

New initiatives in Europe to support work-related language learning by low-skilled migrants: lessons for policy and practice

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Agenda

- Inclusion and participation of migrant workers: a challenge for Europe
- Work-related language development: a key enabler?
- The Language for Work network: a European answer to a global challenge
- Some examples of approaches
- A few recommendations



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While I'm presenting some of our experiences

... please consider...

if and how they can be of any interest and use
for you and your practice.



Snapshot 1: **EU 28 states, 1 Jan 2016**

20.7m citizens of non-member states living in EU-28 states

33.5m people born outside of EU-28 living in EU-28 states

16m EU-28 citizens resident in different EU member state from one where they were born

Largest numbers of non-nationals: **Germany** with **8.7m**

Highest rate of non-nationals: **Luxembourg** with 47 %

Largest total number of immigrants in 2015: **Germany** with 1.5m

Data extracted in March 2017

http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics

Snapshot 2: Meet a few of them ...

Mrs **Bahmani**, taxi driver in Frankfurt/Main, Germany



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ArbetSam project

Mr **Vasquez**, elderly carer in Stockholm, Sweden



LfW Network

Mrs **Joao**, cleaner in Paris, France



Branche de la Propreté
Formation Maîtrise des Compétences Clés
de la Propreté

Mr **Kaminski**, constructor in Bologna, Italy

Migration and European economies

Migrants contribute substantially to Europe's economic and social development. Demography suggests that this trend will continue in the foreseeable future.

There is evidence that migrants are

- overrepresented in low-paid, insecure and risky jobs,
- over proportionally at risk of long-time unemployment
- overqualified for their job

Stirling A (2015): Employment outcomes for migrants in European labour markets, IPPR. <http://www.ippr.org/publications/migrant-employment-outcomes-in-european-labour-markets>



A challenge for Europe

Their inclusion and participation is a challenge for all European countries.

Learning the language of the host country (L2) is (considered) a key to sustainable inclusion and participation and progress for adults in working and social life.



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Aftermaths

Recent research suggests that

- Most European states invest considerable sums in ‘integration courses’ with modest results

(Pulinx R, Van Avermaet, P. The impact of language and integration policies on social participation of adult migrants, Council of Europe Symposium on The Linguistic integration of adult migrants: lesson from research, 30.03/01.04 2016)

- Generic language courses suffer from two central problems.
 - ... they often combine students with mixed educational levels (i.e. varying levels of literacy and cognitive ability) in one classroom
 - ... they contain little employment-related content

(Benton, M. (2013), Maximizing Potential: How countries can address skills deficits within the immigrant workforce. Washington DC: Migration Policy Institute)

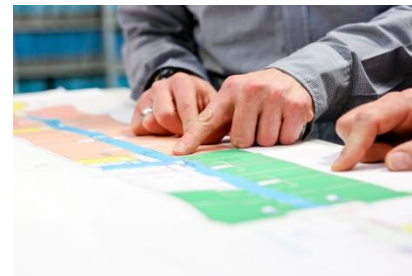
Work-related L2 matters

Inclusion and participation is a democratic, social and economic **imperative**

Work can be a powerful vehicle **inclusion and participation**

Language (L2) is central to modern **work** practices

Work can be a **powerful vehicle for language development**



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Work-related L2 matters!

Work-related L2

is the language migrants need to

- find suitable employment
- understand their rights and responsibilities
- carry out job tasks
 - process and communicate information, spoken and written
 - deal with instructions, spoken and written
 - report orally and in writing
 - collaborate with others
 - interacting with customers
 - *and more*
- participate in relevant social networks
- participate in (further vocational) training
- improve their career prospects
- strengthen professional identity
- *and more*



VHS Duisburg, IQ Integration durch Qualifizierung,
Modellprojekt „komma-NRW“

Work-related L2 development

... needs different approaches, because

- ‘migrants’ are not a homogeneous learners’ group as to their educational background, motivation, learning opportunities, ‘life project’, etc.
- European countries are different as to migration, work organisation, labour market structures, employment opportunities, education and VET, etc.
- different workplaces require different language skills, etc.

Work-related L2 learning

... covers therefore a range of contexts:

- pre-employment L2 learning for immigrants and emigrants
- L2 learning in vocational schools
- work-related learning in integration courses
- L2 learning for specific occupational areas, qualifications
- workplace L2 learning

Multi-dimensional, many faceted – but connected

Language for Work Network

A European answer to a global challenge

<http://languageforwork.ecml.at>



Learning network for professionals supporting work-related L2 development for adult migrants and ethnic minorities; membership organisation with 120 members in 29 countries; web-based resource-centre; sponsored by the Council of Europe's **European Centre of Modern Languages** (www.ecml.at)



The LfW Network believes that ...

- (good) work is a vehicle for (L2) learning

Felstead, A./Fuller, A./Jewson N./Unwin L (2011): Working to learn, learning to work. In: Praxis. UK Commission for Employment and Skills, No.7 / January 2011
<http://www.ukces.org.uk/assets/ukces/docs/publications/praxis-7-working-to-learn-learning-to-work.pdf>

- (good) work offers opportunities for formal, non formal and informal language development
- sharing practice, research and information about policies may trigger innovation and more effective local solutions!

Examples of good practice: ArbetSam (SE)

Comprehensive system of **workplace learning (elderly care)** integrating

- **formal learning:** Workplace opportunities to achieve national vocational qualifications with Swedish language support
- **non-formal learning:** New structures + roles to reinforce learning via management systems (i.e. supervision, team meetings etc.)
- **informal learning:** Systems to connect formal and non-formal learning with everyday work activity and interactions with colleagues (mentorship)

Focus on **reflective learning**

Inclusive language development for **all staff**, migrant + non-migrant

Partnership-based Connects employers, VET providers, Sfi learning

Shared responsibility for language development



Find out more about ArbetSam approach

High quality English language resources available from

www.aldrecentrum.se/TDAR/

*Description of
SpråkSam
approach*



*Council of Europe's language
reference levels
contextualised for work in
adult social care*



*Manager's
overview*



*Full description of
ArbetSam
approach*



Three examples from Germany

- **Sprachsensibler Fachunterricht**

for VET practitioners: integrating vocational training and language development

http://www.deutsch-am-arbeitsplatz.de/fobi_sprachsensibler_fachunt.html

- **Sprachsensibel beraten**

practical advice for career counsellors in intercultural, bilingual counselling:

http://www.deutsch-am-arbeitsplatz.de/fileadmin/user_upload/PDF/Handreichung_Sprachsensibel_beraten.pdf



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- **DaZuLernen**

Peer learning and learning through teaching: VET 10th-class pupils coach in tandem young refugees with own materials prepared under guidance of their teacher of German

<http://www.wso-giessen.de/aktivitaeten/dazulernen/>

A few recommendations

- Shift focus from teaching to learning
- Support work-related language development, in particular L2 workplace learning in order to
 - enable migrants to work according to their potential and qualifications
 - enable migrants in low-skill sectors to escape the low-pay trap
 - improve the quality of work: benefit for the whole society
 - to enable European economies to overcome the discrepancies between the employment outcomes of migrants and non-migrants in Europe and fill the growing skills gaps

Visit the LfW website

<http://languageforwork.ecml.at>

Join the network. Join this international
network of professionals!

Together we can make a difference!

Thank you for your attention,

Matilde Grünhage-Monetti and the LfW team

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