



VET Integrated Language Learning

The toolkit for VET & language teachers and trainers  
Master the local language & develop your professional opportunities

# PRESS KIT

MOBILITY  
LEXICON  
CLASSROOM  
VOCABULARY  
LANGUAGE LEARNING  
TOOLKIT

## Combining language learning & vocational education and training

### Integration of migrants and refugees in the labour market

Acknowledging and accentuating the significance and timeliness of social integration of migrant workers and students and the role of local language learning in this respect, herein you can find a compilation of interesting data, projects, initiatives, studies, articles and further references.

The press kit aims to spread the news, support knowledge exchange, provide inspiration, and hopefully motivate needed policy and practice change in Europe for better integrating language learning into work-based training.



Lifelong  
Learning  
Programme

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EU-funded project Vintage - VET Integrated Language Learning

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## THE VINTAGE PROJECT

### Background

Communicating in the local language is important for migrant and mobile workers and students to be able to enhance their social activity and improve their access to the job market, their professional skills and competences.

**What comes first?** Do you need to learn the local language before you proceed with vocational training and work placement? Or can you do them in parallel?

Over the past years, progress has been made towards integrating work-based contents in language learning. More recently, there has been a focus in integrating language learning in work-based settings.

Combining language learning and vocational training enhances the motivation of the learners and the effectiveness of the learning process. Too much time is usually squandered by trying first to teach a migrant or mobile worker or student a language before integrating them into the work process. It has proven to be **more effective and less costly if language training becomes an integral part of vocational training**.

**How to do it?** There are a number of challenges in both language learning and teaching that require a specialised approach in order to be effective. Sectorial didactics, standardised curricula, scholastic learning settings and beyond need to be activated to enable teachers to design **personalised didactical activities** for individual VET learning settings, accommodating and serving each person's learning needs, autonomy and responsibility.

Vintage stands for personalised integrated language and work-based learning!

### About Vintage

European project Vintage **supports language teachers and trainers** to develop their competences for better interlinking formal and informal learning, taking into account workplace settings and new enablers of learning.

Vintage has developed a comprehensive strategy, **a learning model** for personalised VET integrated language learning, including an **innovative way of assessment** of learning outcomes, methods and tools, promoting self-evaluation and assessing communication skills embedded in qualification achievements.

It has also set up a network bringing interested teachers and trainers together and a rich **Resource Centre** providing them with a flexible set of tools, practices, interactive didactical activities, techniques, tips and methodologies for designing, planning and managing innovative personalised language learning pathways.

Vintage is implemented by a transnational consortium of expert partners from all over Europe (Switzerland, Italy, France, Norway, Greece).



**JOIN THE NETWORK | ACCESS THE LEARNING  
MODEL | ENTER THE RESOURCE CENTRE**



## PRESS RELEASE

*Zurich, 25 October 2016*

### Vocational training and language learning for the integration of migrants and refugees in the world of work

*Conference on 8 November 2016 in Zurich in the frame of European project Vintage*

Today there are now more than 50 million people in Europe living in a country other than the one in which they were born. Moreover, Europe is home to millions of first, second and third generation immigrants as well as ethnic minority communities. Language education, and in particular the learning of the language of the host country, has a major role to play in supporting the integration of young and adult migrants into education systems, the labour market and society. In spite of efforts to integrate migrants into European labour markets, education systems and other societal structures, migrant and ethnic minority workers in most countries are still over-represented in both low quality employment and long-term unemployment and under-represented in further education and vocational training. The causes of exclusion are complex and often go beyond the scope of educational intervention. Nevertheless, communicative competence in the language of the host country is essential for inclusion and participation both in the labour market and society at large. (European Centre for Modern Languages of the Council of Europe).

In this frame, vocational training and language learning for the integration of migrants and refugees in the world of work

is the main topic tackled by the European project Vintage co-funded under the Lifelong Learning Programme of the European Union as well as the core topic of the open discussion hosted by the project leader ECAP Foundation on Tuesday 8 November 2016 in Zurich, Switzerland to present the project and its results. Different panels on work-based language learning, including experience-sharing from all over Europe, presentation of related practices, initiatives, projects and policies as well as parallel workshops will be raising awareness, promoting knowledge-transfer and advocating for more policies supporting vocational training and language learning for fostering social integration and increasing employability.

The conference will be held at the Aroma studio, Binzmühlestrasse 170c, Zurich-Oerlikon, entrance is free. Simultaneous interpretation will be provided in English-German. You can find the invitation attached. To participate, please contact Ms. Francesca Bressi T: +41 43 444 40 70 E: [info@ecap.ch](mailto:info@ecap.ch).

For more information on the Vintage Project, results and partners, please visit the official website [www.vintage-language.eu](http://www.vintage-language.eu) and join us on social media Facebook.com/vintage.eu and LinkedIn.

- #Promoting the employment of migrants and refugees
- #Combining vocational training and language learning
- #Comparing experiences in Switzerland and Europe
- #Presenting methods and tools developed in the European project Vintage

## Vocational training and language learning: integration of migrants and refugees in the world of work

**Tuesday 8 November 2016 @ 9:30 am - 4:30 pm**

Aroma studio, Binzmühlestrasse 170c, Zurich-Oerlikon | Switzerland

# AGENDA

### 09:15 Welcome and registration of participants

**09:30** World of work, vocational training, language learning: the necessary synergies | **Mr. Guglielmo BOZZOLINI**, ECAP

**09:45** Vintage: an innovative approach for teaching VET contents and language | **Ms. Chiara VANETTI**, ECAP

### 10:05 Experiences from Switzerland and Europe

**Italy** | Italian as a Second Language and Professional Development: a training course for foreign workers in the care-giving sector | **Ms. Roberta LEVA**, Cittadini del Mondo

**Germany** | The Hamburg strategies for integration (language and vocational) of refugees and migrants | **Ms. Lil-Ann SCHÖNFELD**, Bureau for Migration and Diversity, Arbeit und Leben Hamburg

