

# Supporto linguistico per rifugiati adulti: il Toolkit del Consiglio d'Europa

*Strumenti e indicazioni per l'utenza analfabeta*

Reggio Emilia, 19 maggio 2018

**Lorenzo Rocca**

Member of the LIAM working group

*Linguistic Integration of Adult Migrants*

Language Policy Programme



CENTRO VALUTAZIONE  
CERTIFICAZIONI LINGUISTICHE

*Università per Stranieri Perugia*

# Council of Europe

(47 member states)

## Guiding principles:

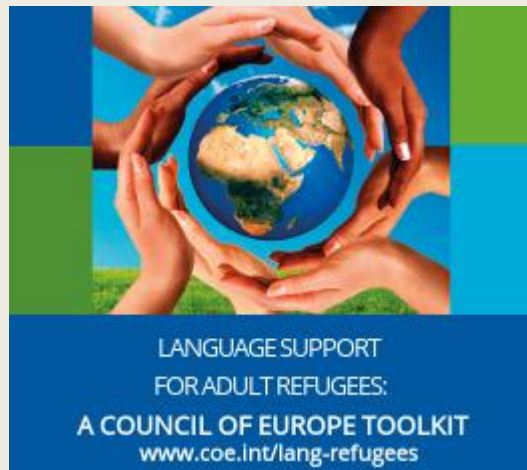
- Human rights
- Democracy
- Rule of law

## EDUCATION Language Policy Programme

### Linguistic Integration of Adult Migrants (LIAM)

## Actions to promote:

- Social inclusion
- Cohesion
- Respect for diversity



## Language support for adult refugees: a Council of Europe toolkit

Il toolkit come strumento pensato per aiutare chi è chiamato a supportare l'urgenza linguistica di un'utenza altamente vulnerabile

Throughout the toolkit the term “refugee” is understood in a broad sense: it includes **asylum seekers as well as refugees**

