



# Language Buddy

Supporting language learning of migrant children and young adults  
through language buddies

## T3.2. Training Curriculum

### **Module 7:** **The LB Model & the LB** **System for Incorporating** **the Model into HEIs**



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## Training Module Authors' list

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## Introduction

The Training Course is an integral component of the Language Buddy Training Project. Developed collaboratively by project partners, the course comprises 40 hours of learning, structured across 8 modules. The primary objective of this module is to equip higher education institution (HEI) students with the knowledge, skills, and tools necessary to effectively mentor migrant and refugee secondary school students in language learning and social inclusion, utilizing the Language Buddy (LB) Model.

It is important to emphasize that the project partners recognize the diverse cultural needs and contexts of participants. As such, this document is designed to provide guidance and support to partners in implementing and adapting the proposed activities to align with their local environments.

## Module 7

- This **module consists** of four (4) lessons.
- **Duration of the Module:** 5 hours.
- **Learning Objective:** The primary goal of Module 7 is to familiarize learners (future mentors) with the Language Buddy Model, developed within the framework of the Language Buddy Project, and to support them in creating their own mentoring plan based on the LB Model.



A summary of the lessons and activities included in this module is provided in the table below.

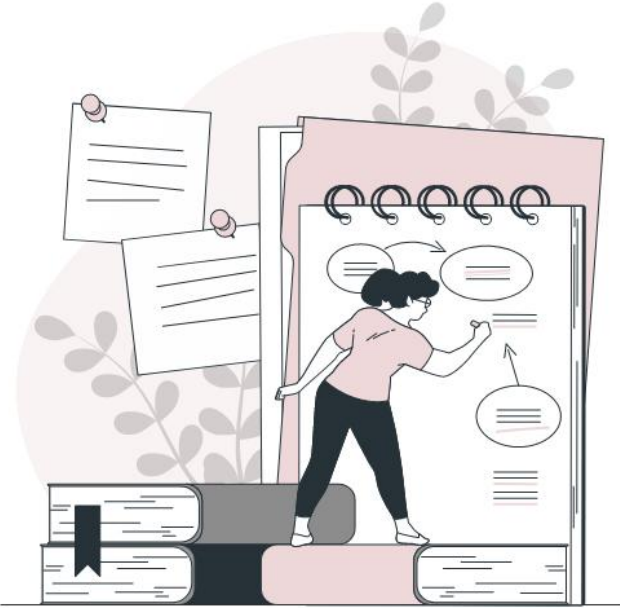
Lesson	Total number of sessions and duration	Activity duration
<b>Lesson 1:</b> <b>What is the Language Buddy (LB) Project and LB Model &amp; why is it important?</b>  <b>Duration: 1 hour</b>	<b>1. Activity:</b> Introduction to the LB Project & LB Model & LB Structure	25 mins
	<b>2. Activity:</b> Overview of the LB Best Practice Repository	10 mins
	<b>3. Activity:</b> Quiz about the LB Model	10 mins
	<b>4. Reflection</b>	15 mins
<b>Lesson 2:</b> <b>The role of the Mentor student in the LB Model</b>  <b>Duration: 1h 20 mins</b>	<b>1. Activity: The next LB Mentor, YOU!</b> List your relevant skills, knowledge and explain your motivation based on the LB Skills Profile.	40 mins
	<b>2. Activity:</b> - Role-playing scenario to practice communication & boundary-setting during mentorship. - Create a scenario for asynchronous session/ or play a scenario during a synchronous session	30 mins
	<b>Reflection on the activity.</b>	10 mins
<b>Lesson 3:</b> <b>Get prepared for the LB Mentoring: Use the Model resources!</b>  <b>Duration: 2 hrs 10 mins</b>	<b>1. Activity:</b> Get prepared for your Interview as a mentor candidate	1 hour
	<b>2. Activity:</b> Create your mentoring plan <b>Reflection on this activity</b>	1h 10 mins
<b>Lesson 4:</b> <b>The LB in practice: The LB Structure</b>  <b>Duration: 30 mins</b>	<b>1. Activity:</b> Brainstorm and discuss the implication of the LB Model into HEIs structure. <b>Reflection on the activity.</b>	30 mins



