



Language Bridges, Resilient Minds

Sparta (Greece) Strand — Language and Cultural Integration Guide

A practical training guide to overcome language barriers, deliver digital and interactive language learning, and build cultural bridges between refugee, migrant and local youth.



LANGUAGE



CULTURE



DIGITAL TOOLS



MENTORING



INTEGRATION

*Bridging languages.
Breaking barriers.
Empowering voices.*



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1. Introduction to the Guide

1.1 Purpose of the Guide

This guide has been developed as part of the Greek strand of the Erasmus+ Small-Scale Partnership in the field of Youth, "Inclusion of Resilient Minds: Skills for Refugees and Marginalized Youth" (KA210-YOU), with a specific focus on overcoming language barriers, developing digital and interactive language-learning methods, and raising cultural awareness.

The guide has been designed as the output of the short-term joint staff training activity (LTTA2), "Bridging Cultures through Language and Integration for Immigrants and Refugees", held in Sparta, Greece. It brings together, in a systematic, repeatable and transferable format, the methods, tools and experiences developed during that activity.

Our aim is to provide youth workers, language trainers, NGO representatives, teachers and local authority staff with a concrete, field-tested resource they can apply directly, step by step, when working with refugee and migrant youth. Rather than offering a theoretical framework, this guide is designed to answer the practical question: "How can I run a session today, with this group, using this material?"

1.2 Project Context

This guide has been developed within the framework of "Inclusion of Resilient Minds: Skills for Refugees and Marginalized Youth", an Erasmus+ small-scale partnership in the youth field bringing together organisations from Spain, Greece and Turkey. The project aims to support the social, economic and psychological integration of refugee and disadvantaged youth by strengthening their employability, entrepreneurial competences and psychosocial resilience.

The project runs for 12 months, from 01/09/2025 to 31/08/2026, with a total grant budget of €60,000. The project partnership consists of the following three organisations:

- **Asociación AIGB (de Investigaciones Geobiológicas)** — Spain, Las Palmas de Gran Canaria: The applicant organisation, specialising in employability, entrepreneurship and labour-market connections.
- **Spartan Studies Society** — Greece, Sparta: The partner underpinning this guide, developing innovative approaches to language education, cultural heritage and social integration.
- **International Daphne Youth Education Association** — Türkiye, Hatay: A partner with strong experience in gastronomy-based vocational training, psychosocial support and community-based work.

The project designs region-specific interventions across three geographic areas: post-traumatic psychosocial support in Antakya (following the 2023 earthquake), language-barrier-focused cultural integration in Sparta (the subject of this guide), and employment- and entrepreneurship-focused vocational training in Las Palmas. Expertise developed in each region is transferred to the other two through a cross-training model — meaning the language-teaching methodologies developed in Sparta are also intended for use in the Turkish and Spanish activities.

1.3 Target Groups

This guide is primarily designed for the following groups:

- **Primary target group:** Refugee and migrant adults and young people aged 18–40. Representing 60% of participants across the project, this group will directly benefit from language-learning, cultural-adaptation and social-inclusion activities.
- **Secondary target group:** Youth workers, language trainers, mentors and social-work professionals. Representing 20% of participants across the project, this group will apply the methodologies presented in the guide within their own organisations.
- **Tertiary target group:** Local schools, teachers and educational institutions (10% of participants). The language and culture modules in this guide can be adapted for inclusive classroom practice.
- **Fourth target group:** Local residents and community members (10% of participants). Building cultural bridges requires the active participation of this group.
- **Fifth target group:** Local authorities, NGOs and business representatives. This guide also serves as a reference for decision-makers seeking to develop sustainable integration policies.

1.4 How to Use This Guide

The guide has been designed to be flexible and adaptable to different learning contexts. It can be used:

- **As a self-learning resource**, by a refugee or migrant wishing to track their own language development.
- **In group workshops and training sessions**, facilitated by youth workers or trainers (see Annex 1).
- **In mentoring programmes**, as a reference framework for mentors providing one-to-one language and cultural-adaptation support.
- **As an institutional capacity-building tool**, for NGOs and educational institutions training their own staff.
- **As a policy-development reference**, to help shape local authorities' integration strategies.

Each chapter presents a conceptual framework, followed by a concrete "Practical Tool", and closes with "Key Takeaways". This structure allows the guide to be read from cover to cover, or consulted section by section as a standalone reference.

1.5 Learning Approach

This guide is built on the following pedagogical principles:

- **Task-Based Learning:** Participants learn the language not through abstract rules, but through real-life scenarios they will encounter daily — job interviews, doctor's appointments, grocery shopping, official applications.
- **Community-Based Learning:** Participants interact directly with local businesses, NGOs and refugee support centres, applying language practice in the real world.
- **Communicative Language Teaching (CLT):** Emphasis is placed on speaking- and listening-focused activities and role-play; grammar rules remain in the background, while communicative competence takes centre stage.
- **Participant-Centred Learning:** Every module includes space for participants to share their own stories, experiences and forms of expression in their mother tongue.

- **Evidence-Based Measurement:** The impact of every module is tracked quantitatively through pre-test/post-test assessments aligned with CEFR standards (see Chapter 7).

1.6 The Relationship Between Language, Culture and Social Cohesion

The language barrier is one of the most decisive obstacles refugees and migrants face in the process of social integration. Needs analyses conducted in the Sparta region show that 40% of refugees fail to fully integrate into society due to the language barrier alone. This figure widens the social distance between local residents and refugee communities, deepens prejudice, and makes long-term integration nearly impossible.

