

Lay Teachers

Supporting non-professional teachers to introduce
refugees to national languages

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101. LAY TEACHERS Training Guide on Introducing refugees to national languages



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1. Introduction

LAY TEACHERS project aims to help non-professional teachers (also known as Lay Teachers) providing them with innovative non-conventional teaching learning methods and resources, tailor made to introduce migrants, refugees and people seeking asylum to the national languages, improving access to adult learning.

Lay Teachers are nonprofessional instructors who are not certified or fully trained according to the standards of the area or country. They can avoid the usual traps for professional teachers giving school-type language classes for refugees. This opens thus the path for pedagogical innovation. They can set up also non-conventional learning environments, like non-formal and informal learning.

To achieve these aims, the consortium has developed the following results:

1. Training Guide on introducing migrants and refugees to national languages

A syllabus addressed to non-professional teachers and volunteers working with adult education providers and civil society organisations.

2. Online Platform of Open Educational Resources on introducing migrants and refugees to national language

This platform provided access to information, tools and innovative resources, and supports online ICT-based educational delivery. The platform includes:

- An Online Digital Database of resources.
- Theoretical and pedagogical bases
- Blended Learning course (B-Learning), combining Innovative e-learning contents with practical face to face activities.

3. Guidelines and Recommendations on introducing migrants and refugees to national languages In Adult Education.

A coherent set of practical recommendations on introducing migrants and refugees to national languages in Adult Education.

The project has been conducted by a consortium of six partners from five European countries:

INFODEF (ES)	Instituto para el Fomento del Desarrollo y la Formación
LBP (ES)	Asociación La Bien Pagá Espacio Escénico
CPIP (RO)	Centrul Pentru Promovarea Invatarii Permanente Timisoara Asociatia
IASIS (EL)	IASIS
CEIPES (IT)	Centro Internazionale per la Promozione dell'educazione e lo Sviluppo Associazione
INQS (IR)	Innoquality Systems Limited

2. The Training Guide: approach to the LAY TEACHERS Learning Units

LAY TEACHERS Training Guide on Introducing refugees to national languages provides a syllabus addressed to non-professional teachers and volunteers working with adult education providers and civil society organisations, to facilitate the introduction of migrants and refugees to national languages.

The Training Guide provides a quick reference on teaching-related information on how can be planned an efficient and effective curriculum on the introduction of migrants and refugees to national language. That is, an extensive guide about skills to be included in a flexible curriculum for each step of the process.

Thus, this output will facilitate the recognition of competencies in different countries, supporting the mobility of non-professional teachers and volunteers across Europe and promoting lifelong learning, skills certification and training credits.

The process to develop this Training Guide implied the partners' contribution as following:

- Setting up of a Theoretical Framework analysing European and national qualification frameworks
- Definition of the Competence Framework required and creation of Units of Learning
- Development of Learning Outcomes expressed in term of Knowledge, Skills and Responsibility and Autonomy

The identification and definition of Units of Learning Outcomes has been designed following the EQF and ECVET guidelines and principles. The present Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and accessible through the project website.

Description of the elements included in the Curriculum

Aim

Overall description of the purpose, intention or objective of the Unit of Learning

Performance Criteria

Standards by which an individual is considered competent in each particular Unit of Learning. That is, a very brief description of those actions an individual need to demonstrate in the required field of competence after completion of the Unit of Learning.

Learning Outcomes

- **Knowledge**
Collection of facts, principles, theories and practices related to the field of studies or professional activity
- **Skills**

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be **cognitive** (use of logical, intuitive or creative thinking) or **practical** (implying manual skill and the use of methods, materials, tools and instruments)

- **Responsibility and Autonomy**

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility

LAY TEACHERS Training Guide is aimed at **EQF level 4**

Qualification level	Knowledge	Skills	Responsibility and Autonomy
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change. Supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities.

External Resources

Set of available resources which may help to achieve the foreseen actions (some examples have been included in the Learning Units)

3. Units of Learning Outcomes

U1. Introducing national language to migrants

U2. Active Learning Pedagogies

U3. Participatory Training methodologies and techniques

U4. Cultivating language acquisition in advance of classroom learning

U5. Non-formal methods for introducing culture and language

U6. Lay Teachers competence identification and evaluation

Unit 1: Introducing national language to migrants

Aim

To improve the beneficiaries' communication skills through innovative linguistic methodologies, tools and techniques that will be constructed with simple and clear way, in order to respond to the daily requirements of the target group

Performance criteria

Equip the beneficiaries with innovative linguistic tools suitable for their requirements and directly responding to their needs.