# Lesson 1

Activity	No. 1
Module (1-8):	Module 7: The LB Model & the LB System for incorporating the Model into HEIs
Lesson title:	<b>What is the LB Project, its LB Model &amp; LB Structure and why is it important?</b>
Developed by (LB partner)	Symplexis, in collaboration with UoM and PDE Sterea Ellada
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	<b>Asynchronous online via L. Buddy Platform:</b> The lesson can be fully delivered in the space and time of the learners, in an asynchronous manner.
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Face to Face (synchronous):</b> The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to the lesson, allowing time for discussion and interaction during the live session.
<b>Type of activity:</b>	Asynchronous: Reading and Q&A, OR Synchronous: Info event or one-to-one session or group session, with Q&A at the end.
<b>Resources needed</b> (for asynchronous online & f2f delivery)	<b>Asynchronous:</b> laptop or smartphone/ internet connection, The LB Model document & Best Practice Repository online <b>Synchronous:</b> the LB Model and its attachments/ templates printed
<b>Duration</b>	<b>1 hour (60 mins)</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Understand the LB Project, Model, and Structure:</b> Gain a comprehensive understanding of the Language Buddy (LB) Project, its Model, and its Structure, including their purpose, goals, and relevance for migrant students, HEI mentors, and the broader community.</li> <li>• <b>Explore Best Practices and Resources:</b> Familiarize yourself with the LB Resources, including the Best Practice Repository, and reflect on how these tools can support migrant students' language learning and social inclusion.</li> </ul>



Activity	No. 1
	<ul style="list-style-type: none"> <li>• <b>Reflect on personal &amp; societal biases:</b> Engage in self-reflection and discussion to recognize and address personal biases or societal prejudices toward individuals from diverse cultural or ethnic backgrounds, and consider how these insights can enhance your role as a mentor.</li> </ul>
Description of lesson	<p><b>1. Activity: Introduction to the LB Project &amp; LB Model</b></p>  <p>Reading Source in 9 languages: <a href="https://www.languagebuddy.eu/results/">https://www.languagebuddy.eu/results/</a></p> <p><b>The LB Project in a nutshell:</b> The <i>Language Buddy</i> project addresses the language learning challenges faced by migrant &amp; refugee students between the ages of 12 and 17. This demographic, often struggling with school attendance, integration, and academic performance due to language barriers, needs tailored support that transcends traditional educational frameworks. The <i>Language Buddy</i> project leverages non-formal and informal learning approaches to provide this support, specifically through the <b>creation of a buddy system</b>.</p> <p>Coordinated by a broad consortium of Higher Education Institutions (HEIs), schools, non-governmental organisations (NGOs), and migrant-led groups across eight European Union (EU) countries—Greece, Austria, Italy, Spain, Portugal, Malta, Romania, and Bulgaria—the <i>Language Buddy</i> project seeks to enhance both language acquisition and intercultural understanding. By involving HEI students as volunteer mentors, it creates a dual benefit: migrant students receive much-needed language and cultural support, while the HEI students gain hands-on experience in mentoring and developing intercultural skills, essential for working in increasingly diverse educational environments.</p> <p><b>The LB MODEL</b>, created within the framework of the Language Buddy Erasmus+ Project, is to set the basis for the establishment of the <u>Language Buddy SYSTEM</u>, which aims at supporting HEI students to act as buddies/mentors and HEIs to adapt it to guide students how to mentor</p>

## Activity

## No. 1

secondary students with migrant and refugee backgrounds in their language learning.

**2. Activity:** Reading/ Overview of the LB Resources: [Best Practice Repository](#) and discussion on the trainees experiences or good practices in relation to migrant support and language teaching.