However, language learning alone is not sufficient. Knowing a language grammatically does not guarantee the ability to build a meaningful connection with the society that speaks it. For this reason, this guide proposes a holistic model that addresses language learning together with cultural awareness, everyday practice and direct social interaction. Tools such as cultural cooking events, digital storytelling and field visits transform language learning from an abstract classroom activity into a lived, experienced process.

The ultimate goal of this approach is directly aligned with the project's overall objectives: achieving a 50% improvement in language proficiency, facilitating participants' social and economic inclusion in society, and ensuring that the model developed is applicable not only in Greece but also by the partner organisations in Turkey and Spain.

2. Laying the Groundwork: The Reality of the Language Barrier and Needs Analysis

2.1 Why Is the Language Barrier a Critical Obstacle?

The language barrier is a multi-layered problem affecting nearly every area of a refugee's or migrant's life:

- **Employment dimension:** Individuals who cannot speak the local language cannot complete job applications, express themselves in interviews, or follow official procedures — preventing them from being hired even in fields where they are qualified.
- **Education dimension:** Children and young people cannot fully participate in formal education due to language gaps, resulting in lower academic achievement and higher dropout risk.
- **Health dimension:** Access to healthcare is severely restricted by the inability to describe symptoms accurately or understand medical instructions.
- **Social dimension:** Basic forms of social bonding — everyday conversation, neighbourly relations, participation in community events — cannot take place, deepening isolation and loneliness.
- **Psychological dimension:** The inability to express oneself, particularly in the post-trauma period, reinforces feelings of helplessness and negatively affects mental health.

2.2 The Sparta Context: Current Situation

Field analyses and partner observations gathered during project preparation reveal the following picture in Sparta and Greece more broadly:

- **40% of refugees** in Greece are unable to fully integrate into society due to the language barrier.
- Traditional language-teaching methods (classic classroom-based, grammar-focused lessons) are **insufficient** to meet this group's needs; most participants have interrupted educational histories, varying literacy levels, and limited time and resources.
- **Social bridges are missing** between local residents and refugee communities, increasing mutual prejudice and exclusion.
- The lack of access to education and professional-development opportunities, combined with the language barrier, makes long-term integration nearly impossible.

In light of these findings, the project has prioritised the following interventions in the Sparta strand: developing innovative, digital and interactive language-learning methods; running language and cultural-awareness programmes together; and establishing meeting and mentoring mechanisms between local residents and refugees.

2.3 Getting to Know Participant Profiles

Before designing an effective language programme, the youth worker or trainer must understand the group they are working with in a multidimensional way. It is recommended that the following questions be answered before beginning work with any new group:

- What are participants' mother tongues and previous foreign-language experiences?
- What is participants' literacy level (they may struggle with reading/writing even in their mother tongue)?
- How long have participants been in Greece?
- What are participants' current living conditions (housing situation, work obligations, childcare responsibilities)?
- Is there a history of trauma or a need for psychosocial support? (This information relates directly to the sensitivity required in Chapters 4 and 5.)
- What are participants' urgent, short-term language needs (a job interview, a doctor's appointment, a school meeting for their child)?

2.4 Practical Tool: Needs and Level Assessment Survey

The following survey template can be applied in the first session with every new group (translated into their mother tongue where possible, or presented in a simplified, picture-supported format).

Section A — General Information

- 1. What is your mother tongue?
- 2. How long have you been in Greece?
- 3. Have you previously received Greek language training? (Yes/No — if yes: for how long, and where?)

Section B — Self-Assessment (1–5 scale)

- 4. Which situation do you find most difficult in everyday life in Greek? (Shopping, healthcare, workplace, official institutions, school, communicating with neighbours — multiple selections allowed)
- 5. How would you rate your current Greek speaking ability? (1 = cannot speak at all, 5 = fluent)
- 6. How would you rate your Greek reading ability? (1–5)
- 7. How would you rate your Greek writing ability? (1–5)
- 8. How would you rate your Greek listening comprehension? (1–5)

Section C — Priorities and Goals

- 9. What would you most like to achieve in Greek over the next 6 months? (open-ended)
- 10. Which format suits you best: in-person group classes, one-to-one mentoring, a digital/mobile application, or a blended model?

The results of this survey are used both to design individual learning plans and to determine group dynamics (i.e. whether the group needs to be split into level-based sub-groups). The survey results also form the baseline reference point for the project's CEFR-based measurement system (see Chapter 7).

2.5 Creating a Safe and Inclusive Learning Environment

Language learning is a fragile process, particularly for adults with a history of trauma; fear of making mistakes, feelings of shame, or negative past educational experiences can hinder participation.

Recommendations for youth workers and trainers:

- **Use non-judgemental language.** Prefer phrases such as "let's try a different approach" over "that's wrong".
- **Make the value of the mother tongue visible.** Encourage participants to teach short phrases in their own languages; this symmetrises the power balance and boosts confidence.
- **Celebrate small wins.** At the end of each session, have participants share out loud at least one new expression they learned that day.
- **Prioritise physical and emotional safety.** Ensure the session venue is accessible, calm, and culturally neutral (free of religious/political symbols).
- **Allow flexible participation.** Offer flexible scheduling and repeatable modules, taking into account constraints such as childcare and working hours.

2.6 Key Takeaways

- 40% of refugees in the Sparta region fail to integrate due to the language barrier; this forms the core rationale for the project.
- Traditional language-teaching methods are insufficient to meet this group's needs; innovative, digital and interactive approaches are required.
- A systematic needs and level analysis must be conducted before starting any programme (see the survey in Section 2.4).
- A safe, non-judgemental and culturally sensitive learning environment is a precondition for language acquisition.

