

Talk with me

Volunteer language mentors
for refugees



Curriculum for language mentors



About the Training Curriculum

Training Curriculum for Language Mentors

The **training for language mentors is very important**, because it adds professionalism and knowledge to the project. The local youth will be trained in what they do and prepared for possible situations awaiting them in the intercultural interaction with refugees. The training can be done in two full days or in separate sessions on weekends. It is up to you.

Of course **you do not have to give the training yourself**. There are plenty of people out there, who can help. You just have to pay attention to some key factors. We have developed a **training plan** that has proven to be very useful as training method for language mentors. You will find it at the end of this manual.

The core topics are about:

- Organisational Matters
- Basic knowledge about refugees and asylum procedures (in accordance to your country)
- Intercultural training
- Limits within voluntary work, Role as language mentor
- Pedagogical basics
- Local networks and networking

The following pages will give you an idea of the **core content** of each module, **where to find potential trainers**, what knowledge and skills they have to have, and **what else you have to pay attention to**.



Please note:

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Module 1 Organizational Matters & Aims of the project

In this module you can once again **present your project and your organisation**. If you have someone new to the project, make sure to have them fill in the necessary documents explained in the fifth section of this manual. Furthermore, you should give an **overview over the agenda** and the topics awaiting the participants in the training.



Module 2 Basic knowledge about refugees and asylum procedures

This module aims to give an overview over **why people flee** their home country and the **ways into the receiving country**. Furthermore, it should convey a general idea about the **local situation of refugees** and their everyday problems. In addition to that, it should contain a simple and basic explanation of the **asylum procedures of your country**.

You should plan **2 hours** for this module.

If you don't feel comfortable presenting this information yourself, you can invite people from **organisations/institutions working with refugees/migrants** on a fulltime or voluntary basis. Just make sure they are able to **outline the information in a neutral and comprehensive way based on facts** without stigmatising, belittling, or criminalising refugees.

If you have contact to **refugees already able to express themselves in your language fluently you can of course invite them and let them talk about their experiences** in your country, flight routes, asylum procedure etc. Just keep in mind that speaking about such topics can be very personal and **due to traumatic events connected to the flight very stressful for refugees**. You have to respect that some do not want to talk. If you do find someone willing and eager to share their experiences, **make sure that the audience is sensitive and respects limits**.

***Practical Hint** :A good way to do this is to agree on a sentence like “ I am sorry, but I don't want to talk about that”. Explain this sentence to both the refugee and the audience. This way the refugee has a standard and polite way to express a limit and the audience knows that upon hearing that sentence they should not enquire further and respect that limit.*

Module 3

Intercultural Training

The intercultural module sensitizes participants to **culture-related topics** and enables them to integrate **intercultural competences** in their language mentor program. The participants should learn about **non-verbal and intercultural communication** and **changing perspective**. Furthermore, the module should explain the **'iceberg model of cultures'** and **dimensions of culture** by Geert Hofstede. It was proven to be useful to compare cultures of the main countries of origin with the local culture by means of these dimensions. In addition of that, **country-specific stereotypes** should be discussed and evaluated, but at the same time the function of stereotypes should be explained.

You should plan about **4 hours** for this module.

There are plenty of intercultural trainers you can contact, if you don't feel qualified to present this module yourself. Just keep in mind that in many countries there is no standardised training for intercultural coaches and thus, **basically anyone can call themselves intercultural trainer or coach**. Therefore, you should make sure the trainer works in a **professional and interactive way**, using plenty of **hands-on examples of everyday life**, in order to provide a relevant and practical training for your participants. A good way to find a suitable trainer is to ask your friends and acquaintances if they have already participated in an intercultural training and how they liked the trainer.



Module 4

Limits within voluntary work

Role as language mentor

It is very important to **specify the role of language mentor** and **what a language mentor is not expected to do**. Furthermore, it is essential for a good relation to **clarify limits and personal boundaries**.