# ALTE LAMI SURVEY: 2016

## •Users

Teachers and  
Volunteers

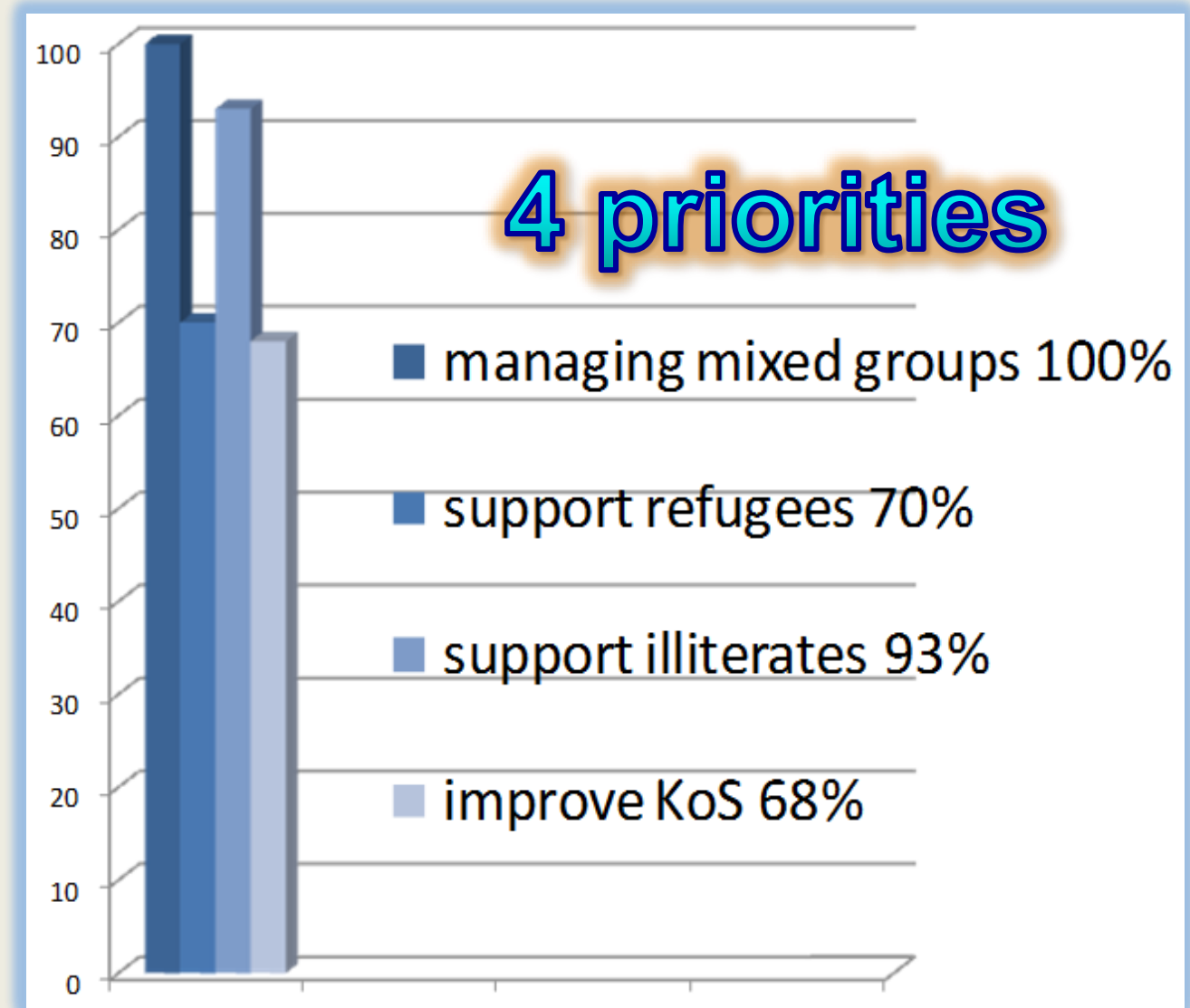
## •Aims

Collect data with  
regard to their:

1. Profiles
2. Needs

## •Context

14 countries



# Managing mixed group

## Non solo CAD (Classi Abilità Differenziate)

- ✓ Diversi generi ed età
- ✓ Diverse motivazioni
- ✓ Diversi modi di apprendere
- ✓ Diverse lingue e culture
- ✓ Diversi status legali/ condizioni
- ✓ Diverse storie di vita
- ✓ **Diverse scolarità**
- ✓ **Diversi profili di alfabetizzazione**
- ✓ Situazioni di BES (Bisogni Educativi Speciali)
- ✓ Profili con DSA (Disturbi Speciali dell'Apprendimento)

**Tool 14 – Diversity in working group**




## A Council of Europe Toolkit

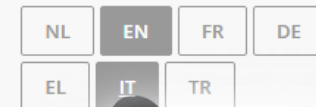
The Council of Europe has developed the toolkit presented on this website (available in seven languages) to support member states in their efforts to respond to the challenges posed by unprecedented migration flows. It has been produced as part of the project *Linguistic Integration of Adult Migrants (LIAM)* of the Council of Europe's major Programme on language policy.

**The toolkit comprises the 57 tools and other resources contained in the various sections of this website.** Tools can be downloaded and adapted to meet the needs of different contexts

The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.

 [Guidelines, overview of the sections and FAQs](#)

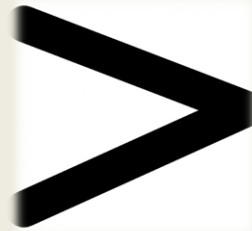
 [Launch Conference](#)



# 57 tools in 7 languages

# [www.coe.int/lang-refugees](http://www.coe.int/lang-refugees)

| Home   | Introduction   | Preparation & planning   | Activities  | Additional resources   |
|--|--|--|---|--|
| <ul style="list-style-type: none"> <li>• Content and objectives</li> </ul> | <ul style="list-style-type: none"> <li>• Refugees</li> <li>• Cultural and language awareness</li> <li>• Language learning</li> </ul> | <ul style="list-style-type: none"> <li>• Some points to think about</li> <li>• Needs analysis</li> <li>• Planning content</li> </ul> | <ul style="list-style-type: none"> <li>• Getting started</li> <li>• Learning vocabulary</li> <li>• Thinking about language and learning</li> <li>• Scenarios for language support</li> <li>• Interacting with the host community</li> </ul> | <ul style="list-style-type: none"> <li>• Web directories and links</li> <li>• Glossary</li> <li>• Contributors to the toolkit</li> </ul> |





