* (1997)*,* Dewey explains that an ongoing experience can be educational when it modifies previous "habits" and has an impact on future experiences (principle of continuity) and it is bound to its environment (principle of interaction). In the same line, Fenwick (2003) suggests, among others, a constructivist approach towards experiential learning, according to which new knowledge is constructed by reflecting on concrete experience, as well as a situative theory by which learning is bound to the situation and the participation to a community of practice. Kolb's model (1984, p. 38) of experiential learning describes learning as a process "whereby knowledge is created through the transformation of experience" and, in particular, as a cyclical four-stage sequence which starts with a concrete experience, is followed by observations and reflections of that experience, then by the formation of abstract concepts and generalizations and finally by testing those concepts in new experiences.

Although the abovementioned fundamental concepts consist only a small fragment of our understanding of how experience translates to knowledge, they are sufficient to frame briefly the learning which took place during this internship. Through all the activities undertaken in its duration, I had the opportunity to modify my previous skills, attitudes and knowledge, a lot of which was based merely on theory and relevant literature, after reflecting on my experience and practice in the host institution. Both on a micro- and

a macro-level concrete experience transformed into the construction of new knowledge following Kolb's cycle. Naturally, not all learning processes were documented, however, on a larger scale, observations of concrete experience were recorded in a daily log, orally with my colleagues and during supervision, they would then lead to conceptualizations and generalizations, much of which are included in the present report and which have led to the formation and testing of new understandings and which will keep being tested in further experiences in the future.

Service-learning

In its totality, this internship can be considered as service-learning. Service-learning is a type of experiential learning which is characterized by "reciprocal learning" in the sense that both the provider and the recipient of the service benefit from the experience (Sigmon, 1979). Furco (1996) offers a differentiation between five types of service programs, namely volunteerism, community service, field education, internship and service-learning, depending on whether the primary beneficiary is the provider or the recipient and whether the focus is located more on the service or the learning. In contrast to Furco, though, I don't perceive an internship and a service-learning program as mutually exclusive concepts. In this case, the experience presented in this report, is officially an internship, as, following Furco's definitions, the focus should be on myself and my learning. However, at the initial stages and throughout the duration of the program, I modified my learning goals in order to adapt to the context and meet the needs of the host institution and consequently of its beneficiaries, so that I believe that, ultimately, my personal benefit and that of the community I was working with, and serving and learning were balanced enough to qualify as service-learning.

The theoretical principles that guided my own learning were the same which guided my work in the context of this internship in relation to the beneficiaries of the institution. Through the ongoing reflection and monitoring of my own learning and progress as an adult learner, I was able to better understand and empathize with the target group and hence observe and act accordingly to the enhancement of their growth and learning. Further literature regarding experiential learning is provided in the third part of this chapter where I explore in more detail the theoretical background of the educational activities I undertook.

Seeing the adult learner through a humanistic lens

Rogerian principles and values

Underpinning the entirety of this internship are the principles of humanism and Roger's person-centred approach. Although a prominent figure in the field of psychotherapy, his work has had a great impact on other fields including that of education, which he focused on in his book "Freedom to learn" (1983) . He associated the significant learning occurring in therapy with learning in the context of education (Rogers C. , 1961; 1983) while his proposed conditions of empathy, congruence and positive regard for constructive personality change have informed the work of many educators (Merriam et al., 2007) According to the humanist approach, learning is an act connected to one's affective and cognitive needs and whose aim is to reach self-actualization, maturity and autonomy while the educator is considered as a facilitator of the growth process of the learner (Merriam et al., 2007).

Rogers believed that the goal of both psychotherapy and education is for the person to self-actualize and reach its full potential (1983). Bearing that in mind, all of Info Park's operations aimed at enhancing the learning of its beneficiaries either that is non-formal or informal and thus enable them to reach their optimal capacity at their current situation. The Rogerian axioms of non-directiveness, setting a positive climate, facilitation, reflective thinking and positive regard which encourage active learning, self-direction and critical thinking (Heim, 2012) underlay not only the activities undertaken during the internship but the functioning of the organization and the attitudes of the staff, in general.

Prioritizing the needs

In following a person-centred approach, it is essential to get a solid understanding of the needs and incentives of the people being attended to. Within the framework of humanist approach is also Maslow's motivational theory based on a hierarchy of needs. (1943). Following his model, human needs are universal and can be schematically presented in the form of a pyramid at the bottom tier of which can be found physiological needs, followed by safety, love and belonging, esteem, and on the top tier self-actualization. Although according to Maslow, generally, low-level needs must be attended to, at least to some extent, first in order to satisfy the ones on higher levels, this proposed scheme is not absolute as needs might appear in different order depending on each individual and external factors, while he also suggested derives from multiple needs simultaneously rather than just one (1987). In the context of adult education, learning

should be directed to help the individual reach the highest of the needs, that is self-actualization. However, it should be noted that motivation for learning is inseparable from cultural context and the background of each individual (Ginsberg & Wlodkowski, 2009).

Maslow's hierarchy of needs and motivational theory offers a valuable and humanistic basis for education, however, the case of refugees and migrants due to the complexity of their state, is more complicated. Goede and Boshuizen-van Burken (2019) highlight less popular parts of Maslow's work, pointing out that freedom consists a precondition for need satisfaction and that the providing of balanced and well-timed information is essential. They argue, though, that the hierarchy of needs should underpin the information provided to the beneficiaries which, in turn, will lead to their empowerment. Their view is in line with considering information as a form of informal learning which contributes to one's self-actualization -a principle that underlay the mission of the organization. Additionally, it has been suggested that Maslow's theory could be beneficial for refugees or asylum seekers in the context of counselling and mental health (Lonn & Dantzler, 2017).

Work in the humanitarian sector should be guided by humanist principles some of which were mentioned in this section. Understanding the adult learners and beneficiaries of the organization's operations was both a means and a result of maintaining a person-centred approach. In other words, by focusing on the individual through positive climate, reflective thinking, facilitation and positive regard, it was possible to get closer to the beneficiaries and hence develop the services and the educational projects accordingly. The next section briefly describes the theoretical foundations of learning facilitation which guided the activities and educational projects of the organization.

Facilitating learning

Working with refugees and migrants involves many different disciplines which offer different frames of analysis, such as social sciences, psychology, anthropology, law and so on. In this internship all activities undertaken were approached from an educational perspective and in all the activities, were they of primarily educational or not, the assumed role was the one of the adult learning facilitator. Although it's not possible to have a clear distinction between a professor and a facilitator (Oliveira, 2004), Boud's inclusive definition is the most suitable for the present context. He defines the facilitator as someone who assists others in their learning either in formal or informal settings (1988).

Learning facilitation should be informed by the theoretical frameworks of humanism, transformational learning, critical thinking (Oliveira, 2004). Considering that the refugees and migrants, and especially the underaged and those who are still on their way to a destination country, are in a highly vulnerable state, it becomes an imperative that all the activities are framed within the theoretical models which have as their starting point the humanistic principles and which set emphasis on the experience and the sociocultural background of the individuals.

Andragogy and experiential learning

Knowles' concept of andragogy, despite the criticism that it received (Merriam et al., 2007) is an invaluable source for adult education and consisted the blueprint of the design and implementation of the activities focused on learning. In his work he contrasted pedagogy with andragogy postulating some assumptions about the adult learner. Namely he assumed that as individuals mature, they become more self-directed, they accumulate experience which can be a learning resource, their readiness to learn is related to their developmental tasks of their social role, their learning is more problem oriented than subject oriented (Knowles, 1980) they are more intrinsically motivated (Knowles & Associates, 1984) and they need to know why they need to learn (Knowles, 1984). Considering those assumptions meant that the adult learners direct to some extent their own learning, their experience is valued by serving as a starting point of further learning which serves their needs. Moreover, they are learning through their own will while being aware of the benefits it brings them.

Experiential learning is closely related to the concept of andragogy, especially in recognizing experience as a core element of adult learning. Kolb's model of experiential learning (1984), which was mentioned in the first section of this theoretical framework, was useful reference which guided the structure of the educational activities. The participants were urged to reflect and learn from a specific experience, such as a workshop, a discussion or other activity that was offered.

However, Kolb's model does not consider sufficiently the context of the learner (Fenwick, 2003). Jarvis, whose work and theoretical model is summarized in Merriam et al. (2007), highlights the importance of one's biography for their learning which starts with an experience taking place in their individual world. "The disjuncture between the person's biography and the experience leads to learning that involves emotion, thought, and action. The result is some change in the person" (p. 104). Following the same model, learning

through the process of an experience leads to a change in the individual. Refugees and migrants are most likely to be faced with situations which they are not prepared how to respond to. For instance, a family that started their journey during the spring and summer months but the first cold of the autumn found them stranded in Belgrade sleeping rough, are facing dilemmas and problems for the solving of which, their so far knowledge is not sufficient. In this sense, overcoming those issues leads to learning and with this new knowledge the persons are changed, more experienced.

The weight of one's biography

Recognizing the richness of one's biography is reflected in Dominicé's (2000) work on educational biographies, that is narratives which aim at reflecting on one's formal or informal learning (p. 1). In agreement with the experiential learning theories, he mentions how through their life histories, people recognize their previous experience and knowledge and how it impacts their future learning, they become more self-directed and are more prepared to evaluate new opportunities and they get empowered. Although in his work he describes in detail a concrete educational methodology having in mind the context of formal education, the underlying principles are useful for the potential benefit that refugees and migrants can have through the narration of their life stories.

Usually, those stories are made up of very difficult and negative experiences; from hardships that forced them to leave their homeplace to persecution, physical and psychological violence and trauma both before and during their journey. Dewey (1997) claimed that not all experiences are educative and that some can even be "mis-educative" (p. 25) if they hinder one's development of future experiences. Seemingly contrary to this view is Jarvis (1987) affirmation that "even miseducative experiences may be regarded as learning experiences" (p. 16). Bridging these opinions is the contribution of theories which consider the affective aspect of experience. For example Boud, Keogh, and Walker (2003), in their model, they suggest that learners must attend to the negative feelings associated with an experience which might block their learning, and instead increase the positive feelings. Self-esteem, support and trust in others can contribute in processing positively one's experience (Beard & Wilson, 2002). In this sense, it is important that refugees and migrants are supported enough to work through their experiences and address the negative emotions associated to them in order to achieve meaningful learning.

Transformational learning

Jarvis' suggestion that learning through experience can result in a change in a person (2006), echoes another theory which informed this internship, namely the transformational learning theory, according to which "learning is about change—dramatic, fundamental change in the way we see ourselves and the world in which we live." (Merriam et al., 2007, p. 130). There are several perspectives -or as Taylor (2005) refers to them, "lenses"- through which this affirmation can be examined, focusing either on the individual or the sociocultural context. Perhaps the most widely known from the first group is the psychocritical approach of Jack Mezirow while from the latter, is Paulo Freire's social-emancipatory approach.

Mezirow, who kept developing and revising his theory from the late 70's until the 00's, defines transformative learning as "learning that transforms problematic frames of reference—sets of fixed assumptions and expectations (habits of mind, meaning perspectives, mindsets)—to make them more inclusive, discriminating, open, reflective, and emotionally able to change. Such frames of reference are better than others because they are more likely to generate beliefs and opinions that will prove more true or justified to guide action" (Mezirow, 2003, pp. 58-59). To his view, such a transformation starts with an experience upon which the individual self-reflects critically and which then is brought in a reflective discourse with others and ideally results in action based on a transformed perspective (Merriam et al., 2007).

Fundamental in this process is understanding and revising one's own frames of reference which were used to interpret an experience (Mezirow, 1981). The new meaning needs to be tested, further developed and refined through conversation with others, that is, a reflective discourse (Mezirow, 2000). The adult educator should help the learners to develop the "skills, sensitivities and understandings" that will enable them to take part in such a "critical-dialectal discourse" and through critical reflection, challenge and reassess their perspectives (Mezirow, 2003, p. 62). Considering the example provided before, a refugee family who is faced for the first time during their journey with the difficulties of the winter weather, will need to reconsider their so far priorities and ways of travelling because the conditions they encounter are now different. Firstly, they reassess their belief that making multiple frequent efforts to cross the border and sleeping rough is the best way to reach their destination, finding that is no longer effective. Talking with field workers and other travellers, they might come to the conclusion that making a break and being accommodated in a reception centre until the weather improves, or even applying for

asylum in the country they are at that moment, might not be as bad idea as they had previously thought.

Emancipation and critical thinking

Parallel to Mezirow's theory, though taking a sociocultural approach, is the framework of Paulo Freire who focused on literacy in people with low socioeconomic background in Brazil. In his seminal work "Pedagogy of the oppressed" (Freire, 2000), he argues that education should be problem-solving oriented, aiming at the liberation and emancipation of the people. In his methodology, through generative words which lead to conversations, people become aware of their life situation. Through critical dialogue, the adults experience a process of conscientization, that is, they become aware of the forces that oppress them. When the level of conscientization is low, the individual is not aware of their oppression and the status quo is not questioned. As one's awareness increases, they start to reflect on and question their situation while at the highest level of critical consciousness the person is aware of their reality and they are enabled to act on their transformation.

Critical pedagogies and concepts such as the Freirean concept of critical consciousness can be particularly effective in refugee education as it addresses the complexities of the context (Magee & Pherali, 2017; McCaffery, 2007). Considering the lack of freedom refugees experience even after they flee their homeland, during their journey and in the destination countries due to the lack of information and the various regulations in the host communities (Goede & Boshuizen-van Burken, 2019), it is essential for the people to become aware of their situation in order to become empowered.

Although in practice, as Magee and Pherali (2017) mention, it is not easy to measure empowerment as a result, it is feasible to identify those factors that can promote it. Jennings et al. (2006) in their model for critical youth empowerment they mention the following processes and contexts: "welcoming, youth-centred environments, (…) meaningful engagement and knowledge, skill, and leadership development, critical reflection on societal forces and power relations, and active community participation, leading to change in socio-political processes, structures, norms, or images." (p. 33). Although it is acknowledged that not all these factors can be fully fostered in educational programs and services addressed to people who are still on the move due to the lack of stability, they still guided the operations of the organization and the tasks during this internship relying heavily on the framework of Paulo Freire.

The adult learning facilitator

Another scholar who has written extensively on the importance and effect of critical thinking on adult education is Stephen Brookfield. Although his model (1987) is in line with the one of Mezirow, he views critical thinking as means of addressing "social inequities" and his definition of the term is "stricter and more radically political" (Merriam et al., 2007, pp. 146-147). In his work, he also considered critical thinking also from the perspective of the adult educator (2017). He underlines the necessity to reflect critically on the assumptions that underly teaching "by viewing them through the four lenses available to any teacher: students' eyes, colleagues' perceptions, personal experience, and theory" and by paying attention to power inequalities in classroom (Brookfield, 2017, p. 19). He believes that, no matter how much the educator is willing to treat his students as his equals, it is too naïve to ignore one's power that comes through his identity and the dominant ideology, such as being white, male, with higher socioeconomic background (2017). In the context of humanitarian work and refugee education, such power imbalance is much more evident than in a classroom. However, it takes courage to admit one's privilege as a service provider and high level of empathy in order to tackle this discrepancy of power and work towards the emancipation and empowerment of the people considering their current state.