### 3. Activity: Quiz about the LB Model

1. What is the recommended duration for the mentoring relationship in the Language Buddy Model?

- A) 1-2 months
- B) 4-6 months
- C) 1 year
- D) 2 years


2. What is the primary goal of the Language Buddy Model?

- A) To provide financial support to migrant students
- B) To enhance language learning and social integration for migrant students
- C) To replace formal education systems
- D) To focus solely on cultural exchange

3. What is one of the main challenges the Language Buddy Model aims to address for migrant students?

- A) Lack of access to school facilities
- B) Language barriers, social isolation & high dropout rates
- C) Overcrowded classrooms



Activity	No. 1
	<ul style="list-style-type: none"> <li>• D) Lack of access to technology</li> </ul> <p>4. The LB Model lists skills for potential mentors. Which one of the following is NOT mentioned in the MODEL?</p> <ul style="list-style-type: none"> <li>• openness</li> <li>• interpersonal and resilience skills,</li> <li>• conflict management skills,</li> <li>• financial skills</li> <li>• self-awareness, reflection and self-learning</li> </ul> <p>5. Which are the countries working on the Language Buddy Project?</p> <ul style="list-style-type: none"> <li>• Ireland, Greece, Portugal, Switzerland, Latvia, Bulgaria, Hungary</li> <li>• Austria, Greece, Bulgaria, Romania, Malta, Spain, Portugal, Italy</li> <li>• Italy, Spain, Belgium, Luxemburg, Bulgaria, Cyprus, Slovenia, Poland</li> </ul>  <p>(Solution: 1.B, 2.B, 3.B, 4.D, 5.B )</p> <p><b>Reflection:</b> (via Forum discussion on the LB Platform or self-reflection in journal or notes)</p> <ul style="list-style-type: none"> <li>• Facilitate a discussion on the importance of supporting migrant/refugee students in their language learning and social inclusion.</li> <li>• Reflect on general biases towards migrants in your country/ community.</li> <li>• Reflect on your own possible biases and prejudice towards people with diverse cultural or ethnic backgrounds.</li> <li>• Summarise the highlights of this lesson.</li> </ul>
Additional remarks	-
<b>Useful references for the instructor:</b>	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: <a href="https://www.languagebuddy.eu/results/">https://www.languagebuddy.eu/results/</a>
<b>Useful references for adaptation of content by partners if</b>	Remember to adapt the activity according to your local context and needs.





Activity	No. 1
needed in their country.	
Assessment	<i>Refer to Annex - Assessment</i>

## Lesson 2

Activity	No. 2
Module (1-8):	Module 7: The LB Model & the LB System for incorporating the Model into HEIs
<b>Lesson title:</b>	<b>The role of the Mentor student in the LB Model</b>
Developed by (LB partner)	Symplexis, in collaboration with UoM and PDE Sterea Ellada
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	<b>Asynchronous online via L. Buddy Platform:</b> The lesson can be delivered in the space and time of the learners, in an asynchronous manner.
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Face to Face (synchronous):</b> The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to this activity, and completed the previous lessons about the LB Model) allowing time for discussion and interaction.
<b>Type of activity:</b>	
<b>Resources needed</b> (for asynchronous online & f2f delivery)	The LB Model document (online or printed), with focus on the Mentors' Skills Profile
<b>Duration</b>	<b>1hr 20 mins</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>● <b>Identify &amp; articulate the key skills, knowledge, &amp; attitudes required for an effective LB Mentor/Buddy</b>, as outlined in the LB Skills Profile</li> <li>● <b>Reflect on personal skills, experiences, and motivations</b> to assess readiness for your LB Mentor role.</li> <li>● <b>Practice effective communication and boundary-setting skills</b> through role-playing scenarios in a mentorship context.</li> </ul>