# Approccio non formale

~~Lei~~

**Tu**

~~Studente~~

**Apprendente**

~~Corsista~~

**Partecipante**

~~Lezione~~

**Incontro**

~~Classe~~

**Ambiente (di apprendimento)**

~~A1~~

**Competenza di base**

~~...~~

**...**

# Toolkit: a development in 10 steps

- 1) 2015: CoE defined the priority in the LPU agenda
- 2) 01/2016: call by LIAM to recruit partners: selection of 5 teams (from Austria, France, Italy, Romania, United Kingdom: 50 persons involved)
- 3) 03/2016: kick-off meeting (structure and contents + allocation of tasks)
- 4) 03-09/2016: development of 120 tools (first draft)
- 5) 09-12/2016: revision and final selection (from 120 to 60 t.)
- 6) 01/2017: editing (English version)
- 7) 02-04/2017: piloting
- 8) 04/2017: adjustments in the light of piloting (from 60 to 57 t.)
- 9) 05-09/2017: translations (t. + website contents)
- 10) 11/2017: launch of the toolkit



# Piloting of the toolkit

## **Aim:**

- Collect general feedback
- Elicit information on the use of specific tools

## **Participants:**

- 1 national co-ordinator
- 18 local co-ordinators
- 150 volunteers
- 2,076 migrants (68% asylum seekers/ 32% refugees)

