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EMPLOYMENT,
INCLUSION

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Introduction from the coordinator

Reni Dimova

Provincia di Bergamo and the ILLIAD Project

Enrico Zucchi

Councillor of Education, Training, Employment and Job Security at Provincia di Bergamo

Our Sector is already involved in similar projects with two European projects that are best practices in the ILLIAD Project: Bridge and Immibridge. The first has three objectives: elaborate a comparison at international level to identify the reasons of the unsuccessful job inclusion of the immigrants, analyze the existent services, create best practices toward a better management of the human resource. The second project, already concluded, promoted counseling activities and professional training to include the immigrants in the local Job market.

With the ILLIAD project we know that the language learning allows a better inclusion in the job market and improve the opportunities for a real Integration. The illiteracy doesn't affect only vulnerable social groups: we have an increasing number of people with basic and weak capacities in reading and writing. They have serious difficulties to learn a Second Language which is usually a useful tool to professional requalification.

In cities like Brescia and Bergamo there are almost 330.000 immigrants. The knowledge of the local language, of the Italian culture, of citizenship education represents the key success to join a real process of inclusion.

Promoting the study of the Italian Language is not only necessary to join autonomy but also to invest in personal achievement process that improve the opportunities in the job market and also in educational courses.

It is not possible to create actions without a dynamic and global vision in a development and common process.

***Enrico Zucchi** is the present Councilor of the Job and Training Sector at the Provincia di Bergamo and former Director of the local Association of Craftsmen (Associazione Artigiani in Bergamo) where he was consecutively responsible for the relations with the local Authorities, coordinator of the European projects Leonardo and Youthstart and chief of the Training Sector. Finally he was Marketing Director. Mr. Zucchi worked for the Association at national level (Confartigianato), coordinating national and international projects.*

Planning for the Inclusion: Instruments and processes

Piera Molinelli

*Director of the Italian School for Foreigners, Vice Rector for University Counselling,
Universita degli Studi di Bergamo*

Speaking about Immigration, or about the relation between the linguistic acquisition, inclusion and employment, we propose a new point of view. This methodology put the person to the centre of the attention, and his/her social relations and his/her communicative needs.

The needs of a migrant include not only the learning of a foreign language, but also the knowledge of the other communication codes and the acquisition of socio-cultural know ledges about the territory context where the migrant is living or only temporary staying.

These components of the communication reality describe the competences that each of us manage to build relations with the others. This complex competence is the “communicative competence”, that the anthropologist Dr. Hymes describes as “knowing when, how and what to tell, where, to who...”

Planning for the inclusion of a foreigner citizen means to promote the development of his/her communicative competence, linked to the social context where the citizen needs to include him/herself, through strategies and different methodologies.

Starting from the years 2006/2007 the Centre for the Italian Learning for foreigner citizens, at the University of Bergamo (CIS) realized series of e-learning flexible activities, where the contents depend on beneficiaries, context and their expectation.

CIS carried out two e-learning initiatives, required by the local Association of Industry Enterprises (CON-FINDUSTRIA¹) in Bergamo: “Work in an Italian company” and the “Evaluation test of the Italian competences of the foreigner workers”.

The first initiative is dedicated to foreign managers working in Italian enterprises that didn't need social inclusion, but that needed to improve their Italian language and legislation knowledge. The process is composed by 4 chapters: Law Italian Sources, Economics, Enterprises Organization and RH Management.

Every section has a specific theme and linguistic activities that allow to the beneficiaries to improve their Italian competences, in that sector.

The evaluation test of the competences in Italian language for foreigner workers was born to solve the necessity of the enterprises, associated to Confindustria, to evaluate the level of competences of applying foreigner workers. This will allow the private companies to improve their inclusive methodology and develop new qualification processes and courses.

The test is articulated in three levels (beginner, elementary, intermediate), and is composed by comprehension tests, oral and written, related to the Italian knowledge and by tests to verify their knowledge about specific and general aspects at the workplace.

Before the test, a video is shown to the beneficiaries in order to explain how to access and how to elaborate the tests. To facilitate the comprehension the tests are written (Italian, French, English and Spanish).

The test is operative on the CIS web site www.unibg.it/cis.

Conclusions

In conclusion: teaching or learning a Second Language (L2) is an important part in an inclusion process, but it is not the only necessary. Building a communication competence is a duty not only for the languages teachers, but also for all the actors involved in that context, institutions and private enterprises firstly.

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Prof. Piera Molinelli is vice-chancellor at the University of Bergamo. She has been the Director of the Italian Language Center for Foreigners, since 1990 and has been working in the University for more than 15 years as PhD and then as Professor. She belongs to the Department of Sciences of the Languages, Communication and Cultural Studies. She is coordinator of several projects, national and international, supported by the European Union like Erasmus and Erasmus Mundus, and she is expert of linguistic. She published various articles and documents about linguistic, socio-linguistic and communication.

Language Strategies for Business Success

Lika Pishtalova

Lecturer at Sofia University

More and more organizations and companies nowadays have to face the challenges of globalization and have to communicate across the Language Barrier. If not managed properly, corporate communications across languages and cultures may trigger a whole range of negative consequences such as loss of business, failure to explore new markets, poor staffing policies, etc.

A language audit takes into account the dimensions of the Language Barrier as well as the impact it may exert on corporate language communication. It is an analytical system designed to raise the language awareness of organizations in the private or public sector, to enable them to evaluate their foreign language requirements and to benchmark these against their capabilities thereby identifying areas of strength and weakness. It goes on to assess the organizations' language training and recruitment needs and evaluates the efficacy of the policies and practices that have to meet those needs. Last but not least, the language audit provides the means to match the organizations' foreign language capability against their short- and long-term goals. Thus it gives any organization the opportunity to capitalize on the benefits of effectively managing language skills.

The objectives of a language audit have to do with helping the management identify the strengths and weaknesses with regard to foreign language communication within its company/ organization as well as with representing allocations of time and money in order to achieve realistic and efficient results, coherent with the actual needs.

The language audit is conducted in three stages: collection of information on the basis of structured interviews, tests and self-assessment questionnaires; review and analysis of collected information; formulation of recommendations in the form of a report that is presented to the management of the company/ organization.

The scope of a language audit covers:

- websites, promotion materials etc.)
- spoken communication (meetings with foreign partners, clients, colleagues; phone calls; negotiations; public presentations and speeches)

Language auditing is aimed at:

- central and local government (ministries, state agencies, regional and municipal administrations);
- large companies and Small and Medium-sized Enterprises (SMEs);
- institutions (banks, universities) and non-governmental organizations.

Beyond doubt, language skills offer competitive edge for companies and should be regarded as an important part of their strategic and operational planning. Along those lines, the benefits of a language audit can be summarized as follows:

- it offers tailor-made and cost-effective solutions to identified language problems;

- it saves time and money;
- it enhances business competitiveness;
- it improves employability.

Lika Pishtalova has a Bachelors' Degree in English and American Studies and a Master's Degree in Linguistics from Sofia University "St. Kliment Ohridski", where she currently works as a Lecturer at the Department of English and American Studies. Her areas of research interest include: Translation Studies, Linguistic Anthropology, Cognitive Linguistics, Language Universals and Typology, Semantics/ Pragmatics, Language and Culture, etc.

Ms Pishtalova is a certified language auditor and the managing director of Prolang Ltd., a consultancy company, based in Sofia (Bulgaria), advising on the development and implementation of foreign language management strategies in a corporate context. She has worked with public bodies and private companies in identifying corporate language needs, drawing up language profiles of staff and suggesting corporate language strategies.