3. Innovative and Digital Language-Learning Approaches

3.1 Why Traditional Methods Fall Short

Classroom lessons based on the traditional grammar-translation method are ineffective for adult refugee and migrant learners for several key reasons:

- **Time constraints:** Most participants must work, care for children or handle official procedures, and cannot attend long, regular weekly class schedules.
- **Motivational mismatch:** Abstract grammar rules are not directly connected to participants' urgent, real-life needs (a job interview, a rental agreement, a school appointment for their child).
- **Heterogeneous literacy levels:** A single class may include both university graduates and participants with no formal education; a one-size-fits-all curriculum cannot respond to this diversity.
- **Cultural distance:** Purely grammar-focused lessons fail to convey the cultural context behind the language — humour, everyday idioms, social norms.

For this reason, without entirely abandoning traditional methods, the Sparta strand proposes a hybrid model that enriches them with digital tools, interactive techniques and real-life practice.

3.2 Principles of Interactive and Task-Based Language Teaching (CLT)

Module design is based on the following principles:

- **"Communication first, accuracy second":** A participant's ability to convey a meaningful message takes priority over grammatical perfection.
- **Use of authentic materials:** Instead of textbook dialogues, real market receipts, bus tickets, job postings and doctor's appointment forms are used.
- **Pair and group work:** Participants are kept in continuous interaction with one another; the dynamic is participant-centred rather than teacher-centred.
- **Immediate feedback:** Errors are corrected gently during the session, but not so frequently as to disrupt fluency.

Sample Module Flow (for a 90-minute session):

Time	Stage	Content
0–10 min	Warm-up	Brief recap of the previous session; sharing the day's goal
10–30 min	Input	Introducing new vocabulary/expressions through authentic material
30–60 min	Practice	Role-play, paired dialogue, practice via digital application
60–80 min	Real-Life Task	Scenario-based simulation (e.g. "getting medicine from a pharmacy")
80–90 min	Closing	Review of the day's 3 key expressions; feedback form

3.3 Digital Tools and Platforms

The project aims to develop a personalised, AI-supported digital language-learning platform that extends participants' learning beyond the classroom. This platform should be designed with the following features:

- **Personalised learning path:** Content automatically adapted based on the results of the needs survey in Section 2.4.
- **Mobile-first access:** Most participants access the internet via smartphone; a low-data, non-desktop-dependent design is a priority.
- **Audio input/output support:** Audio-based exercises for participants with lower literacy levels, in place of text.
- **QR code integration:** Instant access to the digital version of every module in printed materials (guide, brochure) via QR code (see Section 8.2).
- **Accessibility adaptations:** Sign-language videos, easy-to-read formats, and audio narration options should be offered, in line with the project's overall accessibility commitment.

Recommended complementary digital tools (existing, free or low-cost applications): audio-visual flashcard apps, pronunciation-practice apps with speech recognition, and simple "Word of the Day" sharing via WhatsApp/Telegram groups.

3.4 Role-Play and Simulation Techniques

Role-play is one of LTTA2's central methodological tools. The following scenario bank can be used directly in workshops:

Core Scenario Categories:

- **Administrative/official procedures:** Making an appointment at the immigration office, renewing a residence permit, opening a bank account.
- **Health:** Describing symptoms to a family doctor, requesting a prescribed medicine at a pharmacy, calling for help in an emergency.
- **Employment:** Job-interview simulation, discussing salary/working hours with an employer, small talk with colleagues.
- **Daily life:** A rental viewing conversation, asking for a product at the supermarket, buying a public-transport ticket.
- **Education:** A parent-teacher meeting, school-enrolment procedures.

Implementation Steps:

- The group is divided into pairs/triads; each small group draws a scenario card.
- 10 minutes of preparation time is given (a vocabulary list and basic sentence patterns are provided).
- Each group acts out a short 3–5 minute scene.
- After each scene, the group discusses: "What would you actually do in this situation in real life?"

3.5 Building Practical Skills Through Language Games

Game-based learning reduces language anxiety, particularly by lowering stress levels. Recommended game formats:

- **Vocabulary Bingo:** Bingo cards prepared with the day's new words reinforce listening skills in an enjoyable way.
- **"Who Am I?" Culture-Language Game:** Participants try to guess the identity on a card taped to their back (a local profession, dish, or place name) by asking only yes/no questions.
- **Story Chain:** As a group, participants build a joint story, with each person adding one sentence to the previous one.
- **Digital Word Hunt:** Via mobile application, participants search for specific words/signs in real locations (e.g. during a field visit).

3.6 Practical Tool: Weekly Module Planning Template

Week	Theme	Authentic Material	Role-Play Scenario	Assessment Tool
1	Introductions and Basic Expressions	Sample ID form	Introducing yourself	Brief oral assessment
2	Everyday Shopping	Market receipt, price tags	Shopping at the supermarket	Listening test
3	Healthcare Services	Appointment form	Describing symptoms to a doctor	Role-play observation form
4	Job Search	Simple job posting	Short job interview	Short written test
5	Official Procedures	Sample petition/form	Making an appointment at an institution	CEFR interim assessment

Trainers may adapt this template to their own group profile; however, it is recommended that every module include an authentic material, an applied scenario, and an assessment component.

3.7 Key Takeaways

- Traditional grammar-focused methods are insufficient for adult refugee/migrant learners; a task-based, communicative approach is required.
- A digital, personalised and accessible (audio, sign-language-supported, easy-to-read) learning platform makes learning outside the classroom sustainable.
- Role-play and simulation carry the language into real-life contexts, supporting long-term retention.
- Game-based techniques reduce learning anxiety while increasing participation and motivation.