**France** | Fostering career development: testing the Vintage model in France | **Ms. Magdalena ŠKORO**, FISPE & **Dr. Bénédicte HALBA**, iriv Conseil

**Switzerland** | A pilot project for the inclusion and training of refugees in the cleaning sector | **Ms. Rita SCHIAVI**, Unia

### 11:15 Coffee break

**11:45** The project LIAM of the Council of Europe: tools for the linguistic and intercultural support of migrants | **Mr. Lorenzo ROCCA**, CVCL Perugia

### 12:05 Panel discussion with relators

Chair: **Ms. Giuliana TEDESCO**, ECAP

### 13:00 Lunch break

### 14:00 Discussion in parallel workshops

1. **Linguistic competencies and labour market** (simultaneous translation English-German)

Chair: **Mr. Lorenzo ROCCA**, CVCL Perugia & **Ms. Silvia RISETTI**, CPIA Gallarate

2. **Supporting strategies for the integration in enterprises** (in German)

Chair: **Ms. Sirpa JUNGE** & **Ms. Nicola SCHREINER**, Arbeit und Leben Hamburg

3. **Training and support for the integration of migrants: voluntary or work?** (in German)

Chair: **Ms. Helen WALDIS**, ECAP

### 15:15 Coffee break

**15:40** Synthesis of the working groups | **Chairpersons**

**16:00** Carte blanche: a personal point of view on the topic of the day | **Ms. Myriam SCHLEISS**, SEM State Secretary for migration for the professional inclusion of refugees

**16:20** Conclusions

#Förderung der Arbeitsintegration von Migranten und Flüchtlingen  
durch die Kombination von Berufsausbildung und Sprachenlernen  
#Vergleich von Erfahrungen in der Schweiz und in Europa  
#Präsentation der Methoden und Instrumente entwickelt  
im Rahmen des europäischen Projektes Vintage

Simultanübersetzung  
in Englisch - Deutsch.  
Workshops 2 & 3 nur  
in Deutscher Sprache

## Berufsbildung und Sprachenlernen: Integration der Migranten und der Flüchtlinge in der Arbeitswelt

**Dienstag, 8. November 2016 @ 9:30 am - 4:30 pm**

Aroma studio, Binzmühlestrasse 170c, Zürich-Oerlikon | Schweiz

# PROGRAMM

### 09:15 Eintreffen der Teilnehmenden

09:30 Arbeitswelt, Berufsbildung, Sprachenlernen: die erforderlichen Synergien |  
**Guglielmo BOZZOLINI**, ECAP

09:45 Vintage: Ein innovativer Ansatz zur Vermittlung von beruflichen und sprachlichen  
Inhalten | **Chiara VANETTI**, ECAP

10:05 Die Erfahrungen aus der Schweiz und in Europa

**Italien** | Italienisch als Zweitsprache und berufliche Weiterbildung: ein Kurs für  
ausländische Arbeitnehmer im Pflegebereich | **Roberta LEVA**, Cittadini del Mondo

**Deutschland** | Die Hamburger Strategien für die sprachliche und berufliche Integration  
von Flüchtlingen und MigrantInnen | **Lil-Ann SCHÖNFELD**, Fachstelle für Migration und  
Vielfalt, Arbeit und Leben Hamburg

**Frankreich** | Begleitung zum beruflichen Einstieg: die Erprobung Vintage |  
**Magdalena ŠKORO**, FISPE & **Bénédicte HALBA**, iriv Conseil

**Schweiz** | Pilotprojekt für den beruflichen Einstieg und die Ausbildung der Flüchtlinge in  
der Reinigungsbranche | **Rita SCHIAVI**, Unia

### 11:15 Kaffeepause

11:45 Das Projekt LIAM des Europarates: Werkzeuge für die sprachliche und interkulturelle  
Unterstützung der Migranten | **Lorenzo ROCCA**, CVCL Perugia

12:05 Panel Diskussion mit den ReferentInnen |

**Giuliana TEDESCO**, ECAP

### 13:00 Mittagspause

14:00 Diskussion in drei parallel laufenden Workshops

1. **Sprachkompetenzen und Arbeitsmarkt** (simultan übersetzt Deutsch - Englisch)  
Moderation: **Lorenzo ROCCA**, CVCL Perugia & **Silvia RISETTI**, CPIA Gallarate

2. **Die Unterstützungsstrategien für die Einführung in die Unternehmen** (auf Deutsch)  
Moderation: **Sirpa JUNGE** & **Nicola SCHREINER**, Arbeit und Leben Hamburg

3. **Bildung und Unterstützung zur Integration der Migranten: freiwillige oder bezahlte  
Arbeit?** (auf Deutsch) Moderation: **Helen WALDIS**, ECAP

### 15:15 Kaffeepause

15:40 Synthese der Arbeitsgruppen | **Gruppenmoderatoren**

16:00 Carte blanche: Ein persönlicher Blick auf das Tagesthema | **Myriam SCHLEISS**,  
SEM Staatssekretariat für Migration

16:20 Ende der Tagung



#Promuovere l'inserimento lavorativo di migranti e rifugiati  
combinando formazione professionale  
e apprendimento linguistico  
#Confronto di esperienze Svizzere ed Europee  
#Presentazione di metodi e strumenti  
sviluppati nel progetto europeo Vintage

\*Prevista la traduzione simultanea inglese - tedesco. Workshops 2 & 3 saranno tenuti in tedesco.

