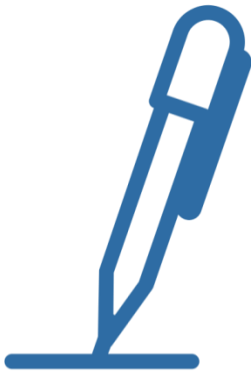


Policies for effective volunteer deployment

Document for clients and providers

February 2019



Volunteer deployment in NT1 and NT2 programmes

Demand for good language and literacy education is high. Volunteers are coming to play a growing role, working alongside and in collaboration with professional instructors to create opportunities for additional practise and experience. The role of these volunteers can take various forms. In light of the distinct differences between NT1¹ and NT2² learners, it is vital that policies reflect this.

How can volunteers add value?

Practice makes perfect. This adage applies exceptionally well to language acquisition and development. Volunteers can play a supporting role in these processes. With individuals learning Dutch as a Second Language (NT2), volunteers can provide additional opportunities outside the classroom for using the language, having conversations, socialising and meeting people, and getting acquainted with the culture and organisations like the library.

Volunteer literacy support (including in NT1 programmes) focuses on providing additional opportunities to practise and to work on strengthening basic skills in reading, writing, arithmetic and digital technology, with the aim to build self-reliance. The goal of this support is not to learn reading and writing skills but to improve them.

What policymakers can do

Municipal and institutional policymakers can do the following to contribute to the effective deployment of volunteers:

- *Promote and facilitate collaboration between formal, non-formal and informal learning.*
- Foster alignment between the various parties and prevent redundant activities.
- *Align the volunteer capacity and roles to existing demand.*
- *Promote and facilitate systematic training of volunteers.*
- *Prioritise quality in volunteer deployment. Among other things, this calls for consideration of the differences between volunteer deployment in NT1 versus NT2 programmes.*
- *Promote and facilitate the coordination of volunteer activities:*
coordinate effective teaching methods, arrange for volunteer training and support, select suitable materials and resolve practical problems. Coordination can be assigned to institutions that offer formal education, to municipal authorities in charge of adult education and/or reintegration, or to social services agencies that oversee volunteers.

[Volunteer roles in NT1 programmes](#)

[Volunteer roles in NT2 programmes](#)

[Case examples](#)

Volunteer roles in NT1 programmes

- **NT1 Assistant** describes the role of a volunteer who is active in the classroom. This volunteer directly assists the instructor during the teaching process. The volunteer is deployed to allow

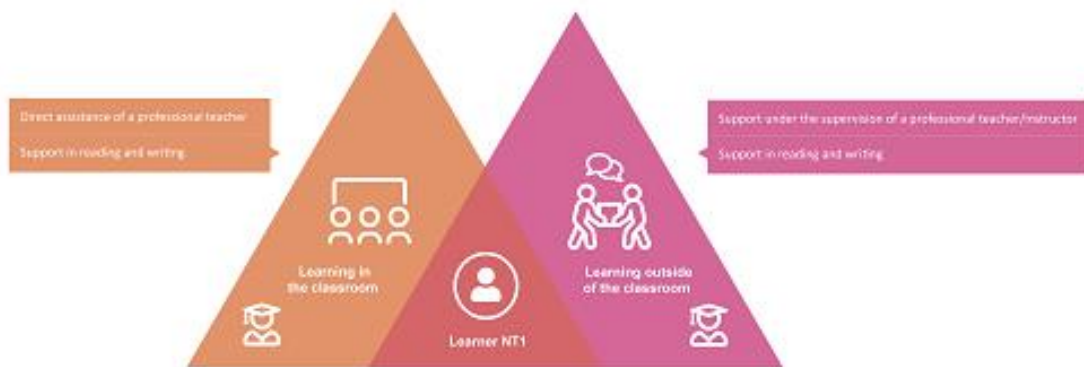
¹ The term NT1 refers to Dutch as a First Language and concerns language education for adults whose native language is Dutch. NT1 also includes reading and writing instruction for less educated Dutch-born native speakers and for non-native speakers with B1-level oral language proficiency.