4. Cultural Awareness and Social Bridges

4.1 The Impact of Cultural Differences on Language Learning

Language cannot be learned independently of culture. Without understanding the social norms, sense of humour, body language and daily rituals behind a language, genuinely fluent communication is impossible. Activities carried out in the Sparta strand always present language education within a cultural context:

- Direct discussion of cultural misunderstandings (e.g. differences regarding eye contact, personal distance, greeting customs).
- Creation of a mutual learning environment where participants can share their own cultural practices — a two-way cultural exchange, not a one-directional "teaching the local culture".
- Encouraging the local community to also build awareness of refugee/migrant cultures.

4.2 Cultural Cooking Events: Method and Implementation

Gastronomy has been adopted across the project as one of the most effective tools for building cultural bridges (an approach also inspired by the Turkish partner Daphne Youth's gastronomy-based integration model). Cultural cooking events to be held in Sparta can be structured as follows:

Implementation Model — the "Shared Kitchen" Workshop:

- **Preparation (1 week in advance):** Participants are asked to bring a simple, shareable recipe from their own culture. Local volunteers join with a Greek dish recipe.
- **Implementation day (3–4 hours):** Mixed groups (each including at least one refugee/migrant participant and one local volunteer) prepare dishes together. Ingredient names, units of measurement and cooking verbs are taught and practised in Greek throughout.
- **Shared meal:** The prepared dishes are eaten together; an unstructured, natural conversational environment is encouraged during this time.
- **Reflection round:** Participants share three new words and one cultural observation from that day.

These events provide both language practice and direct social contact, offering a natural, low-anxiety space for communication that a formal classroom setting cannot create.

4.3 Digital Storytelling

This method, which allows participants to tell their migration, adaptation and hope stories in short digital formats (a 2–3 minute video, photo-plus-audio recording, or a simple animation), serves the following purposes:

- Enabling participants to make their own voices heard while practising language.
- Contributing to breaking down prejudice and stereotypes within the local community (this content can be shared at community events and on the project website).
- Supporting participants in building confidence by taking ownership of their own narratives.

Implementation Steps: (1) The participant is guided using a simple story-outline template (Where did you come from? How did you get here? What are you hoping for now?); (2) The participant tells their story first in their mother tongue, then as a short summary using the Greek expressions they have

learned; (3) A recording is made with a simple phone camera; (4) With the participant's consent (via a written consent form), the content is added to the digital guide or social media.

4.4 Local–Refugee Interaction Models

Sustainable integration requires the involvement not only of refugees but of the local community as well. Recommended models:

- **"Meeting Café" format:** Once a month, structured conversation tables are held in an informal venue (a café, community centre) bringing together local residents and refugee/migrant participants.
- **Joint volunteering projects:** Local residents and refugees work together toward a shared goal — park clean-ups, support for the elderly — moving language practice into a natural collaborative context.
- **Joint organisation of cultural events:** The refugee community presents a stand or performance showcasing its own culture at a local festival or event.
- **School–community link:** Students at local schools are paired with refugee families as part of "cultural exchange days".

4.5 Breaking Down Prejudice and Stereotypes

One of the greatest obstacles to social cohesion is prejudice arising from mutual lack of knowledge. Approaches recommended within this guide:

- **Applying contact theory:** Events are designed around the social-psychology principle — well established in the literature — that regular, equal-status contact with a shared goal reduces prejudice (see Sections 4.2 and 4.4).
- **Harnessing the power of narrative:** Digital storytelling (4.3) draws on the power of individual human stories, rather than statistics, to break down prejudice.
- **Cooperation with local media:** Sharing project outputs with local TV, radio and newspapers contributes to building a positive public narrative.

4.6 Practical Tool: Intercultural Event Checklist

The following checklist should be reviewed before organising any cultural-bridge event:

- ☐ Does the event include both refugee/migrant and local participants?
- ☐ Does the language/format of the event allow meaningful participation even for those with lower language levels?
- ☐ Have cultural/religious sensitivities (dietary restrictions, dress, gender-related expectations) been considered?
- ☐ Will explicit consent be obtained from participants for photo/video sharing?
- ☐ Has a reflection/feedback session been planned for after the event?
- ☐ Is the event's connection to that week's language-learning goal/module clear?

4.7 Key Takeaways

- Cultural awareness must be addressed as intertwined with, not separate from, language learning.

- Cultural cooking events and digital storytelling are powerful tools that place language practice in a natural, low-anxiety context.
- Sustainable integration requires the active participation of the local population; regular contact formats such as the "Meeting Café" reduce prejudice.
- Every cultural event must be carefully planned with participant safety and consent in mind.

5. One-to-One Language Support and Mentoring

5.1 What Is the Language Mentoring Model?

While group classes are effective in building basic language skills, individual differences, learning speeds and specific needs (such as preparing for a particular job interview) can only be fully addressed through one-to-one support. The mentoring model proposed by the project pairs a volunteer/mentor with strong language skills (drawn from the local community or previous project graduates) with a participant for regular, structured meetings.

5.2 The Mentor–Participant Matching Process

An effective matching process includes the following steps:

- **Building the mentor pool:** Mentors are identified from local volunteers, university students, retired teachers, and successful participants from previous project rounds.
- **Mentor training:** Before matching, all mentors receive a short orientation covering basic mentoring techniques, cultural sensitivity and, where necessary, a trauma-informed approach.
- **Matching criteria:** Compatibility of interests (e.g. both interested in cooking), schedule compatibility, and, where relevant, gender preference (which may matter in some cultural contexts) are taken into account.
- **First introductory session:** An initial meeting is held in a low-pressure setting, overseen by a project coordinator.
- **Regular meeting schedule:** Weekly 45–60 minute meetings are planned (in person, or online where necessary).

5.3 Individual Feedback Sessions

Regular feedback mechanisms must be established for the mentoring process to function effectively:

- At the end of every meeting, the mentor completes a short session note (topic covered, observed progress, next goal).
- Once a month, the mentor and participant conduct a brief joint self-assessment of the participant's perceived progress.
- The project coordination team periodically reviews mentor notes to identify pairs in need of additional support and intervene where necessary (extra training, re-matching).