Apart from critical thinking, the adult learning facilitator should ideally have certain skills which, in combination with the theories and approaches outlined in this chapter and their relevant values, will enable them to respond to their role. Oliveira and Amaral (2019) organized in seven clusters those key competencies which are also within humanistic, critical and reflective framework. More specifically, they mention ethics; mobilization and recognition of prior learning; learning facilitation; methods of education, training and learning; planning, management and evaluation of the training process; self-development; and connection to the community.

Ethical conduct of the educator was found by the authors to be the most important competence especially in contexts where vulnerable populations are involved (Oliveira & Amaral, 2019), such as in the case of this internship. Especially in the case of refugees and migrants, some of which are underaged and who are usually in a very fragile state, breaching confidentiality and trust, or exploitation and manipulation of any form, can have severe consequences for their psychological and physical well-being. Moreover, valuing and recognizing the experience of adults is of paramount importance in refugee education in order to assist the learners "unpack" and realize how much knowledge they gained through their experience. These two clusters are of paramount importance for the particular

context and were relevant to all the operations of the organization. Facilitation skills, methods of education, training and learning; planning, management and evaluation of the training process; self-development; and connection to the community were also significant especially for the tasks whose objective was primarily educational.

This chapter outlined the basic theoretical frameworks which informed this internship. In its totality, this experience was an effort to get the pragmatic aspect of what scholars of adult education explained in their writings. At the same time, there was an active effort to build the appropriate skills as an educator or learning facilitator always guided by these theoretical principles and in relation to the context of refugee education and humanitarian work.

Chapter II – Characterization of the institution

Info Park is a centre for the protection of refugees and asylum seekers in Serbia. Its primary function, which is protection, is mainly implemented by informing the target group about their rights and obligations during their stay in Serbia, providing assistance or referring them to specialized organizations.

In addition to protection, Info Park is also focused on empowering refugees and asylum seekers through educational programs, connecting refugees and locals, and advocating for solidarity and positive connection with the wider community.

Figure 1

Info Park logo

History

Info Park was established in September of 2015 by a group of long-term activists as a response to the dramatic situation and the increased flow of refugees from the Middle East and Africa who were passing through Serbia. The first year, Info Park functioned from a small wooden kiosk in Bristol park next to the central bus station of Belgrade which was, at the moment, a hotpot where many refugees and migrants sought help and support. At the very beginning, it served as an information and connectivity point, but in the face of the increasing needs of the people, Info Park expanded its services to include protection for families, women, unaccompanied minors and other vulnerable individuals by referring them to specialized partner organizations. By the end of October 2016, when the operations in the park stopped, Info Park's volunteers had distributed more than 250.000 fresh meals as well as basic non-food items such as clothes, shoes and hygienic products. Meanwhile, its network expanded by establishing partnerships with even more Non-Governmental Organizations (NGOs) and institutions.

In November of 2016, Info Park moved to its current location, which is a 130cm^2 multifunctional Hub, less than 400 metres away from its original location, which includes information desk, education space, safe zone for women and girls and internet and computers' space. The new space enhanced information sharing and allowed for new

activities aiming at the protection and empowerment of refugees and migrants through the implementation of language classes and other workshops in a safe environment.

As the neighbouring countries closed their borders and after the controversial deal between the European Union (EU) and Turkey in March 2016, the numbers of new arrivals are currently lower. However, there are still thousands every month who chose to make their way through Serbia and Info Park is committed to devote its efforts and resources in the best way possible in order to help and protect those who need it.

Human resources

Info Pak team consists of 8 regular staff who provide services in the Hub and in the surrounding area during the daily field visits. 80% of all positions, including managerial ones, are held by women. The organization has included in its regular positions both locals and people with refugee background or asylum seekers from Syria, Egypt and Iran. Volunteers are always welcome by the team and their work is very important for the functioning of the Hub.

Info Park Hub

Info Park Hub is located in Gavrila Principa, 55 in Belgrade and it is open every day from 9am until 18pm.

The Hub is a closed centre and entrance to the facility is not possible without the approval of the staff on duty, who assesses and verifies the needs of the user through a reception interview. This assessment is done strictly before entering the Hub, at the door.

It consists of the following spaces: information zone, educational zone, internet zone, family shelter, safe zone for women

- **information zone:** It is the reception area, where the beneficiaries are provided with information, logistical support, or are referred to specialized providers. Some interviews and status assessments also take place there. The information shared by the people who reach Info Park is recorded by the staff as part of the collection of statistical data and is included in the daily report which is disseminated to other organizations and anyone who might be interested.
- **educational zone:** This is where educational and empowerment programs and workshops take place. The ongoing scheduled activities include "Girls'

Day", "Boys' Day" and "Science classes for girls". Short-term educational programs (e.g., self-defence classes) and other pop-up activities also take place in this space.

- **internet zone:** In the Hub there is a space with computers with Internet connection as well as plugs for mobile charging. Taking into account that the mobile phone is a vital necessity for the people on the move as it serves for communication, orientation, information and entertainment, and considering the lack of sufficient places where they can charge it, it is understandable why Internet zone is one of the main reasons why people reach the Hub.

- **family shelter:** A sheltered space for newcomers, women and children, families and vulnerable individuals. It is occasionally used for educational programs as needed.

- **safe zone for women:** This is a sheltered space designed for the protection of women and children. Male adults or teenagers are strictly prohibited from entering the space. The women and children who are accommodated there, have the opportunity to talk privately to the Info Park stuff if they want to disclose sensitive information or seek protection in case they are victims of gender-based violence (GBV) or human trafficking. This space is used also to carry out educational and empowerment programs for women and girls.

Field visits

The mobile team carries out at least two field visits per day in order to reach out to people who might be in need of the services. The team's visits cover public spaces near the Info Park Hub where refugees and migrants gather and reside, as well as other locations in Belgrade. During the daily field visits, the mobile team members get acquainted with the situation in the area, collect data on the number of newcomers, make an assessment of their condition and needs, health and psychosocial and family status, need for protection services offered either by Info Park, or by specialized providers.

During the visit, the mobile team provides basic information to the beneficiaries (refugees or migrants) about the basics of the Serbian legal system with regards to asylum seekers or persons with illegal status, advocate for registration and referral to official centres and refer them for additional services at the Info Park Hub.

Upon their return to the Hub, the mobile team reports to the employees on duty about the data collected as well as the perceived needs and priorities that form the basis for the Hub's daily work. The information collected and activities carried out, are included in the daily report.

Target group

The target group of Info Park's services and activities are refugees and migrants. They might either be new in Belgrade having recently crossed the border from neighbouring countries, people who are accommodated in nearby reception camps, who are sleeping rough in the city or who have been pushed back after failing to cross the border. Special attention and priority is given to extremely vulnerable individuals, families, women and unaccompanied minors.

Services

Info Park's services and activities revolve around information, protection and empowerment of the refugees and migrants who reach for support.

Information

Provision of information is essential for the empowerment and autonomy of the people. Therefore, the team informs the beneficiaries, both in the Hub and the field, of their legal rights and obligations. Having a clear image of their options, they can then decide whether they want to be accommodated in a reception camp, or not. Very often, they reach to Info Park with specific inquiries to which, whenever the team is not able to respond, refers them to specialized organizations.

Referrals to other specialized organizations

Whenever the needs of the beneficiaries cannot be covered by Info Park, they are referred to other specialized organizations, most of which are housed in the same street as the Hub. Such cases would include: medical support (Médecins sans Frontières [MSF][2]), police registration and request for accommodation in camps (Commissariat for Refugees and Migration [KIRS], Praxis, Police department for foreigners), legal support (Belgrade

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[2] Unfortunately, MSF suspended their operations in their clinic in the centre of Belgrade at the beginning of March, leaving behind a huge gap in addressing the medical needs of the people.

Centre for Human Rights, Asylum Protection Centre), child protection (state social workers), victims of GBV and trafficking (ATINA, centre for protection of victims of human trafficking) psychological first aid (MSF and Psychosocial Innovation Network), support for LGBT people (LABRIS), non-food items (Refugee Aid Serbia), voluntary return to country of origin (International Organization for Migration [IOM]) and so on.

Transportation and accommodation

In cases of extremely vulnerable individuals, Info Park makes use of their *Vulnerability Fund* in order to cover the transportation costs to the reception centres. Occasionally, when the immediate transportation to a reception centre is not possible and there is no other option, Info Park covers the costs of temporary accommodation in a hostel until the situation is resolved.

Protection

One of the priorities of Info Park is the protection of those who are in a vulnerable situation with a special focus on women, girls and unaccompanied minors. It is not uncommon for women who travelling with big groups and who claim to be their family, to be victims of GBV, human trafficking or who don't want to continue travelling with the group anymore. Safe zone for women is designed in order to protect them and facilitate meetings with specialists on GBV or safe houses. In the case of unaccompanied minors, state social workers are informed.

Long-term protection in the sense of empowerment is provided through the educational programs and workshops that are offered by Info Park.

Educational programs

Education and empowerment of the target group are equally important functions of Info Park. The ongoing educational programs are addressed to young minors and children on the move and more specifically, unaccompanied and separated children (UASC) who are mostly male and refugee and migrant girls (RMG) who are travelling with their families.

Trauma, displacement and protracted involuntary stay in Serbia in combination to their long term absence from formal schooling, expose children on the move to an increased number of risks and incidents of several forms of harm such as: physical

violence, human trafficking, anxiety, depression, self-harm and GBV, namely domestic violence and risks of early female marriage.

The general objective of these programs is to support the development of the participants in a safe and engaging environment, especially regarding their psychosocial wellbeing and physical safety. The activities are designed so as to respond to their needs while they aim to help the youngsters acquire the knowledge, power and skills to protect themselves and to develop in age-appropriate and safe manner. The long-term objectives are to empower the beneficiaries to be aware of their rights, to have the necessary skills to protect and claim them, and to be confident in achieving their goals. Moreover, they aim to promote and sustain a social behaviour change for both boys and girls in order to decrease GBV risks (understand gender power inequality and its consequences, for the boys to build cognitive, emotional and behavioural change to toxic masculinity making them allies in social change to gender equality).

Girls' Day. Girls' Day is a series of gender empowerment and GBV prevention workshops, which also include cultural and creative activities aiming at social inclusion. It also includes a series of science lessons. They are addressed to young refugee and migrant girls who reside in a reception camp near Belgrade.

The first objective is to raise awareness of their human rights and enable them to ensure that they are fulfilled and respected. Due to harmful traditions and cultural normalization of various forms of GBV in the community, refugee and migrant girls RMGs tend not to identify the forms of GBV they might be subjected to, they are oblivious to risks and are uninformed about available services and ways to access them. Through continuous and regular, support and information provision, RMGs will be equipped with the skills and knowledge needed to (re)gain autonomy and control over decision making affecting their education, reproductive health and other life decisions, fostering their empowerment.

The second objective is to support RMGs in developing their social and human assets. Education of RMGs is perceived by their own community as a futile effort and a waste of time and domestic help, while the majority of the local population is at best indifferent and at worst discriminatory to RMG's efforts to integrate into formal educational system. The participants of this program, are at a critical age to drop out due to risk of early marriage yet their resources in their motivation to learn and build a strong

relationship with the facilitators are an important entry point for further protection services in order to prevent and respond to GBV in the population of adolescent RMGs.

Finally, the third main objective is to provide high-quality, coordinated and timely care into RMGs at risk of GBV and GBV survivors.

The gender empowerment and GBV prevention sessions are carried out by two female facilitators in the Safe Zone for Women in the Hub and the contents are based on International Rescue Committee's (IRC) Girl Shine program. They are conducted using non-formal education activities and include role play, photography and film, body relaxation, mindfulness. After the workshops, the girls are accompanied to recreational (sport), leisure, creative and /or cultural activities and events relevant for their inclusion and participation in the local community.

The science lessons, which include mathematics, physics and chemistry sessions are carried out by a female science graduate who is herself a refugee and who is a native speaker of the participants mother tongue. The goal is to provide additional support in those classes for girls who are included in the system of formal education as well as to help fill the educational gap for girls not attending school.

"Boys' Day". "Boys' Day" is a series of empowerment workshops which also includes sports, leisure, cultural and social activities. It is addressed to UASC or minors travelling with their families and who are accommodated in a reception camp near Belgrade. Occasionally, minors who are sleeping rough but have been frequenting to the Hub for a long time, are encouraged to join some sessions even though they expect to be moving on soon. This is the second consecutive year that the program is in action.

The aim of this program to help adolescents identify risks, cope with difficulties and solve problems in a positive and constructive way. By providing them with tools and knowledge on self-understanding, relating to others, living in the society while supporting a healthy transition into adulthood by focusing on decision making that will lead them to a healthier life.

Many of the participants have been out of the formal educational system for a long time while most of them are struggling with the stress of an uncertain future. Although these workshops do not make up for school subjects, they do attempt to offer some life skills that can potentially protect their mental wellbeing and provide them with the skills necessary for restructuring their life.

The workshops take place once per week and are conducted by the child protection officer of Info Park. The contents of the program are based on the curriculum of the initiative of the United Nations Population Fund (UNFPA) "Boys on the Move life skills programme" and includes the following topics: health, hygiene and selfcare, emotions, stress management, communication, sex and sexuality, culture, planning, money, connections, etc. The topics are approached through non-formal education activities such as role-play, simulations, games, and groups of reflection and discussion.

The empowerment workshops are followed by some relaxing activities such as playing football, visiting museums, watching a movie and so on.

English classes. This is a series of formal English lessons addressed to young adults with a Pre-Intermediate level. The lessons take place twice a week in the Hub and although they are based on the curriculum of the series of books "Life" of National Geographic, they are meant to be tailored to the needs of the participants.

Although there is great interest in English language lessons from the refugee community, most of them, especially the women, cannot attend because they have nowhere to leave their small children. Unfortunately, Info Park's resources cannot make up for this problem. At the moment the program is attended by my colleague who is an asylum seeker and who expressed the need to practice and improve her English. The program is still open to other refugee adults who might show interest.

The main objective is to assist the participant(s) to improve her English so as to reach an Intermediate level while putting a lot of emphasis on fluency and oral expression. This is done through the book exercises as well as through conversations on topics of interest of the participant's choice.

Another objective which is strongly related to the first one is to enhance the participants' sense of self-esteem and consequently contribute in the process of social integration. By improving one's fluency in English, not only do they get a rewarding feeling of achievement and taking control of their lives, but they also feel more comfortable in expressing their ideas and creating social bonds with locals.

Finally, a more utilitarian objective, is to help enhance the participants' performance in their current profession or to increase their employability either in Serbia or in their country of destination. For those who are not planning to stay permanently in the country, investing energy in learning the local language might seem pointless. However,

English, as it is spoken widely in most of the European countries, is a significantly important asset for their future.

Pop-up activities. Apart from the aforementioned scheduled programs, other educational activities in the Hub include spontaneous, pop-up informal education activities with the people who happen to be in the space. These can be either some form of language exchange or informal activities.

During their stay at the Hub, the beneficiaries who are predominantly young men and UASC who are out of education, and who are going through a lot of stress as they are waiting to go across the border soon. Without stimulating or enriching activities available they spend many hours on their phones or the computer. The objective of these activities is to enhance intercultural awareness and exchange while providing an opportunity for practicing English.

The aim of language exchange is to offer them a chance to practice English, to enjoy a sense of self-worth by teaching their own language while promoting the intercultural exchange. This activity, though, can only happen spontaneously, as it depends on the volition of the participants and the dynamics of the Hub which are changing unpredictably, is one of the main projects I intend to implement and will therefore be evaluated.

