

**IO1: DIGITAL TOOLS FOR LITERACY
AND STRENGTHENING OF
LINGUISTIC SKILLS**

TRANSNATIONAL REPORT



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Executive Summary

In the context of the IntegrAction project, the transnational report 'Digital Tools for Literacy and Strengthening of Linguistic Skills' identifies the framework of the linguistic needs and opportunities of migrants and refugees in four EU member states (Italy, Germany, Finland and Greece) to contribute to the wider European endeavor for the social inclusion and integration of migrants and refugees into European societies. The recent refugee crisis is a serious challenge for European policymakers, institutions and national governments, requiring that they provide sustainable solutions for ensuring genuine integration of refugees and migrants with locals. One of the main barriers is the lack of knowledge of the local language. This raises multiple issues for the new arrivals, as knowing the native language of the country is pivotal for socio-economic inclusion. Not knowing the language raises problems with everyday activities such as shopping, banking, making friends, as well as problems accessing necessary services such as health care and legal issues. The greatest concern is employment, as knowledge of the native language is often a prerequisite for getting a job in the desired field, despite level of education or experience in the field. Refugees with very low language skills may have problems finding any job until they learn at least the basics of the local language. Socialization and full inclusion into the society are often impossible without knowledge of the language.

This report focuses on examining and identifying the socio-linguistic background of each partner country and the needs of operators as well as migrants and refugees and the problems they encounter with regard to literacy and language learning. Like in most European nations, all the countries involved in the IntegrAction project have a large number of incoming migrants and refugees arriving who need to learn the local language to acquire employment and social inclusion. Statistics report how a significant number of the population in all partner countries are migrants: 7.1% in Finland, 7.8% in Greece and 8.7% in Italy and 26% in Germany. The vast number of migrants in the community renders the need for social integration and the development of language skills of migrants an essential issue throughout Europe.

Therefore, this study also provides an analysis of relevant and available data on the existing background, practices and digital tools for literacy and development of linguistic skills implemented at a national level and addressed to migrants and refugees, but also to operators who work with migrants and refugees. Based on the analyses of the on-line tools for language learning, the resources researched by the partners and included in the final toolkit of the project are varied. Some countries have more resources available, especially for more widely used languages like German or Italian. In parallel, the staggering evolution of mobile technology has made mobile phones an integral part of language learning in all European countries and this can be seen in the wide variety of applications available for language learning in all partner countries.

The most prominent issue identified from our research is the need for a more focused and tailor-made policy about language learning of migrants and refugees. More specifically, our study indicates that there is a general lack of formalised educational practices regarding the teaching of the local language. At the same time, there is also a lack of legislation that ensures the necessary allocation of resources, such as specialized personnel appointed for language teaching. Moreover, there is a need for a more holistic approach in the language training of migrants and refugees, meaning that unemployment, economic hardships and health problems can limit access to language training courses.

The primary goal of this report is to contribute to the overall endeavor of migrant and refugee integration into European societies. In this context, the IntegrAction project provides a practical toolkit of language learning opportunities in four European countries and an analysis of the national context in those countries, addressing the socio-linguistic background of each country and the needs of migrants and refugees with regard to literacy and language learning.

Introduction

Europe has increasingly become a destination of significant migratory flows in the last decades. However, the current refugee crisis has presented an additional, urgent challenge to European policymakers, institutions and national governments to find sustainable solutions for ensuring a genuine integration of refugees and migrants with the locals. Integration needs to be supported with an awareness that its first barrier is the lack of knowledge of the local language. Therefore, authorities should foster the existence of comprehensive measures to the teaching and learning of languages and literacy.

According to the European Commission data, during 2018 a total of 3.9 million people immigrated to one of the EU-27 Member States, while 2.6 million emigrants were reported to have left an EU-27 Member State. However, these total figures represent the migration flows to and from EU-27, including flows between the different EU-27 Member States. Also, in 2018, there were an estimated 2.4 million immigrants to EU-27 from non-EU-27 countries. As far as the national numbers of 2018 are concerned, Germany accommodates the largest number of immigrants and emigrants by reporting the largest total number of immigrants (893.9 thousand) in 2018, followed by Spain (643.7 thousand), France (386.9 thousand) and Italy (332.3 thousand). A total of 22 out of the EU-27 Member States reported more immigration than emigration, but in Bulgaria, Croatia, Latvia, Lithuania and Romania the number of emigrants outnumbered the number of immigrants.¹

With the increasing mobility in Europe and the rising number of young people arriving from third countries, the European Commission attempts to ensure that multilingualism will remain central to the European project. It targets to boost language learning by the end of compulsory education in various ways: by focusing on achieving specific competence levels; by introducing into education and training the concept of language awareness, which provides an inclusive framework for language learning by taking into account individuals' language skills; by identifying and promoting innovative, inclusive and multilingual teaching methods using tools and platforms at an EU-level, such as the School Education Gateway and eTwinning.²

This research differentiates between problems related to illiteracy and language learning. The concept of literacy refers to the ability to use the written language, both in printed and digital texts, to accomplish the tasks of everyday life, to access resources, services and systems, including those related to education and formal or non-formal learning, and to interact in a new social context.

¹ Eurostat, 2020

² Europa, 2020. eTwinning offers a platform for staff (teachers, head teachers, librarians, etc.), working in a school in one of the European countries involved, to communicate, collaborate, develop projects, share and, in short, feel and be part of the most exciting learning community in Europe. <https://www.etwinning.net/en/pub/index.htm>

Many foreign adults cannot read or write in any language, even if they use different forms of communication. Some, for example, are unable to write single words with a pen or pencil. Others, however, can understand a symbol accompanied by an explanatory text.

They can be divided into:

- Pre alphabets: whose mother tongue is not written or is not a school language in the country of origin
 - Illiterate: adults who cannot read and write in their mother tongue and have never been educated
 - Weakly literate: adults who have had insufficient schooling in their mother tongue or have partially lost their literacy skills due to the lack of use or bad writing
- Literate: they are a broad type in relation to the level of schooling, mother tongue, age, motivation and other subjective and sociolinguistic variables.

Even though those with low language skills still have problems with acquiring a foreign language, they are literate in their own language, can read the alphabet of the local country and it is therefore easier for them to acquire at least low or basic language skills, even if the process is slow.

Role of language learning for the European integration process

Language plays a central role both in the integration process and in maintaining the ethnic-cultural identity of migrants arriving in a new country. In many EU countries, adult immigrants often learn the local language in the natural environment through interactions with native speakers, even though many countries invest in teaching the local language systematically to migrants arriving in the country. One of the main factors that place the migrant in a position of social fragility is the insufficient or lack of knowledge of the local language, affecting their employment and other opportunities in society. The linguistic gap, sometimes combined with the fragile legal situation and the lack of a stable local social network, pushes the migrant to fill subordinate roles and positions, often without the possibility of vertical social mobility. In this research, we examine the socio-linguistic background of each partner country and the main problems that operators, as well as migrants and refugees themselves, encounter in regards to literacy and language learning.

Research Methodology

To develop Tool4aLLs, which is the first intellectual output of the IntegrAction project, each partner country within the consortium has conducted a national desk research to analyze the linguistic situation and learning needs of operators and refugees in each of the countries represented by the partnering organisations, specifically in Finland, Italy, Germany and Greece. The toolkit is divided in two main sections: a first section which includes a national desk research that offers a presentation and analysis of relevant and available data on the existing linguistic background and learning practices, and a second section that lists the most worth-mentioning digital tools for literacy and strengthening of linguistic skills implemented at a national level for the benefit of migrant and refugee groups. Partners have included techniques and digital tools used at local, regional and national levels, as reported in former researches, literature and official documents, etc.

More specifically, the basic methods for data collection in the desk research are the following:

- Secondary data that have been previously collected or gathered for other purposes, besides the aim of the national desk research in question. This type of data is already available, in different forms, from a variety of sources. The secondary data could lead to internal and external secondary data research. On one hand, internal secondary data research refers to the company, organization or internal institutional sources (previous studies, operations-related data, etc.) which can be easily attained and re-purposed to explore research questions about different aspects.
- External secondary data research, which represents a study that uses existing data on a particular research subject from:
 - government agencies (National Statistical Authorities) and other official national sources
 - published research reports from different international organizations (IOM, UNHCR),
 - international and intergovernmental agencies (European Union, IMF, World Bank, etc.),
 - internet sources, and so on.

The tool research has been done on-line to see what is available on the internet, as well as for checking different applications (e.g. Appstore, Google store)

The main part of this report is divided into three main sections:

- 1) Situational Analysis

- 2) Needs of Operators, Educators and Teachers working with Refugees and Asylum Seekers
- 3) Mapping of National Digital Tools for Language Learning of Migrants and Refugees.

More specifically, each part includes the case studies of the four countries participating in the project (Italy, Germany, Finland and Greece). In each one of the case studies, the analysis and the information provided include the following:

- Description and analysis of the socio-linguistic background of each country. This short descriptive study about society's characteristics and effect on language; including cultural norms, expectations, and context on the way language is used
- Presentation of the main languages spoken by migrants and refugees in the country. Specifically, statistics and relevant pieces of information about the most widely spoken languages amongst refugees or migrants.
- Presentation and analysis of the migrant presence and features in relation to the national population size. Specifically, data concerning the groups of foreigners constituting the largest proportion of immigrants by nationality of origin in the country.
- Presentation and analysis of facts highlighted by agencies, scholars, teachers and language learners about the priorities of the special language training programs (listening, speaking, writing and reading) implemented by various authorities.
- Description and analysis of the variety of issues and difficulties language operators are dealing with during the language learning processes of migrants/refugees at the national level.
- Description and analysis of the possible areas of improvement regarding the knowledge of the operators on the language learning processes for migrants/refugees.
- Presentation and analysis of the main problems the refugees and asylum seekers are facing concerning literacy learning.
- Presentation and analysis of the main issues refugees and asylum seekers are facing concerning language learning.

The mapping of the national digital tools for literacy and strengthening of linguistic skills has been developed by creating a list of tools per each partner country and is available in the on-line platform of the IntegrAction project.

Linguistic Background and National Research

Situational Analysis

This part aims at answering questions regarding the socio-linguistic background and educational environment in each country. It identifies the main languages spoken by migrants and refugees in the partnering countries, reflects on the migrant presence, and features concerning the national population, identifying the situation concerning literacy vs language learning of refugees and migrants.

For easy reference, each national situational analysis has been translated in its own national language. However, the whole Transnational Report is available in English language only. For a complete representation of the single research each partner has conducted, please refer to the current English version. Underneath for each project country it is possible to select the translated part available in [Tools4aLLs](#).



[FINLAND](#)

Socio-linguistic background and educational environment

Finland is a bilingual country, with Swedish being the second official language due to historical reasons. Swedish speakers comprise approx. 5.2% of the Finnish population. In addition, Sámi - spoken in the north of Finland by the indigenous Sámi people - is an official language that a Sámi speaker has the right to use in official affairs. There are approximately 10,000 Sámi speakers in Finland. About 7.1% of the residents in Finland are of foreign background, i.e. they speak a language other than Finnish, Swedish or Sámi.

Finland is a highly educated country and almost all of the Finnish population is literate, even though there are levels of literacy that need improvement. In Finland, it is compulsory to finish comprehensive education³. In 2018, 40% of people of Finnish background and 26% of foreign-born people had a secondary level degree in addition to comprehensive school. 36% of people of Finnish background had a higher education degree, and the number was 25% in terms of foreign-born people. In some cases there is no record of degrees completed abroad, which may affect the statistics⁴.

³ Comprehensive school in Finland consists of mandatory basic education (grades from 1 to 9), and it is not possible to continue with secondary level studies without a comprehensive school diploma:

<https://minedu.fi/en/comprehensive-school>

⁴ Statistics Finland

Primary languages spoken by migrants and refugees

At the end of 2018, almost 392,000 foreign speakers, or 7.1 per cent of the total population, lived in Finland. Persons whose language is other than Finnish, Swedish or Sámi are considered foreign languages. The number increased by more than 18,500 from the previous year, or 4.9 per cent of the prior year⁵.

Russian is the most common foreign language. In 2019, more than 81,000 people spoke Russian as their mother tongue. Russia is a neighboring country with a long and varied history with Finland, and many Russians have migrated to Finland over hundreds of years, primarily to specific regions in Eastern and Northern Finland. The second most common language is Estonian, spoken by almost 50,000 people. In addition, Estonia is within a short distance by boat and many Estonians migrate or come to Finland, e.g. for work opportunities. The next largest language groups are Arabic, English, Somali, Kurdish, Persian, Chinese, Albanian and Vietnamese

In addition to more recent Iraqi and Syrian refugees, there is a long history of political refugees from Somalia since the early 1990s, and now there is a second generation of native Finnish speakers who are more integrated into Finnish society. For this reason, Somalia is the fifth most commonly spoken foreign language in Finland⁶.

