

Educative Workshops for Adults, aspects from each partner country:

**○ The MOMA Experimentation in Germany**

CHANCENGLEICH in Europa e.V. (CH-EU) carried out the Experimentation Workshop on the theme of “Vocational perspectives for migrant women” in Dortmund, in cooperation with the migrant umbrella organization VMDO e.V. The aim was to support unemployed women with a migrant background, who are looking for orientation and a vocational perspective, to discover their interests and strengths in relation to their vocational future. CH-EU helped them to create and develop their own ideas and offered support with their preparation to enter the labour market and to get ready for a job interview.

The participants were immigrant women from Russia and from Ukraine. The group had a mixture of highly qualified women and women with a low education level. Some of them were single mothers, and they were at different stages of learning German. They were all unemployed, preparing themselves for the job market or looking for a job.

The chosen Montessori principle for the Workshop was „Independence“. To build the Montessori approach into their workshop CH-EU implemented the following teaching and learning methods:

- ❖ Learning by doing – everybody brings in her own experience and skills
- ❖ Creative work - drawing, designing, planning, storytelling, role play for interviews with filming
- ❖ Activating - pair work, group work, homework together, games
- ❖ Increasing motivation – your ideas, your dreams, your interests, your plans – activating and using the skills you have
- ❖ Making things tangible and visible
- ❖ Providing structure, but giving the participants the choice and autonomy, what and how they want to work on - Group leaders as guides and not as instructors
- ❖ Close observation of participants and their needs
- ❖ Giving responsibilities to the participants
- ❖ Readiness and willingness to change the course of the workshop if there are different needs

CH-EU found that the motivation of the participants increased through the process of active learning and they became more and more independent and less in need of instruction. Being inspired made learning fun, and learning became more effective through the „learning by doing“ methods. Through being active all the time, the problems of our participants with language and their migrant status lost significance, and the successful completion of their tasks gave them the feeling of achievement and increased their self-esteem.



**Experimentation of Montessori principles at European level for orienting and motivating adults**



**○ The MOMA Experimentation in Portugal**

Senior University of Évora started the experimentation phase in the beginning of October, in a continuous methodology. They involved two different classes, in a total of 40 seniors involved, all 50+.

The chosen classes were the Spanish class and the Aging and Cognition class, where the absorbent mind principle was employed, although in different ways. The Spanish class worked on repeated exercises, video, audio exercises, crosswords, etc when the Aging and Cognition class worked basing on videos, texts with switched letters, texts with numbers, graphical poetry, etc.

Considering that every week the trainers worked on the method with their learners, it was possible to have 17 sessions for each class in this experimentation phase.

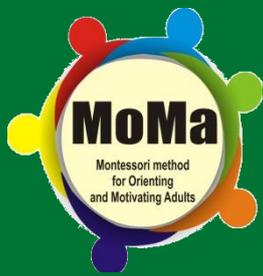
**○ The MOMA Experimentation in Romania**

In Romania Liceul CFR Iasi chose to implement the Montessori approach starting from the principle of the „absorbent mind“, by using the five units of the MOMA quid, in two different target groups: 8 women undergoing educational and socio-economical hardships and 4 men between 24 and 31 years old, who were deprived of liberty (detention), socially disadvantaged registered at Penitentiary, in the monitoring period, unemployed, regarded with reluctance, at risk for society

The workshops with women took place at NGO O Kairos and with men target group in a special room, in our institution. The target-group has participated in a learning program which was structured on the 5 experimentation stages of the Montessori Method, comprising of face-to-face meetings, scheduled between December 2014 and January 2015.

Our institution signed Protocols for experiment with 6 stakeholders: Equal Opportunities for Women Foundation; Penitentiary of Iasi; School 41 Iasi Penitentiary; General Directorate of childcare/adult section; County Agency for Employment - Labor Iasi; NGO “ O Kairos”; Associated partner – Teacher Training Centre.





As strategies they used: Brainstorming, Personal reflection and GLC - think, work and communicate in pairs, observation, dialogue, conversation during the shooting, personal development, adult-centered interactive methods/ mind map, drawing, game, role play/scenario created, case study, group discussions, simulations, problem solving.

Both target groups created different scenario, were actors, learnt to use tools for shooting and made their film, learn different subjects useful in their life (how to read a bank statement, a monthly loan report, etc.)

Finally they acquired a set of Social, Intra-personal and Relational Competences and Motivation and self-esteem were very important for the impact of MOMA project.

### ○ The MOMA Experimentation in Lithuania

The Roma Community Centre (RCC) in Lithuania addresses within MOMA the target group of Roma people. According to various different case studies, the Roma people are one of the most discriminated and marginalized groups. About 2500 Roma live in Lithuania. Roma face various problems, which can not be solved by separate public authority. There are very different problems: criminality, unemployment, poverty, illiteracy (as a consequence people are losing social skills), housing, addictive, and a lot of various other social problems.