**La formazione professionale e l'apprendimento linguistico:  
integrazione dei migranti e dei rifugiati nel mondo del lavoro**

**Martedì 8 novembre 2016 @ 9:30 am - 4:30 pm**

**Aroma studio, Binzmühlestrasse 170c, Zurigo-Oerlikon I Svizzera**

## PROGRAMMA

**09:15 Benvenuto e registrazione partecipanti**

**09:30** Mondo del lavoro, formazione professionale, apprendimento linguistico: le sinergie necessarie | **Sig. Guglielmo BOZZOLINI**, Fondazione ECAP

**09:45** Vintage: un approccio innovativo all'insegnamento dei contenuti professionali e linguistici | **Sig.na Chiara VANETTI**, Fondazione ECAP

**10:05** Esperienze dalla Svizzera e dall'Europa

**Italia** | Italiano come seconda lingua e sviluppo professionale: corsi di formazione per stranieri impiegati nel settore assistenziale | **Sig.na Roberta LEVA**, Cittadini del Mondo

**Germania** | Le strategie di Amburgo per l'integrazione linguistica e professionale di rifugiati e migranti | **Sig.na Lil-Ann SCHÖNFELD**, Ufficio per la Migrazione e Diversità, Arbeit und Leben Hamburg

**Francia** | Accompagnamento all'inserimento lavorativo: la sperimentazione Vintage | **Sig.na Magdalena SKORO**, FISPE & **Dr. Bénédicte HALBA**, iriv Conseil

**Svizzera** | Progetto pilota per l'inserimento e la formazione dei rifugiati nel settore delle pulizie | **Sig.na Rita SCHIAVI**, Unia

**11:15 Pausa caffè**

**11:45** Il progetto LIAM del Consiglio d'Europa: strumenti per il supporto linguistico e interculturale dei migranti | **Sig. Lorenzo ROCCA**, CVCL Perugia

**12:05** Panel con i/le relatori e le relatrici | **Sig.na Giuliana TEDESCO**, Fondazione ECAP

**13:00 Pausa pranzo**

**14:00** Discussione in tre workshop paralleli

1. **Competenze linguistiche e mercato del lavoro** (traduzione simultanea inglese - tedesco)

Moderatori: **Sig. Lorenzo ROCCA**, CVCL Perugia & **Sig.na Silvia RISETTI**, CPIA Gallarate

2. **Le strategie di supporto per l'inserimento nelle imprese** (in tedesco)

Moderatori: **Sig.na Sirpa JUNGE** & **Sig.na Nicola SCHREINER**, Arbeit, Arbeit und Leben Hamburg

3. **Formazione e sostegno all'integrazione dei migranti: volontariato o lavoro?** (in tedesco)

Moderatore: **Sig.na Helen WALDIS**, Fondazione ECAP

**15:15 Pausa caffè**

**15:40** Sintesi dei gruppi di lavoro | **Moderatori**

**16:00** Carte blanche: un punto di vista personale sul tema della giornata | **Sig.na Myriam SCHLEISS**, SEM Segreteria di Stato per la migrazione

**16:20** Chiusura dei lavori





## CONFERENCE SPEAKERS

Managing Director, ECAP Foundation  
SWITZERLAND



**Guglielmo Bozzolini** is managing director of ECAP Foundation since 2000. With 20 training centers, more than 800 collaborators and more than 40.000 people who annually attend our activities, ECAP is one of the largest education institutions for active adults in Switzerland. The activities of ECAP respect the values handed down by the promoters of the Foundation, such as the recognition of the right to education as a fundamental right of citizens and the belief that diversity is a resource and not a problem. The goal is therefore the development of adult education in Switzerland, especially of immigrants and unskilled workers, in order to support the private and occupational integration, promote the acquisition and strengthening of the cognitive means and knowledge that are useful for leading an autonomous and responsible life. Guglielmo pursues the objectives of social, linguistic and professional integration with a strong commitment and is active militant of trade unions and migrant organizations.

Mr. Guglielmo BOZZOLINI

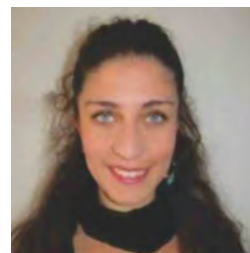


ECAP Foundation  
SWITZERLAND

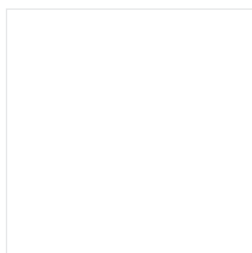
**Dr. Chiara Vanetti** has a degree in intercultural educational science. She is researcher on issues of social policy, immigration and asylum and competencies validation for Universities, consulting company and social partners. Since 2014, she is a researcher in the ECAP Foundation Research and development office, where she has gained experience in methodologies and didactics for adult learners and training of trainers and in international and national project design and management. Alongside the experiences of educational research, she has been a social worker and consultant on immigration issues for asylum seekers and firms. She is a certified teacher for Italian as a foreign language in profit and non-profit organizations with both adults and children since 2001.

Ms. Chiara VANETTI

Vice-President  
Cittadini del Mondo Onlus  
ITALY

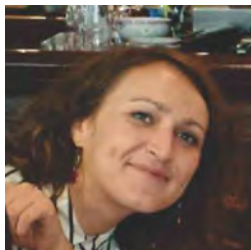


**Roberta Leva** is Vice President of the Italian charity organisation "Cittadini del Mondo Onlus" located in Sesto Calende, Italy. She holds a master degree in Anthropological and Ethnological Sciences from the University of Milano Bicocca. Since joining in 2012, she has been involved in the day-by-day activities of Cittadini del Mondo, with regard in particular to the initiatives of the Immigrant Advice Bureau and of the School of Italian as a Second Language (L2). As part of her work at the Immigrant Advice Bureau she acts as Senior Advisor advising immigrants on their rights and on the procedures to follow to obtain the Italian citizenship, by helping them processing their paperwork according to the European and Italian migration legislation. She is also responsible for the training of the newly recruited volunteers. Since the early 2000s thanks to the establishment of a framework agreement with the CPIA of Gallarate (Provincial Centres of Adults Education), the School of Italian has been organising a variety of Italian language free courses for foreign citizens (from courses for illiterate to level C2 classes) accredited by the Italian Ministry of Education. As part of this project, Roberta Leva has helped preparing dozens of foreign students seeking to obtain the secondary school certificate in Italian, which ultimately helped them in finding a suitable job and better integrating into the Italian society.