Migrant presence and features in relation to the national population

As stated above, approximately 7.1% (392,000 people) of the residents in Finland are of foreign background, i.e. they speak a language other than Finnish, Swedish or Sámi. This number has increased in the past decade, as migration gain in past years has been 12,000-16,000 people per year. In addition, emigration has increased, but significantly less than migration⁷.

⁵ https://www.stat.fi/tup/suoluk/suoluk_vaesto_en.html

⁶ [Ibid.](#)

⁷ https://www.stat.fi/til/muutl/2016/muutl_2016_2017-05-17_tie_001_en.html

Languages other than Finnish, Swedish and Sami spoken in Finland in total on 31 December 2019⁸: Table 1

Russian	81,606	1.5%
Estonian	49,427	0.9%
Arabic	31,920	0.6%
English	22,052	0.4%
Somali	21,920	0.4%
Kurdish	14,803	0.3%
Persian/ Farsi	14,118	0.3%
Chinese	13,064	0.2%
Albanian	11,806	0.2%
Vietnamese	11,094	0.2%

The total population of Finland on 31st of December 2019 was equal to 5,525,292. The total population of people speaking a foreign language was equal to 391,746 = 7.0%.

Situations concerning literacy and language learning of refugees and migrants in the country

The educational structure of the migrant population in Finland is divided into highly educated migrants and those with low education. According to a UTH study in 2014-2015, 40% of migrants between 25 to 54 years old were highly educated, whereas 25% had finished comprehensive school at most⁹. About 10% of asylum seekers are highly educated but, according to estimates, about a fifth of asylum seekers coming to Finland are illiterate. Especially adult migrants, both voluntary migrants and refugees and asylum seekers, form a very heterogeneous group in Finland, and therefore language education of adult migrants poses many challenges¹⁰. As stated here, Finnish-as-a-second-language courses and teaching is varied in Finland. It is not always easy to find the right courses for the right people, as the level of migrant learners varies a lot. Some of them have very weak literacy skills and may require support not only with reading but also with the Latin alphabet. Strengthening the knowledge of Latin alphabet is part of the integration training offered to migrants, as described below¹¹.

Integration training and preparatory studies are offered for migrants and refugees arriving in Finland. The integration training, which is acquired by the Centre for Economic Development,

⁸ <http://www.stat.fi/tup/maahanmuutto/maahanmuuttajat-vaestossa/vieraskieliset.html>

⁹ <https://thl.fi/fi/web/maahanmuutto-ja-kulttuurinen-moninaisuus/kotoutuminen-ja-osallisuus/koulutus-ja-kielitaito>

¹⁰ <https://www.kaleva.fi/lindstrom-islle-lukutaidottomien-turvapaikanhakijo/1773784>,

¹¹ https://www.oph.fi/sites/default/files/documents/188626_koto_koulutusmalleja_2017_final.pdf

Transport and the Environment and organised as labour market training or offered by different training providers - mainly adult education institutions and colleges - consists of several modules focusing on Finnish language, societal information and employment/working life skills¹².

Migrant and refugee children are entitled to - and have an obligation to - go to comprehensive school where they should receive support, and they can also participate in preparatory studies that last for one year at most, consisting of Finnish language studies and teaching central concepts of other school subjects. An individual study plan is provided for each child, and they will participate in standard school classes according to their ability. Providing preparatory studies is the responsibility of the municipality and the school that children are assigned to attend¹³. Schoolchildren are often, though not always, taught their mother tongue as well. Adult migrants are entitled to preparatory studies for a comprehensive school diploma if they do not have one equivalent to the Finnish system, and they can also participate in introductory courses for vocational education (the so-called Valma education) offered by different institutions¹⁴.



GERMANY

Socio-linguistic background and educational environment

The primary language spoken in Germany is German. Germany struggles with illiteracy. Around 6.2 million adults in Germany cannot read or write correctly in German, according to a 2018 government study.¹⁵ The figures are an improvement on an earlier literacy study conducted in 2011. Still, education researchers and politicians contest that the German education system needs to work harder to fight the root causes of illiteracy as the economy becomes more highly skilled.

According to the study:

- 6.2 million adults in Germany cannot read and write appropriately in German.
- That means they can understand and compose individual sentences but may struggle with a paragraph.
- More than half (52.6%) of this group are German native speakers.
- 47.4% have a migrant background and are non-native German speakers.
- 78% of those with a migrant background said they were capable of reading and writing sophisticated texts in their mother tongue.
- 7.3% of adults whose first language is German have low reading and writing skills.
- Around 7,200 German-speaking adults between the ages of 18 and 64 were interviewed for the 2018 government study known as the LEO study.¹⁶

Socio-economic and immigration status continue to be critical factors in literacy and educational success in Germany.¹⁷ Germany's education system, which separates students into a hierarchy of educational paths based on primary school performance, has one of the strongest correlations in the world between family background and competency acquired by students.

The main languages spoken by migrants and refugees

At the end of 2018, almost 1.4 million of foreign speakers living in Germany spoke Turkish as their first language. The second most common foreign language was Polish. Most Polish and Turkish migrants were job seekers and guest workers or settled in Germany seeking asylum due to political unrest in their home countries after the end of the Second World War and until German reunification in the late 1990s. After travelling became less restricted following 1990, the numbers of Turkish and Polish migrants settling in Germany increased even more.¹⁸

Due to the recent refugee crisis in the Middle East, with refugees from Syria, Lebanon, Jordan and Palestine seeking asylum in Germany, Arabic is the third most commonly spoken foreign

language.

Migrant presence and features in relation to the national population

Approximately 26% (of 8,2 million) of residents in Germany are of foreign background, i.e. their first language is not German.¹⁹

Languages other than German spoken in Germany as of December 2019 Table 2:

Turkish	1,483,515
Arabic	920,950
Polish	866,855
Romanian	622,780
Italian	643,065
Croatian	367,900
Greek	362,235
Bulgarian	310,415
Afghan	251,640
Russian	249,205

The total population of Germany in December 2019 was equal to 82,102,000 million. The total population of people speaking a foreign language was equal to 21,200,000 million.

Situations concerning literacy and language learning of refugees and migrants in the country

In 2016, Germany ranked 18th in adult literacy among OECD countries, with the number of illiterate adults being very high for a rich, western country.²⁰

Socio-economic and immigration status continue to be critical factors in literacy and educational success in Germany. Germany's education system, which separates students into a hierarchy of educational paths based on primary school performance, has one of the strongest correlations in the world between family background and competency acquired by students.²¹

Migrants in Germany are expected to learn the language and become familiar with the country's history, culture and legal system as soon as their asylum application has been filed. This requirement is facilitated through integration courses funded by the Federal Office for Migration and Refugees (BAMF) and administered by private and public language schools funded by the

BAMF. The courses are free to asylum seekers, refugees and migrants from other EU countries.

According to the Federal Office for Migration and Refugees (BAMF) statistics, more than one million people have taken part in integration courses in Germany since the beginning of 2015, almost half of whom were refugees from Syria, Iraq, Iran, Somalia and Eritrea. Around 25 per cent came from other non-EU countries, and the remaining 25 per cent were participants from EU member states.²²

Introduced as part of the Immigration Act of 2005, integration courses are mandatory if “you cannot make yourself understood in German at a simple, adequate level.” According to the Federal Office for Migration and Refugees (BAMF), the “immigration authority will decide if attendance is required when it issues the residence title to you.”²³

Integration courses consist of a language course (600 hours) and an orientation course (usually 60 hours). The language course, whose goal is to convey B1-level skills, covers “important aspects of everyday life,” including work and career, bringing up and raising children, leisure time and social interaction as well as media and media use.²⁴

While topics vary depending on the type of course (a youth integration course, for example, deals with matters of particular interest to young people such as applying for an apprenticeship), every participant will take intermediate tests to “prepare for the final examination.”²⁵

The 60-hour orientation course, taken after the language course, includes lessons on the following topics concerning German society:

- German legal system, history and culture,
- rights and obligations in Germany,
- ways of co-existing in society, and
- critical values, e.g. freedom of worship, tolerance and equal rights.

Although the general rule is such that attendees take the integration courses on a full-time basis, part-time courses in the afternoons and evenings are available, for instance, for employed participants and parents of small children.

In 2018, roughly 24 per cent of the new participants came from EU member states. Approximately 19 per cent were Syrians, and around 7 per cent each were Afghan and Iraqi.

¹²https://www.oph.fi/sites/default/files/documents/188626_koto_koulutusmalleja_2017_final.pdf

¹³[Ibid.](#)

¹⁴ <https://minedu.fi/maahanmuuttajien-koulutuksen-kehittaminen>

¹⁵ Bundesministerium für Bildung und Forschung, 2019. ‚Grundbildungsstudie Leo – Leben mit geringer Literalität. Accessed August 19th, 2020.

¹⁶ Ibid.

¹⁷ Ibid.

¹⁸ Statistisches Bundesamt, 2020. <https://www.destatis.de/DE/Home/inhalt.html>. Accessed 20th August 2020.

¹⁹ Ibid.

²⁰ OECD, 2016. ‚Country Survey of Adult Skills: Germany‘. <http://www.oecd.org/skills/piaac/Country%20note%20-%20Germany.pdf>. Accessed on 18th August 2020.

²¹ Deutsche Welle, 2018. ‚Access to education in Germany still determined by family background‘. <https://www.dw.com/en/access-to-education-in-germany-still-determined-by-family-background/a-44353625>, Accessed 20th August 2020.

²² Rother, N. 2017. ‚Erklärungsansätze für Unterschiede beim Zweitspracherwerb‘. <https://www.bamf.de/SharedDocs/ProjekteReportagen/DE/Forschung/Integration/erklarungsansaeetze-unterschiede-zweitspracherwerb.html>. Accessed 20th August 2018.

²³ Bathke, B. 2019. ‚Integration courses in German. What they are and who can take part.‘ <https://www.infomigrants.net/en/post/16814/integration-courses-in-germany-what-are-they-and-who-can-take-part#:~:text=Introduced%20as%20part%20of%20the,required%20when%20it%20issues%20the>. Accessed 22nd August 2020.

²⁴ Bundesamt für Migration und Flüchtlinge, 2020. ‚Integrationskurse – Inhalt und Ablauf‘. <https://www.bamf.de/DE/Themen/Integration/ZugewanderteTeilnehmende/Integrationskurse/InhaltAblauf/inhaltAblauf-node.html>. Accessed 22nd August 2020.

²⁵ Ibid.

In the last years, the composition of the courses changed significantly: While almost half of the participants in 2014 came from EU member states, roughly two-thirds had a refugee background two years later.²⁶

Over the last few years, the share of persons who completed the course with a B1 level (intermediate) has dropped from roughly 70 per cent in 2015 to almost half last year. BAMF attributes the drop primarily to the changing composition of participants with a refugee background who had a more significant “distance” to the language and, in some cases, first needed to learn Latin characters. The overall share of participants with a refugee background, however, is declining. Roughly 100,000 new participants from Syria started a course in 2017. That number dropped to close to 40,000 in 2018 (or approximately 20 per cent of all participants).²⁷

Experts from the Heinrich Böll Foundation criticized that integration courses had not been sufficiently adapted to the needs of new participants.²⁸ Moreover, study groups were too large, given the educational requirements. Every sixth participant of an integration course in Germany cannot read or write, said Hans-Eckhard Sommer, head of the German Federal Office for Migration and Refugees (BAMF) in an interview with the regional newspaper *Rheinische Post* on Sunday. This high number presents a problem for the integration of the participants into the labour market, Sommer said. Most people of concern are refugees, Sommer added.

The Federal Office for Migration and Refugees (BAMF) has recently conducted a quality evaluation of integration courses in Germany. According to their findings, many participants benefit from the lessons. However, increasing levels of illiteracy are starting to cause problems.²⁹

This plays out in the statistics: over the past two years, the proportion of participants achieving a good standard of German on this type of course has fallen. In 2017, 67 per cent of them had reached either German level A2. In 2019, this dropped to 44 per cent. Among the group of “fast learners” - those who go straight from zero knowledge of reading and writing to German level B1 - this success rate has dropped from 23 per cent in 2017 to just 14 per cent this year.³⁰

Overall, the data presented by the BAMF shows that immigrants get a lot out of integration courses. Most refugees who have come to Germany since 2015 successfully complete an integration course and are satisfied with their German language skills. Sixty-one per cent said

²⁶ Bathke, B. 2019. , Integration courses in German. What they are and who can take part.'. <https://www.infomigrants.net/en/post/16814/integration-courses-in-germany-what-are-they-and-who-can-take-part#:~:text=Introduced%20as%20part%20of%20the,required%20when%20it%20issues%20the.> Accessed 22nd August 2020. ²⁷ DAAD, 2020. , Integration of Refugees into German Institutions of Higher Education'.