Understand the National language and its characteristics.

Assist the beneficiaries to empower their communication skills and to help them to understand the deeper meaning of the connection between the Language and the Culture: the "Language" variable determines the way of living and behaving in a social system that is affected also by influences from other "Cultures"

Learning Outcomes

Knowledge		Skills	Responsibility and Autonomy
	<p>K1. Basic knowledge on linguistic methodologies for facilitating the communication process.</p> <p>K2. Fundamentals on determine what are the characteristics of a Lay teacher.</p> <p>K3. Have basic knowledge of how language promotes interculturality and raises awareness regarding cultural characteristics from different cultural backgrounds.</p> <p>K4. Be aware of good practices in National and International level, regarding the educational initiatives that are applied to each partner country.</p>	<p>S1. Apply these linguistic methodologies during the collaboration process, in order to find out their functionality.</p> <p>S2. Identify the main term of a Lay teacher, securing in this way the title to those who meet the necessary prerequisites for calling themselves as Lay teachers.</p> <p>S3. Exploit the knowledge of how language is related to the promotion of cultural elements, in order to raise awareness on how other cultures affect the social system and how this influence is visible through verbal or non- verbal communicational signs.</p> <p>S4. Suggest possible new educational initiatives that can be applied to a local context or take advantage of the already existing learning environments for improving the communication skills of the beneficiaries.</p>	<p>C1. Promote the basic idea of these linguistic methodologies to other contexts or target groups, for testing their practical application.</p> <p>C2. Evaluate the others' characteristics, in order to check the probability of being Lay teachers.</p> <p>C3. Instruct others on being able to recognize the cultural elements during the communication process, to understand the verbal/non-verbal signs that are affected by other cultural influences.</p> <p>C4. Assume responsibility on demonstrating the good practices and the existing initiatives to others (relevant target groups, stakeholders, etc.).</p>

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet

Unit 2: Active Learning Pedagogies

Aim

To transfer to the targeted group (non-professional Second Language Literacy teachers working with migrant population) the necessary knowledge to apply innovative pedagogical approaches like Active-based Learning to engage learners as active participants in the learning process.

Performance criteria

Understand training as a process of growth and discovery aimed not just at 'knowing more' but at 'behaving differently'.

Consider the whole social context and past history when they try to understand realities of their situation.

Develop learner-centred approach perceiving language learners as social actors engaged in tasks that are part of a larger social context (and not exclusively focused on language)

Increase capacity to observe, criticise, analyse, and figure things out of one's own particular view.

Reinforce non-formal education experience as on-going process in which both trainers and trainees learn from each other.

Learning Outcomes

Knowledge		Skills	Responsibility and Autonomy
	<p>K1. Fundamentals on Paulo Freire's Pedagogy (Culture of Oppression, Banking Concept of Education, Conscientization and empowerment, etc.) applied to migrant population situation and problematic.</p> <p>K2. Basic knowledge on diversity management and intercultural relationships (minority and majority groups).</p> <p>K3. Knowledge on Active Learning: as a learner centred pedagogy, and as an instructional method.</p> <p>K4. Knowledge of the concept and values of non-formal learning as an educational practice.</p>	<p>S1. Identify and understand the individual prospects of a specific situation and in different contexts, drawing on the appropriate modes of action.</p> <p>S2. Apply and deal with principles of emancipatory / empowerment pedagogy.</p> <p>S3. Identify/analyse learners' needs to adjust the educational approach.</p> <p>S4. Readiness to challenge one's views on the educational approach with regard to the socio-political context of the learners.</p> <p>S5. Establish supportive and equal relationships, learning from others in an informal and sustainable way.</p>	<p>C1. Understand identity, culture and related aspects and dimensions from different perspectives.</p> <p>C2. Develop educational programmes based on Active learning pedagogy</p> <p>C3. Help to learn with and from others with adequate methods focus on learners.</p> <p>C4. Communicative language competences: Linguistic (lexical, grammatical, semantic, orthographic); sociolinguistic (linguistic markers of social relations, politeness conventions), etc.</p> <p>C5. Develop an educational approach based on formal, non-formal and informal education principles.</p>

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet

Unit 3: Participatory Training methodology and techniques

Aim

To acquire a training approach that emphasises more on learning than on training, and encourages learners to voice their own ideas and explore ways to solve their problems, investigate their own reality on the basis of their own experience

Performance criteria

Develop a learner-centred approach: build up critical consciousness, examine one's values, attitudes and orientations, 'unfreeze' set notions and patterns of behaviour, and question, re-think and re-learn.