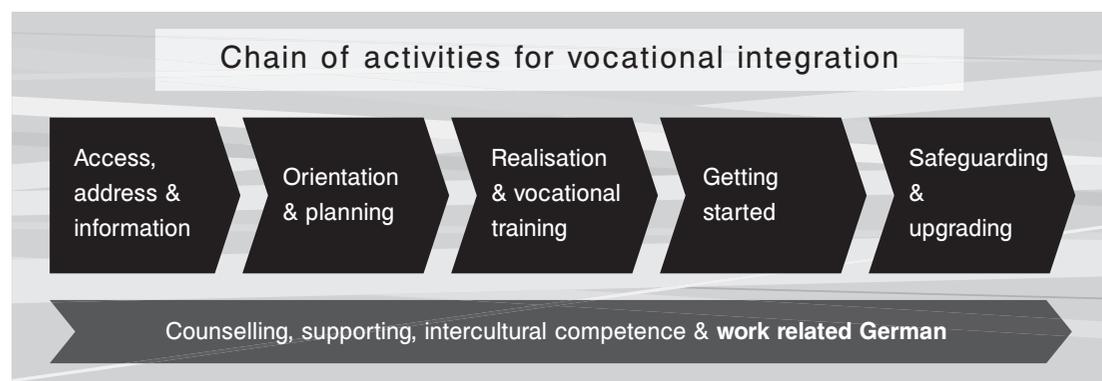
Networking and Knowledge building in the field of work related German as a second language teaching

Andrea Snippe

Expert for "German at the workplace" project, funded by the German Federal Ministry of Labour and Social Affairs

In Germany the labour market inclusion of immigrants and ethnic minorities is still far from being satisfactory. A 2009 figure from the Federal Statistical Office illustrates the need for action: At the age from 25 to 65 migrants are twice as often unemployed as white Germans. The Koordinierungsstelle therefore aims to support the participation of migrant workers in the German labour market and develops and monitors second language trainings that help migrants to respond to the communicative needs and literacy skills connected to their workplaces. For this purpose **Networking** and **Knowledge building** are integral parts of our work.

Firstly, networking takes place within the Federal Network "Integration through Qualification" (IQ) which was founded in 2005 as an information and advisory body by the German Government to support fulfilling the objectives set in the National Integration Plan². In order to enhance the employability of migrants (adults 25 +) over 40 institutions are working together (within IQ), focusing on six key areas: Counselling, assessment of formal and informal competences, vocational training, work related German, intercultural competence and last but not least, support for entrepreneurs. The six key areas are represented in the chart below, which is called "chain of activities for vocational integration". The federal Network provides the necessary instruments to break down the barriers for migrants at any station of the chain.



Recognition of formal and informal learning and competences gained abroad is an important and challenging step that we have to take in order to enhance migrants labour market inclusion; up to now many migrants cannot work in their profession and are forced to work in underpaid and precarious jobs. Therefore IQ formulated a policy briefing paper which builds the blueprint of a recognition act initiative in the German parliament (Study Brain waste, 2007).

Work related German which is the field of activity of the *Koordinierungsstelle* is a horizontal and cross-sectional task throughout all the stages of the vocational integration process. Our work includes as one focal point improving the quality and availability of work related German training as well as improving the

² In its National Integration Plan (2008), the Federal Government of Germany has made a commitment to determine how the successful IQ approaches can be incorporated into the services normally offered as part of German labour market policy.

quality of provision. For this relatively pointed purpose we cooperate and network in **Knowledge building**³ with a wide range of stakeholders with and between various domains from politics, administration and science to practice and economy. To name but a few these are employers, workcouncils, unionists, human resources manager, publishers and editors of learning material, language courses provider, teachers and trainers, job centres, researchers and academics, chambers of commerce and crafts, state and federal ministries. Our main tools in the process of developing and spreading public knowledge in the field of work related German as a second language teaching are:

- An **expert-group** consisting of involved practitioners, researchers and representatives of administrative institutions discussing the most important topics in the field.
- A **website** that provides among others learning material, concepts, book reviews, a glossary and examples of practice in the field of work related German as L2 learning and training and serves as a platform for the public and professional discourse as well as for socio-economic critiques.
- Train the trainer **workshops** for language trainers, course planners and other relevant multipliers.
- Our own **operating work**: Second language training pilots at the workplace.

And last but not least a tireless and at all times readiness to **committee work**. In order to influence policy decisions the IQ committees and the *Koordinierung* give direct advice and recommendations and work on policy briefing papers in the lobby work with the relevant decision makers.

I will briefly outline two examples for the interacting of these instruments in the process of Networking and Knowledge building. Firstly, I will describe the power of practice of operational work **as working bottom up**. When I taught an in company test preparation training for welders with migration background one of the outcomes was that language awareness trainings for superiors and instructors would be very helpful. Consequently, we are now developing train the trainer´s trainer workshops for language awareness of supervisors and instructors. Doing this we also build up a first reservoir of persons who could deliver such a training. Secondly, we developed a quality-framework for work related German teaching and learning (Calderon, Ruth 1999). There is a **circular** process of Knowledge building connected to the quality framework. The framework serves as an instrument for planning, designing, realisation and evaluation of courses and measures and identifies learning criteria for a holistic approach to work-related second language training. Topics covered include: Teacher and trainer qualification, work-conditions of teachers, working in networks, continuous monitoring and evaluation, better work-conditions and payment for teachers. The quality framework circle works as follows: the expertgroup discusses the topics which the *Koordinierung* bundles and publishes. In respond to the reactions of important stakeholders the *Koordinierung* offers an interactive workshop all over Germany. The feedback and results of the various meetings allow for a deepened and broader view and quality.

To conclude: it can be stated that the described way of networking and knowledge building contains just as many challenges as it opens new chances.

The chances of multiperspectivity go together with the challenge of dealing with various „cultures“, attitudes and ways of working and thinking. The new opened possibilities through identifying and referring to a common objective can often not be achieved due to a severe clash of interests and needs (this can be the case f.i. during in company trainings).

The biggest challenge, however, is to go beyond the project framework and to transfer the outcomes and lessons learned into stable structures in policy and economy.

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³ »Learning is an internal, unobservable process that results in changes of belief, attitude, or skill. Knowledge building, by contrast, results in the creation or modification of public knowledge – knowledge that lives „in the world“ and is available to be worked on and used by other people.«
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For further reading:

IQ-Network in cooperation with the “Federal Department of Citizenship and Immigration Canada” migration – essays, articles, reportages: <http://www.content-zwh.de/intqua/index.php?id=352>

Website of the Koordinierungsstelle

www.deutsch-am-arbeitsplatz.de

Website of the Federal Network “Integration through Qualification”

www.intqua.de

Andrea Snippe is staff member of *Koordinierungsstelle Berufsbezogenes Deutsch* (coordination office for German at the workplace – project on federal level, funded by the German Federal Ministry of Labour and Social Affairs).

Since 2003 she has been working as a German L2 teacher and literacy trainer in integration classes, alphabetisation and vocational courses. Before that she gained various work experiences, among others as an online-magazine editor and landscape ecologist.

Besides that, she is concerned with exploring the conditions and requirements of developing and delivering tailor-made second language trainings for German at the workplace.

Work based second language learning in Goteborg

Caroline Foss,
Principal, Adult Education Authority, Goteborg

Goteborg- a background

Goteborg is a former harbour city in the west of Sweden. It is the second largest city in Sweden; with around 500 000 inhabitants of which around 20% are born outside Sweden. Somalia, Iran and Iraq are represented the most.