In cases where language is either an insurmountable barrier or is not a topic of interest, however, the beneficiaries are still interested in engaging with Info Park's team, then Informal activities consist an alternative. These might include playing board games, a drawing activity, exchange of music or videos of one's country of origin and enable engaging in an intercultural dialogue while removing the language barrier.

Partner organizations and state authorities

Info Park is working closely with both the state authorities responsible for the refugees and migrants, namely, KIRS, and with other organizations in the field. Examples of organizations who Info Park is collaborating with are MSF, Save the Children, Praxis, Crisis Response and Policy Centre, IOM, Belgrade Centre for Human Rights etc. Very often, when the requests of the target group fall beyond the services Info Park is able to provide, these specialized organizations are asked to step in.

Reporting

One of the most important activities of Info Park is reporting as well as informing on topics and situations identified through Info Park activities. "Info Park Daily" is a quantitative and qualitative situational report reflecting trends related to the refugee situation in the area covered by the organization. It consists of information relevant to the wider public and also communicates activities undertaken by Info Park, individually or in cooperation with partner organizations. Since March 2017, this report has been distributed to selected recipients and since April 2018 it has become available to anyone interested.

Funding/Donors

Some of Info Park's main donors include Church World Service (CWS), IRC, IOM, UNFPA, United Nation Children's Fund (UNICEF) and the Embassy of Germany. Some of the funding comes from open calls for projects while CWS has been helping financially in sustaining the Hub facilities.

Chapter III – Project objectives and activities

This chapter lays out in detail the general (G.O) and specific (S.O) learning objectives of this experience and the associated activities (A) undertaken. These objectives were set during the first stages of the internship, however, due to the unpredictable and fluid nature of the working context they were modified and adapted accordingly in later stages. In its entirety, this internship tried to bridge my academic, professional and personal interests, which fall within the framework of the master's program this internship is part of, and the needs and priorities of the host institution, which in turn reflect the needs of its beneficiaries.

The activities of the internship revolved around the following three G.O.:

1. **General Objective: Get to know the dynamics and the way of working of the host institution in relation to asylum seekers, refugees and migrants (GO1)**

Throughout the nine months of the internship, my involvement in the daily tasks regarding the running of the Hub, as well as other exceptional projects and initiatives of Info Park, were fundamental in order to grasp a solid understanding of the dynamics of the organization in relation to its beneficiaries and the context of Serbia. In this section are described the most important of the aforementioned tasks and projects.

Table 1

General Objective 1: Get to know the dynamics and the way of working of the host institution in relation to asylum seekers, refugees and migrants

Specific objective (S.O)	Activity (A)
S.O. 1: Get to know the projects and services offered by the institution and its network of partner organizations and relevant authorities.	A. 1: Participate actively and attentively in the daily routines and dynamics of the institution including those involving Info Park's collaborators.
S.O. 2: Learn about the basic protocols, norms and procedures related to working with the target group.	A. 1: Take part in team meetings and one-to-one consultations with my colleagues whose experience I can learn from (peer learning). A. 2: Read the organization's document of the Standard Operational Procedures.

	A. 3: Participate attentively in the daily routines.
S.O. 3: Contribute to the work and mission of the institution	A. 1: Participate actively and attentively in the daily routines and dynamics of the institution. A. 2: Collaborate and assist in the implementation of ongoing projects. A. 3: Design, implement and evaluate new projects.
S.O. 4: Learn about the specific characteristics of the context of Serbia as a transit country (state policies, legal procedures, key-stakeholders).	A. 1: Study the relevant reports and articles. A. 2: Ask for information from my colleagues who due to their experience are a great source of information.

Running the Info Park Hub

The Hub is a dynamic space, subject to -to a large extent- unpredictable situations and therefore ensuring its smooth functioning was essential for providing quality services to our target group. All employees on each shift contributed to the daily routines. Naturally, at the beginning I would contribute more timidly while relying heavily on the rest of the team, but eventually I grew more independent taking initiatives, thus relieving my peers from the workload. Gradually undertaking more responsibilities and contributing to the team was of great importance for feeling integrated to the team.

Managing who enters the Hub. Since Info Park is a closed space, to which entrance is controlled, along with my colleagues we conducted short informal interviews at the door in order to assess whether and in which way we could help the individual or group of people. Apart from how we could help, we also asked about their age in cases they looked very young, if they were travelling with family or a group or by themselves and for how many days they had been in Belgrade and if they were already accepted in a reception camp. We would prioritize the underaged, women, families, and other vulnerable individuals. The expressed needs would vary from resting and taking shelter from the weather conditions, charging their mobile phones, using the computers, using the Wi-Fi, food and non-food items (NFI), information, protection, legal and medical advice and so

on. Depending on our assessment of each case as well as considering the conditions in the Hub at that moment, we would then proceed in admitting the individual/group or not or refer them to other authorities or specialized institutions (e.g., Médecins Sans Frontiers [MSF]). It should be noted that those informal interviews were not stipulated in some manual or set of guidelines since every case is unique and our rapport needed to change according to the subtle information we would get in our immediate contact with the people (verbal and non-verbal). Therefore, learning how to conduct these interviews was based on observation of my colleagues and asking them questions, as well as by trying out, asking for feedback and slowly accumulating experience.

Since not all our beneficiaries spoke English, in most of the shifts there would be an Arabic or Farsi or Pashto speaking colleague who acted not simply as a translator but also as a cultural mediator. In cases that the mother tongue of the beneficiaries was not spoken by anyone in the team, we would contact other organizations we collaborate with to help us with translation.

This process of assessment was very important also for the protection of the beneficiaries and Info Park team as well. By conducting the interview at the door, we were able to block individuals who could potentially harm or take advantage of those who were being accommodated in the Hub. After some time when I had already gained some experience, and with the guidance of my colleagues, I was able to identify certain individuals who were known in the field to be smugglers and identify suspicious behaviours that suggested that the individuals in question were not interested in getting any of our services but rather in doing their own business. In order to better ensure the safety of the space, in serious cases we would share snapshots from the security cameras of the space with our colleagues from other shifts. In some cases when the individuals would be persistent and particularly aggressive, the police would be notified. Such incidents did happen (Figure 2) in some of my shifts giving me the opportunity to also observe the cooperation between Info Park and the local police station.

Figure 2

Snapshot from the security cameras: Informal assessment interviews

   Services to newly arrived people. Newly arrived people were considered the ones who had entered the territory of Serbia in the previous couple of days. They were either reaching our facilities by themselves after being informed by other migrants, or they would be identified in the field by the mobile team of Info Park or other organizations. It was one of my duties as an intern to help the team in their reception.

   When receiving newly arrived individuals, as a team we tried to provide for some basic physical needs and give the necessary information which would enable them to take decisions for their next steps. Some of our responsibilities included accommodating the women and children in the specialized safe zone of the Hub, preparing instant warm meals, beverages and occasionally NFI kits, and if necessary, referring them to MSF for medical consultation. Moreover, we would provide information concerning the legal procedure regarding registration, accommodation in state-run reception centres and seeking asylum. If the individuals wished to go to one, we would accompany them to the bus station and help them with the purchase of the tickets and find the platform. Info Park was often using its *Vulnerability Fund* in order to cover the cost of the transportation to the accommodation centres for some particularly vulnerable individuals such as women, minors and people with serious medical conditions.

   Services to regular users of the Hub. Our beneficiaries included also people that had been in Serbia for longer time, either residing in nearby camps or sleeping rough in abandoned buildings in the area surrounding Info Park. They were usually waiting to try to

cross the border to the neighbouring countries with the help of smugglers or alone and when they would not succeed, they would return to Belgrade to wait for their next attempt. Due to the limited space of the Hub, we only allowed in unaccompanied minors -some of who were as young as 11 years old-, women and children.

Some of my tasks concerning the regular beneficiaries included monitoring the computers' corner, that is, providing assistance when necessary and making sure that everyone got to use them, and receiving mobile phones to charge them from the beneficiaries who are not let in. Moreover, given the high risk that run the minors, women and children who sleep rough, one of the most important responsibilities that we had as a team was to be alert for signs that could indicate that they might be in danger or require protection based on the information they would share with us and general assessment of their state. We would ask them where they sleep, if they were alone or if they experienced any threat, about their plans, if they had changed their mind and wanted to go to a camp and, in the case of minors, we would suggest again that they talk to the state's social workers who are based in the nearby office mostly known as "Miksalište" (Figure 3). Moreover, depending on the conditions in the Hub and the quality of the relation built between them and the Info Park team, we would have some pop-up activities and informal conversations over table games, colouring or worksheets. More details on those activities are provided under the third learning objective.

Figure 3

Two of the regular users preparing to spend another night outside

Maintenance of the Hub. Although the thorough cleaning of the space was not a responsibility of the shift members, keeping it tidy and clean throughout the day was also

part of the daily routine in the Hub. More specifically, along with my colleagues I had to make sure that the common spaces used by the beneficiaries and the kitchen were clean and tidy. Especially the safe zone, where families with small children were hosted had to be taken care of in order to keep it decent and comfortable. I personally undertook the maintenance and organization of the humble library of the Hub so that remained attractive and accessible to its potential users and the material in good condition (Figure 4). Finally, among the team's duties was to occasionally reorganize the storage room in order to easily keep track of our supplies in NFI and donation items and keep it accessible.

Figure 4

The library and reading corner of the Hub

Getting to know Info Park's network

Fundamental in getting a full picture of the institution's work was getting to know its network. Info Park cooperates closely with other organizations working with refugees and migrants as well as the state authorities most important of which is the Commissariat for Refugees and Migration of the Republic of Serbia (KIRS). During the initial weeks I would join my colleagues in accompanying the beneficiaries to the one stop point "Miksalište" where most of our collaborators are based and was introduced to the rest of the field workers, their work and the norms and procedures followed regarding the accommodation in reception centres.

Info Park was also holding monthly coordination meetings with its collaborators, which although I could not follow, due to the working language being Serbian, I was later

updated on by my colleagues in order to be able to follow on new decisions, measures and other important information.

Monthly meetings

Having been embraced and fully integrated in the team, I was welcome to attend the team's monthly meetings and was therefore able to have a complete image of the institution's policy through their response to everyday problems and political decisions affecting our field. The working language of the meetings was English allowing me to contribute to the discussions by giving my insight. I was able to participate in the giving ideas for some events and initiatives, solutions to problems considering my own experience at the Hub and to make suggestions for the improvement of the space.

Participation in Info Park initiatives

Apart from the daily tasks and the projects that were the epicentre of this learning experience, I was supposed to get involved in a few more one-time initiatives and events of the host institution, mostly about gender-based violence (GBV) and women's empowerment. However, due to the COVID-19 pandemic, these plans had to be postponed and, therefore, the only such event I actively took part in during the internship was the campaign "16 Days of Activism", which is briefly described here.

"16 Days of Activism". In cooperation with UNICEF Serbia, Info Park participated in the global campaign "16 Days of Activism", which advocated against GBV, aiming to bring attention to this topic in relation to the refugee community. During the planning phase I was asked if I would be interested in contributing with ideas and assist in the execution of the project. Along with my colleague responsible for this initiative who is specializing in gender empowerment we decided to organize a day long program for refugee women, adolescent girls and their younger siblings on the 10th of December which also marked the International Human Rights Day. The program included a visit to the ethnographic museum and a discussion over lunch for the women, a visit to the Museum of Science and Technology and the Museum of Nicola Tesla for the teenage girls and organized activities at the Hub for the younger children (Figure 5).

Although the initiative was not formally evaluated, members of the Info Park team that assisted, including myself, received positive response from the women and girls. For

example, many of the women mentioned that it was the first time in a long time that had time for themselves with someone else providing child-care and said that they were really enjoying this break from their family duties. Similarly, the girls seemed very engaged in the museum activities and they mentioned that they enjoyed the day.

Figure 5

Some of the activities of the project "16 Days of Activism"

Evaluation of the GO1

The first general objective of the internship was related to the dynamics of the host institution, in relation to their target group and along with the associated specific objectives were accomplished to a great extent. Being fully immersed in the reality of a front-line field organization and having little previous experience, I was able to get new experiences, observe and interpret them and build knowledge as well as to challenge and reassess internalized assumptions and biases on the topic, following the adult learning theories outlined in the chapter of the theoretical framework.

Through my active participation in the organization's tasks and attentive observation, I gradually became more confident in my work and my colleagues entrusted me with specific tasks. Participating in the daily routines, lead to my full integration to the team and allowed for smooth cooperation which was important for maximizing the effect of this internship and facilitating my learning experience.

Through the activities undertaken in the context of the first general objective I had the opportunity to learn about the protocols and procedures followed upon the arrival of refugees and migrants in Serbia and become familiar with the authorities involved.

Meanwhile, working at Info Park I got acquainted with other organizations active in the field that we collaborate with and therefore I had the opportunity to get an insight of the services and activities that are usually provided. Furthermore, having a close contact with the beneficiaries on a daily basis, I got a deep understanding of their situation, and a more realistic impression of their profile than the one usually shown by the media. Finally, I got to observe, experience and reflect upon problems, limitations and ethical dilemmas that are common among the frontline NGOs in the field.

My involvement in the daily routines of the institution led to the development of certain skills which facilitated and helped to improve my performance throughout the duration of the internship. For instance, given the limited capacity of Info Park and the, sometimes overwhelming demand in services, I gradually improved my prioritization skills giving way to more urgent cases. Moreover, I learned how to recognize patterns of behaviours which suggest that a person might be in especially vulnerable state or, on the other extreme, that a person doesn't have honest intentions. Finally, as I was often asked to contribute with ideas for various projects or problem solving, I developed my creativity while maintaining a realistic approach.

Although I believe the objective was met to a large extent, this experience would have reached its full learning potential had I been able to understand Serbian, or at least one of the languages of the beneficiaries. Even though I was always addressed to in English by my colleagues and staff of other organizations, for efficiency reasons they would speak Serbian among them when the issue at stake was not my responsibility. Therefore, I was not able to follow on and learn from cases in which I could not help, and I also couldn't jump in and contribute in some way. Because of this, though, I was motivated enough to learn some basic Serbian which proved to be invaluable along the way. Moreover, my lack of experience and not speaking any of the languages involved meant that I could not undertake certain tasks by myself and therefore, in order to compensate for it, especially in moments of crisis, I would undertake some responsibilities I was capable of handling in order to allow my colleagues to deal with more urgent issues. These limitations, although at times were frustrating, helped me to try to find ways to contribute based on my skills and knowledge, and find my place in the team while making me think of learning areas I would like to invest in in the future.

2. **General Objective: Get to know how to work appropriately and proficiently with the specific target group (GO2)**

An essential learning objective was to acquire the knowledge, skills and even more importantly the appropriate attitudes in order to serve the target group to the best of my abilities, recognizing their real needs and addressing ethical issues that often arise in working with vulnerable populations. Apart from the Needs Assessment project (Appendix I and II), this objective was attended to mostly holistically throughout my experience at the host institution. Therefore, in this section, the starting point are the specific learning outcomes relevant to the second G.O while their achievement is associated with the various tasks undertaken during the internship.