# Consistency: 3 main variables

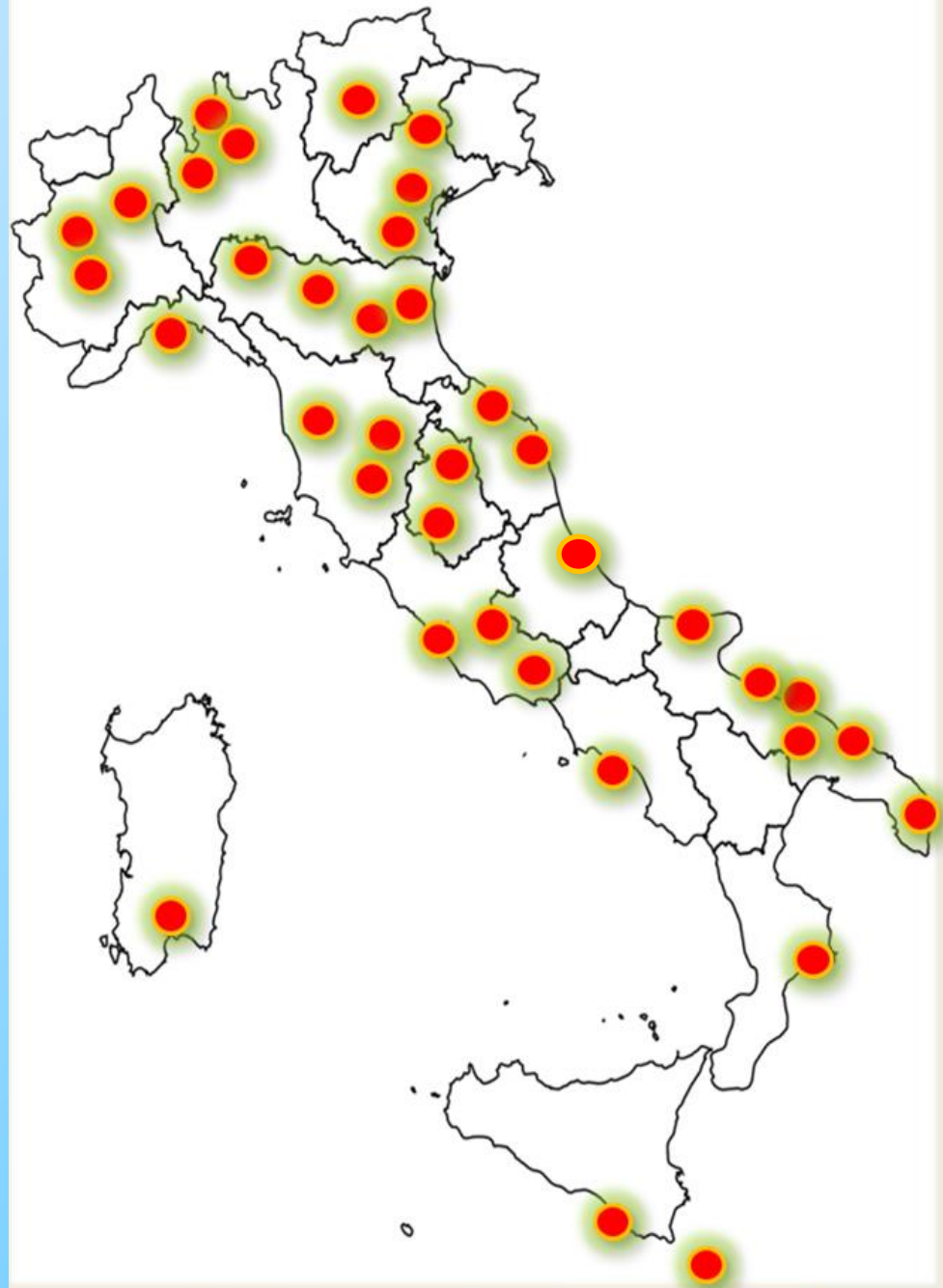
## Representative data

(not only in terms of number of participants)

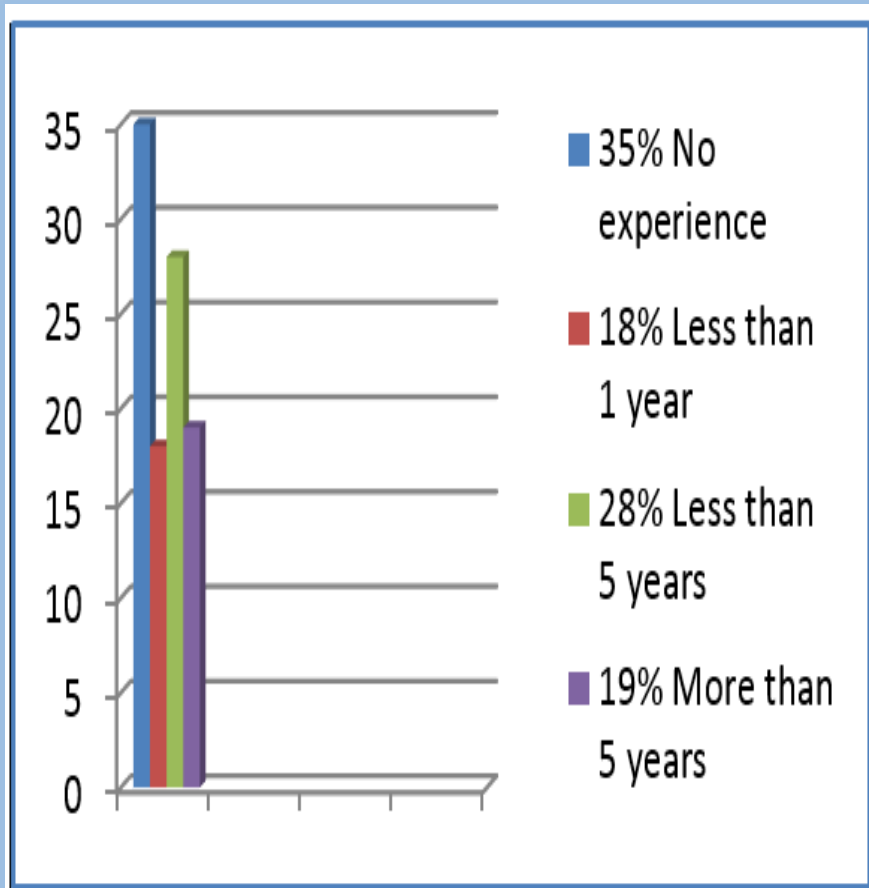
- 1. Migrants profile:** gender, age, legal status, countries of origin
- 2. Volunteers profile:** mainly in terms of previous experience both in volunteering and in offering language support
- 3. Context:** where the piloting took place

