

SPARKLE – Inclusive Literacy

THE SYLLABUS

1. Purpose and scope of the syllabus

This syllabus proposes a structured training plan for teachers, educators and social workers who teach host-country languages to adult migrants, refugees and newcomers with low literacy, interrupted schooling or no literacy in any language. It consolidates the needs, field observations and methodological priorities expressed by the SPARKLE partners into a common roadmap for the training.

The aim is to offer a clear, modular and adaptable training structure that can be used in different national contexts, while keeping a shared pedagogical focus: accessible language learning, adult dignity, practical communication, social participation and access to work-related situations. It identifies the expected learning objectives, topics and modules, skills to be acquired, sequence, duration and means of verification.

2. Syllabus at a glance: core training structure

This section foregrounds the core elements required for the Syllabus: what participants will learn, which topics and modules will be covered, which skills will be acquired, in what sequence and duration, and how learning will be checked through practical means of verification.

Syllabus element	Consolidated training design
Learning objectives	Participants learn to analyse low-literacy contexts, apply Easy-to-Read and active language-teaching methodologies, design accessible materials, facilitate inclusive activities and verify learning through practical evidence rather than text-heavy tests. The training supports both everyday communication and social/job integration.
Topics / modules	Eight practical modules: learner profiles and contexts; Easy-to-Read and accessible materials; oral-first learning, Total Physical Response (TPR) and

Syllabus element	Consolidated training design
	multisensory approaches; Communicative Approach for survival and work-related language; Task-Based Language Learning (TBLL); visual, tactile and low-resource materials; Computer Assisted Language Learning (CALL), smartphones and low-tech alternatives; lesson planning, adaptation, assessment and micro-teaching.
Skills to be acquired	Participants build skills in learner analysis, simplification, accessible material design, embodied facilitation, communicative and task-based planning, work-related scenario design, low-resource adaptation, digital/low-tech design and observation-based assessment.
Sequence	The sequence moves from understanding learners and accessibility principles to active methodologies, real-life tasks, materials, digital/low-tech supports, then lesson design and micro-teaching.
Duration	Core format: 24 hours, suitable for a 4-day mobility or modular delivery. Optional extended format: approximately 32 hours through reinforcement blocks, when local training conditions allow it.
Means of verification	Learning is checked through observable outputs: role-play, TPR (Total Physical Response) facilitation, micro-teaching, observation grids, peer feedback, self-assessment and a final participant portfolio.

3. Target groups

Training participants	Final beneficiaries / learners
• Language teachers and trainers working in formal, non-formal or NGO contexts. • Educators, volunteers and social workers involved in language support. • Practitioners working with mixed-level, low-literacy or pre-literate migrant learners.	• Adult migrants, refugees and newcomers with low literacy, interrupted schooling or no literacy in any language. • Learners at A0–A1 or beginner levels who need immediate oral and functional language. • Learners facing unstable attendance, administrative pressure, digital divide, social isolation or difficulty accessing services, training and the labour market.

4. Pedagogical principles

Principle	Syllabus implication
Oral-first and action-first learning	Modules prioritise listening, speaking, gesture, repetition, real objects and interaction before written production.

Easy-to-Read accessibility	All materials and instructions should be exceptionally clear, easy to understand, free from unnecessary complexity, visually supported, and tested with learners whenever possible.
Real-life usefulness	Activities connect to daily life, public services, health, work, school, transport, neighbourhood, administrative situations and basic labour-market communication.
Multisensory participation	Body, voice, images, senses, objects, rhythm, space and digital media are used to support memory and inclusion.
Adaptability	Every module includes attention to mixed-level groups, different literacy levels, multilingual classrooms, limited resources, small learning spaces, irregular attendance, varying learning speeds, emotional and confidence-related barriers, and the digital divide.
Safety and dignity	Training avoids forced disclosure, unwanted physical contact, infantilising materials and culturally insensitive scenarios.
Work-related and social integration	Language learning is linked to concrete participation: asking for information, understanding simple instructions, describing skills, making appointments, navigating services and preparing first steps towards training or employment.

5. Learning objectives: expected training outcomes

By the end of the training, participants should be able to:

- analyse the profiles, barriers and learning needs of low-literate and pre-literate migrant learners, and set realistic language objectives connected to everyday life and integration needs;
- apply Easy-to-Read, TPR, communicative, task-based, multisensory and CALL methodologies in a purposeful and context-sensitive way;
- design and adapt accessible learning materials using clear language, visual supports, real objects, audio, photos, pictograms and low-tech alternatives;
- plan short, inclusive and differentiated language activities for mixed-level groups, small spaces, low-resource settings and irregular attendance;
- facilitate safe, motivating and respectful learning environments that support attention, participation, confidence and a sense of belonging, reflect on learner engagement and progress, collect informal feedback, and adapt teaching strategies, materials and pacing in response to changing learner needs and classroom realities

6. Skills to be acquired

Competence area	Expected skills
Learner analysis	Identify literacy profile, language needs, barriers and priorities.
Accessible material design	• Simplify texts, instructions, forms and public-service materials without infantilising adult learners. • Use Easy-to-Read layout, visuals, pictograms, photos, colour coding, real objects, and clear-instruction models.