5.4 Examples from the Field: Local NGO and Migrant Centre Partnerships

To increase the impact of the mentoring programme, Spartan Studies Society's partnerships with local NGOs, migrant support centres and community leaders can be leveraged. These partnerships:

- Provide a wider volunteer pool from which mentors can be drawn.
- Make it easier to refer participants to support services they need beyond mentoring (housing, legal advice, healthcare).
- Make the programme's sustainability possible through local institutions even after the project ends.

5.5 Practical Tool: Mentoring Tracking Form

Field	Content
Meeting Date	
Topic/Skill Covered	
Participant's Strength (observed that session)	
Area of Difficulty	
Goal for Next Meeting	
Additional Support Need (if any, which institution was referred to)	

Regular completion of these forms enables both individual progress tracking and the provision of data for the project's overall impact reporting (see Chapter 7).

5.6 Key Takeaways

- Group classes may be insufficient to meet individual needs; one-to-one mentoring fills this gap.
- An effective matching process requires mentor training and a regular feedback mechanism.
- Local NGO partnerships expand the scope and sustainability of the mentoring programme.
- Systematic tracking forms make both individual progress and overall project impact traceable.

6. The Role of Language in Social Integration

6.1 Language Use in Everyday-Life Scenarios

The true test of language learning is not a classroom exam, but the ability to cope with situations encountered in real life. This chapter addresses how the skills gained in previous chapters (particularly the role-play scenarios in Section 3.4) can be transferred to real-life contexts.

Recommendation for youth workers and trainers: at the end of every module cycle, participants should be given a "real-world task" that lets them actually apply what they learned in class. For example:

- Trying to shop in Greek at the market at least once during the week, and sharing the experience in the next session.
- Starting a short conversation with a neighbour or local shopkeeper, and noting the impressions gained.
- Asking a public-transport worker for directions in Greek.

These tasks should be presented not as "homework" but as an encouraging "challenge" — value should be placed on the attempt itself, not on success or failure. This approach reduces language anxiety while strengthening participants' autonomy and self-efficacy.

6.2 Field Visits to Local Businesses and Institutions

One of the most powerful tools for learning outside the classroom is a structured field visit. The field-visit model recommended by the project:

Pre-Visit Preparation (1 session):

- Basic information about the institution/business to be visited, and related vocabulary, is introduced (e.g. before a visit to a municipal service office: "petition", "appointment", "document").
- Participants are divided into small groups, each given 2–3 simple questions to ask during the visit.

Visit Day:

- The group visits a local business, public institution or NGO with a pre-arranged appointment (example targets: a municipal service desk, the local library, a health centre, a small family business).
- Participants are encouraged to ask their prepared questions directly in Greek; the trainer offers support only when necessary.

Post-Visit Reflection:

- The group shares what was understood/not understood during the visit, newly learned words, and general impressions.
- A visit report can be added as a contribution to the digital language guide (see Chapter 8), such as "Making an Appointment at the Municipality: A Step-by-Step Guide".

These visits also serve the project's social-bridge-building goal: staff at the visited institutions gain a direct, positive contact experience with refugee and migrant communities.

6.3 Pathways to Participation in Community Events

Participants should be encouraged to attend local community events (festivals, markets, sporting events, religious/cultural celebrations). Recommendations for youth workers:

- Follow the local events calendar and present suitable events to the group.
- Where possible, organise attendance as a small group (attending alone can be discouraging for someone with a language barrier).
- Integrate the experience into the learning process with a short sharing round after the event.
- Move participants from being mere "spectators" to "contributors" wherever possible (e.g. offering an opportunity to showcase their own crafts at a local market).

6.4 Language as a Bridge to Education and Employment

The language skills developed in the Sparta strand are not an isolated goal, but a bridge to the project's broader employment and education objectives. The communicative competence gained in this chapter is transferred directly to the following areas:

- **Employment readiness:** Basic job-interview Greek, CV terminology, and everyday workplace communication patterns (coordinated with the vocational-training modules in the Spanish strand).
- **Access to education:** Basic terminology related to the school system for parents wishing to support their children's school adjustment (parent-teacher meetings, report cards, school-enrolment procedures).

- **Awareness of citizenship and rights:** Vocabulary related to basic rights, the social-security system and local-government services — directly linked to the project's "Common values, engagement and civic participation" priority.

6.5 Key Takeaways

- The real test of language skill is performance in everyday-life situations outside the classroom; "real-world tasks" support this transition.
- Structured field visits give concrete form to language practice while also creating institutional-social contact.
- Participation in community events should move participants from passive observer to active contributor.
- Language is a precondition for access to employment and education; the skills gained in this module are directly linked to the project's other strands (employment, entrepreneurship).

7. Measurement, Assessment and Monitoring

7.1 Level Assessment Based on CEFR Standards

To monitor language development in a scientific and comparable framework, the project has adopted the **Common European Framework of Reference for Languages (CEFR)** as its core measurement standard. CEFR defines language proficiency across six levels, from A1 (beginner) to C2 (mastery):

Level	Description	Relevance in This Project
A1	Basic user – very simple expressions	Entry-level participants in the programme
A2	Basic user – simple everyday communication	Targeted minimum exit level
B1	Independent user – communication on familiar topics	Medium-term goal for advanced participants
B2	Independent user – fluent, spontaneous communication	Long-term / employment-ready level

The concrete goal of the Sparta strand is to achieve a **measurable 50% improvement** in participants' language proficiency over the course of the project. This goal is objectively tracked through the difference between entry and exit CEFR assessments.

