

In this issue:

- ✓ The Project Idea
- ✓ Initial research and surveys
- ✓ Virtual cross-European training

Addressing the shortcomings of provision and quality of language teaching to migrant learners

This two-year project involves 5 partners from 5 countries and focuses on the upskilling both volunteers and existing language teachers who are working on the teaching of the home language to asylum seekers and refugees.

It addresses shortfalls in both provision and quality. The Council of Europe Report (2017b) highlighted the key role of volunteers in providing language tuition to newly arrived asylum seekers and refugees in both formal and non-formal contexts. However, they rarely have access to training. Furthermore, research by the Fundamental Rights Agency, in 2017, highlighted that even in formal settings, many teachers are not trained or have no experience with general issues of migration and diversity, to work with refugee students and their particular needs or to teach the national language as a second language.

This project aims to address these shortfalls by creating a model of training provision that focuses on the specific needs of the target groups of asylum seekers and refugees, and the quality of teaching and learning.

It aims to explore such issues as knowing the needs and expectations of the target groups, different techniques to improve engagement, and learning models to meet those needs, including non-formal learning. It will share existing expertise and develop new strategies. The aim will be to provide a model methodology and set of resources that have been tested in a range of contexts with a variety of target groups, which can then be more widely adopted.

The overall anticipated result will be a new training model and resources with evidence that they can impact on the quality of teaching and learning of those working with asylum seekers and refugees, despite different educational and cultural contexts. They will be made freely available to NGOs working with asylum seekers, voluntary organisations, training providers and regional authorities across the EU.

A survey and training event involving language teachers and volunteers leads to a pilot scheme of work

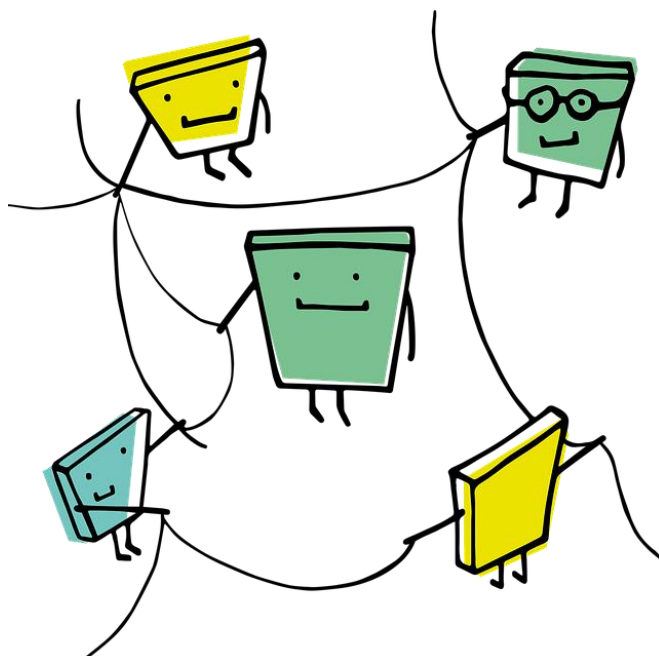
A survey involving 102 teachers and 32 students from Germany, Greece, Italy, Spain and the United Kingdom allowed the partnership to gather precious up-to-date information on the experiences and needs of migrant learners and their qualified or non-specialist language teachers. We carefully analysed the data coming from students and teachers, identifying similar, as well as divergent views. Based on these findings, in a three day online training event involving teachers from all 5 partner countries, we drafted the outline of a scheme of work to be piloted and tested in training settings involving migrant learners of their new country's language.

The scheme of work will cover these 5 themes:

- ✓ Getting to know your target groups and their needs
- ✓ Active engagement techniques including creating a positive climate for learning
- ✓ Structuring learning including preparation, planning, and resourcing
- ✓ Teaching and Learning models including lesson design for inclusion, learning styles, guided learning and group work
- ✓ Assessment for Learning

In the following months the partners will conduct further research and then design educational activities and tools (see structure below) to be piloted in training settings.

General introduction to the topic			
Short summary of introduced point	Additional explanation to go deeper	Activities to try out the point or to understand it better	Further reading
Conclusion / summary of the topic			



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Website:

www.teachingmigrants.eu
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