Role of a language mentor

Many refugees tend to ask for **help with their everyday problems** once they have built a relation of trust with their language partner. This can be very overwhelming for the language mentor, who **might not be willing or have the capacity to spend a lot of time on solving these problems**. Apart from that, local volunteers are recruited to spend time with the refugee talking, in order to increase language and conversational skills. Everything going beyond that task exceeds the role of a language mentor.

What do we expect from a voluntary language mentor? :

- Meet the language partner regularly once a week for ca. one hour
- Be interested in conversation and intercultural exchange, like giving knowledge of German related to everyday life
- Work voluntarily for a longer term

What is not part of the area of responsibility of the voluntary language mentor?

A voluntary language mentor cannot/ is not...

- Replace a German language course or an integration course (no educational experience needed)
- Do a legal consultation (you are not a lawyer for asylum law!)
- Give personal help (you are not responsible for accompanying your language partner to local authorities or to help with family problems. Furthermore you are not responsible for financial difficulties or bad housing conditions)

Many **volunteers feel obliged to help** once they hear about the difficult situation of refugees. Therefore, it is important to clarify that **there is no obligation to help** and that it is perfectly ok for the language mentors to refuse.

***Practical Hint:** It is helpful to hand out a list of local organisations and institutions helping with everyday problems, so that the language mentor can point out where the refugee can inquire for help.*

Situations of limits and personal boundaries

It has proven to be very useful to do **role plays in order to prepare participants** for situations that could happen during a language partnership **regarding limits and boundaries**. This way the future language mentors have already acted out situations in a learning environment and therefore, know how to react and what to avoid in the future. Attached to this manual you will find a **list of possible role plays**.

For the whole module you should plan **3 hours**.

If you do not have enough experiences, it is helpful to **invite people of organisations/institutions working with refugees/migrants to relate their experience** on limits in voluntary work or in working with that target group.



Module 5

Pedagogical basics

This module is designed to equip participants with basic knowledge on **how to teach their mother tongue as a second language** and **introduce the teaching material** (including the language box) developed by us and our partners.

- The **difference between first, foreign and second language** has to be explained (first language being your mother tongue, foreign language acquired in a context where the language is not commonly spoken, second language acquired in a context where the language is commonly spoken).
- The importance of a **profound knowledge of the first language and how it influences the acquisition of another language** in a positive way should be made clear.
- The following advice should be given on **how to teach** without pedagogical background:
 - Learning **process and pace is individual** (type of learner, individual character and temperament, educational background, etc.).
 - **Mistakes are expected and acceptable**. They should be corrected by means of **“corrective feedback”** (wrong sentence/word is repeated in correct way). Sometimes it is better to refrain from correction to maintain the flow of words.
 - **Do not use an internationally used language** (e.g. English) as **“bridge”**, rather try to explain what you want to say in another way.
 - **Teaching method** should be as **interactive and practical** as possible by means of role plays, everyday situations, vocabulary training as memory game, picture books etc.
 - **Keep up motivation** by setting precise goals and evaluate what goals have been reached.
 - **One learning objective per session**.
 - Initial **focus** should be laid **on learning words** and being able to speak rather than on grammar. Later, focus can be shifted to grammar and language structure.
 - **Helping people to help themselves**: use of dictionary to translate independently, methods on successful learning of vocabulary, ways of enhancing language proficiency (reading newspaper, easy books, listening to radio, watching TV in local language.)
 - Always **adapt the plan of your sessions** to the specific needs and interests of the person you work with, even if this means completely changing your initial plan. In the end, the **main impact should be on the refugee**.
- Introduction of **teaching materials** and how to work with them
- **Practical preparation**: how do I approach the first meeting?

You should plan at least **3 hours** for this module.

- If you don't feel confident about presenting this module yourself, you can ask a **teacher (best of your language as a second language)** to help you.