Plan and design educational activities based on participatory training methodology: Select and design adequate participatory training method and techniques to teach literacy to migrant population.

Act as facilitator through the learning process: learners as active participants in the educational process, their needs and questions, reflection and analysis, and strategies for change carry out the process forward.

Create a learning environment providing opportunities to learners to use their abilities, applying participatory training methodologies to raise consciousness, independent thought and inquiry to increase their capacity to manage their lives and discover themselves as agents of change.

Learning Outcomes

Knowledge		Skills	Responsibility and Autonomy
	<p>K1. Fundamentals on participatory training concept, principles and process (phases: Pre-training or designing training; During training, individuals active participate in the learning process and feedbacks assess the effectiveness of the workshop; and Post-training: to follow up and report the final conclusions of learning process)</p> <p>K2. Extended knowledge about and methods to encourage creativity, problem solving and 'out-of-the-box' thinking and facilitation techniques.</p> <p>K3. Languages and theory of communication (Intercultural communication).</p> <p>K4. Knowledge of the principles and mechanisms of feedback to collect information to analyse needs and demands.</p>	<p>S1. Plan: develop clear goal, design an appropriate program and select appropriate methodology in accordance with the targeted group.</p> <p>S2. Ability to facilitate groups</p> <p>S3. Analyse and synthesise information</p> <p>S4. Identify, adapt or create an appropriate participatory method</p> <p>S5. Ability to evaluate other people's interests and demands.</p> <p>S6. Ability to adjust to a changing training situation.</p> <p>S7. Communication skills: active listening, paraphrasing, positive reformulation, presenting information using clear and concise language, etc.</p>	<p>C1. Understand and facilitate individual and group learning processes</p> <p>C2. Select, adapt or create appropriate methods.</p> <p>C3. Create a safe, inspiring learning environment.</p> <p>C4. Understand and facilitate group dynamics in a way that is conducive to different ways of learning.</p> <p>C5. Stimulating active participation and motivating and empowering learners.</p> <p>C6. Promoting creativity, problem solving and 'out-of-the-box' thinking.</p> <p>C7. Identify and analyse of learning needs to apply them in the training design</p> <p>C8. Communicate meaningfully with others</p> <p>C9. Communicative language competences.</p>

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet

Unit 4. Cultivating language acquisition in advance of classroom learning

Aim

To provide the learner with clear guidance and best practice on how to optimally support the acquisition of language during the early stages of language learning in an informal setting

Performance criteria

Upon completion of this unit the learner will possess a clear understanding of the early stages of language learning; the silent stage, early production and speech emergence and how to best support individuals at this stage of language acquisition in an informal setting..

Learning Outcomes

Knowledge		Skills	Responsibility and Autonomy	
	<p>K1. Basic knowledge of the early stages of language learning; the silent stage, early production and the speech emergence stage.</p> <p>K2. Fundamentals of the linguistic capabilities and their consequences of individuals during the early stages of language learning.</p> <p>K3. Extended knowledge about how to best support language acquisition during the early stages of language learning in an informal setting.</p>	<p>S1. Analyse accurately the linguistic capability of an individual in the early stages of language in an informal setting.</p> <p>S2. Identify the specific stage of early language learning.</p> <p>S3. Apply the appropriate support methods support methods for language acquisition at each stage of early language learning in an informal setting.</p> <p>S4. Develop the awareness of individuals experiencing the early stages of language learning including self activated learning methods.</p>		<p>C1. Understands how to optimally cultivate language acquisition at each stage of early language learning.</p> <p>C2. Understands the comprehensive realities of individuals at each stage of early language learning.</p> <p>C3. Understands how to hold empathy for individuals at each stage of early language learning.</p> <p>C4. Can promote the acquisition of language learning in an informal learning setting.</p> <p>C5. Can utilize a range of best practice methods to support an individual's traversing the early stages of language learning.</p>

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet

Unit 5. Non-formal methods for introducing culture and language

Aim

Introduce to the main concepts of culture, intercultural sensitivity, cultural differences and illustrations of stereotypes; to improve the knowledge and awareness of other cultures, to recognize and analyze intercultural challenges, and foster cooperation across cultures. Introduce to the main concepts of cultural communication in order to adapt behaviours and communication styles to a specific context.