Montessori method helps to open up broad possibilities of integration through education. It allows to solve social problems, reduce the exclusion of the Roma people and identify their problems from outside. Roma adults positively perceive transformation of a group of individuals in a Community of learners.

Participatory approach to the contents is successfully used as method in MOMA.

The principles of Montessori Method for adults – Absorbent Mind, Learning Environment, individual learning and others – are in accordance with the concept of social integration.

The principle RCC chose for experimentation is 'Learning environment' which we determine as the development process where learners have the opportunity to explore what surrounds us.

The educative activity is fishing. Educational process includes different forms: lectures, participatory meetings, workshops, individual learning

Fishing in context of Nature protection is one of the most interesting and important topic for Roma:

- they have basic knowledge;
- they have practical skills;
- they have freedom of choice;
- they can use new competences in everyday life.

In our case Learning physical environment being well known to Roma adults let them feel self-confident, comfortable, encourage creativity and, for sure, stimulate the sensorial approach.

The competences they acquired:

- *Relational Competences*: Personal aspects – self-control Social aspects – communication
- *Emotional competences*: Personal aspects – emotional awareness Social aspects – orientation to the others
- *Motivation and self-esteem*: Personal aspects – achievement drive Social aspects – building bonds

### ○ The MOMA Experimentation in UK

The Experimentation stage of this project was intended to see whether in reality the theory of applying Montessori principles and approaches within specified educational environments would successfully facilitate better learning for the adult workshop participants.

In UK a first group was a group of adults who have either immigrated into the UK from Africa or are currently going through the immigration process but all of whom are currently living with HIV. The second was a group of Asian Women who live in the UK, some of whom are from the UK and some of whom have immigrated into the country, but all of whom were seeking to use education to improve their life experience.

The implementation of the experimental workshops and the application of the Montessori method to the education of adult learners were beneficial both for the participants and for the trainers.

Accepting the key Montessori principle of the absorbent mind, the workshops showed that in such a learning environment additional learning takes place other than that which is transferred from the tutor to the learner. The participants applied their own critical learning skills to the work in which they were engaged and, by so doing, felt encouraged to form opinions, and to share those opinions. Each of the participants also brought with them their own personal knowledge that the teaching methodology employed, encouraged them to utilize for their own personal endeavors and to share with the other participants in the workshop. By so doing, the range of opportunity for learning was increased exponentially above and beyond that which can be achieved by the learning in a more traditional, controlled and formal learning environment.

The participants for this set of experimental workshops had identified that because of their linguistic or cultural specificities they have found it difficult to learn in such traditional teaching settings. They expressed that they had found that this style of teaching and learning was, in their opinion, much better suited for adult learning.

The implementation of these experimental workshops allowed the opportunity to testing whether applying Montessori educational principles to Adult Education would be more beneficial to assisting adult learners to learn.

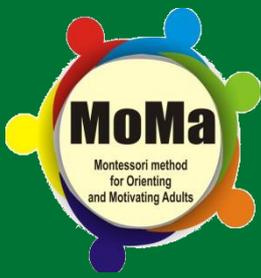
Specifically, in the case of the United Kingdom, the opportunity was taken to implement the experimental workshops with groups of people who, for linguistic, personal or cultural reasons would ordinarily find it difficult to succeed in education offered in the more traditional formal format.

BHA has seen that the participants have clearly identified that the use of such teaching methods, that the creation and utilization of a comfortable and creative environment and that a determination to implement learning accepting that adults have an absorbent mind, that will be enriched through positive encouragement and the sharing of knowledge, did indeed improve the learning experience.

### ○ The MOMA Experimentation in Italy

In Italy two areas of the actualized Montessori Method for adults have been experimented.

The first one is "Absorbent mind" and it was tested with a group (15 people) of NEET adults where NEET means "Not in Education, Employment and Training". The group was composed also by a relevant number of immigrants.



First of all a comfortable framework to work in was created inside the classroom in order to guarantee a huge amount of freedom for each learner to express themselves.

Some of the activities exercises were the following:

Tactile approach: touch something without seeing and expressing in English writing the provoked emotions

Audio-visual approach: listening the favorite song or watching the video clip and writing the feelings

Emotional approach: "The Color of Love" is an exercise in which adult learners were invited to reflect on a variety of colors and the pleasurable things that those colors invoked. They then had write a short poem about someone

The exercises didn't only help to get the concept of English grammar, but they also helped to see how learners reacted when facing a specific situation. They also identified, examined, evaluated, and used the elements dialogue and pointed of view as methods of characterization

The results were very good in terms of improving the level of English Knowledge, in terms of satisfaction, in terms of acquiring other personal and social competences.

The Second area of experimentation was related to the "Learning environment" principle.

In this framework a national contest was launched, a call for young architects from all over the country for designing and planning a Montessorian classroom. A Commission of experts (pedagogues, famous architects, experts in adult education) analyzed the 12 ideas and the blueprint. The winner project will be realized: the Montessorian classroom will be created in Villa Montesca. An exhibition of the works realized was done during the MOMA National Conference in Italy



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