Competence area	Expected skills
Embodied and multisensory facilitation	• Use TPR, gesture, rhythm, movement, objects, image theatre, storytelling, voice and sound to support comprehension.
Communicative and task-based planning	• Design structured role-plays, dialogues, simulations and real-life tasks linked to services, work, job search, school communication, health and daily life. • Move from oral models and guided practice to concrete learner outputs: appointment request, simple form, workplace instruction, shopping list, map route, short voice message or photo-based task.
Adaptation and differentiation	• Adjust activities to different literacy levels, mixed groups, continuous learner turnover, small spaces and low resources. • Create short modules that can stand alone when attendance is unstable.
Digital and low-tech resource use	• Use smartphones, audio, photo/video, QR codes, simple apps, shared folders and other CALL resources where relevant. • Provide offline, paper-based, object-based or oral alternatives for every digital activity and explicitly address the digital divide at very early levels.
Assessment and reflection	• Observe learning through participation, action-response, oral production, practical tasks and confidence. • Use peer feedback, self-assessment, observation grids and micro-teaching to verify teacher learning.

7. Topics/modules and duration: recommended 24-hour core training

The table below is the central syllabus matrix. It presents the recommended 24-hour core training by module, with duration, main topics and means of verification. It is designed as a 4-day mobility programme or as a modular sequence of shorter sessions. The order moves from learner context and accessibility principles towards active methodologies, real-life tasks, digital/low-tech supports and final micro-teaching.

Module & duration	Topics / content	Means of verification
1. Understanding learners and contexts (3h)	Low literacy, pre-literacy and interrupted schooling; learner barriers such as fatigue, trauma exposure, precarity, motivation and attendance; mixed-level and multilingual groups; social and work-related language needs.	Short diagnostic scenario analysis; group mapping of learner needs and barriers.
2. Easy-to-Read and accessible material design (3h)	Easy-to-Read principles; simplifying forms, instructions, public information and work-related texts; visual hierarchy, large font, short sentences, photos, pictograms, pre-A1 supports and clear-instruction models.	Adaptation of one real-life document; peer review with Easy-to-Read checklist.
3. Oral-first learning, TPR and multisensory approaches (3h)	Comprehension before written production; TPR actions, gestures, repetition, routines and objects; consent and cultural considerations in body-based learning.	Facilitated TPR sequence; observation checklist and peer feedback.

Module & duration	Topics / content	Means of verification
4. Communicative Approach for survival and work-related language (3h)	Model dialogues, phrase banks, role-play and guided interaction; daily life, services, health, work, transport and neighbourhood situations; workplace instructions, asking for help, describing availability and confidence-building through supportive correction.	Role-play facilitation; short reflection on scaffolding and differentiation.
5. Task-Based Language Learning with authentic scenarios (3h)	Real-life tasks: forms, appointments, school communication, job search, shopping, maps and orientation; pre-task preparation, task performance, concrete output and debriefing; national language contexts and realistic simulations.	Design of a short task-based activity; presentation of a concrete learner output.
6. Visual, tactile, playful and low-resource materials (3h)	Flashcards, visual dictionaries, supermarket flyers, maps, objects and props; games, movement, line-hopping instructions and short activity cycles; sensory supports and adult-appropriate play; small-room, low-budget and no-internet variants.	Creation of a low-cost materials set; group testing and adaptation notes.
7. CALL, smartphones and digital supports with low-tech alternatives (2h)	Audio recording, photos, short videos, simple apps, QR codes, smartphone-based activities and shared digital activity banks; learner autonomy; privacy, accessibility and digital-divide precautions; no-internet and paper/object-based alternatives.	Digital / low-tech twin design: one activity in two versions; short usability check.
8. Lesson planning, adaptation, assessment and micro-teaching (4h)	Flexible lesson planning for mixed levels and irregular attendance; non-written and observation-based assessment; micro-teaching, feedback, self-assessment and follow-up community of practice.	Final micro-teaching session; participant portfolio: lesson plan + activity sheet + verification tool.

8. Optional 32-hour reinforcement pathway

The 24-hour core training remains the reference format. When partners have more time available, the same syllabus can be extended to approximately 32 hours by adding reinforcement blocks. These blocks deepen the practical work without changing the overall pedagogical logic.