The city is organised into a number of committees with their associated administrations, providing services in different areas, such as culture, leisure, and adult education.

In Goteborg, due to the recession, many people have been made redundant, and this together with the increasing number of immigrants who need training to gain access to the labour market, makes Adult education of high priority to politicians locally and nationally and quite substantial amounts of money is spent on this.

SFI- Swedish tuition for Immigrants

In municipal adult education (from 20 years and up), there are around 20 000 students, participating in basic and upper secondary adult education. Of these, around 7 500 participate in SFI; Swedish tuition for Immigrants. Around a third of the SFI- students take courses where theory is combined with practise; second language learning at a work place. This activity was at first a project, but it is now a permanent part of SFI in Goteborg. Swedish tuition for immigrants exists in different forms, but everybody who can, and who has a sufficient level of language, attends this type of course. It is also a must for people who are on social benefits. Of the 7500 students participating in SFI, the majority have 9 years or more prior schooling from their home countries (47%). Around 12 % have a maximum of 5 years. The different courses that run through the year are designed to accommodate the needs of students with different levels of education.

Work based second language learning

Now being a permanent part of SFI-training in Goteborg, it has proved to be a successful way of learning Swedish as a second language.

To begin with a teacher will together with the student make an assessment of background, competences and skills. Goal will be set and future work plans. The student will be asked to give 5 suggestions of places where he/she would like to work. If the school can provide a trainee place in accordance the student's wishes, this has been proved to minimize the number of drop outs. Many choose areas where they know that there are good opportunities to use Swedish (nursery school, or care of the elderly), others where they hope to get a job, doing cleaning, at a garage or in a shop. For students with very little previous education there is a matching of trainee posts in voluntary sectors, such as the Red Cross, churches etc. Each student will then be assigned a coach to follow him/her through the studies and will be the link between the trainee post and the language teacher. The coach will also make sure that there is a connection between the work experience period and the teacher-led lessons the have in school.

Every school has access to a "trainee post bank" that is a shared "collection" so to speak of trainee posts in and around Goteborg. Every education provider has to contribute to this bank, but can also utilize the posts that are registered to find a trainee post that will suit the participant. There are around 2000 trainee

posts in the “bank” at the moment. There is a clear political wish and request and there has been a common appeal to all companies in Gbg that they should contribute to this bank. The objective is inclusion, employment and self support.

There is an introduction to the company where the student is to spend her/his trainee period. A supervisor is appointed. The coach will secure the connection between the work place and the class room through tasks on different themes, working with words and phrases, group discussions, and individual presentations.

Every trainee period is around 3-4 months. The coach will visit regularly. If it is the goal from the beginning, the coach will also try to help the student to get an employment, in that company.

This programme is mainly designed for refugees for whom the community has a special responsibility, but also for people who are on social welfare allowance. Towards the end of the trainee period, the student will either be offered a job OR get a valuable letter of reference. Careers guidance is offered throughout and there are a number of vocational courses to can attend.

Of the students enrolled in work based learning 2009, 550 were employed after the trainee period. This year we only have statistics for the first six months, but the result seems to point in the same direction. Results: Goteborg shows better results when it comes to students attaining a pass grade and a lower number of students who drop out. This is in comparison to the larger cities in Sweden, Stockholm, Malmo and Goteborg. We don't yet have statistics or research to prove that the reason for this is the system for work based learning that we are using, but there is a noticeable difference in the results according to statistics from the National Agency for education.

A politically governed organisation

The adult education administration is a politically governed organisation.

There are different rules, steering documents and regulations that govern our activities, and a number of missives that the Adult Education Administration has to live up to. It is important to have an overview of this in order to understand our work and also I think why it is successful.

The adult education administration is a politically governed organisation.

Apart from what is written in the school law and regulations of the National Agency for Education, the municipality in their yearly budget sets goals for different areas of the city, social welfare, leisure, adult education, etc. All is written down in the budget document. Where adult education is concerned, immigrants and refugees and their way to self support and integration; it is stated that a work based introduction is vital. This has been written down as one of the goals. This is just one goal among many. All goals are measured and followed up every year.

The Adult Education Committee is responsible for a number of activities that will ensure that this goal and others concerning adult education and training are achieved. If not, the committee has to suggest how statistics can be improved. The committee on its part states in their budget that they want the administrations activities to work in that direction. It is then the administrations task to say how we intend to achieve these goals.

The administration procures adult education from a number of contractors. Every year, the Adult Education Administration places a suborder with a number of goals that we want the contractors/education providers to work towards.

In order to know to what extent the goals are achieved, the schools must complete a quality review every year. The Adult education administration also implements quality audits every year. Are there areas that need improvement?

As was said earlier, Work based Second Language Learning in Goteborg has been proved to be successful when it comes to attaining a pass grade and also when it comes to number of people getting em-

ployment. A plausible success factor in this is that there is an expressed will from politicians and decision makers, and in order to succeed, authorities and other organisations have decided to work together towards an expressed goal, which has been set and is evaluated every year.

Caroline Foss is working as principal at the Adult Education Authority of Goteborg with special responsibility concerning adult students with learning disabilities and basic adult education. She has a degree in teaching and special needs teaching as well as Swedish as a second language.

She has taught Swedish as a second language for several years and has wide competence concerning teaching Swedish for immigrants and working with adult students with reading and writing disabilities. She also has knowledge and experience in the field of work with illiterate adults.

Immigration and work in Italy

Natale Forlani

Director of the Immigration Department of the Ministry of Social Policies and Work

Some information about the Italian Situation

The year 2009 is the worst one after the World War II. Even the emergent and industrialized countries registered a decrease in their economies.

The crises affected the job market with strong negative consequences and loss of work places and an increase of the unemployment rate in all the great economies.

In the second semester 2010, the unemployment index was more than 10% in the Euro Area. Even if for the 2010 year the prevision is an improvement of the situation, there is not a good perspective for the job market and an increase also in the Employment index.

574.000 is the number of the loss job places, between 2008 and 2010, and people seeking a job are increased by 22.8%, almost 2 million people.

Among the Italians, the citizens most affected are those of the South and firstly the men, because of the sectors in crisis like building and manufacture industry.

Immigrants and local citizens were in the same negative trend. Only in the second semester of the 2010 the employment index of immigrants is increasing, principally in the Centre-Southern part of Italy and the situation is better for woman, in the services for people sector (health care firstly).

The rise of the employed foreign citizens is related to non qualified people or labourers.

Declaration of the Director Mr. Natale Forlani:

"It is important to understand that we have to implement new strategies for the Integration Process and that we cannot elaborate a unique and global solution. We need various solutions and instruments. Each foreign community present in our territories needs a different strategy for the inclusion! We can't be afraid of the foreigner citizens, we have to accept them and to believe that they give us new wealth and socio-economic opportunities.

We also have to admit one thing...the present system of the legal Immigrant fluxes didn't worked as the Governments wanted. The real input of the process is the work market!"

Declaration of the Councilor of the Province of Bergamo Mr. Enrico Zucchi:

“Our intention is to identify good common practices in order to prepare initiatives that could contribute to implement methodologies for illiterate adults. We need to create tools that help to offer services that attend real need.”

Natale Forlani is the General Director of Immigration Department of Italian Work and Social Policy Ministry. The Department coordinates social integration policies and manages administrative issues, related to the Immigrants such as: creating rules for the legal visa, annual fluxes of foreigner citizens, bilateral cooperation and agreements with third countries, etc. Mr. Forlani is also the former National Secretary of the Italian Union CISL. He started the Union activity in the '70s and has been an important trade unionist up to becoming the Director of the Italian Job Agency ITALIA LAVORO – National Agency which belongs to the Finance & Economics Ministry, engaged in promotion of the employment and the management of the initiatives in the job sector and social inclusion..