Performance criteria

Recognize and analyze intercultural challenges

Learn communication process with other cultures

Engage with different cultures by exchanging emotions and interacting experiences

Deal with a conflict situation

Explore own potential and creativity through the dialogue on cultural values and customs

Practice with a wide list of exercises on language barriers

Explore ways to solve communication dilemmas

Learning Outcomes

Knowledge	Skills	Responsibility and Autonomy
<p>K1. main concepts of culture and intercultural sensitivity, cultural differences and illustrations of stereotypes</p> <p>K2. knowledge and awareness of other cultures</p> <p>K3. explore interactive model of communication and conflict management styles</p>	<p>S1. identify relationship to environment, concepts of time and space</p> <p>S2. identify intercultural competences, understand the context and engage with different cultures</p> <p>S3. reflect and discuss on a number of key areas including language, beliefs, culture & society, social etiquette and customs, business protocol & work culture of a specific country</p> <p>S4. increase capacity to adapt behaviors and communication styles to a specific context</p> <p>S5. develop skills in communication and working in synergy with others</p> <p>S6. increase the capacity to manage and discover themselves through the others</p>	<p>C1. recognize and understand a vast unexplored region of the human behaviour</p> <p>C2. discuss some theories on communicating in intercultural situations and creating cooperative action across cultures</p> <p>C3. reflect on own cognitive and emotional competence, as well as intercultural desire & learning</p> <p>C4. develop the aptitude to communicate effectively and appropriately in different interactive situations</p> <p>C5. improve own inter-cultural awareness and gain competencies on how to react in such situations</p> <p>C6. able to facilitate group development and understanding of differences</p> <p>C7. trigger a cooperative atmosphere with final beneficiaries</p>

External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet

Unit 6: Lay Teachers competence identification and evaluation

Aim

Research in developmental psychology proves that adult learning capacity is maintained, with adults having other motivations and other needs for choosing to engage in learning. Because it has to assume and change social roles, the adults need to know why they are learning something, what they want to learn by experimenting, they learn when the subject is a value for them with immediate applicability, and they will certainly be more interested in the topics which refer to their profession or their personal life.

Performance criteria

Demonstrate not only a basic level knowledge of the corresponding content of the subject to their teaching programs, but also specific competencies that enable them to guide and facilitate the training of others. A “trainer” must also have a perfect reputation, moral integrity, professional discipline, and information technology application / utilization skills.

Be aware that the performance of the training largely depends on the trainer's professional identity. Such an identity is inconceivable without a strengthening of training capacities, which is why a trainer in adult education, regardless of the field of activity, needs to self-assess and form continuously.

Be aware of the diversity of the roles they can accomplish within an institution / organization at a given moment, which will allow continuous capacity development and professional advancement.

Increase the professionalism and accountability of those involved in the learning process depends to a large extent on the proper organization and conduct of the training process, in line with the educational needs of adults, centered on modern training technologies and active-participatory methods.

Learning Outcomes

Knowledge	<p>K1. Basic knowledge on mathematical, scientific, technological literacy and digital competences</p> <p>K2. Fundamentals on communication in a foreign language(spoken by the audient/students) and communication in mother tongue</p> <p>K3. Extended knowledge about interpersonal, civic competences and cultural expression</p>	Skills	<p>S1. Analyse and design training programs and activities based on the identification of the training needs and demand in the field of activity in which they engage</p> <p>S2. Identification and awareness of the formative aspect of the activities aimed at the personal development of the learners</p> <p>S3. Apply co-operative teaching and learning within the classrooms</p> <p>S4. Develop capacities to cope constructively in the face of unforeseen / difficult events; the learning to learn concept</p>	Responsibility and Autonomy	<p>C1. Understand your own culture and sense of identity as a basis of respect and open attitude towards the diversity of cultural expression</p> <p>C2. Promote the interest of communicating (interacting) with others</p> <p>C3. Help students to find ways to overcome learning obstacles, to articulate their values and to find their voice</p> <p>C4. Contribute to the direction of learning and introduces a note of interactivity, necessary within this learning</p>
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External Resources

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Online Platform, media, Internet
- <https://www.slideshare.net/kentjoy93/professional-and-non-professional>