Department of Migration and Diversity,  
Arbeit und Leben Hamburg  
GERMANY

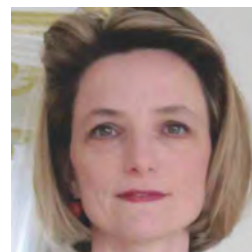
The aim of the department is to improve professional perspectives for migrants- especially refugees- and sensitize companies for it. On one hand, the offices' role is to inform, advise and qualify enterprise interest groups on diversity management. On the other hand, the office acts as a central union-border contact for migration, integration and immigration. We offer both individual counseling as well as events (workshops, seminars, technical meetings) for companies, the public and trade unions regarding issues surrounding the integration of immigrants and refugees in society and the labor market. As a migration political representation of the DGB Hamburg, the department involves a variety of nationwide migration bodies both at a regional and national level.



Founder, FISPE  
FRANCE

**Magdalena Škoro**, PHD candidate in Linguistics (University of Bourgogne) and graduate from the University of Paris IV (2011) and University of Zadar (Croatia), is the founding president of the FISPE. Magdalena has been in charge of workshops among migrant publics, using innovative pedagogical approach and of the team of volunteers working with migrants in French associations since 2011- ENS since 2015 and Atouts cours (2011-2015). In Croatia, she was co-responsible in 2012 of an intensive course in the framework of the project "Reading and teaching French" a partnership between the University of Zadar and the association "Sorbonne Sonore- Livreurs, lecteurs sonores". Magdalena joined the board of the iriv in 2015. She was involved in the Di&Di project [www.di-di.fr](http://www.di-di.fr). She is also closely associated to the Vintage project - conferences held in Paris (2015) and Testing & Piloting of the Training held at the Cité des Métiers (2016) In 2015, she created the association French for social and professional integration (FISPE) <http://fispe-france.blogspot.fr>

Ms. Magdalena ŠKORO

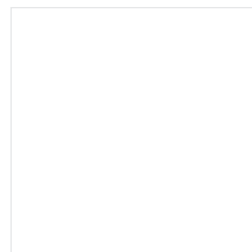


Founding president  
iriv & Director, iriv Conseil  
FRANCE

**Bénédicte Halba**, doctor in Economics, is the founding president of the Institute for Research and Information on Volunteering (iriv) she created in 1997 with the aim to improve knowledge and practice within the nonprofit sector and in Lifelong learning. She is in charge of the Research & Study and of its publications - electronic review [www.benevolat.net](http://www.benevolat.net) since 2004 available on iriv's portal of publications [www.iriv-publications.net](http://www.iriv-publications.net). The pilot EU project Leonardo da Vinci she initiated and directed in 7 EU countries (2003–2006), Assessing a Voluntary experience-VAEB ([www.eEuropeassociations.net](http://www.eEuropeassociations.net)) was awarded in Helsinki in 2006 for excellent practice in addressing the priorities of the Copenhagen process and promoting an enhanced European cooperation in vocational education and training. The pioneer project Migrapass (2010-2012) she initiated in 5 EU countries together with a French association, has been the touchstone of the monthly Club she co-founded at the Cité des Métiers of Paris - since 2012. She is a lecturer at the University (France, Austria, UK) since 2000. She was member of the board of the French associations Cicos (2007-2011) and Assfam (2011-2014). She is a member of the scientific committee for the Swiss Foundation ECAP (<http://www.ecap.ch>) since 2015.

Dr. Bénédicte HALBA

Unia  
SWITZERLAND



University for Foreigners of Perugia (CVCL)  
ITALY

**Dr. Lorenzo Rocca** has a degree in Classics and a postgraduate degree in the Didactics of L2 Italian.

After having been a teacher of Italian as a Foreign Language, he has worked at the CVCL (Centre for Evaluation and Language Certification) since 2004. His duties range from marking and examining to item writing and running seminars. Since 2006, he coordinates research projects focused on the link between teaching and evaluation in the migration context, including on behalf of the Italian Ministry of Internal Affairs. He has published both the specifications for the CVCL exams for adult migrants and a KoS (Knowledge of Society) book for A2 learners of Italian. Lorenzo is the chair of the LAMI group (Language Assessment for Migrants' Integration) in ALTE since 2008 and he takes part to the workshops and meetings of the LIAM group (Language Integration of Adult Migrants) of the Council of Europe since 2014.



Vice Director, ECAP Foundation  
SWITZERLAND

**Giuliana Tedesco-Manca**, graduate in languages and oriental literature at the University of Venice, is actively involved in adult education and integration of migrants since 2001. At the ECAP, she was responsible for computer literacy, e-learning, equal opportunities, women's micro-entrepreneurship, vocational training and social and occupational integration qualified immigrant women.

Since 2014, she holds the office of Vice Director of the foundation and strongly agrees with its objectives of supporting the private and occupational integration of adults in Switzerland, especially of immigrants and unskilled workers and promoting the acquisition and strengthening of the cognitive means and knowledge that are useful for leading an autonomous and responsible life.

