



TeaM

**Challenges and Good
Practices in Adult Migrant
Education in Greece, Italy,
Germany, Cyprus and Turkey:
*A Comparative Review***

**TeaM-Teaching to
Marginalized Groups**

**Project Code:2020-1-EL01-
KA204-078944**



Funded by the
Erasmus+ Programme
of the European Union

Common Challenges

High mobility rates of refugee population

Illiteracy in L1

Lack of training material tailored to the specific needs of refugees and immigrants

Lack of guidance for Teachers and a syllabus that covers their learners' needs

Refugees and immigrants treated as a homogenous group

Insecure legal status, long asylum procedures

Predominance of monolingual bias in language teaching

Learners with traumatizing experiences

Country Specific Barriers for adult migrant learners- Greece

Greece for many migrants is not the destination country and as such migrants share little to no motivation to learn the language and engage in courses

Lack of infrastructure and systematic research on adult migrant learners

Political instability

Lack of adequate teacher training

Country Specific Barriers for adult migrant learners- Italy

The language courses are not taking into account the migrants' specific learning needs and lack a practical dimension. *The specific needs of refugee learners have very recently started to be addressed by Italian didactics.*

Language certification processes need to be adapted to migrant language users

Refugees and immigrants do not share the same needs, but are treated the same in language courses

Teachers thought that the courses provided were not enough to allow the refugee to be able to integrate

Country Specific Barriers for adult migrant learners-Germany

- + Hegemonic Eurocentric views are propagated and stabilized
- + **Resistance in learning the language.** There is exhibited resistance in learning German. Notably, in a 2019 article it is stated that Germany is phasing a new social problem "*the Integrationsverweigerer;*" *literally someone who refuses to integrate, a "Verweigerer" is a "conscientious objector" or a "refusenik." The principal characteristic of a "Integrationsverweigerer" is that they are not learning German and the German government is now planning to get tough on the type"*
- + *Even for those who do not exhibit resistance and want to learn the language the difficulties they face impeded their learning process as **bureaucratic appointments are prioritized over attending language lessons.***
- + The language and its structure, grammar, and pronunciation is challenging

Source: <https://www.open.edu/openlearn/languages/more-languages/linguistics/what-makes-it-hard-migrants-learn-the-language-their-new-home>

Some food for thought

- + "The entanglement of hegemonic norms and structures with the pedagogical approach in language courses for migrants and refugees in Austria and Germany needs to be rendered visible. Only then will it be possible to implement pedagogical adult education approaches that resist the violent undercurrent of civilising discourses, which beset even the most well-meaning of attitudes. Migration discourses are an integral part of hegemonic ideologies that aim to produce 'useful migrants' and thus stabilise the status quo of actual power relations. Migration regimes can perfectly be detected and deeply analysed in language courses as contact zones as a continuation of imperialism. Migrants and refugees represent here the other, meanwhile teachers and institutional staff represent the predominant society" (Heinemann, 2017,p.192)

Heinemann, A.M. B. (2017). The making of 'good citizens': German courses for migrants and refugees, *Studies in the Education of Adults*, 49,(2), 177-195.

<https://doi.org/10.1080/02660830.2018.1453115>

Country Specific Barriers for adult migrant learners- Cyprus

*The Republic of Cyprus views asylum seekers and refugees as **guest workers**, i.e. people who are not there to stay. This affects both the design and the implementation of language training in Cyprus*

Predominance of monolingual bias in language courses

Country Specific Barriers for adult migrant learners- Turkey

- + *Educational sciences currently neglect refugee education (Beltekin, 2016)*
- + *"A holistic social sciences perspective that includes international law and policy fields is required " (Beltekin, 2016)*

Beltekin, N. (2016). Turkey's progress toward meeting refugee education needs: The example of Syrian refugees. Eurasian Journal of Educational Research, 66, 175-190. <http://dx.doi.org/10.14689/ejer.2016.66.10>

Initiative and Actions

The toolkit that has been developed by the Council of Europe in the context of the "Linguistic Integration of Adult Migrants - LIAM" project, aiming at providing assistance to organizations and volunteers working with refugees, is of tremendous importance.

In Greece, ***Greece National Education Sector Working Group (ESWG) (2016)*** and ***Athens Open Schools (2016-2019)***.

In GERMANY , Hamburg and Berlin have established support programmes for the professional integration of refugee teachers.

Suggested Teaching Approaches

The Communicative Approach



The Constructivist Approach



Experiential Methods to learning



Translanguaging

Good Practices

1

Establish a routine

2

Form a community

3

Change the form of instruction to accommodate the learners' needs

4

Evaluate with mindfulness and fair-mindedness

5

Choose interesting and engaging topics

6

Connect the topics to the learners' interests

7

Promote creativity

Suggestions

- + **Integrated classes** Both illiterate and educated learners as well as both newcomers and those who've been living in Greece for some time were included in the same classes which showed good results in the learning process
- + **Focus on the languages the learners speak** (employ Translanguaging)

Do's for Trainers



Practice Active Listening



Speak as clearly and slowly as possible. When required, reiterate the information. Take into account the tone of your words, as well as any indicated or unsaid connotations.



Communicate in a considerate manner. Provide honest comments while taking into account and respecting the sentiments and responses of others.



Use both open-ended and close-ended questions to get information.



Make time to focus on feelings and emotions and reflect.



Utilize ice breaker techniques



Be open to criticism



Make yourself available to the learners after the teaching session has ended so that learners can approach you and discuss any issues that may have arisen during the session.

Don'ts for Trainers

1

Disrupt or cut off the learners when expressing their opinion

2

Distract the learners from the topic at hand.

3

Exhibit preference towards one particular learner or overlook certain learners

4

Take it for granted that you know better, as some learners may have a deeper knowledge than you on many domains

5

Go off on a tangent and talk aimlessly

6

Insult learners or being condescending

7

Skip frequent breaks



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of the European Union

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Aydın Education, Culture and Art Association