Activity	No. 2
	<ul style="list-style-type: none"> <li>• <b>Develop a personalized skills list or CV</b> that highlights relevant competencies and experiences for the LB Mentor role, aligning with the LB Model's requirements.</li> </ul>
<b>Description of lesson</b>	<p><b>1. Activity: The next LB Mentor, YOU!</b> List your relevant skills, knowledge and explain your motivation based on the LB Skills Profile.</p> <p><b>The LB Mentor/Buddy Profile:</b></p> <p>1. Required mentor/buddy <b>skills, knowledge and attitude</b> include:</p> <ul style="list-style-type: none"> <li>• high motivation for becoming a LB mentor/buddy</li> <li>• social and psychological skills (compassion, patience, etc.)</li> <li>• inclusivity skills</li> <li>• organisational (leadership, time management, documentation) skills,</li> <li>• communication skills (verbal and non-verbal),</li> <li>• openness (meaning to be open to new experiences, feedback, and different perspectives and exploring self-biases),</li> <li>• interpersonal and resilience skills,</li> <li>• conflict management skills, perception of mentorship,</li> <li>• self-awareness, reflection and self-learning (understanding one's own strengths, weaknesses, emotions, values, behaviours, ability to self-reflection, etc.)</li> <li>• evaluation skills,</li> <li>• digital skills (for delivering mentoring sessions),</li> <li>• language skills: local and other language proficiency (preferably languages of migrant students) and language teaching</li> </ul> <p>2. <b>Work/ volunteering experience</b> - with a focus on teaching a language – preferably as a second language.</p> <p>3. <b>Academic orientation and performance:</b> preferably being a HEI student relevant to the LB Program.</p> <p>4. The candidate has <b>registered</b> with the LB mentorship Program provider.</p> <p>5. The candidate has <b>expressed commitment and motivation</b> through a motivation letter to the LB Program provider.</p> <p><i>(Work in a separate document on your skills list)</i></p> <p><b>2. Activity:</b></p> <p>- Role-playing scenario to practice communication &amp; boundary-setting during mentorship.</p>

Activity	No. 2
	<p>- Create a scenario/ or play a scenario during a synchronous session</p> <p><b>Reflection on the activity.</b></p>
Additional remarks	<i>Work in a separate document on your skills list, or create your CV with the skills and knowledge relevant to mentoring.</i>
Useful references for the instructor:	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: <a href="https://www.languagebuddy.eu/results/">https://www.languagebuddy.eu/results/</a>
Useful references for adaptation of content by partners if needed in their country.	–
Assessment	<i>Refer to Annex - Assessment</i>

## Lesson 3

Activity	No. 3
Module (1-8):	Module 7: The LB Model & the LB System for incorporating the Model into HEIs
Lesson title:	<b>Lesson 3: Get prepared for the LB Mentoring: Use the Model resources!</b>
Developed by (LB partner)	Symplexis, in collaboration with UoM and PDE Sterea Ellada
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	<b>Asynchronous online via L. Buddy Platform:</b> The lesson can be delivered in the space and time of the learners, in an asynchronous manner.
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Face to Face (synchronous):</b> The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to this activity, and completed the previous lessons about the LB Model) allowing time for discussion and interaction.

Activity No. 3	
Type of activity:	
Resources needed (for asynchronous online & f2f delivery)	The LB Model document (online or printed), with focus on the Interview and Planning parts
Duration	2 hr 10 mins
Learning Objectives	<ul style="list-style-type: none"> <li>• <b>Prepare for the Mentor Interview:</b> be able to effectively prepare for the mentor/buddy interview by utilising the provided template and criteria, ensuring they can articulate their motivations, availability, and alignment with the Language Buddy (LB) Model principles.</li> <li>• <b>Develop a personalized Mentoring Plan:</b> be able to create a tailored mentoring plan by applying the LB Model's criteria &amp; reflecting on their strengths, experiences, and insights from previous modules.</li> <li>• <b>Apply LB Model Resources:</b> be able to utilise the LB Model document &amp; its resources (e.g., interview templates, training materials) to enhance their understanding of the mentoring process and their readiness for supporting mentees.</li> </ul>
Description of lesson	<p><b>1. Activity:</b> Get prepared for your Interview as a mentor candidate</p> <p>The main part of the selection process is an interview that the mentor/buddy and the mentee candidates undertake preferably face to face (or online) with the program coordinator.</p> <p>In addition to the information to be collected in the interview, a digital form may be completed beforehand to collect some information on the affiliation of the person invited to participate (mentor or mentee), as well as questions related to his or her availability, motivations and interests.</p> <p><i>In Annexes to this document a Template for Mentor/ Buddy Interview and a Template for Mentee Interview can be found for your reference in Annex 3 and 4 of the LB Model document.</i></p> <p><b>2. Activity: Create your mentoring plan</b></p> <ol style="list-style-type: none"> <li>1. Review the LB Model: Part 9: <i>Online Training for Buddies on Supporting Migrant Learners in Their Language and Social Inclusion</i>.</li> <li>2. Using the guidance and criteria provided in the Model (e.g., Inclusion, Cultural Sensitivity, etc.), create a personalised mentoring plan. Reflect on your strengths, knowledge, and experiences to design a plan that maximizes the impact of your future mentoring role.</li> <li>3. Incorporate insights from previous modules &amp; lessons and ensure your plan aligns with the principles of effective mentorship.</li> </ol>