7.2 The Pre-Test / Post-Test Process

Pre-Test (at programme start):

- A participant's current level in the four core skills (listening, speaking, reading, writing) is determined using a simplified, CEFR-aligned assessment tool.
- Alternative, orally/visually weighted assessment formats are used for participants with lower literacy levels.
- Results are recorded, together with the needs survey from Section 2.4, in the participant's individual learning file.

Interim Assessment (mid-programme, during LTTA2):

- Progress is tracked via short module-based assessments (the "Assessment Tool" column of the weekly plan template in Section 3.6).
- Group leaders keep daily observation reports.

Post-Test (at programme end):

- An assessment of the same format and difficulty level as the pre-test is administered, enabling a direct comparison.
- Results feed into individual progress reports and the project's overall impact report.

7.3 Daily/Weekly Assessment Forms

Daily Participant Self-Assessment Card (completed in 2 minutes at the end of each session):

Question	Response (1–5)
I understood what I learned today	
I was able to use at least one new word/expression today	
I felt comfortable	
Today's activity was useful	

Group Leader Weekly Observation Report: At the end of each week, the group leader/trainer submits a short report to the project coordination team on the group's overall participation level, notable difficulties, and any participants requiring individual attention.

7.4 Participant and Group-Leader Feedback Mechanisms

It is important that the assessment process is not one-directional, and that participants can also provide feedback on programme quality:

- **Google Forms/Typeform surveys:** At the end of each module, participants give anonymous feedback on the programme's content, pace and format.
- **Focus-group discussions:** Once a month, a structured discussion is held with a small group of participants (5–8 people) to gather more in-depth feedback.
- **Real-time feedback mechanism:** In line with the project's overall management approach, instant feedback-collection tools (simple mood cards, digital surveys) can be used to increase the impact of workshops and trainings.

7.5 Success Indicators

Measurable targets set for the Sparta strand:

- **80% of participants** self-report improvement in language and/or cultural integration.
- An average **50% improvement in language proficiency** is achieved between pre-test and post-test.
- **60% of LTTA2 participants** take part in at least one local social project or community event after the programme.
- The developed language guide reaches at least **500** accesses/downloads.

- Within LTTA2, at least **45 direct participants**, at least **100 local refugees/migrants** indirectly, and at least **500 people** overall benefit from the guide and materials developed by the end of the programme.

7.6 Practical Tool: CEFR Checklist Template

A2-Level Exit Checklist (example):

- ☐ Can introduce themselves and their family in simple expressions
- ☐ Can do basic shopping at the market
- ☐ Can request/confirm a simple appointment
- ☐ Can describe their daily routine in simple sentences
- ☐ Can fill in a simple form (name, address, phone number)
- ☐ Can describe people close to them
- ☐ Can understand and give simple directions

Checklists of this kind provide both trainers and participants with concrete, observable progress indicators, complementing formal CEFR test results.

7.7 Key Takeaways

- CEFR is the internationally comparable standard the project uses to measure language development.
- The pre-test/post-test model allows objective tracking of the 50% language-improvement target.
- Daily/weekly assessment tools allow early identification of problems and real-time adaptation of the programme.
- Feedback is not one-directional; the participant's voice plays a central role in the programme's continuous improvement.

8. Development and Dissemination of the Digital Language Guide

8.1 The Process of Building the Guide's Content

All materials produced during LTTA2 (module plans from Chapter 3, cultural-event outputs from Chapter 4, field-visit reports from Chapter 6) are systematically brought together into a standalone output titled the "Language Development Guide". This guide forms one component of the project's overall "Refugee Integration Toolkit" and, together with the guides from the other two countries (a Mental Health Guide from Turkey, an Employment Guide from Spain), forms a comprehensive whole.

Production Process:

- During LTTA2, each day's outputs (vocabulary lists taught, scenarios used, participant feedback) are recorded digitally.
- After LTTA2 (at VTM2, February 2026), the guide's first draft is reviewed.
- In April 2026 (before LTTA3), content development continues.

- In May 2026 (VTM3), the guide is finalised, and the translation process into three languages (Turkish, Greek, Spanish) begins.
- In June 2026, the guide is tested in local workshops and finalised.

8.2 Accessibility Through QR Code Integration

QR codes providing direct access to related digital content (video, audio recording, interactive exercise) are placed in every section of the printed guide. Advantages of this approach:

- Combines low-cost printed material with rich digital content.
- Ensures usability for participants who have internet access but limited access to printed materials.
- Allows the guide to cater to different learning-format preferences (video, audio, text).

Implementation recommendation: A small QR code is placed next to each module heading; scanning the code takes the participant directly to the corresponding section of the digital language-learning platform (see Section 3.3).

8.3 Dissemination via eTwinning and EPALE

The project's official Erasmus+ platforms are actively used to give the guide and its underlying methodology visibility across Europe:

- **eTwinning:** Used as a shared platform for daily communication and content sharing of the guide and module plans; materials developed after each LTTA are shared here.
- **EPALE (Electronic Platform for Adult Learning in Europe):** Expert opinions on language education, vocational-skill acquisition and psychosocial support are gathered from across Europe; the training materials developed are published here to become accessible Europe-wide.

Target: the guide should be used and adapted by NGOs and educators in at least **5 different countries**.

8.4 Project Website and Social Media Strategy

The project website functions as the main platform hosting a permanent, publicly accessible, downloadable hub for all guides, tools and content:

- The digital (PDF/interactive) version of the guide is kept continuously accessible.
- Monthly content updates are made (by that month's responsible country).
- Photos, videos and participant stories produced during LTTA2 are shared (with consent).
- Visitor numbers, content-download rates and engagement levels are regularly monitored via Google Analytics and Meta Insights (target: at least 5,000 website visits, 1,000 content downloads).