Table 2

General objective 2: Get to know how to work appropriately and proficiently with the specific target group

Specific Objective (S.O.)	Activity (A.)
S.O. 1: Understand the background, aspirations and difficulties in order to best address the needs of the target group specifically in the context of Serbia.	A. 1: Carry out a Needs Assessment (NA) of the beneficiaries. A. 2: Participate attentively and with dedication in activities and tasks that involve contact with the target group.
S.O. 2: Achieve an ethically appropriate approach and attitude in my day-to-day interaction with the beneficiaries by developing a sensitivity towards cultural differences and learning how to go about them.	A. 1: Observe my colleagues' approach towards the target group and ask for advice and feedback whenever in doubt. A.2: Reflect on my engagement with the refugees and migrants by keeping a daily log and ask for constructive feedback from my colleagues.

Understanding the real needs of the beneficiaries

While the word "needs" points to the difficult situation that people on the move find themselves in, and often their dependence on the state, civil society and NGOs for material and non-material support, the provision of help should be conceptualized and done in a positive manner so as to maintain the dignity and agency of the refugees and migrants, as human beings. In an effort to empower its beneficiaries, Info Park launched a needs assessment initiative which sought to record the expressed needs of the people who reached out to the Hub and juxtapose them with the needs as perceived by the service providers and the available services.

The pilot version of this initiative run throughout November, during which I was responsible for recording which service was requested from those who reached our Hub, as expressed during the preliminary interview at the door, including those that at that moment were not provided. At that phase, the recording of data was done by asking how we could help and filling in a grid with pre-defined expected needs such as information, medical assistance, charging phones, shelter and so on, while also allowing for the recording of other expressed needs. Apart from putting together a weekly report for my colleague managing this project, I was called to reflect on methodological and other obstacles encountered in the process.

The first results showed that most of the people who reached our premises wanted to either charge their mobile phones or use the computers and the internet, simply take shelter and rest in the Hub and seek information regarding their accommodation. Although, these results were by no means exhaustive nor conclusive due to methodological errors discussed below, they were at least indicative of the fact that retaining communication and getting information regarding their options are very important needs which are immediately connected with retaining their autonomy.

As previously mentioned, this initial version of this project could not be conclusive due to the way it was conducted and therefore, at the moment of writing it is being redesigned. Some of those problems included miscommunication because of the language, addressing multiple requests or requests which were difficult to classify in a single category, some beneficiaries claiming use of one service but eventually doing something else, feeling intimidated when addressed with the question and so on.

Complementary to recording the real needs of the refugees and migrants, this initiative was very beneficial for us as well since it required active and reflective listening during the assessment interview at the door, shifting the attention from the services we

could provide, to the services requested, while highlighting the ones that are currently missing. The outcomes of this project can provide valuable information for the improvement of Info Park's services.

It is important to note that since the vast majority of the people who reach our space are newly arrived in Belgrade or people who sleep rough, it is expected that the services requested first are related with physiological and safety related needs which are at the lower levels of Maslow's pyramid (Maslow, 1943) However, basic needs are likely to manifest concurrently with needs from higher tiers (Lonn & Dantzler, 2017) or in different order, for example psychosocial needs might be met before the basic needs, depending on the social context (Tay & Diener, 2011).

Finally, it would be significant to also carry out a similar, more elaborate assessment for the people who are staying in accommodation centres and, therefore, with who, service providers can work more consistently. Apart from the expressed needs, emphasis should be put on the strengths and interests of the beneficiaries around which the educational and other services should be designed (Hopkins & Hills, 2010). For example, some might be interested in building on an already developed skill or looking to increase their employability prospects. Moreover, an assessment that focuses on the strengths of the beneficiaries could even lead to initiatives and projects in which they are they are the ones sharing knowledge or providing some service, which would be paramount for their empowerment, could trigger entrepreneurship and could contribute in increasing sentiments of self-worth. Such an example, although it comes from Cyprus which is not a transition country, would be the case of sewing classes taking place in Dignity Centre in Nicosia where Mr. B. a professional tailor and a refugee himself, teaches refugee women and helps them to create bags, purses and other items which they sell, in an online shop with the help of the organization[3].

The present initiative like all of Info Park's operations was informed by the principles and values of adult learning theories and especially the humanistic paradigm of which sets at the epicentre of the service provided the person, in this case the refugees and migrants.

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[3] Dignity Centre is a project run by the organization Refugee Support in Cyprus. Further information on the project can be found in their website https://www.refugeesupport.eu/projects/nicosia/ while more information on the sewing project can be found here: https://refumade.org/

Understanding the cultural background of the beneficiaries

Working with refugees and migrants requires having a good insight of their cultural background and generally the reality which they come from, in order not only to overcome practical issues but most importantly to increase genuine understanding and empathy. A good understanding of the cultural background is of paramount importance in adult education especially in the designing and implementation of educational activities for the beneficiaries (Brookfield, 2017; 1987). As this internship was my first time to work closely with people coming from middle eastern countries, my knowledge was rather limited and superficial. Gradually, through my daily contact with our beneficiaries and some personal research I managed to build a more complete, though, by no means exhaustive, idea of their cultural background.

Most of the people who make their way through Serbia come from Afghanistan, Syria, Iraq and Iran, countries which are home to many ethnic groups and minorities, various languages and religions. One of the first things I needed to learn was which languages are likely to be spoken or understood by the beneficiaries depending on their ethnicity and which varieties are mutually intelligible in order to manage to communicate in the absence of a translator. For example, when a Pashto speaker was needed but instead had a Farsi speaker in the team, I would ask from some of the Afghani regular users of the Hub who, besides being Pashtuns they also knew some Dari, which is similar to Farsi, to help out with the translation. Furthermore, in order to tackle linguistic issues, I eventually picked up a few words from some of the most common languages in order to initiate the contact until a translator is made available to take over.

Seeking to learn about the countries and culture of the refugees and migrants had a double effect as on the one hand showing interest made them feel appreciated while on the other hand, I was able to feel closer to the beneficiaries. Being away from home in a foreign and at times hostile environment, it was positive for them to realise that some people know or are interested in learning about their culture. It facilitated building trust relations and cooperate more efficiently. It is not surprising that at learning that one of my colleagues was half Syrian, Arabic speakers and especially Syrians would immediately brighten up, would trust and share more personal information and very often they would come looking specifically for her for advice and help, or even refer their compatriots to her.

Having in mind that the remembrance of one's home (and everything that the notion of "home" can encompass), can be very painful in this context, I would usually

engage in such discussions with the regular users of the Hub and always asking some general knowledge questions, regarding geography, for example, which is not likely to cause distress. Many were eager to engage in such a conversation and would show me their hometowns on the map, share photos, talk about customs and traditions and some would even feel comfortable to talk about their families, their lives before their journey often sharing some very personal stories. While for them it was an opportunity to be heard and to talk about things that are dear to them, for me, those talks led to what is probably the most important learning outcome of this internship: a shift in my perception. I was able to see that the so-called "refugee crisis" is not the global phenomenon described by the media with the comfortable anonymity of nameless people fleeing nameless towns, but it's a set of individual stories, journeys of humans with names and faces each of who has their own past and aspirations for the future.

Dealing with trauma and privacy

A fundamental issue that arises when working with vulnerable populations, is dealing with trauma and the protection of their privacy. Throughout the internship I had the opportunity to understand how these issues can manifest in different aspects of this work and, mostly through peer learning, see how I could respond properly in order to ensure the people's safety and comfort.

In our daily interaction with new beneficiaries, my colleagues and I would only ask for the basic information that would enable us to help avoiding asking for details that could be intimidating. Vulnerable individuals such as women and children, would always be accommodated in the specialized safe zone where they would feel comfortable to share sensitive information and seek further support if they needed to.

Especially the regular users of the Hub would often slowly open up and share with us sensitive information and personal stories. Such information would often contribute to maintaining a realistic picture of what happens in the field (police brutality, illegal pushbacks etc.) which Info Park would often disseminate through our newsletter and juxtapose it with the stories presented in the mainstream media, though, always extremely cautious not to expose the people involved. Most importantly though, those shared stories helped us get a genuine insight of the traumatic experiences that so many more of our beneficiaries carry, deepening our level of understanding and empathizing.

This was especially important for the first sessions of the project "Boys' Day" that I joined. Until I got to know the participants better and feel that they have started feeling comfortable with me, I would refrain from discussing sensitive topics. Gradually, as I would go on building my relationship with them, I would not simply "tiptoe" around hard topics such as their country and family they left behind, their journey, their plans and so on, but without putting pressure on them, letting them know that I am available to discuss with them if they want to.

This was also the case when new participants would join the sessions. For the first times we would choose an easy topic and an activity that promotes getting to know each other but that is not likely to touch some sensitive chords. Also, the newcomers were encouraged to participate as much as they wished until they feel comfortable. At all times, all participants could choose to not participate in some activities and discussions if they felt intimidated.

Respect of one's agency

A very significant element of our rapport as a team towards our beneficiaries, which was also informed by the principles of humanism, was acknowledging their agency and respecting their decisions. Having such a stance contributes to their feeling of autonomy and empowerment, renders the relations between them and the institution more humane, based on cooperation and trust. Most importantly, though, throughout the internship, I experienced and was committed to the invaluable benefits that such an approach has in the area of protection of vulnerable individuals.

In contrast to the state authorities which treat people as numbers that must be accommodated in camps according to political agreements and protocols, Info Park sought to recognize the agency of its target group. Most of the refugees and migrants in going through the standard procedures of registration and accommodation, they are faced with the stern and sterile state bureaucracy which presents the rules to be followed, offers no second chances and little to no understanding depending on the officer on call at that moment. The Info Park team recognized that as we met our beneficiaries halfway through their journey, apart from their physical and psychological condition, their decisions for their next step, that is, to either keep sleeping rough or to choose to go to a reception centre, depended on other factors and pressure which they received from various sources such as the weather conditions, financial matters and pressure from the smugglers, their

families and their peers. It was also recognized that there was a need for a differentiated approach in our work depending on whether we were supporting single men, families with small children, or underaged and always taking into account all the subtle information that we would become aware of through verbal and non-verbal communication.

In order to enhance their control over their decisions while minimizing their risks we provided them with clear information regarding the legislation, and the procedure in order to be accommodated in a reception camp. In the case of adults, after having provided all information and answered any inquiries we would respect their decision not putting even more pressure on them. In cases where there were good reasons to believe that sleeping rough might not be a good idea because of the weather conditions, police patrols, attacks from extreme-right groups or cases of violence and so on, we would share such information, provide advice, suggest that it might be a better idea to stay in a reception centre at least for a while, however we would still accept their decision without judgement. Having all the information available in order to make the best decision was empowering as despite the difficult position in which they found themselves, they could enjoy some sense of authority over their lives. Moreover, in the absence of pressure from our side, they would feel comfortable to come back to the organization in case they had changed their mind or in case they needed further support. Exception to this approach though, was made when new-born, small children or pregnant women were involved and exposed to extreme danger, and in such cases, we would insist and ask the social welfare services to intervene.

When dealing with minors, we would have a similar approach, although we would insist a little more, draw their attention to the potential dangers in sleeping rough, suggest that they do not stay completely alone and dismiss false or misleading information coming from the smugglers. Very often the minors would become regular users of our facilities while waiting to try and cross the border or coming back to the city after unsuccessful attempts. Seeing them frequently would allow us to keep offering protection and advice, check with them regularly and very often they would reconsider their initial decision and ask to be accommodated in a camp, especially in cases where they had been stranded outside for months.

By not assuming the role of "police" we managed to foster relations of trust with the minors who would gradually feel comfortable to confide sensitive information allowing us to give appropriate advice. We know from experience that, since Serbia is not a destination country, it would be pointless trying to discourage them from crossing the border. Therefore, we provided more realistic advice which could be useful in an already

dangerous task, such as being cooperative in case they were caught at the border in order to avoid potential police brutality, or, for example, when some would reveal their plans to attempt and cross the border via the river, which during the winter months is an extremely dangerous mission, we focused on the mode of crossing, underlining how it had been a deadly choice for many. By not rejecting their entire plan, it was more likely to consider our advice.

In certain cases, retaining such an approach resulted in learning alarming information about their safety allowing us to intervene. One example was the case of a 13-year-old Iraqi boy who despite having been reproached for his behaviour, he still felt that he could trust us and ultimately came to us to seek protection after having escaped abduction, extreme abuse and threats from a group of adult men. In another case, an Afghan 16-year-old boy who was sleeping rough but had already started joining the "Boys' Day" sessions, started showing alarming changes in his behaviour and would share information that pointed to him possibly being taken advantage of. In that case, instead of confronting him openly and pushing him to give us sensitive information, which could scare him away, we kept a close eye on him, tried to get information indirectly and eventually convinced him to agree to be accommodated in a safe house.

Evaluation of the GO2

The second objective revolved around learning about the profile of beneficiaries of the institution, in this case refugees and migrants and how to work appropriately and proficiently for their benefit. This goal was met mostly in a holistic approach since, apart from the needs assessment initiative, its main input came from the interaction with the beneficiaries which was predominant in most of my tasks in Info Park.

In the context of this objective the learning was invaluable for the development of the skills and attitudes necessary when working with the particular target group. Through my daily contact with the beneficiaries, I had the opportunity to get a realistic impression of their profile and the subsequent needs, strengths and aspirations which helped me to develop more empathy and get a deeper understanding of their situation. Furthermore, mostly through observation of my colleagues I learned how to offer support and protection without trespassing into their privacy and risking to retraumatize them.

Through this experience, I also observed and subsequently adopted what I consider to be an ethical and humanistic attitude towards our target group which was held in Info

Park as a guiding line to the organization's mission. More specifically, I experienced how service provision should balance our capacity and resources, the official and legal procedures and the needs and dignity of the beneficiaries. Particularly, by not assuming the role of the police and always empathizing with the people and respecting their agency results in building relations of trust which in turn leads to more effective protection.

One of the most important skills developed in the context of this objective was active and reflective listening. Especially through the initiative of needs assessment, I needed to inhibit the habit of assuming and imposing my perception of the state and needs of the beneficiaries and instead listen without judgement and biases. This was extremely important for the development of a more humanistic and person-centred approach in my work in the field. Moreover, through this initiative, I got to learn more about the practical difficulties of collecting data in this context, such as communication and cultural boundaries and classifying information that are overlapping.

Although this objective, was met to a large extent, I believe that had I been able to use either Arabic, or Farsi or Pashto, which would allow me to have better communication with the beneficiaries, my learning would have been maximized. On the other hand, though, this lack of direct contact protected me from possible burn out which could result from overload of emotions by getting too attached and close to the people which, due to lack of experience, I still did not know how to handle.

3.   **General Objective: Learn how to design, implement and evaluate educational activities for the specific target group in the particular context of Serbia (GO3)**

The first and second learning objectives were related to understanding the context of the organization, the country and the particular target group, thus, supporting and setting the framework for the third G.O. which focused more on the educational activities per se; that is, their design, implementation and evaluation. In this section I will present the three main educational projects I was involved in and analyse them in terms of the three specific objectives (Table 3), namely the appropriateness of the education modality, the skills gained and the evaluation of the project. Furthermore, a connection is made between the third G.O. and the previous two G.O., which informed it heavily.