²⁷ DAAD, 2020. , Integration of Refugees into German Institutions of Higher Education'. https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/da_gefluechtete_teil3_eng_rz_web.pdf. Accessed 20th August 2020.

²⁸ Bathke, B. 2019. , Integration courses in German. What they are and who can take part.'. <https://www.infomigrants.net/en/post/16814/integration-courses-in-germany-what-are-they-and-who-can-take-part#:~:text=Introduced%20as%20part%20of%20the,required%20when%20it%20issues%20the.> Accessed 22nd August 2020.

²⁹ I am Expat 2020. Expat Info: German Integration Courses. (<https://www.iamexpat.de/expat-info/integration-certification-germany/german-integration-course-integrationskurs>). Accessed on August 20th, 2020.

³⁰ Ibid.

that they had good or very good language skills after the course. For refugees who had not attended a course, the figure was only 17 per cent. Overall, of those who were already able to read and write upon arrival, 93 per cent of attendees reached German level A2 or higher on their integration course.



Greece

Socio-linguistic background and educational environment

Greece has traditionally affirmed the monolingual and monocultural nature of the country. Still, recently it has been engaged more with broader European values and officially recognized the importance of linguistic diversity and multilingualism. Hence, it takes all appropriate measures to integrate this new diversity in current school language curricula and other lifelong educational programmes.

The foreign languages offered in general education are only English (compulsory), German and French (optional), reproducing the language hierarchies maintained in EU³¹. Migrants and minority languages are still excluded from the conventional school curriculum, transferring the responsibility of teaching and learning other languages to the immigrant groups themselves³². Apart from the Greek language spoken by 99% of the total population, Turkish is one of the most widely spoken minority languages in Greece today, with a speaker population of 128,380 people. Due to the long period of rule by the Ottoman Empire and after the exchange of populations between Greece and Turkey, there is a small number of Turkish speaking Greek Muslims mainly concentrated in the region of Eastern Macedonia and Western Thrace.³³

Primary languages spoken by migrants and refugees

Greece has been traditionally one of the most important emigration countries following the Second World War. National emigration flows lasted from 1952 to the mid-1970s, but in the last decades, Greece has turned from a migrant-exporting to a migrant-receiving country. According to IOM evidence³⁴, immigration to Greece started in the 1980s with immigrants

³¹ Dendrinou, B., & Mitsikopoulou, B., 2004. Policies of Linguistic Pluralism and the Teaching of Languages in Europe. Athens: University of Athens & Metaixmio Publications

http://scholar.uoa.gr/sites/default/files/mbessie/files/02_politikes_glossikou_plouralismou_front_material.pdf

³² Kiliari A., 2009. Aristotle University of Thessaloniki, Greece. Language practice in Greece: The effects of European policy on multilingualism

³³ Ethnologue: Languages in Greece: <https://www.ethnologue.com/country/GR> and Minority Education in Greece: the Case of Western Thrace Turks (2008)

³⁴ IOM History of Greece.

coming mainly from Africa and Asia, but the phenomenon was limited in scope and legal in character. It was only in the 1990s that Greece started receiving large inflows of immigrants from Central and Eastern Europe following the collapse of the communist regimes, with large numbers from Albania too. Some estimate the number as high as 400,000 people who are present illegally in Greece. In the last 15 years, the number of immigrants has quadrupled, making Greece the country with the highest proportional increase in immigration in the EU. The striking feature of the recent humanitarian crisis, which is transforming the Greek society, is the wide range of languages and ethnicities involved.

According to the General Censuses of Population, Housing and Buildings³⁵ conducted in 2011 by the Hellenic Statistical Authority (ELSTAT), the highest number of immigrants by nationality of origin in Greece (with foreign citizenship) is recorded as follows: Albania, Bulgaria, Romania, Pakistan, Georgia, Cyprus, Afghanistan, United Kingdom, Bangladesh, Germany and others. The majority of refugees and migrants who arrived in Greece between 2015 and 2017 (approximately 95 per cent) came from seven countries: Syria, Afghanistan, Iraq, Pakistan, Iran, the Democratic Republic of the Congo (DRC), and Algeria. These groups reflect the diversity of ethnic groups in those countries and speak an incredible array of languages and dialects - which might be Arabic, Kurmanji, Sorani, Dari, Farsi, French, Lingala, Baluchi, Urdu or Pashto, among others³⁶. Most of Arabic speakers are from Syria and Iraq; other Arabic speakers came from Egypt, Algeria, Morocco, and Sudan. While Arabic is used across a wide geographical area (from North Africa and all the way to the Gulf States), its dialects differ so significantly (especially in verbal communication) that some Arabic speakers might not understand each other.³⁷

Migrant presence and features in relation to the national population

The 2011 census reveals that 7.8% of the total population (862,381 individuals out of just over 11 million) are non-Greek residents in Greece. From the 862,381 of non-Greek citizen residents, 203,120 were EU citizens in 2011. According to IOM (2008), the leading countries of origin across Europe are Albania, Bulgaria, Ukraine, Romania and Georgia, with Albania constituting the largest proportion (62%) of immigrants. The most significant cluster of non-EU and EU residents in Greece are Albanians. They are also estimated to be more than half of the registered immigrant population in Greece, numbering from 450,000 to 550,000 (i.e. 57.5% of the immigrant

³⁵ 2011 Population and Housing Census Statistical data on the reasons on account of which immigrants (with Greek or foreign citizenship) settle in Greece

https://www.statistics.gr/documents/20181/1215267/A1602_SAM07_DT_DC_00_2011_01_F_EN.pdf/fb71f487-c113-4f0e-8055-e301c68377b4

³⁶ UNHCR (2016), Men, Women and Children - Trends of Arrivals in Greece, June 2015 - 16 January 2016. Available at: <https://data2.unhcr.org/en/documents/download/46726>

³⁷ Language & Comprehension Barriers in Greece's Migration Crisis (2017) A Study on the Multitude of Languages and Comprehension of Material Provided to Refugees and Migrants in Greece. Available at:

<https://translatorswithoutborders.org/wp-content/uploads/2017/07/Language-Comprehension-barriers.pdf>

population). Concerning the school student population, the official figures by the Greek Ministry of Education report that 12.27% of the students attending primary school in the school year 2011–2012 were foreign students. Most of them were of Albanian background (78.5%). In secondary education, immigrant students amounted to 8.74% of the student population (78.4%) and were of Albanian origin. The most significant non-EU immigrant population cluster lays in the larger urban centres, especially the Municipality of Athens with 132,000 immigrants corresponding to 17% of the local population, and Thessaloniki with 27,000 immigrants representing 7% of the local population. 45% of the migrant population covered by the 2011 census were females. However, there were considerable differences within specific nationalities, with men accounting for 93% of the Indians, 79% of the Syrians, and 76% of the Egyptians, and women making up 76% of the Filipinos, 75% of the Ukrainians, and 70% of the Moldovans³⁸.

Situations concerning literacy and language learning of refugees and migrants in the country

The nature of Literacy was also observed by United Nations Educational Scientific and Cultural Organisation³⁹, indicating that literacy as a concept has proved to be both complex and dynamic, continuing to be interpreted and defined in an assortment of ways. Language has also evolved in meaning and definition. Lyons supports the idea that language is a broader concept because it is not restricted to an oral version⁴⁰.

The similarities and differences discussed are practically and theoretically based on context, history and perception. The conventional form of Literacy and Language is closely related to the extent that it is literary impossible to discuss reading and write literacy skills without implying the existence of language. In terms of historical reality, the concept of Literacy - reading and writing included - is more recent than language. It is associated with the high-class groups of people who had access to the information and training needed to develop these skills and then to control and produce written meanings, stories and other messages, whereas language was for every member of each community⁴¹. As far as Greece is concerned, there is no doubt that new language learners have now emerged due to regional conflicts, poverty, and types of oppression which have involuntarily led millions of language learners to seek refuge in Europe via Greece⁴². For the needs of these

³⁸ Gkaintartzi et al., (2016) Heritage language maintenance and education in the Greek sociolinguistic context: Albanian immigrant parents' views. *Cogent Education* p.3: 1155259

³⁹ United Nations Education Scientific and Cultural Organisation (2006). Understandings of literacy. *Education for All Global Monitoring Report*. Available at http://www.unesco.org/education/GMR2006/full/chapt6_eng.pdf

⁴⁰ Lyons, J. (1990) *Language and Linguistics: An Introduction*. Cambridge: University Press.

⁴¹ Mkandawire, S. B. (2018) Literacy versus Language: Exploring their Similarities and Differences https://www.researchgate.net/publication/327545196_Literacy_versus_Language_Exploring_their_Similarities_and_Differences

⁴² Androulakis, Mastorodimou, & van Boeschoten (2016) Using qualitative methods for the analysis of adult immigrants' L2 needs: Findings from a research project in Greece focusing on school-parents Communication. *Irish Journal for Culture, Arts, Literature and Language*, 1(1), 1-19.

populations to be addressed, special language training programs have been implemented by Ministries, local Municipalities, Universities and Vocational Training Centres⁴³. One of the most useful parameter to be noted in immigrant and refugee educational settings is that the populations have high numbers of illiteracy in their native language. In all cases, teachers highlighted the fact that students needed to be communicatively competent, especially as for everyday interactions and necessary survival skills. Given the limited time allotted to the courses, most teachers prioritized listening and speaking activities, whereas writing and reading were at times neglected in these programmes⁴⁴.



ITALY

Socio-linguistic background and educational environment

In Italy, there are "natural continuations" of the languages of the neighbouring countries. Starting from the north-west, we find Occitan, spoken not only in southern France but also in southwestern Piedmont. Another French regional language, Franco-Provençal, is still widely spoken in the Aosta Valley and northwestern Piedmont. Furthermore, French is the official language of the Aosta Valley, with many people speaking it as an alternative to Italian. Alongside standard German - one of the official languages - locals in the Trentino Alto Adige region also speak South Tyrolean, a dialect closely related to Bavarian and the spoken languages of Austria. Finally, Slovenian is the official language in eastern Friuli and the city of Trieste. As for the linguistic minorities, in Italy we can find a Greek minority, which still speaks an idiom called Grekanico. Walser, related to Swiss German, is still used in small towns in the Aosta Valley and northern Piedmont. Mocheno and Cimbri are instead minority languages of the Bavarian stock spoken respectively in the Valle dei Mocheni, Trentino, and in the Asiago plateau, Veneto. In the Sardinia Island, locals still speak Catalan in some areas. Finally, the Albanian of Italy (Arbëreshë) is still widespread in many municipalities scattered throughout southern Italy.

Language plays a central role both in the integration process and in maintaining the original ethnic-cultural identity. Adult immigrants learn the Italian language mostly in their natural environment through direct interactions with native speakers. Foreign immigrants living in Italy speak the native languages of their own country of origin, which can either be idioms of

⁴³ Kantzou, V., Manoli, P., Mouti, A., & Papadopoulou, M. (2017). Γλωσσική εκπαίδευση προσφύγων και μεταναστών/ριών: Πολλαπλές μελέτες περίπτωσης στον Ελλαδικό χώρο. *Διάλογοι! Θεωρία και πράξη στις επιστήμες αγωγής και εκπαίδευσης*, 3, 18-34. <https://ejournals.epublishing.ekt.gr/index.php/dialogoi/article/view/15000>

⁴⁴ Ibid.

international communication, vehicular languages or local languages, which assume the connotation of foreign languages spoken in the country of arrival. Additionally, migrants find themselves in contact with other Italian language varieties, like regional and local dialects. The contact with the Italian linguistic area gave birth to a linguistic variety that could be called as Italian of "contact", especially in the children of immigrants who attend Italian schools of all levels. Actually, Italian for immigrants is not a simple L2 (second language) nor an L1 (mother tongue). Italian of "Contact" is the result of a linguistic interaction between Italian and the language of foreign immigrants and the other languages of which they are carriers. One of the main factors contributing to placing immigrants in a position of social fragility is certainly the insufficient knowledge of the standard Italian language. The linguistic gap (sometimes combined with the fragile legal situation and the lack of a reliable local social network) pushes the migrant to fill subordinate roles and positions, often without the possibility of vertical social mobility. In Italy, the knowledge of Italian falls from a legal perspective to the criteria governing the entry and stay of the foreigners.