# Context

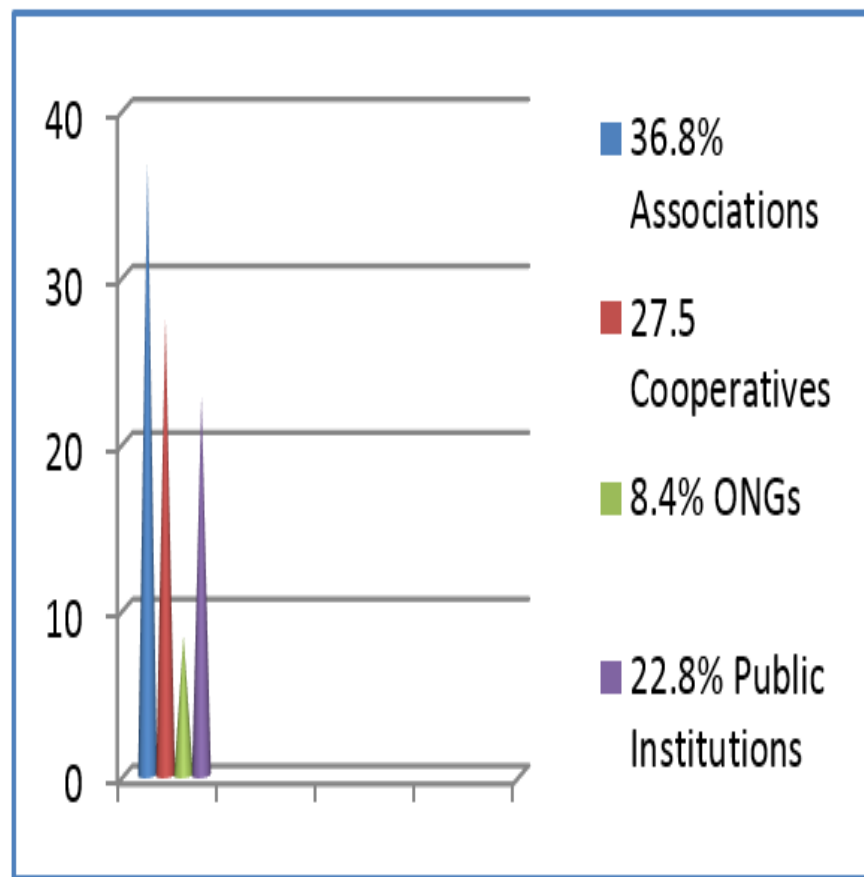
- North, Center and South
- 16 regions
- 37 places (Hot Spot, C.A.R.A., C.A.S. S.P.R.A.R.)
- Countryside, mountains, small villages, metropolitan areas, islands



# Participants: volunteers profile



Participating volunteers' experience of providing language support



Types of organization for which participating volunteers were working

# General feedback (FG)



For each of the tools piloted, **positive responses** outweighed negative responses

Volunteers appeared to be enthusiastic for 2 reasons:

1. The toolkit contained items that seemed very **useful** to them and **fit for purpose**
2. The toolkit made them feel that they were not alone: they appreciated it as an instrument designed to **give value to the volunteering work**

# Some quantitative findings (Q)

- 89.0% the tools provide **practical suggestions**
- 89.0% the tools provide **useful information**
- 87.8% the tools **helped volunteers** in their work
- 81.6% the tools were **easy to use**
- 80.3% the toolkit is **easy to understand**
- 78.9% the toolkit is **comprehensive, coherent, clear** and logically structured
- 62.6% the tools **cover most of the aspects** related to language support



# Feedback related to specific tools

**“20 ore da destinare ad attività di accoglienza e orientamento [anche] per l’accertamento delle competenze in ingresso”**

(Linee guida MIUR, 2012)

**1. Tool 25, *Describing what someone can do in a range of communicative situations***

**(ELP without reading and writing)**

**2. Tool 26, *First steps in the host country language***

**(Basic placement test: literacy and language competence)**

**3. Tool 27, *Refugees’ linguistic profiles***

**(Interview aimed to identify the needs)**

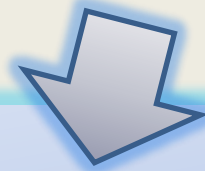
**Tool 38 – Plurilingual portraits**

**(Very inclusive activity to emphasize the repertoire of learners)**

# 2 tools directed related to literacy (and script)

L'attenzione al tema della literacy è sia trasversale che specifica con riferimento a determinati tool

- **Tool 15 - *Supporting refugees with low literacy***
- **Tool 17 - *Challenges in learning to read and write in a new language***



**Aim:**

- improve the knowledge of different literacy profiles
- improve the awareness related to the engagement in a new script

# Scenarios

L'attenzione al tema della literacy è motivo ricorrente anche nei 15 scenari comunicativi proposti dal toolkit

- The scenarios were highly appreciated partly because they were **ready to use** and partly because they also served to **stimulate ideas for the creation of additional activities**
- All the participating volunteers agreed on the choice of topics, which were closely **linked to the everyday life** of their learners
- All the proposed activities were eminently **practical, easy to understand and based on real-life situations**