Table 3

General Objective 3: Learn how to design, implement and evaluate educational activities for the specific target group in the particular context of Serbia

Specific Objective (S.O.)	Activity (A.)
S.O. 1: Understand which modalities of education, formal, non-formal and informal, are appropriate to the specific context and identify the factors that can affect their success or failure.	A. 1: Participate, observe and reflect on ongoing educational projects run by Info Park. A. 2: Experiment by setting up different educational projects and activities and through their evaluation identify the reasons for their success or failure. A. 3: Study the relevant literature on education in migration settings.
S.O. 2: Learn to design and implement educational activities based on the interests, aspirations and needs of the target group and build practical skills as a learning facilitator in the context of adult education in situations of migration.	A. 1: Participate, observe and reflect on ongoing educational projects run by Info Park. Take responsibility for implementing some of the activities, ask for guidance and feedback. A. 2: Experiment by setting up different projects and through their evaluation

	identify the reasons for their success or failure. A. 3: Search for currently existing and previous educational projects and community interventions undertaken by other organizations and institutions in Serbia and/or elsewhere.
S.O. 3: Evaluate the potential impact of educational activities on the beneficiaries.	A. 1: Self-reflection and self-evaluation by keeping a daily log. A. 2: Ask for feedback from the participants.

Pop-up activities and Informal conversations

Pop-up activities were spontaneous, and minimally structured activities which took place in the common area of the Hub (Figure 6) and included playing domino, mindful colouring-in, word games in English and language exchange with the beneficiaries. Informal conversations refer to our interaction with the beneficiaries either providing information or simply "hanging out" with them, which along with the pop-up activities, fall in the realm of informal learning as defined earlier, in the theoretical framework.

Figure 6

The common area of the Hub.
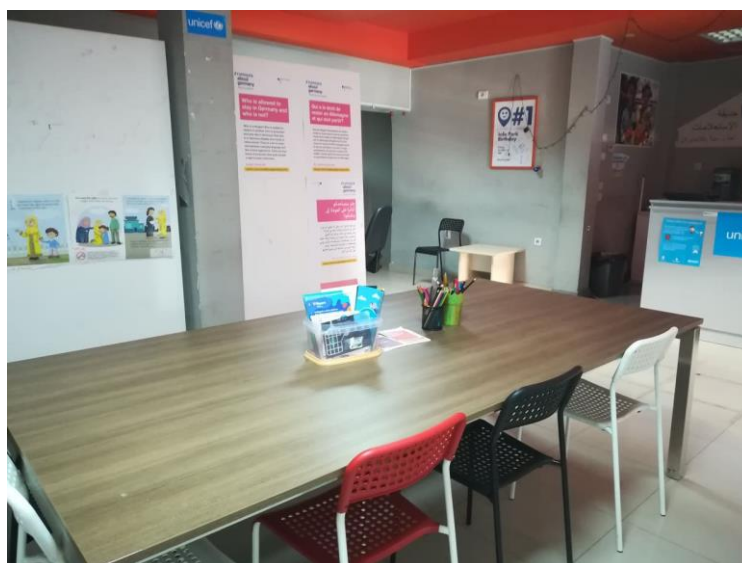
The idea of the pop-up activities emerged spontaneously, as way to maintain a relaxed and comfortable environment in the Hub while fostering relations of trust especially with the underaged. A lot of the newly arrived people that reach Info Park, would end up spending a lot of time in the Hub, while many of the minors sleeping rough would show up every day for weeks or even months in order to take shelter, use the computers and meet their friends there. During their stay in our facilities, many would spend their time drawing, writing letters and messages, playing domino and so on (Figure 7). On days when there would be fewer people and mostly regular beneficiaries, my colleague would join them in such activities or ask them to teach her words in their language and engage in conversations. At the beginning of the internship, I would join the activities and observe the approach and ideas as well as the response of the participants. As I started having some experience in the organization and grew more confident in my interaction with the refugees and migrants, since I had fewer administrative tasks than the rest of the team, I would initiate such group activities by myself following my colleague's ideas and trying out new ones.

Figure 7

From the pop-up activities
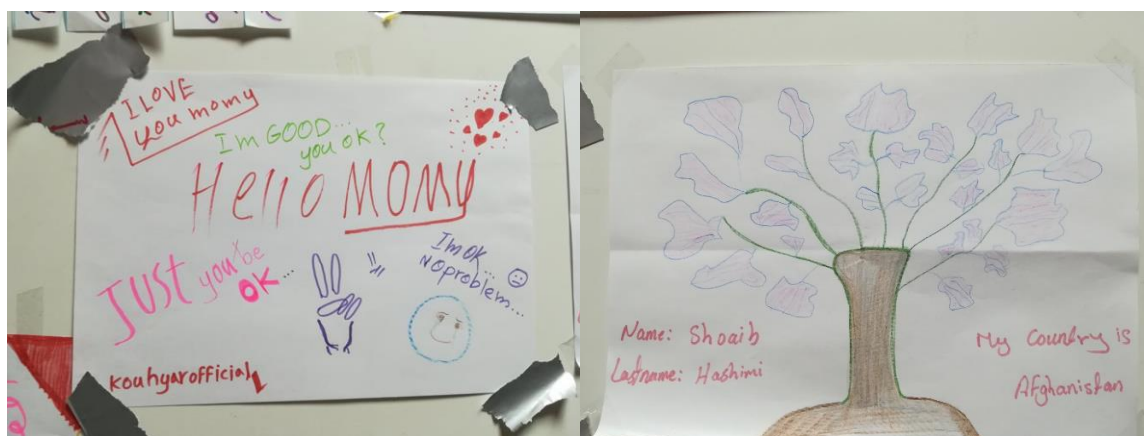
The participants were, most of the times, unaccompanied boys who were sleeping in squats nearby waiting to go for "game" and who, coming frequently to the Hub, were comfortable with the Info Park team and were open for socializing. Usually, they either spoke some English which allowed them to communicate or they had a friend who would translate for them. Whenever there would be new people who seemed shy and reluctant to join, I would ask some of the frequent participants to invite them as it was more likely to feel comfortable. In many cases, boys who were stranded in Belgrade for long time would

be invited to join the workshops of the program "Boys' Day" which is described in detail further on in this chapter.

Although these activities served as a means of entertainment, and had no set objectives beforehand, in retrospective they proved to be invaluable for Info Park's work and rich in learning moments. They contributed to maintaining a friendly atmosphere in the Hub and building trust relations with the beneficiaries which enable and facilitate more effective protection. Moreover, by sharing more time with them we were able to get to know better our target group in order to improve our services. These sessions had also educational value especially regarding intercultural competence. Over games of domino, mindful colouring and drawing, there would unfold conversations about their countries of origin talking about their traditions and customs and telling their own life stories. They would ask about my country and family and would often express their views about western European countries and their expectations from their destination country, which, in many cases were based on misinformation and generalizations that led to the creation of a distorted image of the "west".

Although the engagement of linguistic skills was inevitable in all the interactions where a translator was not available, some of the pop-up activities were more language oriented. More specifically, I prepared some word search handouts (Appendix III) with simple yet useful English vocabulary which was always available in the common space and which we would try to solve in competition. It was up to the participants if they wanted to ask more about the meaning of the words, engage in further conversation or simply work by themselves and not participate much. The most fulfilling activity of this nature, in my perspective, was the language exchange. During these sessions, I would bring a topic, such as colours, food, body parts, family members and ask them to help me learn some basic relevant words in their native language, which most of the times was Pashto (Figure 8). Apart from working with English and the intercultural awareness which accompanies language learning, this activity also brought awareness of their mother tongue and their own culture as the participants were often from different regions and hence speakers of different dialects and customs and they would end up discussing the differences and learning from each other.

Figure 8

Notes from the informal Pashto-English exchange
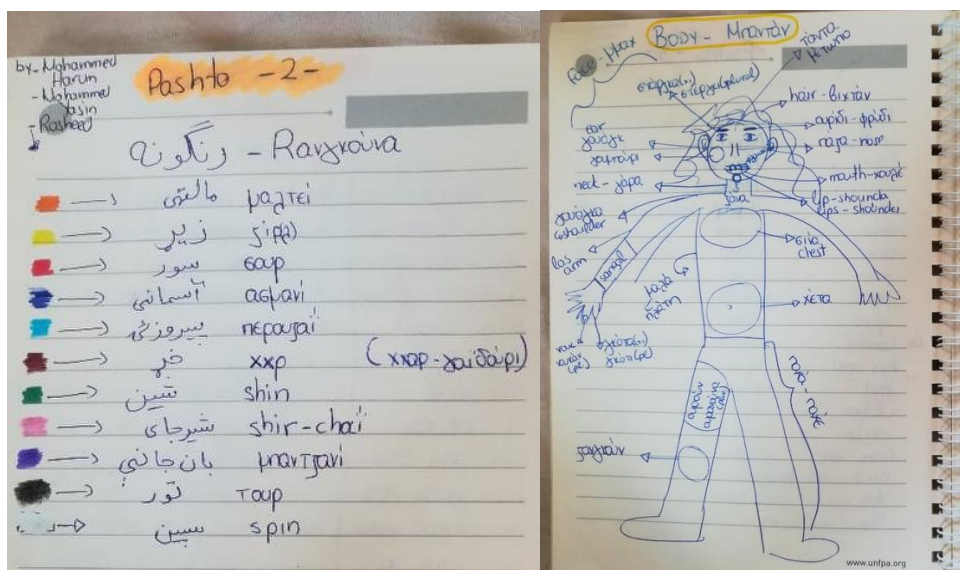
Informal conversations for providing information to the beneficiaries can also be seen from an educational perspective. By becoming aware of their rights and obligations, information about the ongoing situation in the area, potential dangers and so on, those who reached out to us were in a better position to take decisions for their future, thus better informed, more autonomous, independent and empowered.

An important aspect of intercultural learning which I observed throughout all the interactions between the beneficiaries and the Info Park team, concerned gender. The members of the team who were in the Hub daily were all women while the vast majority of the beneficiaries were men and boys. Although by no means it is to be implied that due to their cultural background our beneficiaries were disrespectful towards us or women in general, we cannot ignore the fact that in the home regions of many, women hold a significantly lower status than men, face extreme oppression and in some communities interaction with female non-family members is prohibited. Some, usually minors would feel uncomfortable during the assessment interview, would avoid eye contact and interaction with us and would respond very differently when receiving instructions from a male colleague of Info Park or a partner organization. In most cases, though, those who at the beginning seemed to be intimidated in our interactions, they would eventually become more at ease with it. An indicative example would be the case of an Afghan boy who when he first came to the Hub, he completely ignored my questions at the entrance, and carried on walking inside even though I was blocking the door and kept addressing him. Finally,

with me admittedly growing agitated, other beneficiaries watching the scene intervened, he understood that his behaviour was inappropriate and offered to go outside and walk inside again, this time being more polite. After that incident, the boy kept coming regularly and we kept friendly relations, even joking about the incident. On another occasion, where a beneficiary had disrespectful behaviour towards me, one of the boys who was at the time a regular user of the Hub, intervened and scolded him.

Appropriateness of modality – informal learning. Informal learning is, in my opinion, the most appropriate modality, as it is taking place in the Hub naturally on a daily basis. This is mainly due to the unpredictable and unstable nature of the organisation's daily routines and the equally uncertain and fluid state in which our beneficiaries find themselves in when they reach Info Park. At the beginning of the internship, the intention was to design, implement and evaluate a structured sequence of non-formal educational sessions. However, the idea was aborted shortly as I got to understand the context of the organization and the target group better. It became evident that such a project could not have been feasible because the workload and consequently the allocation of space, time and human resources depended on the amount of people in the facilities and the services requested, which in its turn depended on multiple factors including political decisions, and the weather conditions. Moreover, both the new and regular beneficiaries were on hold waiting to either go to an accommodation centre or to try crossing the border and were usually busy making arrangements or talking with their friends and family online. Although no research was made to verify it, based on my observation and my colleagues' input, I doubt there would have been much interest or success on trying structured activities in such a fluid environment.

Seen from another perspective, informal education could be seen as a powerful tool, since it encompassed all the learning which, inevitably, was pervasive in all of the organization's functions. The pop-up activities and informal conversations simply facilitated and enhanced such learning moments by providing the context and materials. Finally, those who chose to participate in those activities could benefit from peer learning.

Skills gained. Informal learning was a two-way street as through the pop-up activities and the informal conversations with the beneficiaries, lead to the development of new skills.

Initially, deciding to initiate an activity or interaction with the beneficiaries was very uncomfortable as I didn't want to impose myself, disturb them or make them feel intimidated. However, gradually I learned how to read the room and identify when it is a good moment, acknowledging and accepting the possibility that there might be no interested participants. I built the confidence to engage with them and gently encourage people to participate while respecting their will.

Moreover, I had the chance to learn how to choose appropriate activities and adapt them according to the participants' profile. Depending on their level of English and their level of engagement I would, for example, chose to extend a words-search competition to a hang man or pantomime with the same vocabulary or I would try to limit the language use by choosing another activity. Domino, for instance, was ideal for breaking the ice when the participants were new because it didn't require speaking English and they could choose if and how much they wanted to engage in a conversation. On the other hand, language exchange required more interaction and was therefore, more appropriate with regular beneficiaries who were more eager to socialize.

Finally, I enhanced my critical self-reflection ability as in the absence of other form of evaluation it was a way to keep improving ensuring that these sessions are beneficial or at least pleasant for the participants. More details on the topic are given in the following section.

Evaluation of the project. Due to the idiosyncratic context of this project, a formal and consistent evaluation was not applicable and, therefore, self-evaluation, and the general response from the participants was taken into consideration, instead. For the same reason, evaluation and validation of the learning outcomes, was not relevant in this case due to the limited time the participants would spend with us and their overall state of uncertainty. However, keeping track of the strengths and weaknesses of the project was essential in order to keep improving and ensuring that the participants were comfortable. This was facilitated by keeping a daily log throughout the internship and requesting feedback from my colleagues frequently.

The overall appreciation of this project was, in my perspective, positive. Both the pop-up activities and the informal conversations were well-received by those who chose to engage and, despite the activities being mostly spontaneous, some of their elements such as storytelling and language exchange are consistent with academic literature. For example, the narration of personal stories, which was very common among the participants, is a way

to value all the learning which took place throughout their life and especially through their ongoing journey. Life stories and one's accumulated experience is, according to andragogy, a significant element of adult learning (Knowles, 1984) and can aspire have transformational (Jarvis, 2006) and emancipatory (Freire, 2000) dimensions contributing to the liberation of the people from oppressing forces. Although this methodology was not applied fully and systematically as in Dominicé's suggested methodology (2000) in order to lead to self-reflection and eventually the construction of a future project, judging by the feelings of pride and dignity that often coloured many of the narratives, it must have had some impact on self-confidence and self-worth. Most importantly, though, it might have sparked the start of a process of conscientization paving the path towards critical consciousness and emancipation.

The idea for holding language related activities, was intuitive, presuming that it would be an attractive topic for the beneficiaries and based on the fact that language lessons are usually provided for refugees and migrants[4]. The importance of language skills, though, is highlighted in academic literature. Especially for the refugees and migrants in English speaking countries, learning English has been positively associated with autonomy, sense of achievement and ambitions (Salvo & de C Williams, 2017) and it has been an expressed educational need for their personal and social development (Hopkins & Hills, 2010). Considering that Serbia is not the destination country, English as a *lingua franca* is the best alternative.

On the practical side, the vocabulary games such as word search and hang man, although fun and simple, they were not appropriate for those with very little knowledge of the language because the vocabulary was not that basic. Moreover, it would have been better if the activities did not involve written language because it is much more complex than oral language and in some cases the participants were illiterate. Even for those who were rather fluent, since English is not a phonetic language, it was difficult to recognize the written forms of words. However, I noticed that some people, even if they didn't speak English, would still take the challenge of the word search trying to identify the sequence of letters in the grid. Some of those who seemed more enthusiastic about the activities, would remember lexical items when they would re-appear.