The main languages spoken by migrants and refugees

Among the languages spoken by immigrants, Romanian is the most spoken language among foreigners resident in Italy (21.9%). Arabic (over 475 thousand people), Albanian (380 thousand) and Spanish (255 thousand) follow it. Therefore, Italy remains one of the main European countries of immigration after Germany and the United Kingdom, and it is in line with France and Spain. The interesting fact is that there are more than 160,000 foreigners of Italian mother tongue (4.5%) of whom 16.8% are Albanians, 12.1% Moroccans and 11.1% Romanians.⁴⁵

Migrant presence and features in relation to the national population

According to the data resulting from the "Caritas - Migrantes statistical dossier on immigration in 2018", Italy has 5.2 million foreign residents, equal to 8.7% of the total population, of which approximately 3,874,000 are non-EU citizens from 196 countries. There is almost the same presence of women and men. The picture becomes greater if data relating to refugees and asylum seekers are added to these, the number of which is constantly increasing due to socio-political uncertainty affecting large areas of sub-Saharan and Northern Africa as well as the Near East. In 2016 alone, mostly citizens of Nigeria, Pakistan, the Gambia, Senegal and Eritrea sent 123,000 requests for asylum, 47% more than in 2015.⁴⁶

⁴⁵ <https://integrazionemigranti.gov.it/it-it/it>

⁴⁶ Italian Council for Refugees, 2017

Situations concerning literacy and language learning of refugees and migrants in the country

Learner diversity by educational and social background, sociolinguistic situations, and different paths of appropriation of Italian, show a plurality of educational and training needs that teaching must address. This need became even more necessary following the Italian decision to introduce linguistic requirements for entering and staying in the country, in compliance with relevant European policies. As an example, foreign minors in the area are subject to compulsory schooling free of charge. They are subject to the provisions regarding the right to education, access to educational services and participation in the life of the school community (article 38 of the Consolidated Law on Immigration) regardless of the regularity of their stay (article 45 of the Regulation implementing the provisions of the Consolidated Law).

Among foreign minors, one in four is an Italian native speaker. As a mother tongue, Italian leads the ranking for younger foreigners (25%), whereas in older population (+18) it is not even in the top ten languages. In Italy, the educational level of foreigners is still lower than that of Italians: among foreigners, only 47.9% have obtained at least the upper secondary (or equivalent) school diploma, and only 12.4% have a tertiary qualification, compared to 63.3% and 20.1% recorded among Italians. The national figure, with 9.7% of pupils of migrant origin, summarizes a territorial distribution that is anything but homogeneous. They are concentrated in Lombardy (25.3%), Emilia Romagna, Veneto, Lazio and Piedmont (between 9% and 12%). In different school grades, the percentage of foreign students born in Italy is 84.4% in kindergarten, 75.2% in primary school and reaches 56.7% in lower secondary school. In secondary school, non-Italian students born in Italy are still a minority (31.8%). However, in view of the dynamics of school enrolments, it is easily foreseeable that in a few years they will be reaching the majority also in this level of education. The majority of non-Italian students come from a European country (47.2%), followed by those coming from Africa (25.4%), Asia (19.6%) and America (7.8%). Together, Romanian and Albanian students represent almost a third of all foreign students in Italy.⁴⁷

⁴⁷[Ibid.](#)

⁴⁸[Ibid.](#)

⁴⁹ In 2012, Italy approved a reform that led to the birth of the Provincial Centers for Adult Education (CPIA): autonomous educational institutions that offer services and activities for education and functional literacy and are aimed at Italian citizens and foreigners over the age of 16. The CPIA are the main actors of the national public education system for language learning and education of migrants who have passed the compulsory education age (16 years) and who are not in possession of a qualification.

Among adults, the situation is varied: some are unable to read and write either their mother tongue or the language of the country to which they have migrated; others are weakly literate in a language written with an alphabet that often has characters other than Latin. Others can recognize letters, words and more rarely straightforward sentences in Italian (that is, they are at different stages of semi-illiteracy) but these skills are not enough to face the reading and writing tasks that daily life requires⁴⁸. Learning Italian as a second language (L2) must take into account situations of illiteracy and semi-illiteracy which must be filled and which often find teachers, managers and trainers unprepared. At an institutional level, poor attention is paid in Italy to the topic of "illiterate adults", and there are still severe problems in teaching Italian as L2 starting from a situation of illiteracy. For those without basic alphabetic and numerical skills, an utterly insufficient training course is envisaged. For example, in the CPIAs⁴⁹, there is no reference to the starting situation of the students. Two hundred hours are indicated for both the graduate and the illiterate. The achievement of level A2 of knowledge of the Italian language constitutes the mandatory threshold for a migrant to stay.

Needs of Operators, Educators and Teachers Working with Refugees and Asylum Seekers

In this section, we will determine the main difficulties faced by operators concerning language learning in migrants and refugees and what could be done to improve the knowledge of the operators relating to language learning of migrants and refugees. The research will identify the main problems faced by refugees and asylum seekers concerning literacy and language learning.

⁵⁰ Operators mean those who work in the reception services for refugees and asylum seekers, but also those who work with foreign users in institutions, schools, public services, etc.

⁵¹ https://www.oph.fi/sites/default/files/documents/188626_koto_koulutusmalleja_2017_final.pdf

⁵² <https://www.hel.fi/>

⁵³ Preparatory courses and secondary level courses are offered by different educational institutions, e.g.

<https://sivistysvantaa.fi/varia/artikkelit/varia/maahanmuuttajakoulutus.html> and

<https://www.takk.fi/fi/koulutukset/ammattialat/kotoutumiskoulutus/>



[Finland](#)

Main difficulties faced by operators⁵⁰ concerning language learning of migrants/refugees

As migrants and refugees are a very heterogeneous group, the operators working with them - such as teachers, trainers, officials - face many challenges. Many migrants, especially asylum seekers/refugees, may have low education and vast cultural differences, as well as traumatic experiences in their background. This situation requires work and exceptional attention to help them with their Finnish skills as well as support with their studies in general. There are programmes and introductory training⁵¹ to help migrants integrate into the Finnish education system, such as preparatory courses (organised as labour market training, as described above) and free basic education awarding students with a comprehensive school degree (usually organised by secondary schools for adults)⁵². The degree will help adult migrants and refugees to achieve an upper secondary degree. Many VET institutions, e.g. Vantaa Vocational College Varia, provide tuition designed explicitly for migrants, preparing them to study for a VET degree and teaching them parts of that degree and the Finnish language. This training will ensure that they will have sufficient language skills to achieve a standard VET degree⁵³. These programmes are not uniform, Finnish language courses are varied, and the offering is dispersed. There should be more versatile Finnish language education available and with different kinds of options (e.g. different levels, time engagement, price range).

Provision of the integration training, organised as labour market training or by different adult education institutions, can sometimes be challenging due to resources, and the legislated modules are not always sufficient to learn the Finnish language to the level required to guarantee employment. Further Finnish courses may be too expensive and hard to come by for some migrants, and this poses challenges to their job and integration into the Finnish society.

Furthermore, according to the InterTrainE Erasmus+ research project, educators teaching Finnish language to migrants also have varying background and experience, and there is no consistent training in intercultural studies or multicultural management for those working with migrant students. Therefore, many educators are not prepared for the challenges of working with migrants.⁵⁴

In the migration context, language skills with "nuances" (language as learning target and instrument), the quality and quantity of school education the migrant has received, or lack of knowledge and risk of psychological overloading, are significant factors to take into account when considering migrants' language education.⁵⁵

Improvements that can be made towards the knowledge of the operators working with language learning of migrants and refugees

It is essential to increase the opportunities for training of Finnish as a Second Language teachers, as some of the teachers have little or no formal training. The teacher training, as well as training for other operators working with migrants, should also include more knowledge about cultural competence. Research done in other projects shows that education in cultural competence for operators/educators working with or teaching migrants in Finland is often dispersed. The specialisation is not always included in teacher training, and there is not enough of it available (according to reports in InterTrainE Erasmus+ project)⁵⁶.

According to the reports conducted in the InterTrainE project, it would be necessary for the educators to have practical information as well as information about the migrants' backgrounds, cultures and even languages. It would also be essential to know how to manage multicultural groups, establish a dialogue, and be sensitive and appropriately provide support. Intercultural communication and communication in general are also crucial for teachers working with migrants⁵⁷. Even the Trade Union of Education in Finland has similar recommendations on improving the quality of language teaching and the multicultural competence of teachers working with migrants⁵⁸. All of these things would be important for Finnish language teachers as well, in order to motivate migrants and refugees and to create better connections with them to earn their trust. Many institutions offer study modules or courses in cultural competence or multicultural training in Finland. To name a few, the Metropolia University of Applied Sciences⁵⁹ offers a course in Multicultural Teacher's Profession – Professional

⁵⁴ <http://intertraine.eu>

⁵⁵ <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-lokakuu-2019/aikuisten-maahanmuuttajien-oppimisen-tuen-kehittaminen>

⁵⁶ <http://intertraine.eu>

⁵⁷ Ibid

⁵⁸ <https://www.oaj.fi/politiikassa/maahanmuuttajien-koulutus/>

⁵⁹ <https://www.metropolia.fi/koulutukset/opetustoimi/monikulttuurinen-opettajuus/>

teaching skills and tools for teachers and tutors of multicultural groups. The University of Turku has a centre specialised in courses on multiculturalism, immigration and integration for teachers and other operators working with migrants⁶⁰. The University of Oulu offers an Intercultural Teacher Education (ITE) programme that “responds to the challenges posed by multiculturalism and globalisation to the teaching profession”⁶¹. Helsinki Adult Education Centre offers continuation studies preparing as a teacher of literacy for migrants⁶². There is a variety of such courses for operators, but their content is very varied, and few operators working with migrants have the opportunity to attend such classes. If similar studies were made more common, standardised or perhaps offered on-line (as is the idea in InterTrainE EU project⁶³), more operators might be able to attend.

In terms of integration training, a part of which is Finnish language studies, the volume of the offering is not necessarily sufficient for the ever-increasing number of trainees. Also, it is recommended that the training institutions cooperate and find ways to use their resources and facilities in the most effective way possible⁶⁴.

Situation concerning literacy and language learning of refugees and migrants in the country

As stated above, about a fifth of asylum seekers coming to Finland are illiterate, according to estimates. This number poses challenges to their educators/operators, as they need to learn to read and write, preferably in their own language before they can start learning the Finnish language. This is difficult in terms of resources, as the asylum seekers and refugees come from many different countries, and there are not enough resources for teachers and for them to receive the individual teaching and support they need. Finnish is a complex language that is difficult to learn, especially for people with a low educational background or low literacy skills – it takes time even for learners that are more educated.⁶⁵

Most of the first-generation migrants in Finland speak some Finnish. According to the UTH study⁶⁶, nearly a fifth of refugees and asylum seekers think that language education is not sufficient in Finland. There are a lot of opportunities for integration training as well as preparatory and language training for all migrants. The government provides refugees with some free integration training and Finnish language courses, by offering support to courses provided by different adult education institutions⁶⁷, but it is difficult providing comprehensive courses and education that

⁶⁰ <https://www.utu.fi/en/university/brahea-centre/cultural-diversity-immigration-and-integration>

⁶¹ [Bachelor's in Intercultural Teacher Education | University of Oulu](#)

⁶² <https://helao.fi/fi/opiskelu/lkopettajat/>

⁶³ <http://intertraine.eu>

⁶⁴ https://www.oph.fi/sites/default/files/documents/188626_koto_koulutusmalleja_2017_final.pdf

⁶⁵ <https://www.kaleva.fi/lindstrom-isle-lukutaidottomien-turvapaikanhakijo/1773784>

⁶⁶ <https://thl.fi/fi/tutkimus-ja-kehittaminen/tutkimukset-ja-hankkeet/uth-ulkomaista-syntyperaa-olevien-tyo-ja-hyvinvointi-tutkimus>

⁶⁷ Finnish language courses are offered by different institutions, e.g. <http://www.eira.fi/fi/tule-opiskelemaan/suomen-kielen-kurssit-maahanmuuttajille/>, <https://www.omnia.fi/hae-oppimaan/espoon->

ensure a high level of language skills.

As employment is one of the significant challenges for migrants, recommendations are that Finnish language studies would be developed in a direction that is more job-oriented and meets the needs of the labour market. Teaching should be made more employment-based by combining education of the subject and of Finnish language at the same time. Migrant students should also be offered more high-quality internships and opportunities in Finnish work environments, e.g. through cooperation between educational institutions and Finnish companies.⁶⁸

With very low or no language skills, integration is challenging and finding employment is even more difficult. Many migrants/ refugees drop out their education after finishing the comprehensive school, usually with the desire to start working. Many young migrants are discouraged from applying for education positions due to their low Finnish skills and a feel that their educational background is not good enough.⁶⁹



[Germany](#)

Main difficulties faced by operators concerning language learning of migrants/refugees

About 95 per cent of refugees arriving in Germany are not able to speak German. The German government spent about €1.2 billion (\$1.49 billion) last year on language courses for immigrants. Still, only about half of those who took a German "Test for Immigrants" in the first half of 2017 - an exam that an immigrant take if they want to qualify for naturalization - passed the exam⁷⁰. About 37 per cent did not pass because they only managed a lower level of German. A report by the Federal Audit Office blamed declining class attendance on the low quality of the courses, and said that much of the money spent since the end of 2015 ultimately "amounted to nothing."