Explaining the differences between formal, non-formal and informal learning:

Comparison criterion	Formal Education	Non-formal Education	Informal Education
Place/ The actors that conduct the educational activities	educational institutions (schools, kindergartens, high schools, universities), institutions whose main interest is education	cultural institutions (theaters, museums, libraries, cultural spaces, etc.), non-governmental organizations, other institutions with interests in education and culture	family, media, group of friends, anyone exercising an unintended or unorganized educational influence
The qualification degree of the "educator"	qualified staff (both in teaching and in the area)	Staff qualified in different areas of activity, sometimes having teaching qualification as well	people with no specific qualification or with a sporadic one, this condition being irrelevant for the educational influence
The purposes of the education process	clearly established and gradual on stages of study/disciplines etc.	established for each activity without a long-term organization	<u>not established</u>
The content of the education	organized by years of schooling (age stages), on professional profiles	relatively organized on areas of interest	unorganized, contextual
The focus of the process	on the subject of study, on the teacher and on the teaching process	On the learner and on the learning process	nonspecific
The approach	intellectual approach	holistic approach, poly-sensorial	nonspecific
The structure	based on a fixed schedule	flexible approach	flexible approach, completely unstructured
The certification	certificates recognized at national and international level (baccalaureate diplomas, bachelor/master`s degrees, etc.), certificate of compulsory education, certificate of professional competence (for graduates of vocational education)	attendance certificate, course graduation certificate, attestations, professional or vocational certificates, which can be recognized or not Obs. Sometimes these activities are not at all certified	Without certification
The autonomy of the learner in choosing the themes / activities	low	Medium to high	high

Module 6

Local networks & networking

As explained in module four on limits in voluntary work, **language mentors will be confronted with everyday problems and questions of refugees**. However, they are not responsible for solving these problems or answering these questions. Thus, it is essential for the language **mentor to know about the local support network**, so that they can point out where the refugee can inquire for help.

This module could contain information on the following:

- Brief input regarding **set-up and maintenance of networks**
- Get to know personally potential **network partners and local offerings** regarding help for refugees
- Get to know external information and **support services in the wider region**

You should plan **2,5 hours** for this module.

To make the session more interesting and personal, it has proven to be very successful to invite **representatives of the support services and organisations** giving a short presentation of themselves and what they do.

Attached you will now find the curriculum plan for the training as well as some ideas for ice-breakers. It is very important that you create an atmosphere, where the volunteers feel welcome, appreciated and have lots of opportunities to get to know new people, interact and contribute.

Erasmus+ TALK: Training for Volunteer Language Mentors for Refugees

Erasmus+ TALK: Training for Volunteer Language Mentors for Refugees			
Title of the qualification	Volunteer Language Mentor for Refugees		Requirements / Entry Being a native speaker, open-minded, interested in people from different countries, communicative
Level of EQF		Level of NQF	
Learning Units			
Introduction	Getting to Know Each Other		
Module 1	Organisational Matters		
Module 2	Basic Knowledge about the situation of refugees and asylum procedures in your country		
Module 3	Intercultural Training		
Module 4	Boundaries within Voluntary Work with refugees		
Module 5	Pedagogical Basics and recommendations		
Module 6	Relevant local networks and networking		
	Questions & Answers		

Learning Unit 0/ Module 0		GETTING TO KNOW EACH OTHER	
<p>Objective: Volunteers get to know each other within the leaning group and start to build trust and understanding among each other</p> <p>To feel familiar, safe, to be comfortable to speak, not to feel pressed to speak, express yourself, to feel part of a group, to have trust in themselves, clarify your expectations and intentions</p>			
<p>Competences gained:</p> <ul style="list-style-type: none"> • Build up a network of like-minded persons 			
Knowledge	Skills	Attitude	
<p>Volunteers can</p> <ul style="list-style-type: none"> • Name the names of other volunteers • Describe other volunteers • Basic facts about other participants • About the organisations and its intention 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Relate to other volunteers through shared personal information • Rely on other volunteers due to shared trust and understanding • Being respectful • Being able to present yourself in a group environment • Ask questions • 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Being a motivated person and getting involved • Being open • Tolerance • Being respectful 	
<p>Methods: games as ice-breaker activities; mixed and always changing groupings during group work , name games, getting to know each other, sociometric exercises</p>			
<p>Good Practices: use of at least two interactive games (see list of examples below) rather than classic round of introductions</p>			
<p>Further Practical Hints:</p> <p>Use movement</p> <p>Role plays</p> <p>Create comfortable atmosphere, snacks, drinks</p>			