Activity	No. 3
	<p>4. Keep in mind that you may not yet be fully aware of all your strengths or foresee every detail in advance. Trust yourself and the process, and remain open to making adjustments as needed.</p> <p>5. Maintain open communication with your program coordinator. Share any concerns, ideas, or suggestions you have for improving the lives of your mentees. Collaboration and feedback are key to your growth as a mentor and to the success of your mentees.</p> <p>Tip: Your mentoring plan should be flexible, adaptive, and rooted in empathy. Focus on creating a supportive and inclusive environment that empowers your mentee(s) to thrive.</p> <p><b>Reflection on the activity.</b></p>
Additional remarks	<i>Work in a separate document for preparing for your mentor interview.</i>
<b>Useful references for the instructor:</b>	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: <a href="https://www.languagebuddy.eu/results/">https://www.languagebuddy.eu/results/</a>
<b>Useful references for adaptation of content by partners if needed in their country.</b>	-
Assessment	<i>Refer to Annex - Assessment</i>

## Lesson 4

Activity	No. 4
Module (1-8):	Module 7: The LB Model & the LB System for incorporating the Model into HEIs
<b>Lesson title:</b>	<b>The LB Model in practice: The LB Structure</b>
Developed by (LB partner)	Symplexis, in collaboration with UoM and PDE Sterea Ellada
<b>Primary Delivery Mode:</b> All lessons of the L. Buddy Course are designed for asynchronous online delivery, ensuring flexibility and accessibility for participants.	<b>Asynchronous online via L. Buddy Platform:</b> The lesson can be delivered in the space and time of the learners, in an asynchronous manner.

Activity	No. 4
<b>Alternative Delivery Mode:</b> <i>Comprehensive guidance is provided to adapt the lesson for in-person delivery, should this format better align with your organization's objectives.</i>	<b>Face to Face (synchronous):</b> The lesson can also be delivered in a synchronous online or in-person way, where students have read the LB Model prior to this activity, and completed the previous lessons about the LB Model) allowing time for discussion and interaction.
<b>Type of activity:</b>	Brainstorming session
<b>Resources needed</b> (for asynchronous online & f2f delivery)	The LB Model document (online or printed)
<b>Duration</b>	<b>30 mins</b>
<b>Learning Objectives</b>	<ul style="list-style-type: none"> <li>• <b>Understand how the LB Model can be used</b> for strengthening HEIs' support for migrant students.</li> <li>• <b>Initiate ideas on how to integrate</b> the Model into HEIs' program and how to collaborate with local NGOs.</li> </ul>
<b>Description of lesson</b>	<p><b>1. Activity:</b></p> <p><b>- Reading &amp; Brainstorming/ elaborating on</b> how to integrate the LB Model into the structure of other HEIs and organisations supporting migrant students.</p> <p>Discuss about existing opportunities for supporting migrant communities at your institution. Brainstorm on further potential opportunities. Elaborate on how the Model can be used for the benefit of students, schools and the community.</p> <p><b>- Create a scenario</b> about meeting relevant HEI personnel to promote the LB Model.</p> <p><b>- Conclusion/ Wrap-up/ Reflection:</b> Summarise the highlights of the activity.</p>
<b>Additional remarks</b>	<p><i>Suggestions</i> on how to integrate the Language Buddy Model into the <b>structures of HEIs:</b></p> <ul style="list-style-type: none"> <li>• <b>Academic Program</b> : incorporating LB educational methodologies and modules into the HEI program.</li> <li>• <b>Internship Program</b> – establishing or integrating into an existing internship program for students, focused on working with migrant and refugee students, in collaboration with local NGOs (e.g. LB partner organisations).</li> <li>• <b>Expansion to Other Universities</b> – The model can also be integrated into the curriculum of other HEIs in the same country.</li> <li>• <b>Long-Term Vision</b> – having an ambition to propose the creation of an Inclusive Officer or Inclusivity Office in the HEI.</li> </ul>
<b>Useful references for the instructor:</b>	The full version of the Language Buddy Model in 9 languages can be found on the project's website, here: <a href="https://www.languagebuddy.eu/results/">https://www.languagebuddy.eu/results/</a>