8.5 Multilingual Access

To maximise the guide's impact, content is prepared and shared in the project's three partner languages:

- **Greek:** Mother-tongue access for local participants and the local community.
- **Turkish:** For transfer to activities in the Antakya strand.
- **Spanish:** For transfer to activities in the Las Palmas strand.
- **English (optional additional language):** For access by other NGOs and educators across Europe.

In the translation process, priority should be given not merely to word-for-word translation but to cultural localisation; role-play scenarios and idiomatic expressions in particular should be adapted to each country's own context.

8.6 Key Takeaways

- The digital language guide is built by systematically compiling all materials produced during LTTA2, and forms part of the project's overall Toolkit.
- QR code integration combines printed and digital content, increasing accessibility.
- eTwinning and EPAL are the core platforms giving the guide Europe-wide visibility.
- Multilingual access (Greek, Turkish, Spanish) guarantees the guide's transferability to the project's other strands.

9. Annexes and Resources

9.1 Useful Links and Platforms

European-Level Platforms:

- eTwinning — a collaboration platform for European schools and educational institutions
- EPAL — the Electronic Platform for Adult Learning in Europe
- SALTO Youth — a resource centre and training-materials hub in the youth field
- Otlas Partner Finding — a platform for finding partner organisations and disseminating project results
- Erasmus+ Project Results Platform — the official platform archiving completed project outputs

Greek Language-Learning Resources: Free Greek language courses for adults offered by the Greek Ministry of Education, community language courses run by local NGOs, and basic-level Greek mobile applications.

(Note: The specific institution/platform links in this section should be supplemented by Spartan Studies Society with current, verified URLs before the guide's final publication.)

9.2 Local Support Services for Refugees (Sparta/Greece)

- Local immigration and asylum support offices
- Sparta Municipality social-services unit
- Refugee/migrant support NGOs and community centres in the region
- Referral points for accessing healthcare services
- Civil-society organisations offering legal counselling

(The project implementation team should populate this section with current, verified contact details for their specific region.)

9.3 Audio-Visual Resources

- **Training videos:** At least 5 short training videos filmed during LTTA2 (on psychosocial support, language practice, cultural-integration themes)

- **Language-game templates:** Printed/digital templates for the games introduced in Section 3.5
- **Photo archive:** At least 20 photos from cultural cooking events and field visits (with consent)
- **Digital-storytelling archive:** Short video stories shared by participants (with their consent)

9.4 Assessment Form and Survey Templates

This annex collects, in printable/reproducible form, all the forms referenced throughout the guide:

- Needs and Level Assessment Survey (Section 2.4)
- Weekly Module Planning Template (Section 3.6)
- Intercultural Event Checklist (Section 4.6)
- Mentoring Tracking Form (Section 5.5)
- Daily Participant Self-Assessment Card (Section 7.3)
- CEFR Checklist (Section 7.6)

9.5 Key Takeaways

- This annex collects all supporting resources that increase the guide's practical applicability in one place.
- Local contact and institutional information should be updated for every new context in which the guide is implemented.
- All forms are ready for immediate field use via photocopying or digital copy.

10. Recommendations for Stakeholders

10.1 For Youth Workers and Trainers

- Always apply the needs analysis in Section 2.4 before starting work with any new group.
- Prioritise communicative courage over grammatical accuracy; build a classroom culture that reduces fear of making mistakes.
- Plan cultural events (Chapter 4) not as isolated "entertainment" activities, but as an integral part of language learning.
- Prevent your own burnout by sharing experiences regularly with other trainers; VTMs and monthly online meetings can be used for this purpose.

10.2 For Local Schools and Teachers

- The module structure in this guide can be adapted for inclusive classroom practice; the task-based techniques in Chapter 3 in particular can be used directly in multilingual classrooms.
- Integrate the "basic school-system terminology" module recommended in Section 6.4 into parent-information meetings for families of refugee/migrant students.
- Organise in-school "cultural exchange days" (see Section 4.4) to support early contact between local and refugee/migrant students.

10.3 For NGOs

- Feel free to make context-specific adaptations when integrating this guide into your organisation's existing language/integration programmes — the guide offers a flexible framework, not a rigid prescription.
- When building a volunteer pool for your mentoring programme (Chapter 5), consider partnering with university volunteering programmes and retired-teacher associations.
- Regularly monitor programme impact using the assessment tools in Chapter 7, and share your findings with other organisations via EPALE.

10.4 For Local Authorities

- Opening your municipal service offices to the field visits recommended in Section 6.2 both facilitates the refugee/migrant community's access to administrative processes and develops your staff's intercultural competence.
- Consider making the model developed in this guide part of your local integration policies, and seek sustainable funding sources (local budget, national funds, future EU projects).
- Encourage community contact by hosting or supporting cultural-bridge events (Section 4.4) as a municipality.

10.5 Cross-Sector Collaboration

The project's sustainable impact depends not on a single actor, but on the coordinated effort of educational institutions, NGOs, local authorities and the business world. Recommended collaboration model:

- **Regular coordination meetings:** Establishing a local working group in which local stakeholders (schools, NGOs, the municipality, employer representatives) meet quarterly to coordinate integration efforts.
- **Shared resource pool:** Sharing the mentor pool, event venues and training materials among stakeholders.
- **Joint monitoring:** Transparently sharing the assessment data from Chapter 7 among stakeholders to conduct a joint impact evaluation.

10.6 Key Takeaways

- This guide is an adaptable resource that can respond to the context-specific needs of different stakeholder groups.
- Sustainable integration requires coordinated collaboration among education, local government, NGOs and the business world.
- Each stakeholder group can make the project's impact lasting by integrating the relevant sections of the guide into its own institutional capacity.