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[4] Various NGOs in the field offer language programs. A few examples would be Dignity Centre and Migrant Information Centre in Cyprus; Samos Volunteers, METAdrasi and Melissa Network in Greece; and The Workshop in Serbia.

Language exchange sessions were, I believe, the most appreciated from all the activities included in this project. One of the reasons why, I believe, this activity was embraced is because it involved reciprocity, valuing their home language and entertainment. There is substantial literature on refugee and migrant reciprocity and how they contribute to their host communities as opposed to the anti-migrant belief that they are merely recipients of resources and therefore a burden (López, 2017; Kerwin, 2018; Phillmore, Humphris , & Khan, 2017). For the participants, who at that moment were at a very tough state, usually very low in resources, material and psychological, being able to offer their knowledge and hence reciprocate the support they receive from us, gave them the chance to feel that they have some power and authority, thus contributing in their sense of self-worth (Phillmore, Humphris , & Khan, 2017).

Further support for the idea of language exchange comes from the field of formal education in schools with students with migration background. It is in line with the view that valuing home languages and promoting bilingualism contributes to one's sense of inclusion and identity, facilitates independent learning, and boosts literacy and the learning of another language (Dakin, 2012).

Finally, these sessions were apart from entertaining, facilitating learning and lowering stress. It was very common for both the participants, and for me as well, to mispronounce some difficult words in the other language but since the atmosphere was relaxed, the mistakes were mostly treated as jokes rather than embarrassment, hence reinforcing risk taking. Additionally, these sessions functioned as a healthy and constructive way to escape from the stress and pressure the participants are experiencing at that moment.

Overall, the pop-up activities and the informal conversations were welcome by some of the refugees and migrants, mostly minors, who would happily participate and a couple who would even ask if we could do some activity with them. There were, of course, many cases where the beneficiaries would prefer to spend some time by themselves and therefore it was essential to read the room carefully and respect their needs. The motivation for participation was not systematically and methodologically looked into due to the unstructured nature of this project. However, in more solid contexts, such as in accommodation centres and in destination communities, it would be important to look into the motivating factors for participation and evaluate and validate the immense learning that stems not simply from activities they are involved into but from their life story as a whole.

"Boys' Day"

      "Boys' Day" is a non-formal educational program, which had been running by Info Park since February 2018 and which took place every Sunday in the Hub. The main objective of the project was to empower and strengthen the resilience of male adolescents who were either traveling alone or with their families and were on their way fleeing conflict, poverty and persecution. The program lasted from the morning until the evening and was made of two parts. The first part was dedicated to non-formal activities based on the curriculum of United Nations Population Fund's (UNFPA) program "Boys on the move" (UNFPA; UNICEF, 2019) and which concerned the development of life skills, while the second part included entertaining activities such as playing football, bowling, going to the cinema and so on, and which, similarly to the pop-up activities and the informal conversations, were also full of informal learning moments. During the workshops, the Hub was reserved for the participants and no other beneficiaries were allowed in, not simply for practical reasons but also in order to ensure that the space would be comfortable and safe enough allowing the participants to freely express themselves.

      The day started with informal conversations and socializing, usually playing some music, and checking up on how everyone had been doing, their plans, any concerns and problems that they might have had, while waiting for all the participants to gather. Before the workshop we shared breakfast, which was provided by Info Park and everyone helped in setting up and cleaning after the table. The session which lasted around two hours, started with some energizer games and in case there were new participants, with some ice breakers led by the facilitator who was either one of my colleagues or myself. Then we introduced the topic of the workshop which was explored either in a more experiential manner through some non-formal activity (Figures 9 and 10), or through some videos and presentations. Following the activity there was always time for discussion, sharing of opinions, posing questions and going deeper depending on the group's response to the topic. The session was always concluded with a discussion and group reflection.

Figure 9

From a non-formal activity on gender equality during "Boys' Day"

Figure 10

After a football match during "Boys' Day"

The participants were teenagers and young adults who were accommodated in a reception centre or in safe houses in Belgrade. Quite often, minors that had been sleeping rough for long time and were frequenting to Info Park, were invited to join the program. There was great diversity regarding their educational background as some had been out of formal education since they left their countries or had dropped out even earlier, some were enrolled in the Serbian formal education or had been attending other educational programs that were offered in the reception centres. Participation in the program was voluntary and they were free to join without being committed to attend all the sessions. Therefore, some were consistent joining all the workshops during their stay in Belgrade while others would participate occasionally. Finally, there was great linguistic variation in the group of participants with some being fluent in English or having very little knowledge, some being fluent in Serbian and others speaking multiple languages including Arabic, Farsi, Pashto and Dari. Regardless of the linguistic situation, great effort was made in order to minimise the role of language for one's participation in the activities. The participants were encouraged to speak in the language they felt most comfortable in and either my colleagues or someone from the group helped translating.

The curriculum of the UNFPA's program "Boys on the move" which informed the agenda of this program, aimed to develop the life skills of the participants in order to empower and enable them to better identify risks, cope with the difficulties they encounter on the way and solve problems that might arise. The themes addressed were health and hygiene; emotions; coping; sexuality; relationships; communication; cultural awareness; money; connectivity; and planning. These topics allowed tackling protection-related issues such as sexual and reproductive health, prevention of violence and trafficking, which were crucial for the particular target group. The planning of the workshops for "Boys' Day" was flexible and we would dedicate as many sessions we deemed necessary for exhausting a topic, touching upon different aspects of based on the profile and interests of the participants at the time. Very often, the topics resulted from doubts and debates that surfaced in previous sessions or informal discussions.

Additionally to the non-formal education workshops, for a period of four weeks the participants attended self-defence classes with a professional instructor. Especially the unaccompanied minors and particularly those who sleep rough, are often exposed to physical violence. They might be attacked by xenophobic and racist groups, they often are victims of police brutality, they are exposed to criminals who take advantage of the refugee community or can be attacked by other groups of refugees and migrants. The idea of those

sessions was for the participants to learn some movements and techniques that could be lifesaving in case of a physical attack.

The second part of the day consisted of having lunch together and then having entertainment activities such as playing football, riding the bikes at the nearby lake, going for bowling or to the cinema, taking into consideration the participants' interests. Although the main goal of these activities was mainly to relax and have a fun afternoon, we recognized that they offered great conditions for informal learning and further support to the participants.

Appropriateness of the modality – non-formal education. This combination of non-formal and informal education, with occasionally the use of more expository tools such as presentations, was suitable for the specific target group in the context of "Boys' Day". The program was designed having in mind more stable conditions and therefore a more structured methodology is possible. With the exception of the boys who were sleeping rough and were expecting to try to cross the border at any moment, the rest of the participants, although they were in transition and very few were planning to stay in Serbia, they were at least temporarily settled, their decisions were less spontaneous and their next moment less unpredictable. Moreover, despite the conditions in the reception centres being far from perfect, they covered at least to some extent their physiological and safety needs - following Maslow's pyramid (1943) -potentially facilitating shifting their focus and energy to other things such as structured educational activities which are a more complex than informal learning.

The impact of being accommodated in a state-run facility on the involvement in the activities was evident especially when compared to the participants who were sleeping rough waiting to go for "game". Although regardless of their state they were all respectful and engaged in the activities, the latter would often be distracted, answering calls and making sure their mobile was charged while in some cases some had to leave in the middle of the workshop because they were called by a smuggler to go and attempt cross the border. Furthermore, especially the participants who would join the sessions consistently for long time and had come closer and trusted the facilitators and each other, it was easier to discuss sensitive and uncomfortable topics such as sexuality, coping and emotions. Therefore, in contrast to the majority of the people who just spent their time in the Hub on regular days and who were in a state of fluidity and uncertainty, the target group of this

program was in better conditions to take part and benefit more from demanding activities and topics.

Another reason why I deemed non-formal education appropriate for this target group and the contents of this program was because it was an ideal compromise between formal and informal learning. On the one hand it was more learner-centred than formal education and allowed the participants to reach meaningful learning autonomously, through experiential learning and playful activities according to their abilities. On the other hand, the structured nature of the activities allowed for guiding the participants towards the development of specific skills, which informal learning cannot ensure.

Further reasons which support the appropriateness of this approach for the context of "Boys' Day" was related with the practical arrangements. Since the program was scheduled and the space and members of the Info Park team were reserved for its activities, it meant that there was no conflict with other services of the Hub and that there was no competition in terms of space, time and human resources. These conditions allowed for having more structured activities and follow an agenda of topics which characterizes non-formal education.

Skills gained. Having expressed an interest in the organization's educational projects at the beginning of my internship, I was encouraged to join the project initially as a participant and later as a facilitator. Both perspectives gave me the opportunity to gain new skills and develop the necessary attitudes in leading non-formal and informal sessions in this specific context, through a process of experiential learning which included observation, practise and peer-learning.

Regarding the development of facilitation skills, one of the most significant was related to the leading and managing a multilingual group of male adolescents and young adults, many with troubling past and who were at the time under difficult circumstances. Although participation was voluntary and those who attended wished to do so, sometimes there was an atmosphere of restlessness in the group, which impeded the smooth running of the workshops. It was, therefore, important to restore order in a way that did not allude to typical classroom scene but attempting to understand whether there were alarming reasons behind the inappropriate behaviour and stressing on the need to respect everyone in the group. Following this approach, usually the facilitator would choose instead of coming in conflict with the "trouble-makers", to empower and give voice to those who were willing to pay attention. In some cases, the participants were reminded that they could

still choose not to participate fully or at all if they were not in the mood for some reason. Those who were persistently impeding the activities, were individually approached and encouraged to take some time off until they feel motivated enough to return. In a nutshell, the ways in which order was preserved in the group was not punishment-driven but based on empathy.

Participation in this project offered the opportunity for the improvement of communication skills especially in the context of facilitation. Due to the diversity in the fluency in English and languages spoken among the participants providing instructions and explanations; and holding group conversations was often tricky. It was important to keep the instructions in English using simple words and short sentences always providing example in order to ensure that everyone understood. Moreover, arrangements were made whenever possible so that people who spoke the same languages were in the same groups during some activities, while very often translation was provided either by one my colleagues or the participants themselves.

Observation and especially active participation in the sessions allowed for nurturing and putting into practise a Rogerian attitude towards facilitation according to which the facilitator should serve the group in a person cantered and non-directive approach (Heim, 2012). Several factors such as the participants' level of literacy, their exposure to schooling, activities of this kind or abstract and reflective thinking, cultural differences as well as other physical and emotional factors could influence how the workshop would evolve, the direction and depth of the discussions. It was therefore important be patient, keep a non-judgmental attitude and follow the level and abilities of the group without comparing it to personal expectations (Kirschenbaum & Land Henderson, 1989).

Evaluation of the project. Evaluation of the project was done per session and consisted of feedback from the participants; peer evaluation between the facilitators and self-evaluation. Reflecting on the sessions was an invaluable source of information to improve our approach, fix problematic situations and plan the following workshops accordingly.

At the end of each workshop, before continuing to the entertaining part of the day, the facilitators would often ask the group about the level of difficulty, if they found it interesting or confusing and for their general impression of the day's workshop. Usually, it was the most confident participants and those with more schooling experience who would respond specifically, while for the shyer ones, feedback was considered their engagement

and rapport in the activities. For the workshops which were more playful and relaxing, feedback would be less explicit, and elicited informally through casual conversations, otherwise it would seem strange and redundant for the participants.

The general impression of the sessions that I attended was that the participants were satisfied with this project. Their comments were mostly positive, claiming to find the topics interesting and enjoy the activities which could also be observed in their eagerness to get involved. In one case a couple of the participants admitted being bored and confused by the main activity of the day and even tried to explain why (Appendix IV). However, the fact that they were honest about it, can be seen as an indication that they felt the atmosphere was comfortable and safe to expressed themselves and that they felt their opinion matters.

Further feedback from the participants came indirectly through their engagement to the activities. Some topics were more intriguing and challenging than others, as for example the session on gender stereotypes and expectations which sparked a very lively discussion or the session on reproductive health, at the end of which the participants were willing to take action for the spreading of information. Generally, regardless of whether the objectives of the activities were achieved or not, most of the times, they would cooperate and even help to set up the space. Some would almost always join the sessions even when they didn't feel like taking part of in the activities, while very often they would drop by the office on weekdays to say hello. Such behaviour suggests that apart from promoting the development of life skills in unaccompanied minors, this project managed to create a community and a feeling of belonging in the group of the participants and the facilitators which can be an invaluable support system. The importance of this project in the reality of the participants is very well illustrated in a direct written feedback from one participant, who, when asked how he was feeling that particular Sunday, he mentioned that "(…) I have 4 very good day in a month. That days is Sunday. (…)" (Figure 11).

Figure 11

Feedback on a "Boys' Day" session
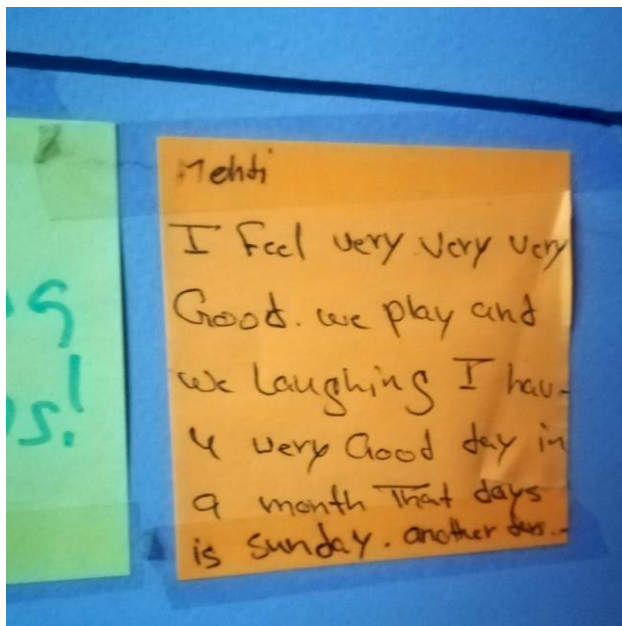
Each Sunday the workshop was undertaken by one of the three members of the Info Park team involved in this project, myself included, while the other two would participate assuming the role of facilitator only if necessary. At the end of the session we would exchange feedback on what went well and what could have been better. Peer-feedback was particularly insightful because participation in the activities and collaboration with the boys in smaller working groups, enabled better observation and understanding of how the participants experienced the workshop, which was not always possible from the role of the facilitator who also needs to coordinate the activity. This type of evaluation was especially important for me, as through the comments and advice of my colleagues who were more experienced in this field and had been working on this project for longer time, was a source of learning and helped me to improve during the course of this internship.

Complementary to the feedback from the participants and my peers was self-evaluation. For each session, we would fill in a report which, apart from recording the basic information on the day's workshop, it also enabled reflection on the achievements, challenges and solutions and future planning.

Individual English classes

During the course of this internship I sought to explore the different educational modalities in this particular context and this target group. Pop-up activities employed

mostly an informal approach, "Boys' Day" workshops a non-formal one and the individual English classes a more formal one.