Ms. Giuliana TEDESCO

Language tutor and teacher & Consultant  
CPIA  
ITALY



**Silvia Riseti** is tutor and teacher of Italian as a second language and English as a Foreign Language. Silvia worked for over 12 years as a Human Resources Manager in international blue chip companies where she held globally responsible roles in Personnel Development, Career Development and Talent Coaching with focus on the design and the delivery of tools for leadership development and performance management. Later, she decided to broaden her interest to the field of language learning and teaching and moved into the education sector, where she has been applying her experience and offering her consultancy and support. Since 2011 she has been cooperating on an on-going basis with the CPIA (Centro Provinciale di Istruzione ad Adulti) in Gallarate, Italy, providing consultancy on projects aimed at the integration of migrants and also being involved in activities for the education of the refugees. Silvia has been regularly preparing students for the A2 – B1 level certificate exams. Due to her experience in teaching Italian to foreigners operating in the care-giving sector, Silvia has been involved in the European project Vintage as language learning expert. Silvia has a master degree in International Business Law at the Università Cattolica del Sacro Cuore, Milan, and a post-lauream Master in Personnel Management and People Development at ISMO, Milan. She has specialist studies in language teaching, DITALS certificate for Italian language teaching and TESOL certificate for English language teaching.

Ms. Silvia RISETTI

Linguistic Expert  
(M.A. Linguistic, University of Hamburg)  
Arbeit und Leben Hamburg  
GERMANY

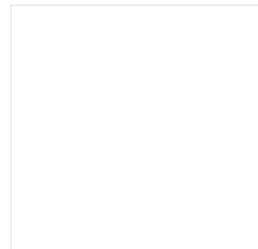


**Sirpa Junge** has been designing and teaching German as a foreign language for more than thirty years. Additionally she has developed a modular course for business administration and designed, organised and carried out courses for communication (face-to-face and on phone). For the last 9 years, she has been coordinating European Mobility projects (sending and receiving) and has created a preparatory intercultural seminar for the participants in the Vintage project. She is bilingual (Finnish-German) and has also been teaching Finnish for foreigners.

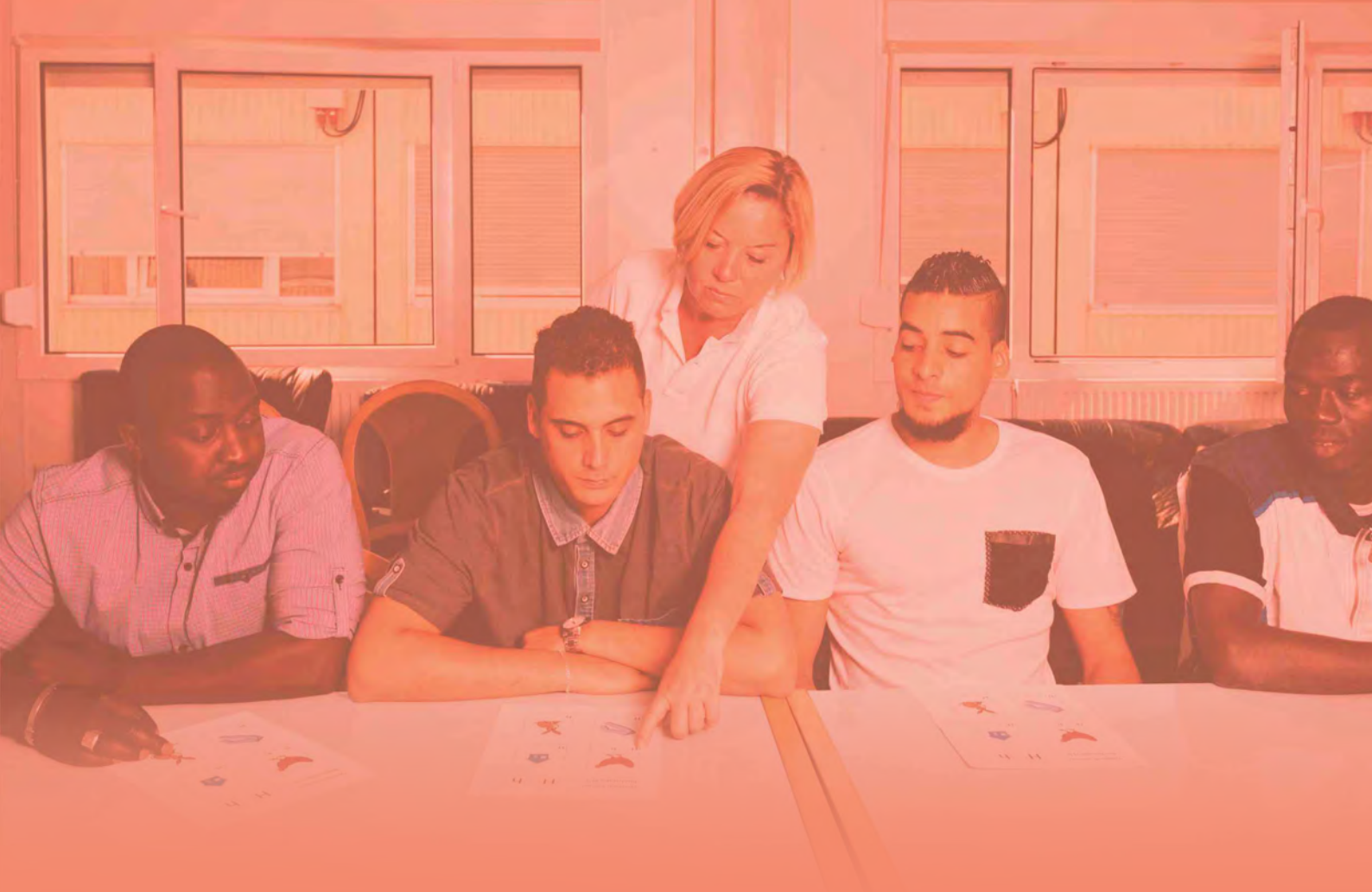


Head of the Mobility Agency,  
Arbeit und Leben Hamburg  
GERMANY

SEM State Secretary for migration for  
the professional inclusion of refugees  
SWITZERLAND







## THE VINTAGE VET INTEGRATED LEARNING & TRAINING MODEL

The Vintage learning and training model is designed for both the language teacher of a course that is held parallel to professional training, and the professional trainer who considers certain characteristic elements of the language when planning their scholastic path. The integration of the development of the linguistic and professional competences happens on three levels:

1. Reducing the linguistic barriers that prevent a positive participation in the course
2. Supporting the learning of the communicative competences linked to the work context
3. Supporting the learning of the communicative competences necessary to successfully undertake a professional training pathway.