The integration courses are funded (including all course fees, materials such as workbooks and teacher salaries) by the German government, and are mostly run for six to nine months, and consist of two parts: a language course generally made up of 600 lessons, and a subsequent

⁶⁸ <https://studies.helsinki.fi/ohjeet/artikkeli/urapalvelut>

⁶⁹ <https://thl.fi/fi/web/maahanmuutto-ja-kulttuurinen-moninaisuus/kotoutuminen-ja-osallisuus/koulutus-ja-kielitaito>, http://www.helsinki.fi/urapalvelut/ONE_BSR/kielimuurin_yli_raportti.pdf

part giving the participants some insights into Germany's culture, history, legal system and values⁷¹. All participants receive very similar, standardized language training. Still, not every participant completes the language training successfully. This is due to:

- the different backgrounds of the participants: age, gender, socio-cultural background, mother tongue, interests, language learning purposes, language aptitude, motivation, intelligence, educational achievement, prior exposure and current access to the target language(s) affecting language acquisition in or out of the classrooms
- the need to find paid employment: many participants drop out of the courses to work and support their families financially
- relocation within Germany: many refugees start a language course soon after their arrival, but are relocated to other parts of Germany once their application for asylum has been granted
- the one-fits-all approach of the German authorities: the course structure is pre-designed and similar across all institutions; there is little room for individualized learning structures.

Improvements that can be made towards the knowledge of the operators working with language learning of migrants and refugees

The language trainers who are hired to teach German are trained professionals. Experts design the curricula, and there is a range of teaching materials available that are provided to the participants free of charge. There is a defined number of hours a refugee has to spend learning the language, and the test at the end of each module is the same across all language schools in Germany.

If possible, language operators, as well as other humanitarian workers, should receive special training and capacity building seminars about improving their cultural competences in working with people with refugee backgrounds, especially those who suffered torture and those who are suffering from post-war (refugee) trauma. Additionally, as reported by the above-summarized research, smaller and more homogenous learning groups would enable operators to use their teaching time more effectively.

⁷⁰ Schaer, C. 2018. Five ways Germany is failing Refugees. (<https://www.handelsblatt.com/english/politics/immigration-issues-five-ways-germany-is-failing-refugees/23580886.html?ticket=ST-807600-n9DgOcVQbJKeMfaY0iXY-ap2>). Accessed on August 20th, 2020.

⁷¹ Federal Office for Migration and Refugees, 2020. Information System Webpage. <https://bamf-navi.bamf.de/en/>

Main problems faced by refugees and asylum seekers concerning language learning

The main problem here is that if a migrant cannot speak the language of a country, it is challenging for them to get a job. That remains one of the core challenges to the stated objective of building up a German workforce with the refugee influx. “If a refugee hasn’t yet mastered our written and spoken language, and for example can’t read safety instructions on the job, then employment is difficult,” says the head of the Federal Employment Agency, Detlef Scheele.⁷²

The success of language learning depends on many vagaries, which are often outside the control of the language learner. The following are only some of the best-understood learner variables out of a sheer endless list⁷³:

- **Age:** Adolescents and young adults are usually better language learners than older adults.
- **Prior education:** High school graduates and those with previous language learning experience have been found to be better language learners than those who have not learnt how to read and write in their mother language first.
- **Socioeconomic status:** Those who have the time and resources to set aside for dedicated language learning tend to outperform those who struggle to make ends meet.
- **Gender:** Some studies have found that men in employment were learning faster than stay-at-home homemakers.
- **Race:** In an Australian study, European-looking students received more interactional opportunities than Asian-looking students. These interactional opportunities increased their confidence and resulted in better progress.
- **Religion:** A Canadian study found that Christian converts were learning faster once they joined a supportive church.
- **Sheer luck:** An Australian study found that a learner with a caring landlady made better progress than those whose accommodation arrangements were less favourable.

The list could go on and on. The general point is that *your success at language learning is related to who you are and which hand you have been dealt in life.*

The factors listed above – age, prior education, socioeconomic status, gender, race, religion, luck – are by and large outside the control of the individual. What second language learning research shows above all is that learning another language is not an easy feat. It requires a considerable investment of resources, and it makes a huge difference whether you are learning in a supportive community or one that rejects you. The outcome of second language learning efforts is not purely an act of willpower or the result of the learner’s personal choices.



Greece

Main difficulties faced by operators concerning language learning of migrants/refugees

The operators are dealing with a variety of issues and difficulties during the language learning processes of migrants/refugees in Greece:

- These populations differ by age, gender, socio-cultural background, mother tongue, interests, language learning purposes, language aptitude, motivation, intelligence, educational achievement, and prior exposure and current access to the target language(s) affecting language acquisition in or out of the classrooms.
- Most educational initiatives are organized by NGOs in large cities and are mostly targeting refugee children and fewer adults.
- There is a variety of course operators in Greece. NGOs fund some courses, and others are operated based on volunteer work. Many belong to more complicated cases such as the one in which study courses are part of a programme funded by a foreign Humanitarian Aid Organization but implemented by Greek NGOs and voluntary associations, like "Stekia Metanaston" in various central cities. The parameter to be taken into account when considering immigrant and refugee educational settings is the often limited and disrupted nature of the classes due to adversities. They also appear to have a great range of duration, frequency and quality e.g. a few irregular teachers/educators design the contexts in many cases.
- Modern Greek was taught in seventeen (17) case out of the total sum of the educational settings, whereas English and German were introduced as well on a much lower scale. This variety of languages taught does not reflect the fact that parts of the learners are waiting for permissions to leave Greece and resettle in some other EU country, so learning Modern Greek is not their priority.
- Little evidence is available on good practices with regard to pedagogy and teaching methods in language and literacy training provided to refugees and migrants.⁷⁴

⁷² Schaer, C. 2018. Five ways Germany is failing Refugees.

<https://www.handelsblatt.com/> Accessed on August 20th, 2020.

⁷³ Birdsong, D. 2006. Age and Second Language Acquisition and Processing: A Selective Overview. (<https://onlinelibrary.wiley.com/doi/10.1111/j.1467-9922.2006.00353.x>). Accessed on August 20th, 2020.

⁷⁴ UNESCO Language and literacy programs for migrants and refugees: challenges and ways forward

Improvements that can be made towards the knowledge of the operators working with language learning of migrants and refugees

As far as Greece is concerned, the influx of immigrants over the last decades has sharply increased the demands for adult language education. There should be more opportunities for teachers and language operators who wish to deepen their knowledge and skills of teaching the Greek language to migrants and refugees by attending specialized courses and targeted postgraduate degrees. These courses include modules designed to answer critical questions in applied linguistics and second language acquisition in the world's numerous, diverse, multilingual contexts. HOU's (Hellenic Open University) in Greece provides a postgraduate Program entitled "Language Education for refugees and migrants". It is considered as a successful best practice aiming to integrate language, culture, and social code as part of the development of formal, informal and non-formal, on-line and off-line educational programmes for the benefit of language learners and operators.⁷⁵

Furthermore, the Common European Framework of Reference for Languages (CEFR)⁷⁶ addressed to immigrant populations should be used to support the language course development. It is intended to provide a transparent, coherent and comprehensive basis to all language learning programmes. These must be separated and focused on preliterate, illiterate and semi-literate adults, and IL2S sets standards and recommends criteria for teaching both literacy and L2 concerning the different literacy profiles.⁷⁷

Lastly, it should be noted that language operators, as well as other humanitarian workers, should attend special workshops and capacity building seminars about improving their own cultural competences in working with people with refugee backgrounds. These initiatives aim to raise the participants' awareness of the critical components to cultural competency when working with refugee groups of diverse identities and cultures, survivors of torture and those who are suffering from post-war (refugee) trauma.

What are the main problems faced by refugees and asylum seekers concerning literacy?

Since 2015, a large number of migrants, refugees and asylum seekers from the Middle East, Asia, and Africa have arrived in Greece. Some of them continued their onward journey to western European countries, while others decided to settle. The integration of young refugees into the Greek education system has been a vital concern of the Ministry of Education since the beginning of 2016, so that different national governments and NGOs developed a plan to integrate migrant children into the education system in order to succeed with a more comprehensive social integration.

⁷⁵ Hellenic Open University <https://www.eap.gr/en/courses>

⁷⁶ <https://www.coe.int/en/web/common-european-framework-reference-languages>

According to this plan, 111 Refugee Education Host Structures (REHSs) with 145 classes were implemented, including more than 2600 pupils (2017 data). A year later, by organizing reception classes and REHS, the Refugee Education Coordinators (RECs) have functioned as the links between REHSs and schools. They monitor the coordinated educational actions between NGOs and other bodies. They are trying to provide informal educational structures/services within hotspots, camps and other accommodation settlements aiming to prepare the children for their full integration into the regular school curriculum. For the majority of migrant children and their families, the priority is the positive outcome of their application for international protection status, followed by the issue of integrating into the education system. Students had to deal with a variety of issues while attending classes, and the number of school dropouts and inadequate attendance amongst migrant populations is relatively high in both informal and formal educational structures across the country.⁷⁸

Another parameter that needs to be taken into consideration regarding immigrant and refugee educational settings for learning literacy, both for student minors and adults, is that very often these groups have limited or disrupted access to education due to the specificities before re-settlement. The problem of illiteracy in their native language is common and significantly affects their ability to acquire a new language. In most cases, it is related to the fact that they speak a local dialect, which is not taught in centre-oriented educational curricula. As it was already mentioned, Arabic is used across a wide geographical area, and its dialects differ so much (especially in verbal communication) that some Arabic speakers might not understand each other.

Main problems faced by refugees and asylum seekers concerning language learning

The year 2015 remains in the memory of people across Europe for the surge of several millions of people seeking refuge. Authorities and CSOs are facing continuous challenges. A total challenge for the host country is to find ways of offering refugees the possibility to gain competences in the language of the host country. Humanitarian aid workers indicated that language presents one of the main obstacles to efficacy in their work with refugees and migrants in Greece. At the same time, the majority of the humanitarian aid workers were not sufficiently informed about the origin and the nuances between specific languages, thus limiting their ability to seek support in communicating with the refugees and migrants they aim to assist⁷⁹. From the perspective of their permit status, there is a danger that migrants may be considered “speechless”, as they are illiterate in the language(s) of the country in which they have settled. Therefore, speaking the local language(s) of the receiving country constitutes an essential part of the process of integration.

Findings show that in Greece, there is a lack of comprehension testing while admitting language learners in Greek courses. Those tests can aid communication by clarifying levels of understanding between some of the main languages spoken by the refugees and migrants in

Greece. Findings show that in Greece, there is a lack of comprehension testing while admitting language learners in Greek courses. Those tests can aid communication by clarifying levels of understanding between some of the main languages spoken by the refugees and migrants in Greece. It was highlighted that a significant number of Farsi and Dari speakers could understand each other. Still, Farsi speakers might poorly understand Dari, Kurdish dialects of Kurmanji and Sorani, and they are less likely to understand each other's languages, but they can both understand Arabic. To highlight a point already in immigrant and refugee educational settings, the explicit knowledge of "oral" languages in most cases are not taught in official educational systems in the countries of origins. This poses obstacles in the process of learning a second language such as Greek⁸⁰.

⁷⁷ Minuz, F., & Borri, A. (2017). Literacy and language teaching: tools, implementation and impact. In J. C. Beacco, H. J. Krumm, D. Little, & P. Thalgott (Eds.), *The linguistic integration of adult migrants. Some lessons from research* (pp. 357-364). Berlin/Boston: De Gruyter

⁷⁸ Tzoraki, O. (2019), *A Descriptive Study of the Schooling and Higher Education Reforms in Response to the Refugees' Influx into Greece*

⁷⁹ *Language & Comprehension Barriers in Greece's Migration Crisis: A Study on the Multitude of Languages and Comprehension of Material Provided to Refugees and Migrants in Greece* <https://reliefweb.int/report/greece/language-comprehension-barriers-greece-s-migration-crisis-study-multitude-languages>

⁸⁰ Available at: <https://reliefweb.int/report/greece/language-comprehension-barriers-greece-s-migration-crisis-study-multitude-languages>



Italy

Main difficulties faced by operators concerning language learning of migrants/refugees

Language is the most important facilitator for integration. Qualified and specialized operators should manage the path for learning a language concerning the age, class of the country and culture of origin of the beneficiaries, by avoiding the use of non-professional volunteers with inadequate skills or recognized qualifications. The wealth of experiences that each migrant carries along is profoundly different, just as there are different levels of education and literacy, social status and familiarity with languages that make group interaction difficult for a single teacher. Most operators working in the national reception systems or offices engaged with migrant users highlight a series of practical difficulties concerning language learning with the users involved, which can be reported as follows:

Schooling and linguistic background

- Low schooling in the countries of origin and use of different alphabets
- Continuous use of mother tongues in private contexts that limit the learning of Italian
- Heterogeneity of literacy levels and other languages of origin of students, placed in the same class due to the lack of resources by the organizations, request the presence of a more significant number of teachers and contexts.
- Beneficiaries have low motivation in learning the language as they are inhibited from the never-ending condition of uncertainty of their stay in the country.

