



Module 3: The bigger picture

September 2018

Title	Module 3 – The bigger picture
Time load	3 hours including a 15”break
Target group	<ul style="list-style-type: none"> - Coordinators of language volunteers - Volunteers, in particular those working more independently/in isolated settings
Aim of the module	<p>The coordinator and/or volunteer</p> <ul style="list-style-type: none"> - can explain the outline of the system of migrant/refugee education and the pathways into mainstream education (including relevant laws and regulations) - can suggest where they can get help for learners with a range of problems. There should be a focus on signposting and understanding limits. - Participants know which organizations (volunteer or otherwise; local or national) which can support refugees/migrants in a variety of areas.
Content of meeting	<ul style="list-style-type: none"> - Welcome and acquaintance - Program of the meeting and learning goals - System of Migrant Education (national, regional, local) - Signposting/ Advising within the context of non-educational problems - Social Mapping in the local/national context - Closing of the meeting and evaluation
Required competences of the trainer	<ul style="list-style-type: none"> - Field competence - Trainers certificate (L2/FL) - Positive attitude towards involvement of volunteers in L2
Background information for trainer	<p>LIAM tools</p> <p>No. 1: The geopolitical context of migration (general reading)</p> <p>No. 2: The Rights and Legal Status of Refugees: Some basic facts and terms</p> <p>No. 24: Identifying refugees’ most urgent needs</p> <p>[NB These materials mainly refer to refugees specifically rather than migrants generally)</p>

Content module 3

A	Welcome and acquaintance	
	<p><i>Main goal of the activity</i> Participants are being welcomed and participants and trainer will introduce themselves. Make sure the working form does not lead to long story telling.</p>	
B	Programme of the meeting and introducing learning goals	
	<p><i>Main goal of the activity</i> Informing participants about the program and learning goals of the module.</p>	
C	System of Migrant Education (national, regional, local)	
	<p><i>Main goal of the activity</i> Participants can explain the outline of the system of migrant/refugee education and the pathways into mainstream education (including relevant laws and regulations)</p> <p><i>Content (select as appropriate)</i></p> <ul style="list-style-type: none"> • Organisation of adult/migrant education, including the three domains of learning (informal/social engagement, non-formal educational engagement, formal educational engagement) • Rights and responsibilities of migrants with regard to language education (including opt outs) • Summary of legislation/regulations relating to migrant education • Frameworks of language (CEFR/national standards) • National education system and standards • Entry criteria for college university • Online sources of information re the above • How to stay informed about changes in laws/regulations • Where to pose questions <p><i>Suggestions</i> Discuss each law and/or regulation by explaining the most important aspects and the answer to the most frequently asked questions. The same goes for frameworks of language. Give scenarios for discussion Group quiz (this could be a warmer)</p>	
D	Signposting/ Advising within the context of non-educational problems	

	<p><i>Main goal of the activity</i> Participants can suggest where they can get help for learners with a range of problems. Participants should understand their limits and focus on signposting.</p> <p><i>Content</i> Discuss with the participants what kind of problems migrants (might) have, what kind of support would be needed, and where they might get it. Use scenarios/case studies</p> <p>Problems could include: mental health, domestic violence, legal, economic/financial issues, etc</p>	
F	Social Mapping in the local/national context	
	<p><i>Main goal of the activity</i> Participants know which organizations (volunteer or otherwise; local or national) which can support refugees/migrants in a variety of areas.</p> <p><i>Content</i> Volunteers get a picture of the organizations (volunteer or otherwise; local or national) that are active in their local context. They make a map of their local context, by answering the following questions.</p> <ul style="list-style-type: none"> - What organisation/initiative offers something that could be relevant to your learners? - What does your own organization offer? - Are there any partnerships between your organization and others? If so, with which one(s)? <p>Make sure the participants answer these questions for all three domains of language learning (formal education engagement, non-formal educational engagement and social engagement).</p> <p><i>Suggestion</i> Give participants instruction to make a mind map which visualizes their local context instead of describing the situation in writing.</p>	
G	Evaluation and closing of the meeting	
	<p><i>Main goal of the activity</i> Participants evaluate the meeting and reflect upon what they take home from today's meeting.</p>	

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

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