The model provides practical guidelines and tools on how to plan an integrated pathway, ie. identify the key communicative competences, identify the linguistic requirements of the course, identify and take into consideration previous knowledge and experience of the participants; how to manage the integrated pathway, ie. by using a variety of methods, transferring the contents, preparing a shared lexicon and using it appropriately, facilitating the reading of texts, directing the writing; how to integrate language and professional contents in the evaluation, ie. through guidelines for in-depth analysis of the evaluation criteria, preferably integrated with the learning process and the feedback culture.

*Access the model in different languages here:*  
<http://www.vintage-language.eu/news>



# REAL LIFE STORY EXCLUSIVE



Marianela MEZA GALIANO

**Marianela, 37 years-old, nurse from Peru, has been working in Italy since January 2010 in a privately-owned elderly nursing home. She has attended several Italian language courses in the Varese area, as well as professional training courses on caregiving and nursing as part of her CPD. Since June 2015 Marianela has held a CILS B2 certificate, which allows her to enroll at University.**

## How did you feel when you first arrived in Italy?

*Although I prepared myself by studying some Italian while still in Peru and I landed well-equipped with grammar books and dictionaries, I must admit my confidence was not at all at the level I expected it to be. In particular at work, I was quite scared of not being able to understand properly what I was asked to do. You know, in my job you cannot make mistakes, you need to be absolutely certain and clear on the instructions. But I was not afraid to ask the doctors to repeat twice or more what said, just to make sure I understood correctly. And I guess my pronunciation was not great too, as some of my colleagues were teasing me for that..*

## What did you decide to do then?

*Well, I was in the fortunate position to have a mother tongue quite similar to Italian with the medical terminology being almost the same, so even if my confidence was not great, I could anyway perform sufficiently at my job. Even so, I decided I had to do something to overcome my fears. Besides some self-learning, I enrolled in a course offered by a professional non-profit organisation and there, for the first time, I was exposed to the so-called communicative teaching methodology. Up until then it was only a lot of grammar and vocabulary to learn by heart but no real exchange with other people. My abilities dramatically improved as soon as I started this course, as it was much more focused on communication than any other I had tried before. We were continuously encouraged to share our opinions and ideas among the class, additionally we were asked to work on practical work situations, and this definitively boosted my knowledge and confidence. Of course, also the training courses that I am required to attend as part of my CPD are helping me in developing my knowledge of the language and discovering more and more subtleties. In my job as caregiver, personal relationship counts a lot and an accurate language helps you to get to people and support them in the best possible way.*

## Based on your experience, what would you recommend to other expat workers?

*Learn the local language as soon as you can and do not stop improving it as long as you live in the country. Practice as much as possible and in such a way to be able to communicate straight away. Make sure you choose a course that exposes you to a practical knowledge of the language with a strong linkage not just to daily life but also to your work: only in this way you will increase your self-esteem, your confidence will rise and you will be able to perform at best in your job. I did it and I can only recommend it.*

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# ARTICLE

## Professional and social integration of the migrants and language learning: convergences and challenges at the European level

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### ABSTRACT

Based on the "Vintage" project, the article reports the results of a research focusing on policies and practices fostering language training of migrants. It deals with common trends informing policies, linking the certification of linguistic skills with duties and rights of migrants, making linguistic training more of an obligation than an opportunity for social and professional development. The article shows how policies influence language training and provide opportunities or obstacles, defining the stakeholders supporting effective training and highlighting methodological and pedagogical lessons emerging from good practices.

### 1. Introduction

This article is based on a LLP Project (Vintage), including a research on national policies and practices of language training, particularly focusing on four key contexts: France, Germany, Italy and Switzerland. A combination of quantitative and qualitative methodologies characterized the study. Policies and good practices have been analyzed through focus groups and interviews with experts and practitioners, as well as using literature, informal contacts and observations. The study took into account three dimensions of analysis, considering the policy level, stakeholders and actors involved in training and concrete practices.

### 2. Macro dynamics: language mastery as a gatekeeper

Immigration trends, together with the evolution of policies and job markets, are producing a wider need for language learning. Policies converged a lot during the last decades, aiming at establishing shared frames for regulating flows, permits, access to citizenship. EU citizens gained free circulation rights, while restrictive norms regulated immigration from third world countries. Controls and compulsory measures, including language courses, have been set up, producing further fragmentation. In addition, at least before the refugee crisis of 2015, specific regulations have been applied to asylum seekers, in order to limit their recognition as refugees, postponing active measures fostering integration.

Assessment of language mastery became in this context a "gate keeper", for selecting access to basic rights of non EU migrants. They must accomplish integrative efforts, according to the philosophy of "promoting and demanding" (fordern und fördern). This policy defines obligations, foreseeing optional or even compulsory training: (in

29 out of 36 Council of Europe member states adult migrants are legally required to take a language course and/or a language test prior to entry, for residence or for citizenship (Pulinx, Van Avermaet and Extramiana 2014). Obligations and supportive measures are expected to speed up integration processes, fostering integration in the job market, according to evidences of the positive link existing between language proficiency, access to job and social integration (De la Rica, Glitz and Ortega 2013).

Certification of language mastery corresponding to a certain level of the Common European Framework of Reference (CEFR) became a key learning driver for migrants. Used as a reference tool for classifying linguistic skills to be certified in order to gain a stable permit or additional rights, the CEFR finally influenced methodological approaches to language learning, fostering the appraisal of languages "in action" and the assessment of communicative skills.