Language schools and teaching materials

- Difficulty in accessing first levels of literacy courses for the reception structure guests, as well as beginner and advanced classes
- The total number of hours for teaching the Italian language is still limited for what should instead be the main activity for school placement and job search
- Working material not suitable for the extremely heterogeneous user population (divided by origin, age, motivation and level of language skills)
- Lack of formalized educational practices regarding the teaching of Italian to foreigners. The operators are faced with a multitude of materials (on-line texts, websites, applications, etc.) that do not provide for continuity in the pedagogical logic and confuse the operators on which format is most suited to their needs⁸¹.

L2 teacher preparation and numerical scarcity of operators

- Presence of few operators and often without the necessary training for teaching and care of the psychological, cultural, political and social aspects that define the experience of asylum seekers⁸².
- Lack of funds for teaching the local language as a "fundamental service" of hospitality
- Scarcity of economic resources invested in beneficiaries with a short stay, which prevents the establishment of a relationship of reciprocity based on esteem and trust.

Improvements that can be made towards the knowledge of the operators working with language learning of migrants and refugees

Some guidelines for the operators working in close contact with foreign users should be the prerequisite for a functional approach to implement in the national protection system for refugees and asylum seekers. These include:

- Reassessment of the L2 teaching service as a "fundamental service".
- Specific training for operators on the most suitable methodologies for teaching Italian (L2) to foreigners
- Glottodidactic training and explicit teaching (management of non-homogeneous and vulnerable groups)
- Knowledge of the guidelines, tools, programs and standards proposed by the Council of Europe for teaching the language as a tool for integration and specific information on the functioning of educational institutions, on duties and rights
- Actions for the awareness of the linguistic literacy services for adults in the territories.

Operators should be better prepared on using the different linguistic literacy services for adults in the territories, which could include among the others:

- Delivery of Italian L2 courses in "blended" mode (partly in presence, partially on-line, through free web-based platforms)⁸³
- Training activities to be carried out in extra-school hours promoting family involvement and cooperative learning through communicative and playful activities;
- Introduction of new multicultural learning environments, and language workshops to stimulate users, especially for the youngsters.

Main problems faced by refugees and asylum seekers concerning literacy

The language learning limits encountered by illiterate foreign users are:

- Lack of in-depth research on the causes of illiteracy (cultural, economic, and cognitive) and its different levels (illiterate also in the mother tongue, total or partial illiteracy)
- Lack of training programs that include an analysis of migrants' skills, potential, experience, aspirations (little relevance is given to other (non-linguistic) knowledge and skills owned by the migrant)
- Little consideration on the level of initial schooling not only from a strictly linguistic point of view, but also with regard to those who are not able to logically apply their reading-writing and calculation knowledge to the surrounding social context
- Lack of legislation that ensures the necessary specific allocation of resources (specialized personnel) to schools that welcome illiterate users as well as the financial

⁸¹<https://www.cittametropolitana.bo.it/immigrazione/Engine/RAServeFile.php/f/DossierNonSoloItaliano.pdf>

⁸²<https://www.laletteraturaenoi.it>

⁸³ www.integrazionemigranti.gov.it/

resources required for the acquisition of basic knowledge that leads to their gradual literacy

- Few introductory literacy courses for illiterate students in their languages of origin and lack of school courses (CPIA 1st level) or Professional Training Courses to be combined with extraordinary linguistic supports.
- Lack of apprenticeships combined with training courses useful for the development of general language skills

Main problems faced by refugees and asylum seekers concerning language learning

For many foreign adults, learning Italian can be considered as an exclusively practical and instrumental necessity that fulfils the job needs and the first placement in the reception country (search for employment and accommodation). Those who are literate in their language of origin or with basic knowledge of Italian and a long-time presence in the country are still subjects to limits in terms of language learning. These include:

- Difficulty in planning a longer stay in the country, which can lead to a lack of interest in learning a skill that may no longer be useful
- Scarce awareness of study objectives and the commitment necessary to achieve them
- Inaccessibility to numerous ordinary training courses due to lack of critical skills and requirements (mastery of computers, timetables and logistical problems of movement, low personal financial resources for the payment of language courses)
- Frequent changes of domicile for family reasons, or for the different methods of organizations that force the migrant to relate to different teachers and learning methodologies
- Cultural and family problems that limit integration (especially for entering the job market and educational training for girls)
- Limited learning contexts that favour inclusion, such as the creation of heterogeneous groups (Italians and foreigners) and same age groups.
- Difficulty identifying the potentialities and skills of refugees and asylum seekers, thus underestimating their hidden linguistic background and making the training activity ineffective⁸⁴.
- Difficulty in understanding school and linguistic textbooks. The Italian L2 teaching methods and practices for adults must be carefully chosen by taking into account the cognitive and psychological characteristics of this type of students (use of audio-visuals

⁸⁴[https://www.comune.re.it/retecivica/urp/retecivi.nsf/PESIdDoc/59ED94EB5D5CD8A6C1258137002B9D85/\\$file/Anal_fabeti%20enni%20e%20sistema%20scolastico.pdf](https://www.comune.re.it/retecivica/urp/retecivi.nsf/PESIdDoc/59ED94EB5D5CD8A6C1258137002B9D85/$file/Anal_fabeti%20enni%20e%20sistema%20scolastico.pdf)

is a handy tool for the acquisition of a language) in the first place, as well as the age of the users

- Limited funding available for municipalities by national governmental institutions for the delivery of training courses for L2 Italian teachers.⁸⁵

Mapping of National Digital Tools for Language Learning of Migrants/Refugees

In this section, the partners mapped on-line and interactive tools currently available for learning the target languages. These categories include:

1. Learning platform/Portal
2. Website
3. Application
4. Blog
5. eBook/On-line library
6. On-line school
7. Video

Here we present the analysis of each country with regard to the general situation for each type of tools available in their language. We did not include tools for literacy, as these were not available on-line in several of the partner countries, or there were only very few available. Therefore, the tools discussed here and the toolkit available on the project platform mainly include tools for language learning on beginner and more advanced levels, as using tools requires literacy skills.

All the following tools that have been analysed for each country and reported in the [IntegrAction project website](#) as well under the [Tool4aLLs section](#). For each partner country it is possible to explore the list of tools selected which have been divided in tools for operators and tools for refugees/asylum seekers. Both categories include all the information possibly identified for each tool (language levels provided, skills requirement, certified courses and gratuity or costs for accessibility). By clicking on the flag of each country on the sections below, you can access the complete list of selected tools per country in order to facilitate the access to toolkit.

⁸⁵<https://www.cittametropolitana.bo.it/immigrazione/Engine/RAServeFile.php/f/DossierNonSoloItaliano.pdf>



[Finland](#)

Blog

According to our research, there is not an abundance of blogs available for learning Finnish. Seven blogs were chosen though providing for useful tips, advice, grammar and exercises on the use of Finnish. There are also some blogs written in English that focus on the Finnish culture, but here we are focusing on the ones discussing or teaching the Finnish language. A Finnish learner, who wanted to help others learn Finnish with helpful tips, another one is by a Finnish teacher, and one of them is a collection of exercises from different sources, writes one. One of them is by a university aiming at advanced learners. One of the blogs is by a community of Finnish learners, consisting of writings and tips about Finnish language, material, as well as community events. The blogs are meant for language learners, but also educators can benefit from them. Two blogs are for beginner/intermediate levels, three of them contain material for all levels, and two of them are specifically for advanced learners of Finnish. Most of the blogs focus on grammar and language – three of them focus only on grammar rules and exercises – but two of them also contain other material about the Finnish culture.

App/ Gamified Learning Content

There are approximately 40 applications available for learning Finnish, so there is some selection, even though not nearly as much as for more extensive and more popular languages. Many of these applications are dictionaries from another language into Finnish or more theme-specific apps. We have selected here eleven apps and two websites with gamified learning content (a gamified language course or game that can be used via a website) that are good for general Finnish language learning or that are popular or highly rated. Out of these 13 apps, most are meant for Finnish beginners, and four are either intermediate or for all levels. Most of them do not conform to CEFR framework levels. Memrise and WordDive are especially popular applications for learning languages, and they also offer courses in Finnish. Six of the applications focus primarily or only on learning vocabulary, whereas the others have more versatile exercises even for grammar, reading comprehension, etc. Finnish in a month, Moving Languages and LinGo Play are most versatile in content according to our research, also containing grammar and other types of exercises. Also, Suomipassi is useful for learning to use words and phrases in every-day life and includes an interactive function, where students can get points for using Finnish in real-life situations (for University of Turku students). All of the apps are free to use, except WordDive and Memrise that you have to pay for at the beginning or after one free course.

eBook

There were not many e-books available for learning Finnish, but Selko.fi website has several short e-books written in simple Finnish, with a collection of factual books ranging from topics such as birds and animals to funerals and other topics. Selko.fi also offers an array of books about fairy-tale stories, written in simple Finnish. All these books are meant for Finnish beginners or lower intermediate level. We also selected two other resources – one e-book and one digital story. The e-book is a particularly interesting one, Hauska Tavata! 'Opin Suomea' is a beginners' language course intended to provide basic knowledge of Finnish for asylum seekers with fun, easy, illustrated examples from every-day situations. A digital story 'Miten Karhu Menetti Häntänsä' (How the bear lost its tail), is a cross between a film and a cartoon, connects different media, and can be used for spontaneous studying. It is developed by Kehitysvammaliitto, Finnish Association on Intellectual and Developmental Disabilities, therefore it is written in a straightforward way, and the language is easy to follow. All the resources are free to use and do not require registration.

Videos/Podcasts

In this category, we only found two video libraries, one podcast and two video series that are useful in learning Finnish. The video libraries Suomi Taskussa and Supisuomea are platforms with video material on Finnish language and culture intended to be used by Finnish learners. Still, it is also a useful resource for Finnish educators. Suomi Taskussa contains videos made in cooperation related to learning Finnish language and culture. They have material for all levels of learners. The websites are free of charge, and no registration is required. The video series OpiSuomea Gimaran Kanssa and Learn Finnish! are good quality video series that teach Finnish basics – grammar, vocabulary and speaking. There are also many individual videos for learning Finnish or about the topic, but we have not included these as they are usually short and provide varied quality of content. There are, of course, many videos also included in the learning platforms listed here in the platform and website category. In addition to the video resources, Finnishpod101 is an on-line service that provides access to videos and audio podcasts that help with learning Finnish. A lot of their content is free, but some more advanced content requires payment.

Learning Platform/Portal

Ten educational platforms were selected for this research, two of which are general platforms for learning different languages and the rest (8) are specifically designed for learning Finnish. These platforms consist of different kinds of materials, tools and exercises for learning Finnish, some emphasising grammar and some for reading or listening comprehension. Most of the platforms are targeted for migrants who are starting to learn Finnish, or more specific audiences, such as exchange students.

Most of them are available in both Finnish and English, where English can be used as a support language, and a few of them have other support languages as well. Only three platforms are available only in Finnish. Six platforms are specifically for beginners learning Finnish basics. Four of the platforms are from beginners to intermediates, with one from beginners to advanced level, with only one conforming to the CEFR framework (from A2-B2). All platforms are meant to be directly used by Finnish learners, but there is also a lot of useful material for teachers. For example, Asiointisuomea, Opiskele Suomea, a taste of Finnish and Tavataan Taas! are versatile platforms with a lot of grammar and reading comprehension material that can also be used for teaching as well as self-study. All platforms are free to use, although one of them requires registration.

