



# Introduction to the selection tools

September 2018

## Introduction to the selection tools

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](http://www.languagevolunteers.com)

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

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## **Selection tool**

### *Typology of volunteers*

September 2018

Interview should be carried out by the co-ordinator very carefully. It should be explained to the interviewee that s/he can refuse to answer questions s/he sees as too personal. It should also be explained that all personal data will be handled according to the national data protection regulations.

On the basis of answers a coordinator can select the suitable volunteer role and match learner and individual volunteer.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### **Part A: Volunteer features**

1. Gender:  
 F  
 M
2. Age: \_\_\_\_\_ years
3. Which attributes best describe your personality (more options are possible):  
 Reliable  
 Patient  
 Tolerant  
 Emphatic  
 Flexible  
 Open minded  
 Well organised  
 Self-reflective  
 Opened to guidance  
 Respectful  
 Other (please specify): \_\_\_\_\_

#### **Part B: Experiences, skills and competences**

4. Experience as a volunteer  
 Yes (please specify): \_\_\_\_\_  
 No
5. Experience with migrants  
 Yes (please specify): \_\_\_\_\_  
 No

6. Experience with language support

- Yes (please specify): \_\_\_\_\_  
 No

7. Experience with coaching

- Yes (please specify): \_\_\_\_\_  
 No

8. Previous relevant training

- Yes (please specify): \_\_\_\_\_  
 No

9. Knowledge/proficiency level in other languages (write language and mark level):

Level \ Language(s)	e.g. English			
some knowledge (words and phrases)				
can communicate in a simple way	X			
can communicate well				

10. Level of digital skills

- not developed  
 low-developed  
 mid-developed  
 well developed

**Part C: Setting and type of support**

11. Setting of desired support

- Formal education engagement  
 Non-formal education engagement  
 Social engagement

12. Type of desired support – only for non-formal and social engagement (more options are possible)

How:

- one-to-one  
 group: fixed  
 group: drop-in  
 no preferences

Where:

- At learner's home
- At my home
- Community setting
- At learner's workplace
- Other (please specify): \_\_\_\_\_

Your strengths in language support:

- Repeating/practising classroom contents, homework
- Oral interaction, conversation
- Practising reading
- Practising writing
- Social support (help with letters, obtaining services ...)
- Support at work
- Other (please specify): \_\_\_\_\_

13. Preferred learner(s) (e.g. regarding gender, age, hobbies ...):

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14. What would you like to learn, which skills for language learning support would you like to develop?  
(e.g. working with non-literate migrants, digital skills):

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14. When are you available? How much time do you have for volunteering?

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## **Selection tool**

### *Typology of learners*

September 2018

The interview should be carried out by the co-ordinator. It should be explained to the interviewee that s/he can refuse to answer questions s/he sees as too personal. It should also be explained that all personal data will be handled according to the national data protection regulations.

On the basis of the answers given the coordinator will select a suitable volunteer role and match learners and individual volunteers.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Part A: Learner features

1. Gender:
  - F
  - M
2. Age: \_\_\_\_\_ years
3. Time spent in host country (in months, years): \_\_\_\_\_
4. Period of time you want to spend in the host country:
  - Long-term (please specify): \_\_\_\_\_
  - Short-term (please specify): \_\_\_\_\_
  - Transit (please specify): \_\_\_\_\_
5. L2 (host country) contact (more options are possible):
  - At home with partner
  - With own children
  - At children's school
  - Socialising (with friends, neighbours)
  - At work
  - During study, at school
  - During free-time (leisure activities)
  - TV
  - Internet
  - Books/newspaper
  - Using (public) services (e.g. shopping, at the doctor ...)
  - Other (please specify): \_\_\_\_\_
  - No contact

**Part B: Skills and competences**

6. L1: \_\_\_\_\_

7. Literacy level in L1

- Non-literate (cannot read and write)
- Low literate (can read simple texts, can write short messages)
- Literate (can read and write)

Which script? \_\_\_\_\_

8. Level of proficiency in L2 (host country)

- No knowledge of L2
- Some knowledge of L2 (words and phrases)
- Can communicate in L2 in a simple way
- Can communicate well

9. Proficiency level in other languages (write language and mark level):

Level \ Language(s)	e.g. English			
some knowledge (words and phrases)				
can communicate in a simple way	X			
can communicate well				

10. Educational background (~~grade of autonomy in learning~~):

- non-educated (no school)
- low-educated (elementary school)
- mid-educated (high school)
- well educated (higher education)

11. Level of digital skills

- None
- Minimal
- Some
- Well developed

What do you do with your electronic devices (e.g. Facebook, Skype, online banking)?

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<b>Part C: Learning goals and learning context</b>
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12. Learning goals (more options are possible)

- Initial literacy
- Engagement with public services
- Child support
- More social contact (get to know people)
- Family reunion
- Further study
- Work
- Finding work
- Citizenship
- Cultural awareness
- Other (please specify): \_\_\_\_\_

13. Setting of desired language learning (more options are possible):

- In formal environment
- In non-formal environment
- Through socialising

14. Type of support asked for – only for non-formal and social engagement (more options are possible)

How:

- one-to-one
- group: fixed
- group: drop-in
- don't know

Where:

- At home
- Community setting
- Workplace
- Other (please specify): \_\_\_\_\_

Focus:

- Repeating/practising classroom contents, homework
- Oral interaction, conversation
- Practising reading
- Practicing writing
- Social support (help with letters, in daily communication in children's school, at the doctor, in the store ...)
- Support at work
- Other (please specify): \_\_\_\_\_

Preferred volunteer (e.g. regarding gender, age, hobbies, etc.)

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