



Introduction to the selection tools

September 2018

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Selection tools are part of the **model for volunteers in migrant language education**. They are used to help coordinators match volunteers to specific roles (also to exclude them from carrying out roles they are not suitable for) and match volunteers to learners.

In order to make the most of the model and selections tools, you should follow these steps:

1. **Read the Model** (get acquainted with terminology, volunteer roles and tasks). If you want to learn more about the role of volunteers in language learning, you should read the **Framework**.
2. **Use the selection tools for volunteers:** interview a volunteer who wants to be a part of migrant language education.
3. **Use the model to identify volunteer's role(s):** find out which role is suitable for a volunteer based on his/her answers.
4. **Identify area(s) where volunteer needs (additional) training:** find out which module(s) volunteer needs in order to be able to carry out the role(s) identified in 3.
5. **Use the selection tools for learners:** interview a learner who wants to learn the host language.
6. **Match volunteers and learners** based on their answers (from 2. and 5.).

Both selection tools provide **guidance** about which questions a coordinator should ask a volunteer/learner. Coordinators can use of these questions to complement their existing questions, or as a basis to create similar questions (to better suit their needs).

In order to help match volunteers to specific roles, the questions regarding learning goals and learning context relate directly to the model. Coordinators should use the questions to match volunteers to roles (and learners to volunteers carrying out those roles).

In order to help match volunteers to learners, questions regarding the volunteer's attributes and competences are similar for volunteers and learners. Using these questions coordinators can directly match volunteers and learners based on their responses.

The interviews should be carried out:

- **by coordinators,**
- **in person,**
- **as a conversation.**

So, coordinators should ask potential volunteers and learners the questions in the selection tools as part of a conversation and record their responses on the **mark sheet**. Where answers are incomplete interviewers should ask follow up questions. E.g. question no. 4 for volunteer: “Do you have any experience as a volunteer?” “Yes.” “What kind of experience do you have? For how long have you been working as a volunteer? What did you do as a volunteer?”

Interviewers should explain to the interviewee that s/he can refuse to answer questions s/he sees as too personal; that all personal data will be handled according to the national data protection regulations; that on the basis of the answers given the volunteer will be assigned to specific role(s) and the learners will be matched with volunteers. Learners must also be able understand questions and communicate their responses clearly (in many cases an interpreter will be needed).

The VIME Toolkit contains:

- Model for roles of volunteers in migrant language learning
- Selection tools for volunteers and learners
- Training modules for volunteers
- Leaflet for professional teachers
- Guide for Policy makers

The Toolkit can be found at: www.languagevolunteers.com

The VIME project was carried out with the support of the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Partners in the VIME project were:



Univerza v Ljubljani
Filozofska fakulteta