The initial idea was to have an open call and invite people who were accommodated in the nearby reception centre to participate; however, it was not realized due to practical difficulties that arose in similar attempts in the past. We had information that many women were interested in learning or improving their English, however, the vast majority of them had small children and nobody to help them with childcare in order to be able to participate. On the other hand, in several occasions in the past when they would participate in workshops and they would bring their children with them to the Hub, it was very chaotic, and it was hard to implement the activities. Therefore, having expressed my interest in teaching English, I was approached by my colleague[5] who is herself an asylum seeker and asked me if I could help her to improve. The cause was warmly supported by the rest of the team who agreed to provide us with time during our working hours and space.

In general, the educational modality can be described as rather formal, in the sense that the intention was to follow a book's curriculum as a guiding line for the content, while the setting and activities were what is usually the case for formal or traditional education (sitting around a desk, using books and handouts, explicit explanation of grammatical rules and so on). However, considering regular feedback from her and taking advantage of the fact that it was an individual class, together with the learner, we eventually resorted to a more relaxed approach setting at the centre her learning needs and strengths.

This initiative was informed by the principles of andragogy, according to which, the adult learner is more self-directed, is learning through their own will and brings in his experience (Knowles, 1984). As Meriam et al. mention referring to Knowles's notion of self-directedness "Being self-directing also means that adult students can participate in the diagnosis of their learning needs, the planning and implementation of the learning experiences, and the evaluation of those experiences." (2007, p. 85) Therefore, the learning objectives, level and subsequent content of the classes was not set an official assessment but instead by getting her opinion on her perceived linguistic situation and priorities, in combination with trying out different materials and getting her frequent feedback. At the beginning of this project she stated that she would like to refresh some grammatical elements, develop her vocabulary and work on her speaking skills. Based on that, we

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[5] Further details about my colleague will not be provided in order to ensure her anonymity.

initially agreed to use selectively a grammar book, a textbook and the corresponding exercise book as well as complementary material such as news articles, songs, games etc. However, we gradually gave up on the textbook and exercise book because she felt that it was not stimulating enough. Therefore, instead of having a specific curriculum we worked on mostly authentic texts and worked with the grammar book on the grammatical and lexical elements that were present in the materials. Very often, she would request to have a class on a particular linguistic element based on needs she would identify in her everyday life. Finally, although there was assigned homework most of the times, there was no official evaluation or tests during or at the end of this project.

Appropriateness of the modality. It would not be valid to draw conclusions on the appropriateness of formal education in the migration context of Serbia in general, because there was only one participant and the duration was very short and rigorously it was not formal education but non-formal. However, there can be some observations and comments on the case of this learner.

Taking into account that for the particular learner Serbia was a destination country and she had had a more stable lifestyle than the usual beneficiaries of Info Park, a structured and planned educational program was more feasible. Furthermore, the request for such classes came from her and was welcome and supported by the organization with the provision of the space, time, books and other materials. In sum, the modality was appropriate, at least in theory, in the sense that the intention was such. However, due to other factors discussed further on in this section, it was necessary that its formal aspect was gradually weakened to include much more informal elements.

Skills gained. This was my first time teaching English to a learner with refugee background and therefore it was an experience which intrigued me not only professionally and academically but also personally and led to the development of certain new skills highlighting the need to develop further others, in order to adapt to the particularities of such learners.

Since the specific learner had had extensive experience in formal education including English language learning, the most challenging part of this project was not related to the content or the practicalities of the modality but rather with motivational factors. More specifically, although it was the learner herself who asked to have those classes and she would often refer to them in excitement and with words of satisfaction with

her effort to work on her English, when it came to the actual classes and learning, both during the lesson and at home, she often seemed unmotivated. In my perception and interpretation, on the one hand she was very enthusiastic with the idea that she was doing something which would help her improve her work and social life, but on the other hand, her tough background, news from her family and friends in her home country, worrying about her legal status and her future and so on, often came in the way, blocking her concentration and draining her energy. Therefore, the main challenge of this project was to respond accordingly and, taking into account the strengths and interests of the learner, maintain her motivation so she can achieve the best possible in her current situation.

In order to keep the learner engaged I had to develop a learner-centred attitude. Although I acknowledge the benefits of such approach in general, in this experience I realised that a humanistic stance is even more essential when working with vulnerable individuals such as refugees and migrants. Despite the fact that the learner had a rather stable life, she still struggled a lot both psychologically and with practicalities and very often she was upset either by some news that she had gotten from her family, or she would be anxious about the political situation in her home country or was in bad spirits because of negative experiences in her current life as a refugee etc.. Naturally, she was often absentminded, not able to concentrate, she did not seem to be really engaged in the lesson. Taking advantage of the fact that it was an individual class and without final evaluation or external pressure for reaching specific outcomes at the end of the project, I gradually gave up on the initially agreed structure and I let the sessions to be guided by the learner following her state in every session.

In practise, this meant that I had to increase my adaptability and creativity regarding the materials. As we eventually stopped using the textbooks we would work on authentic texts, such as news articles, texts on topics that were of interest to her and songs. Usually I would prepare for different topics that could be worked on based on the materials and I would decide accordingly based on the motivation, interest, concentration level or even explicit request of the student. For example, on the days she felt challenged and energetic I would try to do something more complex and demanding while on harder days I would do something simpler or even hold an informal conversation class either on the material or regarding those issues that concerned her. Conversation classes proved to be the most efficient ones since it matched her interests and speaking was one of her strengths.

Evaluation of the project. This educational project was not evaluated based on the learning outcomes of the participant but holistically how it was received and how it benefitted the participant as well as based on my own performance in it and was done through self-evaluation and feedback from the learner.

In general, I believe this project had a positive impact on the learner, and the conditions and context of those classes were facilitated the process. More specifically, I noticed that with time as we were working together and developed a closer relation, she gradually felt more comfortable to give me feedback on the classes. Moreover, during our common shifts, when the workload allowed for it, she would sometimes ask to explain her again some things or help her with the homework, ask me for vocabulary and expressions or check with me if she said something correctly. In general, the environment and atmosphere of the classes was relaxed and friendly which is a very important factor when it comes to enhance learning.

Nonetheless, there were also some downsides to these same conditions of the project. For instance, although we had reserved that one hour at the end of the shift for our classes, although it was convenient, it also meant that sometimes she had to stop and help the rest of the team with translating. Other times the workload was so overwhelming that it was not possible to have a lesson at all since either both of us needed to help the team, or the conditions did not allow it. Additionally, although the time and place were very practical, it was also challenging as by the end of the day we were both very tired. Some efforts to change the time for the beginning of the day were unsuccessful as it came in the way of our responsibilities in the office.

Besides the aforementioned practical difficulties, there were some personal challenges which were a great source of learning highlighting the need for the further development of certain skills and attitudes. At the beginning, I had a different idea of what this project was going to be and, therefore, I held a stricter stance trying to stick to a more formal approach and failing to adapt sufficiently which led to sentiments of frustration on both sides. Focusing on the agreed plan, I sought ways in which I could motivate the learner to fulfil those initial learning goals instead of considering that her priorities are subject to change due to her fragile situation and adapt and revise the plan accordingly.

Another consequence of my attitude was that I insisted on my evaluation of her level based on her performance, which was lower than her self-evaluation. As a result, in the first sessions, I would suggest that we go over some grammatical rules that she seemed to get wrong in practice while she would claim that it was not necessary for her level and

that it was a matter of practice. Although, probably due to my own biases and experience in formal education, it was challenging but I learned to trust the student, allow her to direct me and instead of imposing my academic knowledge on the matter find ways to intertwine it with her strengths and perceived needs. For instance, taking advantage of her comfort in speaking, I emphasised on that and used it as a starting point for clarifying grammatical elements and revising the theory only when necessary. During the course of the project, though self-reflection, feedback from the learner and advice from my peers, I realized that it was necessary to listen more actively, show more empathy and understanding, and accept the learner's state without judgement or demands controlling my own impulse to follow a school-like approach.

Apart from self-evaluation, it is essential to evaluate an educational project considering how it was received by its participants. In this case, it was possible to obtain feedback throughout its duration as well as a final appreciation. The session-to-session feedback served mostly for preparing the next lessons, that is, if she would like to continue on the same topic and have more practice or whether she would like to work on something specific and how she felt about the level and the materials used. It was based on such feedback that we eventually gave up on the textbook and modified our way of working and the agenda of the lessons. At the end of the project which coincided with the end of my internship, when asked for a general appreciation she was consistent with her remarks so far. She mentioned that at the beginning the level was low and she did not like much working with the textbook but that she really enjoyed working with the songs and authentic texts which I introduced later. She also mentioned that she was really interested in the conversation classes and that she found it helpful when the lessons and the consequent practice were based on her daily use of the language.

In conclusion, I would consider that this educational project, though far from perfect, was successful to some extent despite the various challenges. It was a constant process of improvement which was an invaluable source of learning for myself and I hope for the learner too.

Evaluation of the GO3

The third objective concerned the educational activities for refugees and migrants within the context of humanitarian work, particularly in the context of Serbia. More specifically, I sought to explore the appropriateness of different educational modalities and

develop the skills that are essential for designing, implementing and evaluating educational initiatives. The learning goal was met mainly experientially, through trial and error method and was complemented by observing and actively participating in pre-existing projects, by getting advice and feedback from my colleagues and self-reflection.

Regarding the educational modality, I explored informal, non-formal and slightly more formal approaches through the projects described in this section, in an effort to understand what is appropriate depending on the context. Although, in my appreciation, those projects were successful to a varying degree, the learning goal set for this objective was fulfilled to a great extent. I observed that the more fluid and unstable the conditions are, the more informal and minimally structured the activities must be. Since Serbia is mostly a transit country, the majority of refugees and migrants who reached our Hub stay for a few days or months. For the people who were sleeping rough it was the most appropriate have informal activities and conversations. It would be absurd or at least non-practical if, for example, we were providing information regarding accommodation in reception centres and the asylum procedure in a formal way such as a presentation, by simply handing out some leaflet or through some workshop. However, for those who were accommodated in some reception centre or safe house and, therefore, whose days were less unpredictable, it was possible to have non-formal activities which require some structure. Moreover, since some were participating consistently, it was possible to extend and build on some knowledge. Finally, when attempting to follow a more formal approach in the English classes, it became clear that having relatively stable living conditions alone does not mean that such a methodology suit the learner. Covert instability such as emotional distress and trauma are likely to hinder the initiative and cause frustration and a feeling of failure.

Understanding the appropriateness of educational modalities came also with the development of practical skills in designing, implementing and evaluating such initiatives in the particular context. It is important to note that a great part of such learning resulted from mistakes and unsuccessful attempts in combination with peer-feedback and peer-learning and self-reflection. This, however, does by no means mean that the participants were exposed to a potentially harmful experience as especially at the beginning I was supervised and preferred to keep such a stance so as to avoid causing discomfort or distress to those involved.

This last objective was dense in terms of learning and the activities undertaken in its framework contributed as well to the previous two objectives. By participating in pre-

existing projects and setting up new ones I become integrated in the team and assisted in the organization's mission. Moreover, the experience of those activities allowed for a better understanding of the profile of the beneficiaries with special focus on education. For instance, I could see the impact that their educational background – if any- and the cultural elements that pervade it. This objective led also to the shaping of an appropriate, human-centred attitude; one that calls for reflective listening and meeting the people in humbleness and with respect.

Chapter IV – Global Evaluation

Evaluation is an essential part of learning process as it serves as a reflection on the experience which will then guide future actions and further learning. It is, therefore, necessary to wrap up the present report with an appreciation of my experience from two perspectives, my personal (self-evaluation) and my colleagues' (hetero-evaluation). On both levels, personal and institutional, I try to identify the strong elements of this process as well as the weaknesses reflecting on how they could improve in the future.

Self-Evaluation

Self-evaluation is very much helped by the ongoing reflective and critical attitude I held throughout this internship and by keeping a daily log which allowed me to keep track of my achievements, "aha-moments" and growth on the one hand, and my challenges and mistakes on the other.

This experience was a reality crush of what it is to be a field humanitarian worker, in the area of refugee and migration. I got to learn how such an organization works, the dynamics and the procedures and I understood the context of Serbia as a transition country which was my first general objective. I got integrated early on and managed to find my place in the team according to my abilities, interests and needs of the organization and the people. Besides, my colleagues were an invaluable source of learning throughout those months since they were eager to share their experience with me, guide and support me. Therefore, I gradually managed to get responsibilities and carry them out successfully, hence contributing actively in the operations of the organization and learning how to be a professional in the field.

Concerning my second general objective, the most important accomplishment is my change of perception. In my interaction with the refugees and migrants, their safety, protection and well-being were above my curiosity and learning needs. I was discrete and careful, always asking my colleagues whenever I was not sure or when there was some sensitive situation I was not experienced enough to handle. Moreover, having a first-hand contact with them, I was able to reassess my biases and misconceptions and free myself from the misinformation that unfortunately is spread through the media. I realized that exactly like in every community, there are honest, dishonest, grateful, sneaky, kind and mean people and that being refugees or migrants is irrelevant to their quality of character. Seeing them as individuals instead of as a faceless group, I increased my level of empathy and changed my perspective from perceiving them as victims to seeing them as survivors,

which is an attitude I maintained in all aspects of my work and which I will have as a guiding line not just in my career but in general when it comes to vulnerable individuals.

Regarding my third general objective, which concerned the education-related dimension of my work, I got a realistic understanding of the specificities of adult learning in the particular settings. It was a unique and crucial opportunity to transfer theoretical knowledge into practice and through trial and error develop the skills and attitudes that are important for an adult learning facilitator for this community. In this case, I became more sensitive towards the cultural differences of the learners, I learned how to accommodate language related obstacles and most importantly how to work with people who are in a vulnerable phase of their lives. I became aware of my growth in that aspect when towards the end of the internship I had the chance to collaborate with a volunteer of another organization who was new in the field, and in who, I was able to recognize myself during the first months.

Moreover, through the educational projects I was involved in, I had the chance to explore the appropriateness of the different educational modalities and methods and the dynamics they evoke in a group of refugees and migrants. In order to adapt to the given situation, I had to develop my critical thinking as well as my creativity while trying to always guide my decisions based on the theoretical framework of adult education and the humanistic values.

In my perspective, though, it is the challenging and weak points of this experience which carry the most learning as they open up the way for further effort and development. Regarding the adult learners, it became evident to me that my lack of knowledge about the historical, political and cultural context of their country of origin was an obstacle to understanding them better. Moreover, recognizing how this humanitarian crisis is a result of political games, it was frustrating for me to try and make up for my ignorance on those matters and was even worse on a local level since, not speaking Serbian, I could not follow the news nor their impact on Serbian society through the social media.

Not speaking the local language or the language of the beneficiaries was one of my biggest challenges for other reasons as well. In Serbia, the majority of state-related information and procedures take place in Serbian and it was therefore very difficult to navigate the system and learn more about it by myself. Most of this information came through my colleagues' explanations. When it comes to the refugees and migrants, not being able to directly communicate with them allowed for an invisible wall between me and them hindering efficiency and the development of trust relations. The need for quality

communication with the people led me to consider seriously the possibility to take up Arabic lessons, one of the languages usually spoken of the beneficiaries.

Finally, another weak point which still requires a lot of improvement, is my ability to link theory and practice especially in the educational activities. This was mostly evident in my individual English classes with my colleague when on the one hand I was dedicated to maintain an approach according to the andragogical and humanistic paradigm while and I could recognize my own biases in my frustration to achieve visible improvement on a linguistic level. In this aspect, I still need much more practice and experience in order to manage and translate knowledge into skills and attitude.