Language skills for social inclusion

Csilla Lazar

Soros Educational Centre Foundation

How can the Europass Language Passport contribute to better employability and social inclusion?

The Europass Language Passport is a standard European document to indicate levels of linguistic competence in a universally recognised format. First developed in 1998 as part of the Council of Europe's European Language Portfolio, it is now part of the European Union's Europass initiative.

With the Europass Language Passport, people can describe their language skills, using a six-step scale based on the Common European Framework of Reference for Languages (levels A1-C2). As promoted on the official Europass website: "The Europass Language Passport allows you to describe your language skills, skills that are vital for learning and working in Europe." As such it is a promising tool of social inclusion, especially that it encourages and recognizes different forms of learning (formal, non-formal and informal learning) as well as different forms of assessment (formal assessment based on examinations, certificates, etc, as well as self-assessment which is free and available to everyone.)

Although a promising tool even for those who otherwise do not possess another language certificate, the ELP is presently much less widely used than the other standard European document, the Europass Curriculum Vitae. A multinational research done by the partnership responsible for a project entitled elp-DESK (Europass Language Passport DissEmination ToolS Network) (research based on questionnaires and interviews with students, workers, language teachers, educational authorities, political bodies, companies) has revealed that some of the main obstacles in the way of better valorization of the ELP is its lack of integration into teaching practice and curricula, preference of employees for certification, lack of trust in self-assessment, lack of information about the ELP, lack of motivation of the users as well as the format that seems to be discouraging for persons not familiar with self assessment or with the Common European Framework of Reference for Languages.

To raise the awareness of the ELP among various targets, the above mentioned project proposed an integration of existing on-line resources with a simple point of contact and orientation: www.elp-desk.eu as well as a set of applications (USB stick, online applications, iphone app) that facilitate the completion of the ELP.

The application developed by the Soros Educational Center (the Romanian partner in the project) is suitable for people less experienced in using online self-assessment tools and self-assessment of language skills, by combining the ELPassport and its Instructions within one application, supporting the user step by step all the way through the process of making their ELP and assessing their language skills, using the descriptors of the Common European Framework of Reference for Languages. The application is supported by colours, graphic symbols and comic illustrations.

Further reference on the ELP is available at the official Europass website <https://europass.cedefop.europa.eu>, while applications and tools developed within the elp-DESK project can be found at www.elp-desk.eu.

Csilla Lazar is teacher and educational project consultant at the Soros Educational Center Foundation, Romania (www.sec.ro)

Undeclared work in EU: actors and actions

Ventislav Aranoudov

HR Retraining Manager, Assoc CIPD

This presentation tackles an issue that is generally not in the focus of the debates related to competences acquisition, formal, non-formal, informal, a-formal etc. learning, vocational education and training, adult education and seems to be an almost impossible, or at least a distant topic for “proper” language learning discussions.

Undeclared work was not at the center of the even wider context of employment, employability, workforce mobility, migration and so on until 2003 when EU Council Resolution on transforming the undeclared work into regular employment was adopted.

Why it should be then relevant to ILLIAD project ideas?

ILLIAD refers to its target group in the following way: The project turns to a specific group of learners who, being illiterate or functionally illiterate and not longer engaged in formal schooling, are not adequately addressed by opportunities for foreign language learning (FLL) be it for professional realization, for social/cultural inclusion or for personal fulfillment.

Here main interest goes to all controversies and aporia arising from the coexistence of: “foreign” (non-inscribed, in-a-non formal, distant, non-visible), “illiterate” (non-systematic, not equipped, unable, that does know and does also unknown, that can not share) and language (norm, system, expression, inscription, exchange). Hence a series of questions: In what kind of interactions participate people who lack/have no access to inscription/exchange/representation tools like education or language? Do they have a specific niche of counter/a/in formal opportunities?; What kind of borders they cross being non-visible, how they cope with the norms/rules/laws?; How systematic descriptions of societal living represent those people? Above questions navigate away from the “secured” grounds of language learning and social behavior thus confirming both the relevance of ILLIAD intuitions and the interest to undeclared work.

Presentation starts with a review of key political and policy documents and initiatives at EU level that mark the growing interest and attention to undeclared work in Europe. Further the “status quo” part refers to statistical data that gives an idea regarding undeclared work scale; geographical spread; sectoral split; factors that lead to exit or exclusion from formal economy; benefits and disadvantages for suppliers and undeclared work as well as supplier’s profile.

Then the two types of policies that relate to undeclared work are discussed: deterrent and encouraging compliance with some emphasis on their changing regime of relevance and gradual move to encouraging compliance policies that aim at introduction of tax incentives, new categories of work, amnesties, support services, education etc.

Presentation continues with a specific focus on construction business as the biggest “consumer” of undeclared work, where we have the greatest number of micro companies (app. 30%), no validation of on-job training activities, more than 1000 trades and professions, lack of transparency between national qualifications and biggest number of labor accidents.

A short overview of results from LLL policies implementation follows focusing on challenges like decreased number of people participation in LLL activities in some countries and relatively small scale of CVT activities – average 9h in EU area (data 2005).

Based on presented data and analysis made, presentation suggests more attention to actors and actions within undeclared work domain as potentially targeted by ILLIAD. Two opposite tendencies are to be taken into account: the need of more and better skilled people to boost productivity and mobility of EU workforce, addressed in variety of policies and initiatives at EU level; and the benefits of having cheap and easy to access services together with the employer's drive to have less operational expenses and not so qualified workforce, especially in sectors where manual work prevails, being at the same time main provider of non-formal and training activities.

The final part of presentation Undeclared work in EU: actors and actions gives room to some project insights related to literacy, intercomprehension learning, language learning and deterrent undeclared work measures and revision of approaches to language learning in the context of EQF elaboration.

Ventsislav Arnaoudov is HR&Training Manager, Assoc. CIPD and DDI certified facilitator. His career record includes academic teaching at Sofia University "St. Kliment Ohridski" and New Bulgarian University; expert work within the scope of Comenius and Grundtvig EU programmes; managing responsibilities for all programmes covered by Leonardo da Vinci and Socrates schemes for Bulgaria as a Director of Human resource development center; External project evaluator assignments with UNDP and British Council. He is also a Board Member of Bulgarian Human Resource Management and Development Association (2007–2009).

His areas of practical and research interest include: Education and training policies and standards design, EQF elaboration and implementation, Competency frameworks, KPI-s design, Learning theory, Project management and evaluation etc.

The local policies for immigration

Eugenio Torrese

Director of Integration Agency in Bergamo

Two factors are important for the relation "Italy-Immigration". Firstly it is a recent and rapid phenomenon and secondly there are strong social, cultural and economic differences between different territories.

The main factors of the Immigration in Italy:

- The job market: with the needs of not qualified workers,
- The domestic Job, for the assistance and need of health care, firstly for old people;
- The local situation of the House market and the combination with the migratory fluxes;

The local and national welfare has guaranteed some fundamental rights (ex. education) and the third sector (NGO and volunteer associations) has contributed with aids to better conditions for immigrants. Also the Regional policies have been different and the result is a concentration of the immigration in the richest Northern part of the Country.

Experts and social offices always think about the Immigration as a aside population, as US (Italians) and THEM (immigrants).