### **3. Meso level: emerging stakeholders and actors**

In order to implement policies, almost all European countries developed in the field of language training a mixed system, based on public and private provision. Supportive measures and financing are defined by public authorities, and conditions vary a lot. Cooperation between public institutions and private providers (both NGOs and profit companies) characterizes central and north European countries. Non-profit organisations and associations work on behalf of public bodies offering training to lower qualified migrants, asylum seekers and refugees. A de-structured mix of actors and funds - often distributed on the basis of projects and special initiatives (impeding a certain continuity) - characterizes mediterranean countries; sometimes (see Italy) it is also the public sector which directly provides language training facilities and social integration courses, working independently from charitable organizations.

Certifications are normally delivered by accredited institutions, on the basis of diverse regulations provided by norms, syllabi and standards coherent with the CEFR, and established by independent competence centers supervising the assessment of language learning. Practices of validation of non-formal and informal learning - using Portfolio and Passports - are slowly gaining some respect, but they are still rare.

### **4. Micro dimension: lessons learned by practices**

#### **4.1 Focus of the study**

Innovative practices have been evaluated against some criteria:

- respect of adult learning principles
- balanced mobilization of learning drivers, considering cognitive, emotional and relational dimensions (Illeris 1999)
- presence of key elements of inclusive learning, such as proximity, in terms of contents and learning objectives close to concerns and needs of the learners, holistic approach to learning and participative design of learning outcomes and learning paths.

#### **4.2 Balanced learning drivers**

At first glance, innovative practices seem to ensure a good balance between learning drivers. Practices try to cope with constraints deriving from policies. Language training is often planned under the pressure of time constraints, according to objectives defined by administrative obligations. Practices identify realistic solutions, in order to make training more profitable: free choice of participation and flexible intake arrangements, involvement of stakeholders in orienting participants and facilitating access, activation of exchange face to face and at distance (social networking), enhancing motivation and relational dimensions of learning.

A certain level of proximity is always considered. Courses aim at helping learners deal with everyday life, complementing language training with basic civic notions. Communicative skills needed at the workplace are taken into account, however very rarely practices focus on more ambitious learning objectives, in which the acquisition of linguistic skills could be seen as a driver towards professionalization or personal development.

### 4.3 Language in action

Practices define a shared approach for innovating learning settings and outcomes. Learning activities are designed on the basis of scenarios and considering recurrent events characterizing specific fields of action. Outcomes are defined by "Can Do" descriptors. Flexible didactical resources are made available to trainers and learners: web tools are exploited in order to create communicative settings and to find out examples and didactical solutions, structured libraries of artifacts, documents, exercises are developed in order to link language training to a specific professional context.

Despite the focus on communicative skills, practices take into account the four dimensions of language mastery (Listening, Reading, Speaking, Writing), trying to integrate oral and written communication. They define personalized learning objectives, moving from the simple evidence that a communicative task can be accomplished exploiting diverse resources and reaching different levels of complexity. Sometimes assessment procedures also follow this approach: learners are asked to deal with communicative situations, instead of passing a test aimed at verifying learning outcomes corresponding to a specific level.

### 4.4 New didactical frameworks

Practices provide examples of innovative didactical strategies. Books and exercises are replaced by the use of "authentic materials" (such as forms, manuals, leaflets, magazines...), valuing the familiarity of the learners with sectorial micro-languages. Learning is facilitated by the use of visual glossaries. Chunks and scripts are gaining momentum. Learning occurs in groups, but also at distance, valuing new technologies: posting, answering, exploiting blogs and other social networking tools. These strategies pave the road to an inductive approach to grammar and language structures. Learning by practicing and by exposure to a diverse language context, do not represent an alternative to achieving a solid mastery of the language, but is intended as a route for reaching accuracy of expression, including intonation, without causing blocks and obstacles to communication, due to anxiety and refusal attitudes deriving by sanctioning grammatical errors.

### 4.5 Assessment as a formative means

Self-assessment, peer to peer revision and formative feedbacks emerge as powerful resources to cope with the risks of pidginization of language learning valuing at the same time peculiar linguistic repertoires of the learners and informal learning. The use of Portfolios enables a formative evaluation by the teachers, helping learners gain awareness of progresses as well as recurrent errors. Constant assessment of communicative performances, based on evidence and proof, enhances at the same the capacity of the learners of rendering their linguistic proficiency visible and updated.

## 5. Linking language learning and qualification: an open challenge

Work related language learning plays a role of growing relevance. However, language mastery is still conceived as a pre-requisite, rather than a component of a qualification. The challenge remains related to the higher level of linguistic skills required for participating to a formal qualification procedure, with respect to the skills needed to do the same work and communicate at the workplace. And despite much innovation, the world of language training shows persistent difficulties in dialoguing with the world of VET. This reality frustrates the learners whose motivations are rooted both in social and professional levels.

Interesting progress can be gathered from some experiences. In Germany, the recruitment of foreign apprentices (MobiPro Program) helped the need of integrating language learning and VET contents, valuing informal learning by immersion and also complementary e-learning opportunities, in order to speed up the acquisition of a sufficient mastery of the German language enabling to follow current VET lessons. In Switzerland fide oriented courses provide examples of finalized language learning. In France and in Italy, at a local level, it is also possible to find examples of courses addressing specific professional environments, improving linguistic skills as a component of a qualification.

## 6. Final remarks

Over the past few years, policies have placed much emphasis on language learning as a key for integration, yet underestimating the role of vocational qualifications in bridging social inclusion, professional mobility, active citizenship and participation of the learners. Structured practices aimed at developing linguistic skills needed for participating in a formal qualification process are still very rare. On the other hand professional trainers are more and more faced with the challenge of making their communication appropriate to not native speakers, imagining the use of glossaries and the assignment of tasks along the process, facilitating the development of linguistic skills in parallel with the acquisition of vocational contents.