² The term NT2 refers to Dutch as a Second Language and concerns language education for individuals whose native language is not Dutch. The purpose of this education is to learn the Dutch language.

greater differentiation by assisting individual or small groups of learners with computer-based activities, boosting reading speed, etc.

- **NT1 Language Coach** describes the role of a volunteer who supports NT1 learners outside the classroom. The NT1 language coach always works under the direction and/or supervision of an instructor. The volunteer does not choose the activities learners do but coordinates this with the instructor in charge.

The NT1 Volunteer Model



The **NT1 Volunteer Model Toolkit** consists of:

- *NT1 Volunteer Model*
- *Training and competence guidelines for NT1 programme volunteers*
- *NT1 target group characteristics and learning objectives*
- *Working in NT1: definitions and rationale*
- *Policies for effective volunteer deployment*
- *Background document: Inzet van vrijwilligers in (non-)formele volwasseneneducatie ('Deployment of volunteers in formal and non-formal adult education')*

The *NT1 Volunteer Model Toolkit* will become available (in Dutch) at: www.telmeemetaal.nl

Volunteer roles in NT2 programmes



- **Language volunteers in formal education** work in the classroom and assist individuals or small groups. Their work is directed by the class instructor. The objective is to practise with the class lesson materials or to delve into elements that are important for learners.
- **Language volunteers in non-formal education** help learners one-on-one or in small groups to practise their language skills (mainly oral), whether at a learner's home or in a public location such as a library. This volunteer does not work in the classroom but is supervised by an instructor or a coordinator.
- **Language volunteers in social activities** focus on providing social support. This volunteer is a person learners can turn to for assistance, for example to help adults decipher official correspondence, fill in forms, explain procedures at official institutions. But also to encourage adult foreigners to participate in activities in the neighbourhood, such as a cooking club or horticultural association. Here, language learning is a secondary effect, not a goal as such.
- **Facilitators** proactively seek to engage adults in language learning activities. They encourage steps to improve linguistic skills by drawing attention to learning facilities offered by employers and that are available in the local community. Their work ranges from informational activities to campaigning and lobbying for the development of more targeted facilities or the supply of better learning materials.

The VIME Toolkit offers guidelines for various volunteer roles and volunteer training and coordination. These roles are aligned to the individual forms of adult education and learning. For additional information, see www.languagevolunteers.comen www.hetbegintmettaal.nl/vime/ or www.itta.uva.nl/projecten/vime-volunteers-in-migrant-language-education-55

Case examples

Volunteers in NT1 programmes

[STER College in Eindhoven](#)

Ster College in Eindhoven organises courses for adults (ages 18 and older) who wish to learn or to improve their Dutch reading, writing, speaking and/or comprehension. Courses are also offered in arithmetic and digital skills. Participants learn specific skills to enable them to function in society. Most courses are organised on behalf of regional municipalities under the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*; WEB) and are free of charge for participants. Each week, course participants get three hours of instruction ('contact hours') from professionals. Ster College also works with 'participation coaches' – effectively language volunteers – who form the bridge between the theory taught in class and fostering participation in society. This is an excellent example of how volunteers working under the supervision of professional instructors are supporting NT1 learners.

Volunteers in NT2 programmes

[Taal aan Zee](#)

Taal aan Zee (literally, 'language by the sea') offers instruction keyed to diverse target groups: isolated women from foreign-language backgrounds, refugees, asylum-seekers, other migrants and people with low literacy. By reducing barriers to language learning, the organisation seeks to boost individual self-reliance and make it easier to participate in society. Many of the lessons are tailored to individual or groups of learners and are offered at central locations, at home or in the neighbourhood. Taal aan Zee works with a range of regional education providers to span all three forms of learning (formal, non-formal and informal). The organisation's activities are made possible by and receive vital support from a large network of partners.

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