# The concept of scenario

"A CEFR-based scenario provides a set of real-world variables, including a domain, context, tasks, language activities and texts (CEFR, pp.13-14), in which "Can-Do" descriptors are integrated as learning objectives, and literacy goals together with aspects of strategic, pragmatic and linguistic competence"

(LIAM: 2016)

# In each scenario

- **From 4 to 9 language activities**, mainly for beginners and mainly involving speaking, proposed in the **logical order**, so **strategically sequencing** in order to satisfy a specific need
- **Additional activities for low literacy profiles**

Particolarmente apprezzate in Italia, proprio in ragione dell'utenza mediamente più vulnerabile (quantomeno sul piano della literacy)

# Scolarità e istruzione: profilo e progetto migratorio

- OIM Studio realizzato dall'OIM(Organizzazione Internazionale per le Migrazioni) in collaborazione con l'European University Institute\*
- Interviste neo arrivati (di cui 60% richiedenti asilo)**
  - ✓ 10% totalmente analfabeta
  - ✓ 20% non ha completato nessun ciclo scolastico
  - ✓ 29% ha completato la scuola elementare

- 83% analfabeti** vorrebbe rimanere in Italia
- 52% laureati** vorrebbe rimanere in Italia

\*<http://www.italy.iom.int/it/aree-di-attivita/ricerca/Study-migrants-profiles-drivers-of-migration-migratory-trends>, 2016

# **83% analfabeti vorrebbe rimanere in Italia**

**Abbiamo dei doveri precisi**

**Risposte**

**Quali dare?**

**Quali evitare?**

# Misuse of the CEFR

- 2013: 81%
- 2010: 75%
- 2007: 61%
- 2002: 29%

*Language requirements  
for migration purposes:  
% CoE countries involved*

“The CEFR was never established as a mechanism for establishing whether or not a certain language level was indicative of a level of integration. It is only a measure of a linguistic ability”

(Parliamentary Assembly, *Recommendation 2034*: 2014)

“The critical language testers (Mar-Molinero & Stevenson 2009; Shohamy 2006) highlight the changes in the field of language requirements from a *language and power* perspective. [...] They identify an intention behind language examinations of regulating access to society or the attempt to preserve social cohesion by **freezing out certain groups**”

(Pochon-Berger & Lenz, in <https://www.goethe.de/en/spr/mag/20424141.html>)



1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

## - Louisiana, 1965 – Literacy test

7. Above the letter X make a small cross.
8. Draw a line through the letter below that comes earliest in the alphabet.

Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

Z V B D M K T P H S Y C

10. In the first circle below write the last letter of the first word beginning with "L".



11. Cross out the number necessary, when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.



13. In the line below cross out each number that is more than 20 but less than 30.

31 16 48 29 53 47 22 37 98 26 20 25

# Ethical and technical concerns

“Literacy is a necessary prerequisite for any kind of written test. [...]

Policy makers need to **provide training courses** that strongly support the acquisition of literacy skills, **instead of providing writing or reading tests”**

(ALTE LAMI Booklet, p.23)

Language tests for access,  
integration and citizenship:  
An outline for policy makers



**ALTE**  
**LAMI**  
Language Assessment for  
Migration and Integration

COUNCIL OF EUROPE  
  
CONSEIL DE L'EUROPE

**ALTE**  
Association of Language  
Testing in Europe



## L2 MC CB KOS

“It is important to be aware of the limitations of tests and ensure that they contribute to integration and do not become a **barrier** to it. [...] The required standards sometimes exceed what is reasonably attainable, leading to the **exclusion** of many people. This **raises human rights issues**. [...] It is particularly problematic when dealing with people who are **illiterate or with low levels of education** [...]

Rather than promoting testing, **offering language courses** and *possibly obliging migrants to participate* in these courses may offer greater advantages and develop their skills without running the risk of excluding migrants”

(Parliamentary Assembly, *Recommendation 2034*: 2014)

# PIANO NAZIONALE INTEGRAZIONE PER I TITOLARI DI PROTEZIONE INTERNAZIONALE



## ■ Favorire l'accesso all'istruzione e alla cultura

Per realizzare un concreto percorso di inserimento sociale e per l'accesso al mercato del lavoro e dei servizi pubblici:

- rendere obbligatoria la partecipazione ai corsi di lingua svolti nelle diverse strutture del sistema di accoglienza;
- incentivare la partecipazione ai corsi di lingua offerti sul territorio per la formazione degli adulti favorendo le iniziative finalizzate all'inserimento lavorativo.