Learning Unit 1 / Module 1		ORGANISATIONAL MATTERS	
<p>Volunteers learn about the program TALK, the organisation conducting the course, their future responsibilities as language mentors, legal frameworks of the program</p> <p>Rights, role and responsibilities of volunteers and the organisation, resources available, contracts, list of participants, time sheets according to the law, safe and protections procedures etc. Contact persons, rules of the project,</p>			
Knowledge	Skills	Attitude	
<p>Volunteers can</p> <ul style="list-style-type: none"> • Describe the aims, objectives and the structure of the course • Refer to the values of the organisation conducting the course • List his responsibilities as future language mentor for refugees • Describe the legal frameworks of the course • See above 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Align his values with the course • Identify his role as language mentor for refugees • Use the support of the organisation in case of difficulties • Plan the meetings with his partner according to the course structure • To be able to organise the volunteer activity according to the framework of the program 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Understand the role and importance of herself/himself as language mentor • Respect the framework • Being responsible for what you have planned and to follow the rules • 	
<p>Methods: Short Presentation of the organisation, program; Explanation of the legal frameworks and signing of required documents, interactive discussion about role as language mentor</p> <p>Ppt and brochures of the organisation, information folder, contact details, discuss potential cases and challenges, print law regulations</p>			
<p>Good Practices: role plays of different difficult situations a language mentor could end up in</p>			
<p>Further Practical Hints:</p> <p>Instead of a power point-presentation it is much better to use flipcharts with different colours, use visual material and physical cases, present different cases from very bad and simple and all day life to showcase the possible realities</p>			

Learning Unit 2 / Module 2	BASIC KNOWLEDGE ABOUT REFUGEES AND ASYLUM PROCEDURE	
<p>Volunteers learn about the objectives of people fleeing their home country, their way into the receiving country, and the local situation and the asylum procedure in the receiving country to have a clear idea and an objective understanding about the refugees phenome in Europe and specific in your country</p> <p>Understanding the real situation and their opportunities within your country</p>		
Knowledge	Skills	Attitude
<p>Volunteers can</p> <ul style="list-style-type: none"> • Numbers of refugees here, where they live • List the objectives of people fleeing their country • Name the UN-definition of a refugee • Reason why they come • List the asylum routes to Europe • Describe the local situations of refugees • Describe the process of application for asylum in the receiving country 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Acknowledge the situation a refugee is fleeing from • Understand the everyday difficulties asylum seekers and refugees face • Understand the complications associated with the asylum procedure • Acknowledge the psychological stress possibly derived from all of the above factors for refugees • Giving an empathic answer and feedback • To being able to differentiate between fake and real news • To check information first and not take it for granted • Being able to do research work • Inform yourself from different resources 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Partly put herself/himself in the position of refugees • Comprehend the factors influencing the mind-set of a refugee • Not to judge • Not to have prejudiced • Empathy • Healthy specptism
<p>Methods: Presentation about above information</p> <p>Show websites, printed information, to watch a short movie, personal story shared by refugees, interactive sessions like What would you take? Quiz</p>		
<p>Good Practices: If the knowledge about such issues is not sufficient, the invitation of (an) expert(s) in this field is useful, not too much information, resources and references if who want to learn more</p>		