Activity	No. 4
Useful references for adaptation of content by partners if needed in their country.	-
Assessment	Refer to Annex - Assessment

## Annex — Mentor Interview Template

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

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

Interviewed by: \_\_\_\_\_

LB Program Coordinator: I need to ask several questions about you that will help me to match you with a mentee in the Language Buddy Mentoring Program. Some of the questions may feel personal, but they are important to ensure the safety and wellbeing of both mentors and mentees. Your responses will remain confidential unless we are legally required to disclose information for safety reasons (e.g. harm to yourself or others). Non-sensitive information, like personal qualities and what you would like to do with a mentee or things you are interested in may be shared with a prospective mentee and/or their parents.

I HAVE UNDERSTOOD THE ABOVE: YES/ NO

1. Why do you want to become a mentor in the Language Buddy Program?

\_\_\_\_\_

2. How do you think you can support a young migrant student by mentoring? (if not answered in question #1)

\_\_\_\_\_

3. Please talk about yourself – what should we know about you?

\_\_\_\_\_

4. What characteristics would you prefer in a mentee (age, gender, interest, etc.)?

\_\_\_\_\_

5. Will you be able to fulfil the commitments of the program (minimum number of sessions to be delivered with the program timeframe)?

\_\_\_\_\_

6. Have you ever been involved in a situation where you were against the law? If yes, are you comfortable sharing any relevant context?

\_\_\_\_\_



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7. Have you experienced challenges in the past related to mental health or well-being? If so, is there any support you feel you need in your role as a mentor?

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8. Do you currently use any alcohol, drugs, or tobacco?

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9. Do you have any experience of working with children/ youngsters? If so, how will it help you in working with your mentee?

---

10. What challenges do you think young people with migrant backgrounds face today that they need help with the most?

---

11. What are your expectations and what do you hope to gain from the LB mentoring experience?

---

12. What types of activities would you do with a mentee?

---

13. What makes you feel good, happy?

---

14. What hobbies or interests do you have?

---

15. What languages do you speak? At what level?

---

16. Do you have a HEI degree in language/ philology/ language teaching? Or are you a student in any of the above subjects?

---

17. At this point, clarify any questions of concern that you may have.

---

18. Do you have any questions about the program I can answer for you?

---

Interviewer Comments:

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## Annex – Assessment

### Fill-in-the-Gap Exercises – End of Module



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1. A key part of the mentor selection process is the \_\_\_\_\_, which assesses motivations and alignment with the LB Model and allows interaction between program coordinator and future mentors.

**Answer:** interview

(Wrong answers: course evaluation/ shopping notebooks)

2. Mentors must demonstrate \_\_\_\_\_, which includes exploring personal biases, openness to feedback and openness to change based on feedback.

**Answer:** self-awareness

(Wrong answers: bravery/ a good CV)

3. The LB Project collaborates with HEIs, NGOs, and migrant-led groups across \_\_\_\_\_ EU countries.

**Answer:** eight (8)

(Wrong answers: non /all)

4. The LB Model aims to address migrant students' challenges, such as, \_\_\_\_\_, social isolation, and high dropout rates.

**Answer:** language barriers

(Wrong answers: asylum process / siblings; rivalry)

5. The Language Buddy Project has created a Model to be used by \_\_\_\_\_.

**Answer:** language/cultural mentors, HEIs, NGOs and migrant -focused organisations

(Wrong answers: Ministries of Foreign Affairs / EU national agencies )