Website

This category includes many versatile on-line resources that could not be classified otherwise, and here we have selected thirteen websites. They are not in the form of a training platform or a course as such, but more varied in material and content. Only one of the websites is for general language learning and includes other languages, whereas the rest are specifically for learning Finnish. The level of the website material also varies – only one of the websites is meant for beginners, five for beginners and intermediate levels, two are for intermediate learners and two for intermediate/advanced, and two are for all levels. None of the websites applies the CEFR framework levels. Three of them focus on learning grammar, Selkouutiset is a news website that contains news in simple Finnish for foreigners, and YKItreenit is a website, which contains learning material to practice for the YKI test that is the official Finnish test for foreigners living in Finland. Selkosivut is a useful website providing practical information and information about Finland in simple Finnish. 'Homma Hankassa' gives job-specific material. Two of the websites offer games for learning Finnish. One of them, by the private company Digital Dialects, offers many different kinds of games in Finnish, and another, Papunet, offers different types of simple games and exercises, images and texts suitable for learning Finnish as well as for those with learning disabilities. All the websites are intended to be used directly by migrants, but they also contain useful material for educators. All the websites are free to use.

On-line School / Course

There are many Finnish language courses available by different language schools and educational institutions that are being offered on-line. According to our research, there are not many language schools that offer only on-line courses, but some language schools that mainly have classes with contact teaching also do on-line courses. We have listed here eight institutions and language schools that have classes on-line, with a teacher teaching through on-line methods and platforms. The Finnish Library network Helmet provides two of the courses, one is a suggestopedic course by a private language company, and three providers are Adult Education

Centres and one provider is the Open University at Aalto University of Applied Sciences. Most of these institutions provide many other Finnish courses; some of them also are on-line. These courses are all available for a fee and require registration.

We can conclude that there is a variety of platforms and websites available for learning Finnish, most of which are specifically created for learning Finnish, and some that are provided by popular companies who make language courses in general. Also, apps for learning Finnish are offered, although not to the extent as for many other languages. Some of the apps selected here have been highly rated and are very easy to use and efficient for learning Finnish. There is not a large variety of other content such as videos or blogs, for learning Finnish, and this is most likely due to the fact that Finnish is a small-population language with not as many learners as more popular European languages. Also, on-line courses are offered by libraries and adult education centres, as well as private organisations. Still, as all of these courses require payment of a course fee and registration, we were not able to explore them further.



[Germany](#)

Application

There are multiple applications available for learning the German language out of which we have chosen 16 for our more intense research.

Six of the applications have a learning platform as an alternative, meaning that both of these tool categories overlap a lot of the time. About half of the applications found (7) are general language learning platforms meaning that you can learn many other languages next to German. The rest of the tools found are dedicated to German language learners only, some specially dedicated to refugees newly arriving in the country. Therefore, many applications are particularly focused not only on learning German but also on learning about German culture bureaucracy or residence permit application procedures that are essential for living in Germany. For those who do not have a device, some of the apps can be used as learning platforms. Apps have, in our opinion, the huge plus point that they mostly train all four disciplines (speaking, reading, listening, and writing) at the same time by providing different types of exercise. Five of them are for beginner only, and teachers can also operate only one of them. Overall, the application category is our biggest tool category.

Learning Platform

As mentioned above, most learning platforms are also available as an application. Six out of the eight sources found during our research are an application as well. This category does not only include new sources as some of them were already mentioned in the application section above. The other two are learning platforms dedicated to the German language only, with one

(Seedlang) available in German and English, and the other one (Ich Will Deutsch Lernen) available in 19 languages including German. Both are available for beginners to advanced German language learners. On top of that, Ich Will Deutsch Lernen also includes an operation tool that can be used by teachers.

Website

This category is our second biggest tool category, together with the On-line Schools, with fifteen sources found. Most of the websites are challenging to differ from blogs and are often developed by private persons sharing their knowledge and expertise from language learning and language teaching. A big plus point on this tool category is that many websites also offer or include materials like videos or grammar sheets that can be used by language teachers during their language lessons as well. All websites are available for language learners of different levels. Many websites are not divided by levels according to CEFR but sorted by various topics and in mostly easy language. Sometimes more difficult sections are marked with "advanced". All websites are free to use.

Blog

As mentioned above, most of the sources found in this category were challenging to differ from blogs, which resulted in most sources being categorized as a website, thus leaving only two sources as being classified as a blog. Both sources defined as blogs were developed by private people and offer learning material for both language learners and language teachers. Both sources are written in German and dedicated to German language learning only. The source Deutschlernerblog provides tools for different learning levels and various forms of exercises for practising other disciplines such as speaking, reading, listening and writing. The tool Deutschwortschatz offers all its content in simple language. It is more an additional tool to language learning than for language learning only as it mainly explains words that are seen as "very German" and often difficult to explain in other languages.

Videos/ YouTube Channel

We decided to combine these two categories, as the videos found by us during our research are mostly part of a YouTube channel dedicated to teaching German as a foreign language only. This category also appeared to be a prevalent tool for language learning as well as language teaching. There are just as many YouTube channels/ learning videos as applications for learning German. Most of them have about 500 videos available on their channels and are teaching German through different topics (e.g. going to the supermarket or citizenship office) or other grammar explanations. Most of them are available in German and English, or German with English subtitles. We discovered that this tool category also offers the possibility using videos by language teachers during their language courses or as additional material for student to support their language lessons. It also seems like a handy tool being used as a support to an application or learning platforms, as those tools often lack an excellent grammar explanation. All YouTube

Channels are free to use. There is no need to log in.

Podcasts

In this category, we found two sources during our research that were podcast only. However, it is not to forget that many websites also use podcast-like tools that can be found on websites but are not a podcast-only category. Both sources found are available in German and English, and for German language training only. This category trains for listening, although one is sometimes asked to repeat parts aloud; however, the answer is not recorded or tracked in any way. All Podcasts found are free to use.

eBook

As for e-books, we could not find any sources that were dedicated to learning the German language only. E-books do not seem to be a top-rated tool to learn German, especially compared to the wide variety of applications and websites available that also offer the possibility to read and listen to texts or stories.

On-line School

As every refugee in Germany has to complete an integration course including German classes, on-line schools were tough to find, assuming they are not as much needed as tools supportive to general language classes. Nevertheless, we found a total of 15 on-line schools, most of which are dedicated to learning the German language only. None of the on-line schools found were free to use. Moreover, most of them are very expensive, and you are always required to log in. On top of that, the most significant part is dedicated to absolute beginners learning German, around level A1.

We can see that there is a wide variety of sources and tools available to both learners and teachers for learning the German language. Many of the tools found during our research are specially designed to learn/teach the German language only. On top of that, it appears that websites, YouTube channels and applications and Learning platforms are the most popular tools used for language learning or at least the most popular tools provided for language learning.



[Greece](#)

Learning platform/ Portal

Thirteen learning platforms and portals were selected in this research, seven of which (GreekPod101.com, The On-line Greek Tutor, YaSas.com, Metadrasi – Polileksiko, Greek for You,

Language courses and Padlet platform) are specifically designed for Greek learning. The remaining six are committed to foreign languages in general. These platforms enable immigrants and teachers/trainers to gain and empower knowledge, skills and competences through various types of material and exercises. The majority of the platforms is dedicated to immigrants, students and, in general, to people who wish to learn Greek. Twelve out of the thirteen portals are available in English. As indicated, immigrants fluent in English can access almost all digital platforms, except for one portal, Metadrasi, which is available in Albanian, Arabic, Georgian, Urdu and Russian. From a CEFR (Common European Framework of Reference for Languages) perspective, only three platforms are adjusted to it (Metdrasi- - Polileksiko, L-PACK 2, and Greek for you), and just one portal (Forvo) provides a final certificate. Immigrants and operators/teachers can use nine platforms for free, while the rest give only free trials.

Website

In this category, we have selected eight websites. The website environment differs from the usual training platform layout as it consists of various resources, methodologies and frameworks. All the listed websites are specially set up in the Greek language for users who are fluent only in English and Greek, except 50 Languages courses, which provides and teaches more than 50 languages. Three out of the eight websites applies the CEFR (Alfa, Filoglossia and Center for the Greek Language) and provide a final certificate at the same time. From the users' point of view, all websites are intended for learners, and both learners and operators utilize only Goethe Verlag. Using these tools, immigrants can enhance mainly their reading and listening skills but practice less writing and speaking skills. Writing and speaking skills are provided through Alfa, Hellas Alive, Filoglossia and Center for the Greek Language. Four websites (An Introduction to Modern Greek, Goethe Verlag, 50 Languages courses and Talk Greek) are free to use, while the remaining four are not.

Applications/ Mobile Apps

Applications are the most frequently used tools to learn Greek. Sixteen apps were selected, which are classified as mobile apps. The staggering evolution of mobile technology made mobile phones an integral part of the worldwide population. Hence, as you can observe, mobile apps are first on the list of tools in terms of the total number of tools available. The wide availability of apps requires a detailed selection process based on a) number of instalments, b) app reviews, and c) users' comments. All the apps are dedicated to learners and people who wish to learn Greek interactively. Through images, videos, broadcasts, micro learning, questions, avatars and by empowering reading, writing, listening and speaking skills. To classify the level of learners, the majority of the apps tracks the progress of each user based on words/phrases learned and exercises answered. None of the apps corresponds to the Common European Framework. Therefore, they are suitable for all types of schools and students (e.g. immigrants), though only LinGo Play provides a final certificate. 'Greek on the Go' and 'Simply Learn Greek' are the only apps indicated for Greek learning, while the rest of them enable users to learn many more foreign languages. For example, '50LANGUAGES' course app allows immigrants to learn 50+ different

languages without being necessarily fluent in English. Fourteen out of the sixteen apps are free to use, except 'LingQ' and 'Greek on the Go!'. Based on smartphone type, Android or iOS, users can download available apps accordingly. It is worth mentioning that most of the apps are responsive in both Android and iOS devices.

Blog

Blogs are tools that are used less to learn Greek. However, in this research, seven tools were detected. All blog post series are provided for free, without signing up. If you have already deliberated the list of learning platforms and websites, you can realize that blogs are a separated category in the above-mentioned learning tools. For example, The On-line Greek Tutor and GreekPod101.com are offered in platform and blog environment. In terms of language, blogs are available in English. Immigrants can develop and empower their reading skills through blog posts, but none of them complies with CEFR. Nevertheless, GreekPod101.com Blog classifies only a beginner's level through learning basics in Greek and Greek Language Blog beginners to advanced level learners.

eBook/ On-line library

E-books are increasing in popularity among immigrants and operators. Due to benefits provided by technology and new learning techniques, learners are finding this type of tools an alternative way to start learning foreign languages. Regarding tools, eight were selected, all available for free. One (Greek Language Learning Handbook for Immigrants and Refugee) addresses operators/teachers, two (Learning Greek Podcasts and WikiBooks) can be used by immigrants, and the remainder (5) by both of them. Greek is the only taught language, except for Learn languages on-line, which can also teach Arabic. The majority of the tools (Learning Greek Podcasts, WikiBooks, LearnGreek, and Modern Greek Grammar Notes for Absolute Beginners) are available in English. Three of them are available in Greek and one (Metadrasi - Mini booklets) in Arabic, Sorani, Farsi, Urdu, Turkish, Kurmanji and French. In terms of CEFR, only one e-book (Greek language course for immigrants using multimedia) is compliant though not providing a final certificate. Reading is the only ordinary skill trained in all available eBooks, while some of them empowers listening and speaking skills. Happily, all e-books are free to use.

On-line School

Fifteen Greek courses are provided in on-line schools. They are held by private teachers, universities (the Aristotle University of Thessaloniki and National and Kapodistrian University of Athens) or by training providers (Hellenic culture centre, Caritas Hellas, Alexandria Institute, Live lingua Greek LOL, and Kleis). All courses address people who are fluent mainly in English. On-line Greek Courses also addresses learners fluent in French, Greek lessons via Skype or Zoom learners fluent in Dutch, and Language course learners fluent in Italian. Apart from On-line Greek Courses and Live Lingua, all the remaining schools comply with the CEFR and provide a final certificate. Caritas Social Spot Neos Kosmos and Language courses are delivered for free while the rest are

delivered in private paid schools.

Video

In this category, nine tools were identified, aiming to teach Greek by using only the YouTube channel. All the videos are open and free to use; no registration is required. Immigrants starting to learn Greek through video channels need to be fluent in English since the course is delivered only in English. An alternative option for immigrants who are not fluent in English is to use subtitle settings provided in all languages by YouTube. The fact that videos are based on non-formal education makes none of these tools comply with the CEFR, nor provide a final certificate. But, this learning technique allows immigrants to become familiar with Greek language listening and reading skills. However, Learning Greek Videos classifies a beginner' level, Learn Languages fast only beginners and intermediate learners and The On-line Greek Tutor is for beginners to advanced learner.