11. Conclusion

A Message to Participants

To everyone beginning or continuing their language-learning journey with this guide: learning a new language takes courage, takes patience, and at times brings frustration. But every new word, every conversation bravely started, every lesson learned from a misunderstanding brings you one step closer to your goal. This programme aims to connect you not only with a language, but with a new society, new neighbours and new opportunities. Remember that your own story and your own culture are just as valuable in this process — this is not a one-way process of adaptation, but a process of mutual enrichment.

A Message to Stakeholders

Youth workers, trainers, mentors, local-authority representatives and NGO staff: this guide is a living document that should be continuously enriched by your experience in the field. Although the methods and tools presented here were developed in Sparta, their underlying principles — task-based learning, cultural bridge-building, systematic measurement — are adaptable to any context. We ask that as you implement this guide, you share the observations, success stories and challenges you encounter with the project partnership (via eTwinning and EPALE) — so that this resource can become a living tool contributing to refugee and migrant integration not only in Sparta, but across Europe.

Looking Forward

Even after the project concludes, the impact of this guide and its underlying methodology is intended to continue. The website, digital guide and toolkit will remain accessible for at least 5 years; Spartan Studies Society will continue to apply the language-education capacity gained in future projects. The mentoring network established, local NGO partnerships, and relationships developed with local government will leave a lasting community-level infrastructure, even after the project's official funding ends.

Annex 1: Using This Guide in Training and Mentoring Activities

1. Suggested Workshop Structure

Every module in this guide can be turned into a workshop/session using the following five-stage structure:

1. Introduction (10–15 minutes)

Participants are welcomed, a brief recap of the previous session is given, and the day's goal and agenda are shared. This stage is important for reinforcing group safety and routine.

2. Input and Exploration (20–30 minutes)

New content (vocabulary, cultural information, a concept) is introduced through authentic materials. At this stage the trainer acts as a facilitator; one-way lecturing is avoided.

3. Practical Activity (30–45 minutes)

An applied activity is carried out — role-play, a cultural cooking event, a field-visit simulation, or a language game (see Sections 3.4, 3.5, 4.2).

4. Reflection and Discussion (15–20 minutes)

Participants share their experiences, voice any difficulties, and summarise what they have learned. The daily self-assessment card (Section 7.3) can be completed at this stage.

5. Closing and Next Steps (5–10 minutes)

The session's 3 key takeaways are reviewed, the theme of the next session is announced, and, where applicable, a "real-world task" (Section 6.1) is assigned.

2. Suggested 7-Session LTTA2 Facilitation Model

The following session sequence is recommended, aligned with the 7-day LTTA2 programme in Sparta:

- **Day 1 — Opening and Group Building:** Introductions, needs-survey administration (Section 2.4), a seminar on the psychological/social impact of the language barrier.
- **Day 2 — Cultural Differences and Language:** Cultural-sensitivity workshop, simulations, first language games (Sections 3.5, 4.1).
- **Day 3 — Field Visit and Applied Practice:** Visit to a local migrant centre, observing good practices (Section 6.2).
- **Day 4 — Overcoming the Language Barrier and Material Development:** Production of new language materials, introduction of individual mentoring sessions (Section 5.2).
- **Day 5 — The Role of Language in Social Integration:** Visits to local businesses/workplaces, a roundtable meeting (Chapter 6).
- **Day 6 — Cultural Cooking Event and Assessment:** The Shared Kitchen workshop (Section 4.2), review of the guide's draft content.
- **Day 7 — Closing:** A panel on new trends in language learning, feedback collection, finalisation of the language guide and its publication on the project website.

3. How Mentors Can Use the Exercises

Practical tips for mentors:

- You can use the role-play scenarios from Section 3.4 in a more personalised format during one-to-one mentoring sessions (e.g. by simulating a participant's actual upcoming appointment).
- Complete the tracking form from Section 5.5 at the end of every meeting; this allows both you and the participant to see progress concretely.
- Keep the participant's self-identified goals (Section 2.4, Question 9) at the centre of mentoring sessions; mentoring should serve the participant's agenda, not the trainer's.

Examples of Mentoring Use: If a participant is anxious about an upcoming job interview, the mentoring session can be devoted entirely to simulating that scenario. If a participant is preparing for their child's

school meeting, the mentor can review the education-terminology list from Section 6.4 together with them.

4. Creating an Inclusive Learning Environment

Key Principles:

- Respect every participant's right to progress at their own pace.
- Consider physical accessibility (wheelchair access, adaptations for hearing/visually impaired participants) in every event's planning.
- Plan with gender sensitivity (participation in mixed-group activities may be restricted in some cultural contexts; offer an alternative format).
- Maintain a trauma-informed approach (Section 2.5) throughout all activities; make clear that a participant has the right to withdraw from any activity at any time.

5. Flexibility and Adaptation

This guide and the suggested session model are not a fixed prescription. Youth workers and trainers should adapt the content to their own group dynamics, available resources and emerging needs:

- You may shorten or extend workshop durations depending on group size.
- Keep the community-event recommendations in Section 6.3 up to date with the seasonal or local events calendar.
- Continuously improve modules based on participant feedback (Section 7.4); this guide is a starting point born from the LTTA2 experience, not a final endpoint.

This guide was developed within the framework of the Erasmus+ project "Inclusion of Resilient Minds: Skills for Refugees and Marginalized Youth" (KA210-YOU-37113705) by Spartan Studies Society (Greece), in partnership with Asociación AIGB (Spain) and Samandağ Gastronomy Tourism and Culture Association (Turkey).



Language Bridges, Resilient Minds

Sparta (Greece) Strand — Language and Cultural Integration Guide

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