It is necessary a change from social policies to local and specific policies that:

- Do not consider the immigration as an immigration stock with the first ('80 and '90 years) and last arrivals,
- Do not include in the immigration flux who was born in Italy and is not an immigrant,
- Do not consider the ethnic differences, but the social stratification (employer and labourers),
- The social services/offices take care of people with social and economic conditions and not of all the immigrants;
- The change from dedicated services to services for all citizens, included the new immigrants...

In this direction goes the work of ANCI, the National Association of the Municipalities, that changes the legal procedures in administrative ones and reduces the over work of Foreign Offices of the National Police.

The Crisis has not seen a competitive situation between Italians and Immigrants. The reduction of the public resources and the problems in the house market contribute to create a false image and general opinion about the real situation. The idea of two population (us & them) could be dangerous and lead to division and social conflicts.

***Eugenio Torrese** is a sociology expert that works in the migration sector, for the integration of migrants in the local territory of Bergamo. At present, he is Director of the Agency for the Integration, funded by the Municipality and Province of Bergamo, together with other local non profit associations. Mr. Torrese holds a degree in social sciences, was a researcher in the areas of Sociology, Anthropology, Communication and History, and a consultant for social public and private organizations.*

Theories of learning in adult education and their implication for language teaching

Dr. Joseph E. Chryshochoos
Educational Consultant, Athens

Theory

The presentation summarised the basic theories of learning which have framed the modern approaches to education (Piaget's 'stages of development', Vygotsky's 'zone of proximal development' and Bruner's 'scaffolding') and language teaching (Skinner's 'behaviourism', Chomsky's 'cognitivism' and Rogers' 'humanism'). Then adult literacy was reviewed.

Progressive education (Dewey), experiential learning (Freire, Kolb and Mezirow) andragogy (Knowles) and the concept of learning how to learn (Smith) were viewed in terms of the principles they promote for experimentation, reflection and critical thinking. The ideas expressed by the theorists were supplemented with practical tips for the adult education classroom.

Practical workshop

The tutor took into consideration the participants' background knowledge and experience. Vocabulary was taught and the participants followed some of the principles of the 'Total Physical Response' imitating the physical movements of the tutor. Then the participants were asked to solve a problem. In order to do so, they were invited to work in groups. Role cards were distributed and the participants were asked to put the lines of the cards in the correct order in order to make up the lyrics of a famous song. The lyrics were given and the participants danced to the music.

Let's Twist Again ***(1960)*** ***by Chubby Checker***

Come on everybody!
Clap your hands!
All you looking good!

I'm gonna sing my song
It won't take long!
We're gonna do the twist
and it goes like this:

Come on let's twist again,
like we did last summer!
Yeaaaah, let's twist again,
like we did last year!

Do you remember when,
things were really hummin',
Yeaaaaah, let's twist again,
twistin' time is here!

Heeee, and round and round and up and down
we go again!
Oh, baby, make me know you love me sooooo,
and then:

*Twist again,
like we did last summer,
Come on, let's twist again,
like we did last year!*

TWIST! YO!

*Who`s that flyin' up there?
Is it a bird? Noooooooo!
Is it a plane? Nooooooooo!
Is it the twister? YEAAAAAAHH!*

*Twist again, like we did last summer,
Come on, Let's twist again,
like we did last year!!!*

*Do you remember when, things were really hummin',
Come on, let's twist again,
twistin' time is here*

*Heeee, and round and round and up and down we go again!
Oh, baby, make me know, you love me sooooo! And then:
Come on, twist again, like we did last summer,
let's twist again, like we did last year!*

*Come on, let's twist again,
twistin' time is heeere!*

NOTE: Chubby Checker has never been properly acknowledged for one major contribution to pop culture – For the very first time Chubby and the “Twist” got adults to dance to teenage music. The “Twist” was quite a phenomenon.

In conclusion, modern approaches to adult learning reveal that adults do not learn before practising; they learn by practicing. This is as true of learning literary skills as learning other things. One does not learn to read and then subsequently reads.... One learns to read by reading, just as one learns to cycle by cycling or to swim by swimming. Real materials and real activities are the basis of literary instruction for adults more than the textbook which in most cases is a hindrance to cooperative and socially relevant learning.

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Dr. Joseph Chryshochoos is a teacher of English, qualified teacher trainer for intercultural education and Educational Consultant for the Pedagogical Institute. He has been a teacher trainer in the Regional Educational Centres in Greece since 1993. He is interested in the integration of immigrants in the country and has presented papers on the topic in many different contexts.

Send Me to School, Dad

Cihan DEMIRCI-TANSEL

It is known that in Turkey the ratio of girls continuing their education especially after primary school is lower than boys. To deal with this problem the Association In Support Of Contemporary Living (CYDD) has started projects toward enrollment of girls and improving the educational environment.

Milliyet newspaper and CYDD jointly formed this campaign where the newspaper drew attention to women's literacy and girls' enrollment in education. The Ministry of Education and UNICEF accelerated this process by initiating fund raising campaigns for girls' education.

On April 23rd, 2005, CYDD and Milliyet newspaper have announced the campaign "Send Me to School, Dad" through mass media. The campaign had 3 main aspects: Financial aid; Improving the quality of the social life; Enhancing public awareness about the importance of education for everybody.

The Financial aid was necessary for constructing dormitories for girls at secondary school; Building schools and classrooms where needed; Giving scholarships especially to girls at 6th, 7th, and 8th grades. Education needs were determined for each city and were announced in the newspaper for fundraising. The campaign was introduced through television programs as a result of which 34 million TL (17 million EUR) were raised in total. With these funds 11 schools were built, 8 of which were in villages. Building of 30 dormitories for girls were committed, 28 of which are already opened. Girls stay in these dormitories while continuing their education. Scholarships have been given to 7156 girls for 4 years.

With the collaboration of the sponsors were improved the social living spaces in dormitories, sports facilities were build and 60.000 books were distributed to the dormitory libraries. Important part of the campaign were the efforts for motivating talented girls by organizing competitions in the fields of painting, poetry and essay writing. The award winners were invited to big cities like Istanbul and Izmir and given the opportunities to meet role models. Private seminars on the subjects of hygiene at common living spaces, body health, etc. were organized. The campaign contributed also to girls' development through collaboration with universities.

Enhancing public awareness contributed for promoting the importance of education of girls and education in general through media. The scopes of this activity are:

- Educating parents: "My Child and I" seminars were given to parents by AÇEV;
- Seminars on the importance of girls' education were organised for civil administrators, regional boarding school administrators and teachers;
- Announcing the best practices to public and attributing awards of the sponsors;
- Gaining local contribution and public support for girls' education

This initiative was appraised by many media and sponsor institutions with appreciation and leadership awards for its effectiveness and won several prizes for Best /Most Creative Social Responsibility Project.

Prof. Dr. Cihan DEMIRCI-TANSEL works at the Science Faculty of the University of Istanbul. She is member of the Association of the supporting contemporary living being also Board Member of Headquarters since 2000 and Head of the scholarship department of society.

Learning of Second Language for Illiterate Adults

Sara Pap

President of the Ec-Pec Foundation

Reading in one's native language and in foreign languages is considered one of the basic skills that must be developed since we acquire information necessary for learning, work and up-to-date knowledge by reading. The quality and level of our knowledge defines our success in work and private life to a great extent. As teaching reading in native language forms the basis for interpreting foreign-language texts later, it is worth to build upon previously acquired knowledge when reading in native language. Native language and the knowledge acquired in it may have positive and negative effects on learning foreign languages. Teachers of foreign languages have to take this into consideration when selecting methods for teaching language and techniques for reading and understanding texts in the foreign language.