Learning Unit 3 / Module 3	INTERCULTURAL TRAINING	
Volunteers learn about the concepts of culture, intercultural dimension and how to integrate intercultural competences in their language mentor program Objective: understanding what “Culture” means and how it influences our way of thinking and behaviour		
Knowledge	Skills	Attitude
Volunteers can <ul style="list-style-type: none"> • Understand the steps of intercultural learning • Understand your own cultural background • Understanding cultural differences within your own culture and between other cultures • Intracultural differences • Understand how culture can be a source or reason of misunderstanding and conflicts • Explain the meaning of non-verbal communication • Describe the concepts of culture • Explain the cultural dimensions of Geert Hofstede • Describe cultural particularities in the Arabic-Islamic context 	Volunteers can <ul style="list-style-type: none"> • Identify the intercultural source of conflicts and misunderstanding • To be able to explain your own culture to others • Use methods of self-reflection • Identify his own position within culture • Understand the cultural particularities of his language partner • Adapt to intercultural differences 	Volunteers can <ul style="list-style-type: none"> • Employ intercultural competences • To be aware of cultural differences and act accordingly • To be open minded • Being tolerant • Not to judge a person on his/her origin • Tolerance to ambiguity • To learn from the others and their cultural knowledge etc.
Methods: Presentation, Role Plays, Discussion in groups, ice berg model exercise with brainstorming, treasure hunt about the “ steps of intercultural learning” , powerpoint, game “Derdia”, “Ball game”, explaining cultural dimension according to Hofstede and using examples in similar situations, Romanina ppt.		
Good Practices: Employ as many easy to grasp examples as possible, the closer the context to the refugee/language mentor theme the better The training should be provided by someone with experience with working with migrants and refugees To explain important gestures etc. of misunderstanding (e.g. pointing at someone, touching, closeness ...)		

Learning Unit 4 / Module 4		Boundaries WITHIN VOLUNTARY WORK	
<p>Volunteers learn about the importance of personal limits and the acknowledgement of limits concerning responsibility and competence</p> <p>To understand and behave and accept the boundaries of yourself, the beneficiary, your role and your volunteer work</p>			
Knowledge		Skills	
<p>Volunteers can</p> <ul style="list-style-type: none"> • Explain her/his role as language mentor • Describe the limits of voluntary work • Name difficulties that could arise in the context of the language program • Differences of boundaries, concerning yourself, the refugees, of your role and professional and voluntary work 		<p>Volunteers can</p> <ul style="list-style-type: none"> • Understand and solve possible conflicts • Comprehend the intentions of refugees possibly asking for more than language training • To identify your own boundaries and limitations and all the other boundaries 	
		Attitude	
		<p>Volunteers can</p> <ul style="list-style-type: none"> • Identify and voice her/his limits • Acceptance of boundaries • Internalise your role • 	
<p>Methods: Presentation and Role Plays; Possible: Invitation of other organisations, former language mentors etc. to explain their intercultural experiences and voicing of limits, circle, introspection/self-reflection, group work, silent floor (RO): people write their limitations on separate paper, we put the papers on the floor or stick them on a wall and give people the time to read them and reflect them and afterwards we reflect the limitation, case studies</p>			
<p>Good Practices: The role plays are very important to “already have been” in a difficult situation and having found a solution for it, use case studies from real experiences</p>			
<p>Further Practical Hints:</p> <p>To be careful about the sharing their own boundaries, some must be complete individually, they don’t need to share personal limitation with the group, only if you want, and you need to explain this rule at the beginning of the training.</p> <p>The session must be positive in general and not to focus on the limitations on the negative side, but to strengthen the knowledge, that it is good to know your limitations and role and volunteer work, not to “overburden” them and that will take of a lot of pressure</p>			