The positive thing, though, besides those challenges, is that, generally, I tend to keep a reflective and critical stance in my work which is crucial for my continuous improvement. Recognizing the qualities of my work boosts my confidence while recognizing my weaknesses consist a driving force for further development.

Hetero-evaluation

Complementary to self-evaluation, is the appreciation of my work from the host institution. A questionnaire adopted and recommended by the Faculty of Psychology and Educational Sciences for the evaluation on interns' competencies, was filled in by my coordinator, Mrs. Irena Abdelalem Abdelmaksoud, who was also the child protection officer and responsible for the project "Boys' Day" project.

This questionnaire is made up of four parts corresponding to four categories of competencies, namely, instrumental, interpersonal, systemic and others, and their level of development should be evaluated as insufficient, sufficient, good, very good and excellent. The general appreciation of my performance during the internship was very positive since out of 20 specific evaluated competencies, only three were rated as very good while the rest as excellent. This positive feedback although was perceived as an indication that I'm in the right path in the development of those competencies, rather that I have completely mastered them.

Further qualitative feedback on my performance came through the final report requested by the university's International Relations Unit in the context of Erasmus+ Mobility for Traineeships program and which was also filled in by my coordinator (Appendix V). It is mentioned that I was able to integrate easily in the team through the everyday tasks and that gradually I was able to contribute to the organization's operations.

In conclusion, reflecting on this internship, I can say with confidence that I was committed to my role and worked to the best of my abilities. The end of this experience left me motivated to keep improving and expanding my knowledge regarding refugee and migrant education.

Faculdade de Psicologia e de Ciências da Educação
Universidade de Coimbra
Grelha de avaliação de competências transversais para os estágios curriculares da FPCE-UC

Grelha de competências transversais para os estágios da FPCE-UC						
I – Insuficiente; **S** – Suficiente; **B** – Bom; **MB** - Muito Bom; **E** – Excelente **I** – <10; **S** – 10 a 13; **B** – 14 a 15; **MB** – 16 a 17; **E** – 18 a 20 (valores) **NA** – Não se aplica	**I**	**S**	**B**	**MB**	**E**	**NA**
Competências instrumentais						
1) Comunica com clareza os resultados/conclusões do trabalho desenvolvido, bem como os processos, métodos e raciocínios que lhes estiveram subjacentes.					✓	
2) Pesquisa, analisa e sistematiza de forma adequada a informação.					✓	
3) Define de forma clara metas e objetivos, baseados na análise das necessidades dos contextos em que participa.					✓	
4) Desenvolve planos de acção adequados às metas e objetivos a alcançar.				✓		
5) Utiliza, adequadamente, conhecimentos, procedimentos e competências técnicas, da sua área de especialização.					✓	
Competências interpessoais						
6) Interage de forma assertiva com a equipa de trabalho, revelando empatia e respeito pelas pessoas.				✓		
7) Interage de forma adequada com os utentes/clientes, salvaguardando a sua dignidade e respeito.					✓	
8) Interage de forma adequada com profissionais de outras entidades/organizações/instituições.					✓	
Competências sistémicas						
9) No plano interno, compreende o conjunto de relações que se estabelecem entre subsistemas/sectores/serviços da instituição/organização onde desenvolve as suas atividades principais, numa lógica integrada.					✓	
10) No plano externo, compreende o conjunto de relações que se estabelecem entre a organização/instituição onde desenvolve as suas atividades principais, e as restantes instituições (a nível local, comunitário, regional e nacional), numa lógica integrada.				✓		
Outras competências						
11) Comparece assiduamente ao serviço, de acordo com o horário estabelecido com a instituição/organização.					✓	
12) É pontual.					✓	
13) Assume e desenvolve, de forma responsável, as funções/tarefas que lhe são confiadas.					✓	
14) Integra e promove, na prática, a dimensão ética da profissão.					✓	
15) Revela consciência crítica sobre práticas/posturas institucionais, profissionais e sociais (articulando conhecimentos teóricos e práticos com responsabilidade pessoal e profissional).					✓	
16) Atua de forma proativa, propondo ideias, iniciativas e procedimentos relevantes para a melhoria do funcionamento da instituição/organização.					✓	
17) Evidencia capacidade de se distanciar e refletir criticamente sobre as situações.					✓	
18) Compreende as necessidades das pessoas/organizações/instituições e propõe ideias/procedimentos inovadores e criativos.				✓		
19) Mostra uma atitude de abertura e capacidade de adaptação à mudança.					✓	
20) Revela empenho em aprender e aperfeiçoar-se continuamente.					✓	

Some final thoughts

The end of this internship and of the present report marks also the end of yet another chapter in my academic and professional life. With my eyes already looking ahead for the next experience, I would like to conclude with a couple of final thoughts.

This internship offered me knowledge that was impossible to capture in its entirety in a few pages -even though the present document is an effort to do so. It had a great impact on me not only as a learner and an aspiring professional but also as a human being. I am certain that for long time after the end of this experience I will keep reflecting on it and "unpacking" my learning, and I will keep realizing its effect in my future work.

Finally, my experience in working in Info Park and generally in the field of humanitarian work was a milestone for my academic and professional career. Coming from the field of linguistics and language teaching, choosing to enrol in the master of Adult Education and Training and Community Intervention, already shifted my path and made my scope more specific. Choosing to work with adult refugee and migrant learners, allowed me to focus even more on a specific aspect of community intervention, while still bringing in my previous knowledge on adult learning and language teaching. The present experience led to the development of new learning interests such as human rights education and protection of unaccompanied youngsters through education as well as the critical and ethical dimension of humanitarian work.

Working in this domain, which is aligned with my personal values and ideology regarding the freedom of people from any form of oppression and through their empowerment, is the greatest source of motivation to keep learning and improving in order to maximize the effect that my work can possibly have in making this world a better place.

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Appendixes

Appendix I – Needs Assessment collected data

	5/11 *pilot*	6/11 *pilot*	11/11	12/11	13/11	14/11	18/11	19/11	20/11	21/11	22/11	25/11	26/11	27/11	28/11	29/11	TOTAL
Protection	1									3	2				5	1	12
Livelihood Support	1	1						3		3				1			9
Shelter		1	3	5		25		3	2	17	21	8	5	2	11	1	104
Accommodation	8		4	2	4		3	2	2	7		1	1	4			38
Transportation			2													1	3
Water	2				1					2			2		2		9
Food	21	1	3				4	1			2	7	2		2	5	48
Medical Doctor (Health)	2							1		1							4
Humanitarian Aid	12			2								3	4				21
Mobile Charger	19	14	14	20	17	8	12	15	12	20	15	13	13	14	16	13	235
Internet Connection	4	4	1			1		1	4	2	3			2	5	7	34
Other																	0
Coffee	2		2	2								2	1				9
Wash hands/Freshen up/Shower	1				1												2
Entertainment		2															2
Meeting a friend		3	2	2	4	3		6	1	3	2				1		27
WC		1	3	1			2	2					1	3			13
IOM		2			5			3	1		8	4					23
Leave their stuff									4								4

Appendix II - Needs Assessment Notes

- The first two days (5/11 and 6/11) were "experiment" days.
- The needs were recorded during the weekdays.
- On the 15th, no records were kept.
- The need recorded was the first one that the beneficiaries expressed regardless of whether we were able to provide for it or whether they made further requests later.

Need	Description	Notes
Protection	Ask to stay in the safe zone; ask for asylum; legal support; contact another specialized organization (eg. Atina)	
Livelihood Support	How to get around in the city	
Shelter	Be in the hub to rest or to take shelter from the weather conditions	
Accommodation	How to be accommodated in camp; information about hostel/hotel	
Transportation	Cover the transportation costs	
Water		
Food		Cases where the beneficiaries were accompanied to the hub by other organizations in order to receive food but the need was not explicitly expressed to us, were not recorded from the 11/11 and on.
Medical Doctor (Health)		

Humanitarian Aid	Clothes or other NFI	Requests from people who are already accommodated in a RC were also considered.
Mobile Charger	To either keep their phone until it charges or to stay in the hub to charge their phones	
Internet Connection	Either ask for the Wifi or ask to use the computer	

Points for Consideration:

- The first need they expressed is not necessarily the most urgent one. They might not be aware of what other services we provide.
- Language can be a significant obstacle when assessing the needs. Often, the person feels intimidated or uncomfortable and will not express anything. Then, the person who is assessing the needs might suggest something to which the beneficiary will usually agree to even if they don't understand just to finish with the uncomfortable interaction.
- They might express a certain need (eg to charge their phone) because they know from their own experience or from others that can grant them entrance to the hub whereas they mostly want to take shelter from the weather conditions. They might assume that such a need is not valid and would therefore be rejected.
- Sometimes the beneficiaries make double requests and the priority is not clear (eg: charge the phone and rest)
- When the beneficiaries come in groups or they are a family, it is only one person who expresses the need. Eg in a group of 5 where one says that they want to charge their phones I counted it as 5 separate individuals, however, the others might in fact have different needs.

Appendix III – Word search handout examples

Fruits

R	A	W	A	Y	R	Y	A	Y	A	P	A	P	B
B	N	E	E	R	L	R	A	B	B	Y	E	E	L
N	A	E	B	R	M	R	N	E	A	R	W	A	U
B	N	S	A	E	P	E	R	N	N	R	A	I	E
R	A	A	P	B	E	B	E	P	E	E	T	B	B
S	B	L	B	K	E	P	O	E	A	B	E	N	E
E	S	I	R	C	A	S	A	P	T	W	R	K	R
E	Y	B	I	A	Y	A	E	E	E	A	M	L	R
G	E	R	W	L	O	R	E	P	N	R	E	Y	Y
N	P	R	I	B	B	N	M	L	T	T	L	M	M
A	A	A	K	C	O	R	E	R	L	S	O	O	N
R	R	A	R	M	A	E	L	I	M	E	N	E	C
O	G	S	E	G	N	M	P	E	B	R	K	I	T
S	P	L	A	E	E	L	P	P	A	B	E	W	I

RASPBERRY
LIME
BLACKBERRY
BLUEBERRY
WATERMELON
ORANGE
BANANA
PAPAYA
LEMON
KIWI
STRAWBERRY
GRAPE
APPLE

Clothing

S	T	N	A	P	S	L	A	D	N	A	S	A	T
S	T	P	A	J	A	M	A	S	T	T	E	S	P
T	E	K	C	A	J	O	P	C	E	V	E	S	T
P	A	N	T	I	E	S	I	O	O	S	A	E	E
E	B	O	R	A	P	A	H	I	N	O	O	A	E
P	B	O	O	T	S	E	A	S	T	C	C	S	M
I	L	S	I	S	L	S	I	E	I	K	H	B	I
I	A	W	E	T	E	S	R	A	A	S	I	O	V
H	E	E	T	S	V	A	P	S	C	A	R	F	P
M	A	A	C	I	I	O	I	E	I	T	I	N	P
N	A	T	K	O	S	P	E	R	P	H	S	S	A
T	A	E	A	O	A	O	C	O	C	M	V	T	C
I	A	R	N	E	P	T	E	S	S	H	O	E	S
A	A	C	I	E	A	T	C	E	S	K	I	R	T

SKIRT
COAT
NITIE
PANTIES
ROBE
CAP
HAIRPIECE
VEST
SWEATER
HAT
SOCKS
LEVIS
PONCHO
PAJAMAS
BOOTS
SANDALS
SCARF
PANTS
JACKET
SHOES

Appendix IV – "Boys' Day" workshop narrative report

Boys Day (IRC)

Empowerment Workshop Narrative Report

1. **General Info** on the Workshop:

Workshop **Number**:
Date: 09/02/2020
Place: Belgrade

Facilitators (incl. Cultural Mediator): Aleksandra Dobrnjak, Irena Abdelalem Abdelmaksoud, Maria Mavronicola
Number of participants: 14

Workshop **Topic**: Intercultural communication, team building

Workshop **Goals**: Promote cultural awareness. Encourage the participants to reflect on cultural differences and how they can lead to miscommunication and conflict through an experiential activity as well as discuss ways in which obstacles can be overcome. A secondary objective was to promote team building and cooperation skills specifically in a culturally diverse environment.

2. **Activities**
   Energizer: A game to help the participants to get energized, the new ones to relax and get in a playful mood.
   Main activity & Reflection: The Derdians and the Engineers is a simulation game that gives the participants the opportunity to experience a situation where cultural differences can create frustration but they must be overcome in order to achieve a common goal. Although it's a funny and playful activity, the reflection that follows it, allowed the participants to observe the facts (what happened), their feelings and interpret them drawing attention to the issue relating it to real life situations.

3. **Achievements**
   Reflecting on their experience, the boys are able to recognize the reasons why cultural differences can obstruct communication and cooperation and identify how they can get over the difficulties in order to achieve collaboration.

4. **Challenges and Solutions**
   For the specific workshop, there were many new participants who were a little bit shy. The energizer at the beginning helped them to feel more comfortable in the group. Another issue was that the instructions for the two teams were in English and the participants' fluency varied. In order to ensure that everyone understood the rules there was one facilitator in every group. The facilitators also helped to animate the groups and make sure everyone is included.

5. **Gaps and Ideas for Programming**

   Not applicable

6. **Feedback for Info Park**

Some of the boys said that they really enjoyed the activity and that it was funny and interesting. Some boy mentioned that although he liked the activity, at the beginning it was not clear for everyone what they have to do and for this reason it was a bit awkward.

Appendix V – Host organisation's final report

HOST ORGANISATION'S FINAL REPORT
2019-1-PT01-KA103-060164
CONSORTIUM 2019

- Trainee's name: MARIA MAVRONICOLA

- Host organisation: INFO PARK

- Was this the first time you received a trainee?   Yes ☐   No ☒

- If not, were the trainees from: your own country ☒   abroad ☒

- Are you interested in receiving any more trainees in the near future?   Yes ☒   No ☐

- How is the first contact with the trainees and their integration done?

The first contact was positive, as the trainee was a person willing to learn and contribute with the everyday work. The trainee integrated into the organisation easily, with carrying out the everyday tasks, providing information and services, overcoming challenges. By the end of the internship, trainee became a reliable and valuable part of the organisation.

- What led you to offer Erasmus placements?

The opportunity for the trainees to learn through the direct contact with the beneficiaries, and by doing so help the organisation.

- Was language a problem for the good development of the placement?   Yes ☐   No ☒

- Was the trainee's integration capacity into the working environment:

good [X]   average [ ]   poor [ ]

- Was the trainee's theoretical knowledge:

good [X]   average [ ]   poor [ ]

- Was the match between the trainee and your original profile:

good [X]   average [ ]   poor [ ]

- Were the trainee's overall capabilities:

good [X]   average [ ]   poor [ ]

- Would you describe the trainee's contribution:

  - at a technical level as: good [X]   average [ ]   poor [ ]

  - to the company as: good [X]   average [ ]   poor [ ]

- Did the trainee have any problems during the placement?   Yes [ ]   No [X]

- If yes, please give details:

- Did the company have any problems during the placement?   Yes [ ]   No [X]

- If yes, please give details:

- How did you solve these problems?

- Have you any comments or suggestions which could improve the organisation and operation of placements in the future?

Continue making sure that the trainee's educational program is in line with the organisation's profile (strategy, goals and objectives)

2

Name: IRENA ABDELALEM ABDELMAKSUD

Company:

Abdelalem Abdelmaksud   Belgrade, Serbia   07.07.2020
     (Signature)   (Place)   (Date)