Reading literacy in a foreign language may be hindered or facilitated by the already existing reading strategies in one's own native language. Native language education from as early as the first year of elementary school and teaching reading, which forms a significant part of it, form a basis without which reading skills in foreign languages cannot be developed (Szűcs 2000). Lower levels of reading literacy among older age groups may be attributed to lack of practice and knowledge (Czachesz 1999a). The problem can and must be solved and mitigated by enhanced development of reading literacy.

The basic elements of an appropriate level of reading skills are: reading literacy and previous (technical) knowledge, as well as independent work and learning, which form the basis for applying methods and strategies. It must be emphasized that for successful reading in foreign languages a good (intermediate) level of language knowledge is indispensable as existing reading strategies can only have positive effects with good language competences. Students also have to be able to creatively solve problems and apply learning and reading strategies. Understanding texts, as defined in the framework of cognitive approach, is inconceivable without automatized reading and decoding (word and letter recognition) skills (Czachesz 1999b). In addition, the level and quality of understanding a text depends on the reader's deductive and associative skills (Hardy 2007).

The effective application of the results of research in the field of reading literacy is a priority because reading related problems are not only present in Hungary but increasing worldwide.

It is advisable to utilize previously acquired native-language knowledge and experiences in the course of teaching reading in foreign language(s) and thus enhance the positive rather than the negative effects of native language on reading and learning foreign languages.

The presentation was prepared by Mrs. Sara Pap, President of the Ec-Pec Foundation, but was not presented at the conference.

Italian Language Teaching for Immigrants

Laura Resta

Coordinator of Italian School in the local Cooperative Ruah

The experience of the Italian Language School in Bergamo

The School born in 1991 and it offers services to migrants in Bergamo. Every year the organization attends almost 800 students, from 80 different countries, men and woman from 17 to 70 years old. The school has the aid of 90 voluntary citizens.

The first objective of the Cooperative is to teach the Italian language, but also the social inclusion. There are different courses and a basic test to enter, as established by the European Union.

Level illiterates: for people completely illiterates in all languages and people who are literates with other alphabets

Level A1: elementary level: for people who partially know the Italian Language, speak and written

Level A2: intermediate: for beginners who already participated in a Level A1 Course

Level B1: high: for people who already participated in a Level A2 Course

The European Union Grid has also other levels (BS,C1,C2).

Some details about the needs of Migrants:

- The Adult needs to learn something that can “sell” on the job market,
- The importance of the dynamic activities during the lessons as instrument to learn faster and to socialize more,
- The importance to give the opportunity for people that stay for short period, so the organization of short courses,
- The importance to avoid the shame during the class, for learning mistakes
- When learning/teaching a Language you learn/teach a Culture!

What we teach and How:

We do not start with the grammar, but with the meaning and the needs in the day by day life and only successively we improve the grammar form.

In mixed classes we do not use support languages as French or Arab because it could be a choice from the group. The groups are really mixed with people coming from different countries. As a foreigner student said: “we seem like a meeting of the United Nations!!”

The training moment is a mediation moment. It is not only transference of knowledge. The teachers build a cognitive process where the immigrants find the same things that they meet in their day-by-day lives. Another important key of success is to aid them to elaborate global mental schemes, in order to help the immigrants to find meaning beyond the meanings of the words.

Even the excursions and visit outside the school helped to create a different methodology and every three months we organized visits to the Historical Centre, to other associations and to the local social authorities and the Municipality.

Laura Resta has a degree in Anthropology and Ethnology Sciences and is a teacher in the local Italian school for immigrants, organized by an Association of the so called third sector, in Bergamo.

Mrs. Resta has been working in a local non profit association, Comunità Immigrati Ruah, since 2006 and in the last 7 years she has worked for the organization and management of different courses such as: informatics, job counseling and Italian language. She also worked in a Center for Foreigners Women and has a long experience as volunteer.

Intercomprehension: a way to multilingualism in Europe

Prof. Filomena Capucho

Portuguese Catholic University

Ludwina Van Son

Lecturer, University of Antwerp

When we think about inclusion in the context of European societies nowadays, we are inevitably drawn to the topic of literacy (or, better, literacies⁴). It's a common opinion that illiteracy drives to exclusion. But how can we define literacy? If we take the traditional meaning of the word as "reading and writing competence in one's mother tongue", we should ask ourselves if this is enough in our globalized societies, where communication is more and more depending on the use of foreign languages, and more specifically in the case of immigrants who arrive to work and live in our countries⁵. Literacy will thus also cover the competence of "reading and writing" in a second or in a foreign language in order to allow full citizenship and equality of opportunities at the social and professional levels.

Foreign languages are considered fundamental in the individual's process of personal and professional growth: not only do they promote inclusion but they are essential in the construction of tolerant and open societies:

They contribute to a better knowledge of other European cultures and have a real potential for a deeper understanding between European citizens. Multilingualism policy aims at ensuring multiculturalism, tolerance and European citizenship. Widespread general competence in foreign languages also plays its part in keeping xenophobia and intolerance at bay. We have to understand each other if we want to reap the full benefits of the cultural, social and economic richness of our continent.

Jan Figel, *Commissioner responsible for Education, Training, Culture and Multilingualism (2005)*

The challenge is not entirely new. Over the centuries the inhabitants of our continent have tried to communicate with their "neighbors". Not more than 500 ago, they would use Latin as their common way of expressing. But how do we deal with this today when a continuously increasing linguistic diversity characterizes our space of life and development? Either we accept the use of some lingua franca, which may be more or less imposed to us by economic or political forces⁶, or we choose plurilingualism. Is the second option realistic or far too ambitious?

The Lisbon Declaration of the year 2000 strongly recommends that each European citizen should know two foreign languages, apart from his/her mother tongue. In order to accomplish this, we need to change our representations about language learning and the methodologies that will enable the actual learning. The Common European Framework of Reference (2001) is of great help, not only because it gives a strong support to the implementation of new pedagogic approaches, but also because it opens the way to consideration of partial competences. Knowing a language may include the full development of all the traditional different skills (reading, writing, listening and speaking), but, for different reasons which are linked to the individual's needs, motivations and expectations, it may be restrained to the development of one or two specific competences (reading and listening, for example).

The notion of Intercomprehension is a useful concept to respond to this last perspective. Intercomprehension is "[t]he process of developing the ability to co-construct meaning in the context of the encounter of different languages and to make pragmatic use of this in a concrete communicative situation" (Capucho, 2004) or,

4 We shall not discuss here the question of multiple literacies. This topic will be developed by our colleague Rosemary Sage, in the context of a future publication within the Project ILLIAD.

5 In this presentation, we will limit ourselves to the linguistic dimension (foreign language learning) of immigration and leave the proper intercultural dimension of communication aside. For further development on the matter, see Verschueren, 2008.

6 For discussion of the lingua franca option, see Capucho, 2010.

in other words the process of co-constructing meaning in intercultural/interlinguistic contexts. The development of such processes will lead to the ability to understand, to a certain extent one and/or several languages, by using existing language competences (plurilingual skills from personal life experiences).

The focus that is put in the transfer of already existing knowledge (of diverse kinds, verbal and non-verbal, experiential and encyclopedic...) opens the way to the valorization of personal characteristic and previous experiences. Learning situations will privilege pragmatic uses of the language(s) that needed in social concrete actions, in familiar contexts where motivation, confidence and self-confidence are the basic elements. Learners will therefore be lead from concrete realia to abstraction, using their capacities of intuition more than deduction strategies.