Learning Unit 5 / Module 5		PEDAGOGICAL BASICS	
<p>Have some competences to “transfer” your own language,</p> <p>Volunteers learn about basic toolshow to teach German as a second language</p> <p>Learning how to use the language mentor box</p> <p>Being able to choose the right methods and material in accordance with the learning objectives, your mentee and his/her needs and demands, your own abilities and interests, time frame, the space and resources</p>			
Knowledge	Skills	Attitude	
<p>Volunteers can</p> <ul style="list-style-type: none"> • To make the difference between formal, non-formal and informal education • Principles of formal, non-formal and informal education • Know different methods and ways of delivering non-formal and informal learning • Present the toolbox • Getting to know the material presented in the toolbox • Differentiate between first, second and foreign language • Explain basic methods of teaching 	<p>Volunteers can</p> <ul style="list-style-type: none"> • To implement informal and non-formal methods • Prepare the first meeting • Organise further lessons and work adequately with teaching materials • Usage of the material provided • Being creative to integrate all day things into the language meetings • Collecting and developing new material • Identify the needs and demands of your mentee • To choose an appropriate method for your mentee 	<p>Volunteers can</p> <ul style="list-style-type: none"> • Fulfil their role as language mentor • Feel secure about your function as a language mentor • To adapt to the needs and demands of your mentee • Trust in yourself and abilities • Being more flexible and creative 	
<p>Methods: Presentation, group work “e.g. providing them all day material like advertisement material and they have to plan a session, or plan your first session or on specific topics: in order to brainstorm; brainstorm of non-formal methods they know, “fish method”, presentation with carousel</p>			
<p>Good Practices: Practical Unit: Planning the first meeting</p>			

Learning Unit 6 / Module 6		LOCAL NETWORKS AND NETWORKING	
Volunteers learn about how to access support			
Knowledge	Skills	Attitude	
Volunteers can <ul style="list-style-type: none"> • Knowing how to research of existing local network institutions for certain problems • List of institutions • Map of services/opportunities available within the community and can be used also by refugees 	Volunteers can <ul style="list-style-type: none"> • Gain further information by accessing the local network • Find out new and other resources • Inform your mentee how to find out this information themselves • Drawing boundaries in an assertive way 	Volunteers can <ul style="list-style-type: none"> • In case of need, set up contact to the appropriate organisation • Access local support networks • Not feeling responsible for all problems • Drawing boundaries in a nice way • Not feeling responsible for everything and every problem but being assertive at the same time and empowering the mentee 	
Methods: Presentation, list of organisation, Possibly: Invitation of network partners to present their organisation, drawing a network plan, case studies			

Day 1 – DATE			
Session 1 → Module 0: “GETTING TO KNOW EACH OTHER”			60 min
Objectives of the training session: Volunteers get to know each other within the leaning group and start to build trust and understanding among each other			
Knowledge	Skills	Competences	
Volunteers can <ul style="list-style-type: none"> Name the names of other volunteers Describe other volunteers 	Volunteers can <ul style="list-style-type: none"> Relate to other volunteers through shared personal information Rely on other volunteers due to shared trust and understanding 	Volunteers can <ul style="list-style-type: none"> Build up a network of like-minded persons 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Name game as ice breaker activity (a list of variations for ice breaker activities is attached at the end of the document)	Each participant says his/her name and a quality describing him/herself that starts with the same letter as the name	No materials needed	15 minutes
„Me as a voluntary language mentor”	Divide group into couples, who will talk to each other for 10 minutes. Later one of the couple explains, what’s the talent of his/her interview partner in order to be a good language mentor. The trainer will collect the answers and will group them. In an overview the trainer will show, that the talents might differ, why some can be a good language mentor. But you defintaly you need someone, who is a native speaker, is open minded and tolerant, like to get to know people from different countries.	non	45