Blog

Eleven blogs were selected in the research, mostly written and managed by teachers of Italian (foreign language). As for users, only one blog (Italiano L2 e altre bellezze) can be used exclusively for teachers and operators. Two blogs can be used by both teachers/operators and immigrants (Learn Italian daily, ADGBLOG.IT Italiano L2/LS). Immigrants can use all the others autonomously. Among all the selected blogs, five of them are partially or also translated in English, while the others are written entirely in Italian. Therefore, an elementary linguistic level is required to navigate the site and use its contents autonomously. The contents may hugely vary from grammar lessons to Italian music, from cinema to idioms, from art to tourism. Thus, the blog aims mainly at learning Italian culture, allowing the user to acquire knowledge on current and exciting issues, with greater user involvement.

Application

The ample availability of Apps, both free and paid, required a careful selection based on "popularity" (number of installations on mobile devices), user reviews and content or learning mode innovation. Seventeen applications were selected, and all of them are intended to be used by learners. Compared to the other types of tools, the apps are easy to use (at any time via a smartphone), and they are characterized by short learning sessions and playful and intuitive contents (audiobooks and videos, language exchanges, quizzes and games). Except for three apps (Fare parole, Verbi Italiani and Presente), all the others allow the user to learn other

languages besides Italian, and most of them are available in these languages. Due to the recreational and entertainment purposes, most of the apps do not comply with the CEFR (except for Babel, Fare parole e Università per rifugiati- OLS and Imparo la Lingua Italiana). However, they refer to progressive levels that are unlocked after passing tests and completing exercises or units. Finally, the Apps Imparo la Lingua Italiana - Il Tesoro Delle lettere and Fare parole, which are intended for the literacy of foreign adults, are very interesting.

eBook/ On-line Library

Learning the local language by reading books in electronic format is incredibly useful and therefore widely suggested in many portals dedicated to learning Italian. Six different portals were identified: three platforms offer free public domain works and great classics of literature no longer covered by copyright (Project Gutenberg, Liber Liber and Manybooks); two on-line bookstores that, besides the catalogue of paid works, also offer a selection of free reading resources (Bookrepublic), one of which is specific for learning Italian (Easy Readers); and finally an application that is based on the use of audiobooks aimed at learning foreign languages (BeelinguApp). The nature of this tool allows all portals to be used by operators/teachers and by immigrants, depending on their level of Italian. Except for Liber Liber, all the portals also offer ebooks in other foreign languages, and four platforms are translated into English (except for Liber Liber and Bookrepublic). Finally, only one platform presents texts that comply with the CEFR (Easy Reader) as it is specifically dedicated to learning Italian.

On-line School

On-line Italian language schools were easily identified through a simple web search, which resulted in a large number of them. The fifteen listed below were selected because they are positively reviewed and well indexed on the web. Five on-line schools are real portals or search engines that allow users to search for the best course according to their needs (time, cost, language level, educational activities, etc.). These courses are held by a private teacher or by a training body (EdX, Verbling, Italki, Corsidia, and EducaWeb). The remaining ten results are represented by language schools or universities, which offer the possibility of on-line training courses as well as on-site lessons. Except for Icon and Accademia del Giglio, which also offer courses for Italian language teachers, all other tools are intended for immigrants. All on-line schools are private paid schools except for One World (free mini-courses), Edx and University for refugees. Seven of the on-line schools offer Italian language courses, while the rest of them also offer classes for other foreign languages. With regard to website language, only four web sites are available exclusively in Italian. Finally, except for Edx, all on-line schools offer CEFR-compliant courses.

Video

Compared to on-line schools, videos (courses or lessons) are tools that allow users to learn a language using only the video channel. As far as content and duration are concerned, they

could fall into the same category as on-line schools, as they do not require interaction. As a transversal "training" channel, thirteen tools were identified in the research we conducted, four of which are available as blogs, two as on-line school websites, and three as educational portals; the rest of them are available as websites. Six of the videos founded are intended for learners, while seven are also for operators/teachers. As regards both the language of the video and its hosting website, compared to other tools the linguistic variety is mainly reduced to Italian and the main European languages (except for Corsi L-PACK, Noi Mondo TV and Edx). Six of the thirteen tools founded do not comply with the CEFR, but three of them have other classification levels. Finally, all video courses/lessons are available for free.

Learning Platform/ Portal

Eleven educational portals/platforms were selected in this research, five of which are intended for learning Italian, and six are dedicated to training in general, both in other foreign languages and in different disciplines (Verbling, Italki, Università per rifugiati, Educaweb, Edx and SKUOLA.NET Docenti). According to its definition, the portal/didactic platform is a resource rich in similar or heterogeneous tools, which offers essential learning opportunities. Only SKUOLA.NET Docenti is intended for operators/teachers, while Milano.italianostranieri, LI Il portale della lingua italiana, IT2 Italiano per stranieri and RAI Cultura Italiano are dedicated to both immigrant learners and operators/teachers; the remaining six portals are dedicated to Italian language learners. As for the language of the user interface, only four portals are translated exclusively into the Italian language. In terms of the CEFR, only four platforms are not compliant (BBC Languages Italian; LI Il portale della lingua italiana, SKUOLA.NET Docenti and EdX). However, two portals classify the language levels based on difficulty as beginners/elementary/intermediate/advanced. Finally, there are only three paid platforms (Verbling, Educaweb, Italki), while others are available for free.

Website

This category includes many on-line resources. Apps often have a website from which you can use them, the video courses/lessons are available in a website, and also on-line schools or blogs are connected to a website with exercises and a variety of resources to learn a language. Therefore, the tools classified as websites are extremely heterogeneous: among the twenty selected websites, seven are intended for both operators/teachers and immigrants, ten address only learners, while the remaining three only target operators/teachers. Sixteen of them are dedicated exclusively to the teaching/learning of Italian, and ten websites are also available in English and languages other than Italian. Apart from FluentU, all websites are available for free, thus giving free access to all their contents. Finally, the variety of resources within the websites also affects CEFR compliance: ten websites apply the CEFR levels, two do not specify anything about CEFR (Learn Italian Daily, Tandem), three use the beginners/elementary/intermediate/advanced classification (FluentU, THOUGHTCO., ILUSS Italiano on-line) and five do not use any category (Impariamo Italiano, ItalianoXstranieri.com, L'italiano per scrivere meglio, LI Il portale della lingua italiana, Nonparloitaliano.com

Conclusions

Problems faced by migrants/refugees and operators in terms of language learning

Like all European countries, all of the partner countries have large numbers of migrants/ refugees arriving in the country, who need to learn the local language in order to integrate into the society, find a job and be able to live a full life. A significant number of the population in all partner countries are migrants: 7.1% in Finland, 7.8% in Greece and 8.7% in Italy and 26% in Germany. The prevalence of migrants in the community makes the issue of integration and developing language skills of migrants an essential issue throughout Europe.

Some of the **main problems that operators face in terms of language learning** of migrants and refugees are:

- Differences in the level of education and linguistic background, such as low schooling in their countries of origin (this makes it more challenging to provide the needed support for everyone)
- Other linguistic issues, such as the use of different alphabets
- Heterogeneity of literacy and language levels of those placed in the same courses and classes, due to lack of resources (Some countries deal with this better than others, but it is a problem for all countries)
- Working material not suitable for the extremely heterogeneous kind of users.
- Lack of formalised educational practices in terms of teaching
- The local language in many countries; operators are faced with a multitude of materials and course formats
- Lack of consistent and high-quality training for language teachers, teaching migrants, not only for teaching the language but also to deal with the psychological, cultural, political and social aspects experienced especially by asylum seekers and refugees.
- Lack of funds for teaching the local language, and integration.
- Even in countries that offer legislated modules for migrants to learn the local languages, the legislated courses are not always sufficient to learn the language to the level required to guarantee employment. Further studies may be too expensive and hard to come by for some migrants, and this poses challenges to their jobs and integration
- The need to find paid employment: many participants drop out the courses to work and support their families financially.

Some of the main problems that migrants face in terms of literacy in the partner countries are:

- ❑ Lack of in-depth research on the causes of illiteracy (cultural, economic, cognitive) and its different levels
- ❑ Lack of training programs that include an analysis of migrants' skills, potential, experience, aspirations; little relevance is given to other knowledge and skills of migrants
- ❑ Lack of sufficient education considering the level of initial schooling and education of individuals
- ❑ In some countries, lack of legislation that ensures the necessary allocation of resources, such as specialised personnel appointed for this purpose in schools, and appropriate course offering
- ❑ Few basic literacy courses for students illiterate in their languages of origin and lack of school courses with special support
- ❑ Lack of apprenticeships combined with training courses useful for the development of general language skills.

There are many difficulties and limits in the area of language learning even for those migrant/refugee adults who are literate and have acquired basic knowledge of the local language. Some of the **main problems that migrants and operators face** in terms of language learning in the partner countries are:

- Difficulties in getting a job, at least in the desired field, due to language limitations or social limitations
- Economic background and situation affect the possibility and motivation of the migrant to participate in courses and learn the language
- Inaccessibility to numerous ordinary training courses due to lack of critical skills and requirements (mastery of computers, timetables and logistical problems of movement, low personal financial resources for the payment of language courses)
- Cultural and family issues that limit integration
- Limited learning contexts to favour inclusion; lack of heterogeneous groups where the migrants mix with local students of the same age
- Difficulty in understanding school and linguistic textbooks, heterogeneous material that does not suit all students, lack of individual support
- Limited funding available for municipalities for the delivery of training courses to the teachers of the local language.

Taking into account the research presented by the consortium, a summary of the **collective needs for improvement for operators working with migrant and refugees** areas follows:

- L2 teaching service reassessed as a "fundamental service"

- Targeted training for operators on the most suitable methods for teaching refugees and migrants a new language
- Educators should receive information about a migrants' backgrounds, cultures and languages
- Continuation studies for teachers of literacy for migrants standardised and offered on-line
- Glottodidactic training and specialised teaching and management of non-homogeneous or vulnerable groups
- Knowledge of the guidelines, tools, programs and standards proposed by the Council of Europe for teaching language as a tool for integration, and specific information on duties and rights conducted by educational institutions
- Language operators, as well as other humanitarian workers, should attend special workshops and capacity building seminars about improving their own cultural competences in working with people with refugee backgrounds.

Some **suggestions for improvements inside the classroom:**

- Blended second language courses both through in-person and remote teaching through free on-line platforms
- Training activities to be carried out in extra-school hours promoting family involvement and cooperative learning through communicative and playful activities;
- Introduction of new multicultural learning environments and language workshops to stimulate users, especially for children.

On-line tools for language learning

Based on the analyses of the on-line tools for language learning, the resources researched by the partners and included in the final toolkit of the project are varied. Some countries have much more resources available, especially for more prominent and more widely used languages. The staggering evolution of mobile technology has made mobile phones an integral part of language learning in all European countries and this can be seen in the wide variety of applications available for language learning in all partner countries.

For German, we can see that there is a wide variety of sources and tools available to both learners and teachers for learning the German language. Many of the tools found during our research are specially designed to learn/teach the German language only. On top of that, it appears that websites, YouTube channels, applications, and Learning platforms are the most popular tools used for language learning or at least the most popular tools provided for language learning.

For Greek, there is also a variety of platforms and websites that are designed explicitly for learning

Greek and foreign languages in general. These platforms enable immigrants and teachers/trainers to gain and empower knowledge, skills and competences through various types of material and exercises. The majority of the platforms is dedicated to immigrants, students and, in general, to people who wish to learn Greek. Applications are the most frequently used tools to learn Greek, and there is a lot of selection available for mobile apps.

In Italian, there is a wide variety of heterogeneous resources, such as learning platforms and websites, blogs, videos and e-books, for Italian or languages in general and there are many resources for both migrants and operators. There is a large variety of apps available for learning Italian, both free and paid, and all of them are intended to be used by immigrants.

For Finnish, there is a variety of platforms and websites, most of which are specifically created for learning Finnish, and some that are provided by popular companies who make language courses in general. Also, apps for learning Finnish are offered, although not to the extent as for many other languages. There is not a large variety of additional content, such as videos or blogs, for learning Finnish, and this is most likely due to the fact that Finnish is a small-population language with not as many learners as more popular European languages.

Overall, the resources offered were heterogeneous in all countries, and significantly smaller languages like Finnish had fewer resources in many categories, even though there are also many high-quality resources available. In contrast, popular languages like German had a wide variety of resources in different types and levels, specifically dedicated to learning German. Based on the tools collected by the partnership, it is also clear that the tools are designed for many different levels of language learners. The multiple nature of the sources and the research show that there is a need for the development of a comprehensive toolkit presenting the main tools available for language learning in each country. In the IntegrAction project, the Toolkit developed offers an easy-to-use portal with access to all the tools collected by the partners that are currently available on-line for migrants and refugees for learning partner languages, as well as resources for operators.

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