Therefore, the development of intercomprehension processes is ideally adapted to illiterate audiences, as we have exemplified in the example we used in our presentation during the International Conference Language, Employment and Inclusion in Bergamo. In this example, we have shown how it is possible to learn how to read the numbers in a real context, starting from oral to written language. The activity, taken from a concrete situation in a railway station has shown how we can use intercomprehension to reach literacy in a language and build other sorts of literacies in foreign languages, focusing on similarities and recurrences, learning strategies and the immediate expansion of acquired learning.

Intercomprehension is, in fact, a “natural” way to approach an unknown language. It has been documented from the experience of travellers and of border inhabitants since long time ago, even if it is forgotten in the context of most of formal school learning. It is a way to break the fear of unknown languages and an open door to plurilingualism and inclusion.

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Ludwina Van Son is Lecturer at the University of Antwerp & Antwerp Maritime Academy. She made her PhD in French Language and Culture on discourse analysis of French talk shows. Mrs. Van Son has a long standing experience in French foreign language teaching in the department of International Business Communication at the University of Antwerp and is also currently teaching maritime French, maritime Spanish and intercultural communication at the Antwerp Maritime Academy.

Her areas of research interest include: Linguistic Pragmatics, Sociolinguistics, Discourse Analysis, Cultural and Media Studies, Intercultural Communication and Foreign Language Teaching Methodologies. She has participated in the European project EU&I, is currently involved in Redinter, the European Network Project on Intercomprehension, and has on several occasions collaborated at proposals for European projects.

Filomena Capucho is a professor at the Portuguese Catholic University and researcher at CECC of the same university. She is the executive coordinator of the network REDINTER - RedeEuropeia of Intercompreensão, funded by the European Commission under the reference 143339-2008-PT-KA2NW. She also participated for over 20 years in European cooperation projects.

Doctor in Contrastive Interactional Sociolinguistics, FilomenaCapucho is an expert in discourse analysis and communication. Her main research interests concern Intercomprehension, including the epistemological aspects of the concept and its educational applications to new audiences.

Language, Employability and Inclusion – experience from the Czech Republic

Mgr. Bedrich Zapletal
4People Civic Association

I. Preliminary information

Education in the Czech Republic

In 1989 we register the end of power of Communist party. Planned economy has been substituted by liberal/free economy, the labour market has been formatted. There was a privatization and restitution of enterprises, factories, banks, mines, farms etc. and the Czech Republic has been opened up to Europe and the world. After 1989 there were realized gradual changes in primary and secondary education (law passed in 1995 and revised), as well as relatively fast transformation of non-university tertiary and university education.

We could see very fast changes in adult education (e.g. distance education, vocational retraining, management education) after the Velvet Revolution, we have built up a commercial „educational market“. We converged our standards to European ones and adopted European regulations. Non-governmental associations started to operate into this field (ČADUV/CADUE, AIVD/AIAE etc.) and we registered the intensive exploitation of internet and e-learning/electronic education as well.

Adult education

There is a rapid development due to political changes, social and economic policy, changes of educational policy, formation of labour market, requirements on language education, manager education, training of employees, foreign workers education, education of seniors, education of minorities and social excluded persons.

European impacts on Czech education

During last 20 years the Czech Republic integrated contents of European documents: Hamburg declaration, Agenda for future (1997), Memorandum on Lifelong Learning (2000), Bologna process (about 2000). Among the most important Czech documents we would like to mention White paper on education from 2001.

II. Handicapped, Socially Excluded: Education and Care

Target groups of our project

We can see different terminology in European countries: groups at risk, problem groups, handicapped groups, groups with special needs etc. Specification of groups is following: illiterates, partly illiterates, minorities, ethnic groups, workers – migrants, refugees, asylum seekers, homeless, released prisoners, imprisoned persons, handicapped pupils and adults.

Target groups specific for Czech Republic

In the first instance: adolescents (up to 18), unemployed graduates, long-term unemployed, physically

and mentally handicapped, homeless. Why do we need a special care for them? It is just due to difficult placement on labour market, often pathologic socialisation and occurrence of social deviation and social pathology.

The reasons for the care in Czech Republic

Why the society puts effort into special care: it is because of the elimination of all kinds of social instability, ensuring social cohesion, reducing social tension, educating into acceptance of social norms and values, social abilities, unifying basic attitudes to crucial social problems (guide to conformance). The unemployment and employability is the social and economic problem. There was a solution indicated – permanent increasing of level of education.

Target groups in Czech Republic

We differentiate following target groups: minorities (groups of all ages), socially deprived groups (mostly adults), groups threatened by social exclusion (adult groups), mentally and psychically handicapped pupils.

As very important issues we consider: vocational retraining, education for seniors, education of individual with social disadvantages, education for foreigners, prisoners and socially excluded groups. This should be realized in the frame of the system of adult education, supported by state (laws) or organized by private institutions.

We intend within the project realization:

- to contribute to the development of specific methods of education, oriented mainly at language education;
- to contribute increasing the level of education, thus facilitating re-socialisation and employability of the target groups not only in CZ, but also in the EU;
- to contribute to defining of appropriate methods of diagnostics of handicapped children and adults;
- to contribute to the development of appropriate teaching methods for specific kinds of handicaps in congruence with the present system of language education.

Mgr. Bedrich Zapletal is active in the field of sociology and sociological pedagogy. He is a member of University of Ostrava pedagogical team. Before the well-known "Velvet revolution" in 1989 he worked as a teacher at the primary school, after this experience he moved to the position of educational methodologist in one of the biggest companies in the Czech Republic - OKD (Ostrava-Karvina coal-mine). Just before the Velvet revolution he started to work as a lecturer at the University of Ostrava.

He participated in many national and international educational projects in close cooperation with Ankara University, Danish University of Education in Copenhagen or with St.Mary University College in Belfast. Mr. Zapletal is an author of books into the field of sociology and adult education, with topics like "Chosen problems of adult education", "Chosen problems of social pedagogy", "Sociological terms".

The presentation was delivered at the Conference by Iva Palatova.

The local Municipality: integration and inclusion processes. The experience in Bergamo

Giuseppe Traina

Comune di Bergamo, Migration Sector

The presence of 4 million foreigner people regularly living in Italy and 420.000 illegal is changing the situation in Italy. A country with a long history of emigration is now an important place for immigration. In the last 10 years, the number of immigrants increased by 150%.

The details - 12 nationalities with more than 100.000 presences, of whom 5 have 200.000 people: Romania (21% - almost 1 million), Albania and Morocco (10% - 500.000), China R.P. (4,7% - 215.000), Ukraine (4,3% - 200mila), Philippines (3,1% - 145.000), Tunisia (2,7% - 124.000) and then Poland, Moldova, India, Macedonia, Peru, Ecuador.

Bergamo is one of the northern Italian provinces with a strong presence of immigrants (about 135.000 people). The nationalities with more citizens are Morocco, Romania and Albania, and successively Senegal, India, Bolivia, Pakistan and Ukraine.

The level of education in Italy of Italians and foreigners and the knowledge of the language

The educational level of foreigners in Italy is relatively high. The situation is similar to several European countries, even with differences among the native citizens. In our country the presence of people with degree qualification is limited (14 of every 100 foreigners).

One of the most important problem is the recognition of the competences and education/qualification titles. Often, this process is very long or not possible.

Investing in linguistic qualification for migrants means facilitate the knowledge between cultures and cope with the conflicts and social exclusion.

In Bergamo the offered linguistic courses are organized by the CTP - Territory Centres for Adult Education, by the local voluntary associations. The Non-profit sector has a crucial function locally.