Day 2 – DATE			
Session 1 → Module 1: “ORGANISTORIAL MATTERS”			2 hours
Objectives of the training session:			
Volunteers learn about the program TALK, the organisation conducting the course, their future responsibilities as language mentors, legal frameworks of the program			
Knowledge	Skills	Competences	
Volunteers can <ul style="list-style-type: none"> Describe the aims, objectives and the structure of the course Refer to the values of the organisation conducting the course List his responsibilities as future language mentor for refugees Describe the legal frameworks of the course 	Volunteers can <ul style="list-style-type: none"> Align his values with the course Identify his role as language mentor for refugees Use the support of the organisation in case of difficulties Plan the meetings with his partner according to the course structure 	Volunteers can <ul style="list-style-type: none"> Understand the role and importance of herself/himself as language mentor 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Presentation of the organisation	Short overview over the aims and values of the organisation and the program	PowerPoint of the organisation and the program TALK	20 min
Presentation of legal frameworks	Explanation of legal documents required, Collection of filled in documents	Legal Documents	40 min
Discussion of expected role as language mentor	Explanation of expected behaviour and responsibilities of the language mentors, the refugees and the organisation Mention of on-going support through the organisation		60 min

Day 3 – DATE			
Session 1 → Module 2: “BASIC KNOWLEDGE ABOUT REFUGEES AND ASYLUM PROCEDURES”			1 hour
<p>Objectives of the training session:</p> <p>Volunteers learn about the objectives of people fleeing their home country, their way into the receiving country, and the local situation and the asylum procedure in the receiving country</p>			
Knowledge	Skills	Competences	
<p>Volunteers can</p> <ul style="list-style-type: none"> List the objectives of people fleeing their country Name the UN-definition of a refugee List the asylum routes to Europe Describe the local situations of refugees Describe the process of application for asylum in the receiving country 	<p>Volunteers can</p> <ul style="list-style-type: none"> Acknowledge the situation a refugee is fleeing from Understand the everyday difficulties asylum seekers and refugees face Understand the complications associated with the asylum procedure Acknowledge the psychological stress possibly derived from all of the above factors for refugees 	<p>Volunteers can</p> <ul style="list-style-type: none"> Partly put herself/himself in the position of refugees Comprehend the factors influencing the mind-set of a refugee 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
<p>Presentation of basics about asylum and refugees</p>	<p>Overview over current refugee situation (reasons for flight, main countries of origin, ages groups of refugees, main routes of flight, main countries of arrival)</p> <p>UN Definition of “Refugee Status”</p> <p>Situation in the arrival country (overview over asylum procedure, overview over asylum applications in the last years)</p> <p>Explanation of everyday problems of refugees</p>	<p>PowerPoint</p>	<p>60</p>

Day 4 – DATE			
Session 1 → Module 3: “INTERCULTURAL TRAINING”			4 hours
Objectives of the training session: Volunteers learn about the concepts of culture, intercultural dimension and how to integrate intercultural competences in their language mentor program			
Knowledge	Skills	Competences	
Volunteers can <ul style="list-style-type: none"> • Explain the meaning of non-verbal communication • Describe the concepts of culture • Explain the cultural dimensions of Geert Hofstede • Describe cultural particularities in the Arabic-Islamic context 	Volunteers can <ul style="list-style-type: none"> • Use methods of self-reflection • Identify his own position within culture • Understand the cultural particularities of his language partner 	Volunteers can <ul style="list-style-type: none"> • Employ intercultural competences 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Practice 1: “Assessment”	Method should make people aware of how it feels like when someone judges them. The participants should be able to understand how one tends to infer the character of a person from his/her outer appearance Explanation of “iceberg model”	Assessment Sheet Iceberg Picture	45
Practice 2: “Take a look”	A situation is presented: e.g. someone limps with his leg to show that his/her foot is hurting. Another person wonders why and the injured person explains that he/she has hurt his/her foot by playing football. The other person approaches the injured person and helps him to go home The whole situation is silent, which means the persons communicate through gestures or facial expressions	Instruction sheets	30