Optional reinforcement block	Suggested duration	Focus
Learner contexts and ethical facilitation	2h	Additional scenario analysis on trauma exposure, precarity, unstable attendance, mixed-level groups and adult dignity.
Work-related and labour-market language	2h	Extra practice on job search, describing skills, understanding simple workplace instructions, appointments, training access and first-step employment situations.
CALL and low-tech design lab	2h	Hands-on creation of smartphone, audio/photo and QR-code activities, always paired with no-internet or paper/object-based alternatives.
Extended micro-teaching and portfolio feedback	2h	Longer peer practice, observation, revision of activity sheets and final improvement of each participant portfolio.

9. Suggested module plans

The 24-hour core training can be delivered as a 4-day mobility programme. The same sequence can also be divided into shorter online/offline sessions, provided that each block remains practical and includes a small design, adaptation or facilitation task.

Training day	Duration	Content and progression
Day 1 – Foundations	6h	• Module 1: Understanding learners and contexts • Module 2: Easy-to-Read and accessible material design, including pre-A1 materials and adapted official documents • End-of-day reflection: what needs to change in our current teaching practice? Coloured post-its followed by open discussion / World Café
Day 2 – Oral and embodied methods	6h	• Module 3: Oral-first learning, TPR and multisensory approaches • Module 4: Communicative approach for survival and work-related language • Short role-playing practice in pairs
Day 3 – Real-life tasks and low-resource materials	6h	• Module 5: Task-Based Language Learning with authentic scenarios, including appointments, forms, school communication, job search and neighbourhood orientation • Module 6: Visual, tactile, playful and low-resource materials • Design lab: activity adaptation for mixed levels and unstable attendance
Day 4 – Digital support, assessment and micro-teaching	6h	• Module 7: CALL, smartphones and digital supports with low-tech alternatives • Module 8: Lesson planning, assessment and micro-teaching • Explanation of the next project phases after the international mobility, including the teachers' role in the peer trainings in their own countries, how these trainings will be organised and when they will take place • Final evaluation questionnaire and assessment of the overall training experience

10. How learning will be checked: means of verification

Learning should be checked through practical and reflective evidence rather than written exams. The verification system focuses on what participants can actually design, facilitate, adapt and explain. Each module therefore produces an observable output: a simplified material, a role-play, a TPR sequence, a task-based activity, an observation tool or a micro-teaching moment.

Verification method	How it works	What it checks
Activity design task	Each participant designs or adapts one activity sheet for a specific low-literacy group.	Checks ability to translate methodology into a usable classroom tool.
Easy-to-Read adaptation	Participants simplify a real-life document, form, instruction, classroom text or official/semi-official information item.	Checks clarity, accessibility, layout, relevance, usefulness and adult dignity; can include a short user-validation plan.
Micro-teaching	Participants facilitate a short activity with peers acting as learners.	Checks facilitation, pacing, instructions, adaptation and learner engagement.
Observation checklist	Peers and facilitators observe role-plays, TPR, task-based and multisensory activities using a short observation grid.	Checks practical implementation and identifies improvement points.
Peer feedback	Participants give structured feedback using simple criteria: clarity, accessibility, adaptability and dignity.	Checks reflective and collaborative learning.
Self-assessment	Participants rate their confidence before and after the training.	Checks perceived progress and remaining support needs.

Verification method	How it works	What it checks
Participant portfolio	Each participant compiles a small set of training outputs: learner profile notes, one adapted material, one activity sheet, one verification tool and a short reflection.	Checks the ability to connect learner needs, methodology, materials, facilitation choices and assessment in a coherent teaching plan.

11. Implementation recommendations

Aspect	Recommendation
Group size	Ideally 12–20 participants to allow micro-teaching and peer feedback. Larger groups should be split for practice activities.
Room set-up	Movable chairs, wall space for visuals, enough space for small movement-based activities. A small-room variant should always be prepared.
Materials	Cards, printed images, pictograms, markers, paper, tape, objects, maps, forms, adapted official document examples, supermarket flyers, props, audio recorder or smartphone, optional projector.
Digital access	Useful but not mandatory. Every digital tool should have a paper, object-based or oral alternative, especially for learners who do not yet know how to download an app or use a translator.
Facilitation tone	Clear, reassuring, adult-to-adult, predictable and respectful. Avoid infantilising materials or forcing personal stories.
Follow-up	Create a shared folder or peer-exchange space where participants can upload adaptations, Easy-to-Read templates, classroom photos of materials, questions, feedback and locally useful resource banks.
Language adaptation	Examples, documents and role-plays should be adapted to each national language context while preserving the common pedagogical structure and accessibility principles.