Migration and access to the job market

The employment for migrants is often related to de-qualified jobs and the factors that most affected the work conditions of the foreigner citizens are the PERIOD and the LEGAL PERMISSION to stay/entrance in Italy.

The economic crisis significantly affected the level of unemployment in the northern part of Italy, except the female group employed in domestic work (care of old people, domestic works...).

The profile of the immigrants less vulnerable to the discriminations is only partially due to the competences and qualifications. The family and social network where the immigrant is included is more important and aid the foreigners to better include themselves in the job market.

The question of the HOUSING

A common problem between Italians and immigrants is the housing question, a relevant and emergency problem in the last years.

This problem is affecting not only the less rich sector of the society, but also the middle class. With the present economic crisis the situation is worse.

The answer to this situation is managed by the third sector (NGOs) and by the public body, the local Municipality of Bergamo. The public service l'Agenzia Per La Casa offers a free service and facilitates the relation between who rent and who seeks an house.

In Italy, as the integration indicators show the integration processes have more opportunity to have success in the small towns than in big cities. Consequently, we would like to speak about an Italian model, as a local model of integration.

Moreover, there are other services and aids for the more vulnerable migrants, who need international protection, refugees or lonely minors or trafficking victims.

For this kind of citizens, in Italy, we have the SPRAR an experimental service which is composed by 138 projects spread around the national territory and Bergamo is in the SPRAR system.

Besides, the third sector guarantees an integrated receiving system that supports the Integration, with other measures like information, assistance, counselling and other projects to create cohesion and social inclusion.

***Giuseppe Traina** works in the local Municipality of Bergamo, in the "Foreigners Office" which gives assistance to immigrants for all the bureaucratic procedures. The local Office provides services like: information and counseling (employment conditions etc.), visa and legal permissions, refugees demands, housing services. Mr. Traina has a 10 year's experience in the third sector, as social educator.*

Literacy Training at the Workplace

Gunnhild Aakervik

Migration Pedagogue at MiA

Abstract:

The paper of Workplace Directed Literacy Training is describing 4 cases of training of illiterate ethnic minorities for access to employment and to improve their professional skills and/or possibilities to maintain employment. The methods of literacy training in connection with training in communication (language skills) and professional skills for language minorities at workplaces are bringing a new dimension to training of illiterate adult language minorities. Language minorities, immigrants and refugees, are an increasing number of employees in unskilled work and are the majorities of adult illiterates in Norway. The foundation Diversity at Work (MiA) has in the last decade worked with development projects and has shown that improved cultural sensitivity and language acquisition as well as promoting literacy training of language minorities at the workplace are needed for language minorities lacking necessary literacy skills. The examples in the paper are from language training projects at workplaces in production companies, kindergartens and cleaning departments.

The paper presents literacy training at workplaces for language minority employees and shows how the context represents the needs of the employer as well as promotes a relevant vocabulary and phrases necessary at the workplace. The importance of the literacy training at workplaces is inclusion and needed communication skills at the workplace. The programs challenged the management as well as the participants /employees to change their attitudes and to participate in the development of the workplace. In some cases it was urgent for the employees to attend training to keep their jobs when the demand for literacy is decisive in the work tasks. Motivation of the participants, the cooperation with the workplace instructors, employees' representatives and management has shown to be important steps taken in the literacy training of language minorities limited or no educational background. The paper displays examples of tools probably suitable for literacy training of language minorities within the European countries. Mapping the need for literacy training and the motivation of the management, trade union and the workplace instructors is a key to conduct literacy training courses at the workplaces. Experiences from this context based training cases has proved to be a successful and a meaningful way of literacy training of illiterate language minorities.

The full text of the paper is available at ILLIAD project web-site: <http://illiad.eu>.

***Gunnhild Aakervik** is lecturer in health, nutrition and environment, multicultural pedagogic and training for language minority adults. She has more than 20 years of experience in language training of immigrants and refugees and has written a number of books and didactic material from training of language minorities at workplaces in production and health and care institutions. Many participants have been illiterate and she has been developing literacy training opportunities and pedagogic material for illiterate employees.*

The experience of the intercultural Centre Mowgly in Palermo

Concetta Oliveri

Expert in Intercultural Integration, Narramondi Ass.

After the 1992 assassinations of two important Italian magistrates who fought against Mafia, the city of Palermo began a new process to build a new citizenship. In this process Palermo discovered her intercultural aspect. "Why not experiment the art of the cohesion with the foreigners that are living here?" In this way the Intercultural Association Narramondi Olus was born in 1996 composed by Italian and foreigner citizens coming from Perù, Madagascar, Bolivia, Iran, Iraq...

Firstly this group started to examine how to speak about intercultural and social inclusion with new and more efficient methodologies. The old way "organizing boring meetings" with children didn't work a lot, so a new process was urgent. The turning point appeared when the Teacher Franco Lorenzoni invented the intercultural narrative circles. With the support of the local Municipality and the education institutions in Palermo, a new learning project started with different educational strategies, using the narrative circles as an instrument for the intercultural integration.

The foreigners, known until that moment as anonymous workers, become protagonists. Their traditions, experiences, identities and cultural backgrounds were finally valorised. Also the Italians started to understand and know the dreams, expectations and sentiments of the foreigner citizens. The most important discovery was that the comprehension and cohesion were a result of the transmitted emotions and not only due to the linguistic knowledge.

The Project for the creation of the Intercultural Centre "Mowgly – Living between two worlds" started in 2003 with the support of the Local Municipality of Palermo (Social Services Sector – Law 285/97). "Mowgly" was dedicated to children from 6 to 18 years old, to their families. It has been a centre for the social inclusion and integration up today. This was due to the fact that the workers in the Centre were coming from different geographic areas, with different cultural backgrounds.

Social-pedagogic team, educational support and dynamic activities are the key factors of the methodology in the Centre. The learning of the Second Language (L2) – the Italian, especially in the context of the school support has the objective to promote the social inclusion and the learning of the school's subjects. From a local survey we discovered the need to increase that service also for adults, in the period immediately successive to their entrance in Italy.

At present, the Mowgly experience and the narrative circles methodology, are spread in the local territory and involve in the intercultural communication an increasing and different audience.

As a partner of the ILLIAD Project and member of this network, Narramondi has had the opportunity to experiment the strategies of the verbal narration as an instrument of inter-comprehension. Consequently, the strong acquired experience, built with the workshops realized in the last years, allowed us to understand the importance of the transmitted emotions, beyond the linguistic meanings.

So, what is the oral narration in our daily experience in the Intercultural Centre Mowgly? It is firstly a place where the narration is an instrument to know the "Other", to understand the diversity and the importance to valorise it, to overcome the prejudices and stereotypes and to reach a mutual acceptance.

The narration allows an atmosphere where each person can feel good and where the change and the transformation are possible thanks to the relation with the others. The members of the audience can

identify themselves with the narrator and they respect him/her because the fundamental rule is to not interrupt, judge or do comments about the stories.

The identification with the other, “different from me”, is the first condition that opens the way to the social inclusion and to the intercultural integration between immigrants and Italians. In this long process, the opportunity to communicate and speak about the own life experiences is one of the most important factors to create social links and relationships, that respect the cultural identity.

Concetta Oliveri has more than 20 years of experience in organizing and managing of intercultural projects in Italy. As an expert in social projects for immigrants she has been working in the third sector, especially with the Narramondi Association in Palermo as project manager and successively as legal and RH responsible. Mr. Olliveri was teacher in the secondary school and has long experience in pedagogic processes and intercultural dynamics. She was the coordinator of the Mowgly project, a famous and successful initiative in Sicily for the social inclusion of migrants.

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