### 3.2 La formazione linguistica

L'apprendimento della lingua italiana rappresenta un diritto ma anche un dovere poiché costituisce il presupposto essenziale per un concreto percorso d'inserimento sociale, fondamentale per l'interazione con la comunità locale, per l'accesso al mercato del lavoro e ai servizi pubblici.

**L'obiettivo** è incentivare l'apprendimento della lingua italiana in tutto il sistema di accoglienza con particolare attenzione alla strutturazione dei “*Piani regionali per la formazione linguistica*” anche grazie alla continuità offerta dai finanziamenti FAMI. In particolare:

- Per meglio valutare il livello di alfabetizzazione e di capacità linguistica dello studente si deve prevedere sempre un test iniziale che aiuti a definire il livello e la metodica d'insegnamento più adatta.
- Prevedere iniziative di supporto specifico per gli analfabeti
- Rendere obbligatoria la partecipazione degli ospiti, sin dalla prima accoglienza, ai corsi di lingua svolti nei centri, adottando tutte le misure necessarie per migliorare e semplificare la partecipazione, inclusa la previsione di incentivi collegati a percorsi di inclusione socio-lavorativa e di penalità economiche (*pocket money*).
- Incentivare la partecipazione a corsi di lingua offerti sul territorio presso i centri per la formazione degli adulti o tramite organizzazioni del terzo settore, favorendo anche iniziative di relazione con il contesto sociale accogliente e l'inserimento lavorativo.
- Prevedere corsi di lingua con insegnanti specializzati nell'insegnamento dell'italiano di livello L2, con l'utilizzo di metodologie interattive e sperimentali.



## Pre A1 - Il margine del possibile

- Analfabeti strumentali **X**
- Analfabeti funzionali **✓**
- Scarsamente scolarizzati **✓**
- Analfabeti di ritorno **✓**



# 2 piani x 2 auspici

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

1) Condividere un **approccio sovra nazionale** al tema, in accordo con la mobilità dei migranti



2) **Rendere esaustiva la risposta parziale** del Pre A1, con percorsi per analfabeti totali riconosciuti dalle amministrazioni centrali

# Adeguatezza e sostenibilità

**30 mesi (netti)**

**Percorso Alfa (300 h) + Pre A1 (150 h)**

**=**

**450 h per ingresso A1**

- ✓ Quali strumenti?
- ✓ Quali contenuti?
- ✓ Quale monitoraggio?







UNIONE  
EUROPEA



MINISTERO  
DELL'INTERNO

# Studio e analisi dell'impatto dei percorsi formativi e valutativi



# Risultati attesi

Rilevamento, valorizzazione e disseminazione buone prassi

## Corsi FAMI

- ✓ **Modalità, approcci alla didattica e materiali** in uso nei percorsi Alfa (?), Pre A1, A1, A2 e B1

## DPR 179/2011

- ✓ **Strumenti alternativi/integrativi** per la **sessione di civica**

## DM 4/6/2010

- ✓ **Input** selezionati e **item** elaborati per il **test A2**
- ✓ **Gestione dei candidati con bassi profili di alfabetizzazione**
- ✓ **Valutazione** delle prove soggettive





Council of Europe  
Conseil de l'Europe

# Education for Democracy

## Outline of the New Programme 2018-2019

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## **2 projects**

**1) Language policies and language requirements for migrants: a European survey**

**2) The European Literacy Framework**

# European Literacy Framework

- It will be developed basing on existing frameworks for L2 literacy (e.g., in English, French, German, Italian, and Dutch)
- It aims to be an instrument for a flexible and inclusive education of non-schooled and low-educated migrants in Europe
- Ultimately, the framework will provide the skeleton for the design of syllabus and tests from non-literacy level to A1 across Europe

# Working Group

1. Lorenzo Rocca, expert in charge on behalf of the Council of Europe
2. Fernanda Minuz, Coordinator
3. Alexis Feldmeier Garcia (Germany)
4. Jeanne Kurvers (Netherlands)
5. Rola Naeb (UK)
6. Karen Schramm (Austria)
7. Taina Tammelin-Laine (Finland)



**[Irocca@unistrapg.cvcl.it](mailto:Irocca@unistrapg.cvcl.it)**