<p>Practice 3: “Stereotyped Thinking”</p>	<p>Two pictures are presented, one stimulating negative assumptions, the other positive</p> <p>Conclusion: The pictures belong together</p> <p>Explanation of model “Culture as an onion”, “Culture as chest of drawers”</p> <p>Explanation of importance of stereotypes for complex world</p> <p>Brainstorming of stereotypes about German culture</p>	<p>Powerpoint</p> <p>Flipchart with the model</p> <p>Moderation cards and board, pins</p>	<p>30</p>
<p>Presentation of Cultural Dimensions of Geert Hofstede</p>	<p>Explanation of the Cultural Dimensions of Geert Hofstede, especially in regard to Islamic-Arabic Culture</p> <p>Power Distance</p> <p>Masculinity vs. Femininity</p> <p>Collectivism vs. Individualism</p> <p>Uncertainty avoidance index (Long term vs. short term orientation)</p> <p>Directness vs. Indirectness in Communication</p> <p>Concept of Time</p>		<p>90</p>
<p>Practice 4: Discussion about gender discourse in society</p>	<p>Discussion about how participants see the role of men and women in our society. Which typical roles hold men, which typical roles hold women?</p>		<p>45</p>

Day 5 – DATE			
Session 1 → Module 4: “LIMITS WITHIN VOLUNTARY WORK”			3 hours
Objectives of the training session: Volunteers learn about the importance of personal limits and the acknowledgement of limits concerning responsibility and competence			
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> Volunteers can Explain her/his role as language mentor Describe the limits of voluntary work Name difficulties that could arise in the context of the language program 	<ul style="list-style-type: none"> Volunteers can Understand and solve possible conflicts Comprehend the intentions of refugees possibly asking for more than language training 	<ul style="list-style-type: none"> Volunteers can Identify and voice her/his limits 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Input	Trainer is providing information on boundaries	Flipchart	30 min
Question round	Ask participants about their personal boundaries, cluster them and link it to different spheres of boundaries	Cards, pens and pins moderation board	60 min
Discussion of role as language mentor	Handing out of possible difficult situation that could occur during the language mentoring program Discussion of possible solutions	Descriptions of critical situations	1,5 hour

Day 6 – DATE			
Session 1 → Module 5: “PEDAGOGICAL BASICS”			3 hours
Objectives of the training session: Volunteers learn about basic pedagogical tools how to teach German as a second language			
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> Volunteers can Differentiate between first, second and foreign language Explain basic methods of teaching 	<ul style="list-style-type: none"> Volunteers can Prepare the first meeting Organise further lessons and work adequately with teaching materials 	<ul style="list-style-type: none"> Volunteers can Fulfil their role as language mentor 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Presentation of pedagogical basics	Explanation of difference between first, second and foreign language	Flipchart with the differences	15
Presentation of pedagogical basics	Presentation of basic teaching methods	Moderation cards and supporting materials of the different methods	30
Practical Unit	Practical planning of first meeting between language partner and refugee		1,5 hour
Presentation of teaching material	Bringing a box with different material and explaining how to use them in teaching	Toolbox with supporting material (e.g. books, games, brochures, material)	45 min

Day 7 – DATE			
Session 1 → Module 5: “LOCAL NETWORKS AND NETWORKING”			2,5 hours
Objectives of the training session: Volunteers learn about how to access support networks (in case of need, how to set up and maintain a local network)			
Knowledge	Skills	Competences	
<ul style="list-style-type: none"> Volunteers can Name existing local network institutions 	<ul style="list-style-type: none"> Volunteers can Gain further information by accessing the local network 	<ul style="list-style-type: none"> Volunteers can In case of need, set up and maintain a network Access local support networks 	
Methods			
Title of method	Short description of method	Materials needed	Time needed
Presentation of existing network	Collect all possible problems which might occur (e.g. legal guidance, job orientation and search, leisure-time activities). Do a mind-map with them and asks participants: what kind of organisation, person, authority can help to solve existing problems Possibly: Invitation of network partners to present their organisation and services	Flipchart Projector and laptop if needed by cooperation partners for their presentations	2,5 hours