Constraints have emerged. Interdisciplinary work seems to be difficult, the shift towards personalisation of learning and "tailor-made" didactical planning implies huge investments in time, often felt incompatible with the achievement of short-term learning outcomes. Therefore teachers and trainers should be accompanied accordingly. The feasibility and effectiveness of innovative methods and models should be demonstrated, through effective piloting. Adequate resources should be provided, including training of trainers, libraries, materials and tools ready to be activated along the process.

For more information on the results of the study: [www.vintage-language.eu](http://www.vintage-language.eu)

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\* Extract included in the "ABSTRACTS - Council of Europe Symposium on The linguistic integration of adult migrants: lessons from research, Strasbourg, 30 March - 1 April 2016, available here <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016805a5a6b>

# THE VINTAGE RESOURCE CENTER

The online Vintage Resource Centre is now available!

Guidelines, different didactical methods, assessment tools, further references, articles in the main project languages (English, German, French, Italian) are included therein to support languages teachers and VET trainers to work with learners and trainees - migrant workers that are non-native local languages speakers with different levels of language competences. Improvements, regular updating and enrichment of the content is underway.

The aim is to help teachers teach the local host country language in a way to boost and support the learners' employability, namely by providing language learning and training in vocational settings through classroom activities.



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The programme proves to be a swift, versatile, holistic and sustainable model to occupational training and market (re)integration. In less than a year, having **recorded 830+ skills training hours**, "Mellon Skills Accelerator" demonstrates considerable social impact, having boosted the employability potential of more than **1.512** job seekers through 17 skills open seminars organized already, **40%** of whom have reported to have found a job in the area of their personal preference and skillset. Moreover, the programme has mobilized an active network of 100+ volunteers. The program is offered to beneficiaries at zero cost by the **Collective Social enterprise knowl for Education and Lifelong Learning**. Recently it was awarded with the Special Education Business Award 2016.

w: [www.mellon-accelerator.eu](http://www.mellon-accelerator.eu) e: [info@mellon-accelerator.eu](mailto:info@mellon-accelerator.eu)

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### CITTADINI DEL MONDO

#### Volunteering, a tool for inclusion (Italy)

**Cittadini del Mondo** is a small charity located in Sesto Calende in the Province of Varese in Northern Italy. Since its launch, 25 years ago, the mission of Cittadini del Mondo has always been to foster a positive relationship between migrants and the local community. To help achieve this, the migrants are constantly involved in the main activities of the charity as volunteers or holding decision making positions in the charity management.

The charity has three main activities:

- An Italian as second language (L2) school managed in partnership with the CPIA
- An Immigrant Advice Bureau cooperating with the main Immigration Public institutions
- Afterschool initiatives for helping foreign and Italian children together to achieve better school performances.

Alongside these activities the Charity promotes several other initiatives such as English, Spanish and Arabic language courses held by native speakers. It also runs training courses such as the caregivers course or training for new volunteers, orientation meetings for newly arrived migrants, trips to know our local territorial heritage, multicultural meeting etc.

w: <http://cittadinidelmondo.wordpress.com> e: [c.delmondo@libero.it](mailto:c.delmondo@libero.it)

# Glossary

based on the glossary published on  
[www.iriu-migrations.net](http://www.iriu-migrations.net)

**Assessment of competences:** The sum of methods and processes used to evaluate the attainments (knowledge, know-how and/or competences) of an individual, and typically leading to certification (evaluation is used for assessing training methods or providers).  
Source: CEDEFOP, Thessaloniki, 2002

**Brain Circulation:** The possibility for developing countries to draw on the skills, know-how and other forms of experience gained by their migrants – whether they have returned (to their country of origin) or not – and members of their diaspora abroad. Source: European Migration Network (EMN)

**Brain Drain:** The loss in human capital suffered by a country of origin as a result of the emigration of a highly qualified person. Source: European Migration Network (EMN)

**Brain Gain:** The benefit in human capital to a country as a result of the immigration of a highly qualified person. Source: European Migration Network (EMN)

**Brain Waste:** The non-recognition of the skills (and qualifications) acquired by migrants outside of their country of residence, which prevents them from fully using their potential. Source: European Migration Network (EMN)

**Circular migration:** Circular migration can involve third-country nationals settled in the EU, who repeatedly engage in an activity (business, professional, voluntary or other) in their country of origin while retaining their main residence in one of the Member States. Circular migration can also involve persons residing in a non-EU country temporarily, moving to the EU for work, study or training, and then returning to the country of origin. Circularity can be enhanced by giving migrants the possibility to retain some form of facilitated or privileged mobility, for example in the form of simplified admission/re-entry procedures.  
Source: European Migration Network (EMN)

**EU Blue Card Directive:** This directive, adopted by the European Council on 25 May 2009, establishes more attractive conditions for third-country workers to take up highly qualified employment in EU Member States by creating a fast-track procedure for issuing a special residence and work permit called the "EU Blue Card". It facilitates holders of the EU Blue Card in accessing the labour market and entitles them to a series of socio-economic rights and favourable conditions for family reunification and movement across the EU.  
Source: European Migration Network (EMN)

**Key competences:** All competences (basic competences and new basis competences) required in the knowledge society. The European Commission describes 8 key competences: 1.Communication in the mother tongue; 2.Communication in foreign languages; 3.Mathematical competence and basic competences in science and technology; 4.Digital competences; 5.Learning to learn; 6.Social and civic competences; 7.Sense of initiative and entrepreneurship; 8.Cultural awareness and expression; Source: Recommendation 2006/962/EC of the European Parliament and the Council, 18 December 2006

**Lifelong learning:** all learning activity undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

**Migration:** The permanent movement of individuals or groups from one place to another. Migration is of course a basic fact of human history. Source: Lain McLean, *The Concise Oxford Dictionary of Politics*, Oxford University Press, Oxford, 1996

**Validation of informal/non formal learning:** The process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities.  
Source: CEDEFOP, Thessaloniki, 2002

**Valuing learning:** The process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning. Source: CEDEFOP, Thessaloniki, 2002

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