

Training Curriculum on Family Learning for Migrants at school

Intellectual Output One (IO1)

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Introduction

MiFamily is an Erasmus + project (2017-2019) gathering 7 organisations in 5 EU countries: UK (coordinator & partners), Spain (two partners), France, Romania and Ireland. Students with a migrant background may face language challenges if the national language of the host country is not one they speak on arrival. Parents with migrant background may have diverse profiles. On the one hand, some of them may be fluent in the language of the host country but still speak another language at home. On the other hand, some parents may have language challenges that are affecting their integration and therefore would need a linguistic support. Among their children, in the process of acquisition of the national language, teachers have a major role to play even though they recognize that handling cultural diversity in the classroom is a main issue. Most of the teachers working in sensitive urban issues (characterized by a high proportion of migrant population) feel they need more professional support to deal with a multicultural environment. Linguistic and cultural diversity at school, is important in Southern Europe – such as Italy and Spain but also in specific areas of Northern Europe such as United Kingdom, Belgium and also in France in the so-called urban sensitive areas characterized by a high poverty rate combining high unemployment rate, mainly low qualified inhabitants, with a high proportion of migrant families facing linguistic issues.

Children in migrant families are key actors in the process of integration as they are frequently called upon to bridge language and cultural gaps in understanding between members of the host community and their own families. Both teachers and migrant families are most concerned by migrant students' success at school. The more their parents are aware of the importance of education and understand the school system the better they are equipped to support their children at school as underlined by PISA studies. Even though migrant parents have high expectations for their children, they are faced with many obstacles – mainly language and social barriers or low understanding of the host country's system of schooling. Lack of time or money to invest in their child's education maybe a major issue in disadvantaged areas even though alternative solutions, based on voluntary initiatives (free service) are offered by many associations, with community volunteers, endeavor to support children and there are various degrees of public support within school- many EU projects have underlined this point especially in the School education field. Therefore, the MiFamily approach presents a win-win situation:

- 1- for professionals, this is an opportunity to involve migrant parents in the “formal” education of their children;
- 2- for migrant families, they can be better equipped by means of non-formal and informal learning to support their children's progress through the host country's education system thanks to the innovative approach of the family learning process

This first intellectual output is aimed at designing a training curriculum addressing teachers, school leaders and educators from organisations with migrants for providing a relevant support to migrant parents.

A. Theoretical part

Aims & Goals of the MiFamily project

A main issue to be tackled is how communities and schools with a high proportion of pupils from migrant backgrounds may enhance fair and efficient communication with migrant parents who may have diverse profiles- different levels of education, language skills and understanding of the school system (OECD, 2015).

A main aim of the MiFamily project is to involve migrant parents in the education of their children thanks to a Family Learning pedagogical approach. A definition suggested is: 'any learning that includes more than one generation of a family (including extended families)'. It may be informal (family fun days) or more formal (Family Learning courses delivered in settings such as schools, children's centres or community centres). Family learning is an effective way of providing adults with the skills and knowledge to support their children's education. It also provides a non-threatening route into learning for adults. The courses aim to help parents support their children's education – usually focusing on numeracy, literacy and/or language skills.

Another aim of the project is to strengthen the inclusion of students from migrant background into the host country's school system and ensure their success in education by providing training, coaching and guidance to their parents using Family Learning methods and resources to overcome language barriers and foster active involvement in their children's education. To do so, organisations supporting schools and migrant families within five countries - United Kingdom (2 partners), Spain (2 partners), France, Ireland and Romania will work together to equip teachers, school leaders and educators with the necessary skills and innovative tools to support

migrant families. In the process, we anticipate strengthening collaboration between schools, families, and other external stakeholders.

The project will use European frameworks and instruments, such as EQF, Europass and School Education Gate away, to boost transparency and recognition of learning outcomes on Family Learning for Migrants at School, with the active support and cooperation of a network of key associated partners and relevant stakeholders at local, regional, national and European level involved in the project.

The main priorities tackled by the project

- 1- School education: promoting the acquisition of skills and competences – the aim is to accelerate the acquisition of the host country's language for both children and their parents
- 2- School education: supporting schools to tackle early school leaving (ESL) and disadvantage- the project aims to support migrant students and their families to overcome specific disadvantage derived from - lack of knowledge of the host country's language and education system.
- 3- Horizontal priority: Social inclusion- as the short and long-term aim is to facilitate improved participation of both children and families in the host country's education system by improving their proficiency in the national language/s

Project beneficiaries: professionals & migrant families

Migrant parents and their children are the ultimate or intended beneficiaries of the MiFamily project. Teachers, school leaders and educators (outside school) are the initial or primary target beneficiaries. The training curriculum is, therefore, first and foremost addressed to them.

Professionals

- A- **At school:** Teachers, school leaders and any educator working inside school to support students with a migrant background and sometimes they also involve the parents
- B- **Outside school:** associations and organizations providing a support to migrant parents and their children with a link to education such as a support for homework, linguistic lessons for parents not fluent in the national language

Migrant parents

As the ultimate beneficiaries of the MiFamily project an understanding of the realities faced by migrant parents in the European host countries is crucial to the development of appropriate, realistic and sustainable support mechanisms. Migrant parents, just as the indigenous population of the host country, have various profiles in terms of education, level of qualification, social and economic status. In addition, they have different countries of origin and levels of prior knowledge of the language of host country. Together with the vast majority of parents they share a main concern to support the education of their children in order for

them to experience optimum life chances and enter adult life successfully. The more diverse the profile of the MiFamily pilot participants, the more the feedback received will support the development of meaningful and sustainable outcomes for the project

Additional stakeholders

A third profile of participants to the MiFamily project gathers at local, regional, national and European levels, relevant organizations, institutions and bodies working in the field of education and migration issues. This last category of participants may be considered as facilitators for implementing the process. They may become target groups if they wish to be involved directly in the activities and testing of the Intellectual outputs

Profile of the MiFamily project team & missions assigned to participants

A. Role of the primary target groups: Trainers, teachers, researchers, project managers, workers and other professionals directly involved in the project implementation.

They take part in the pilot trials in France, Romania, Spain and United Kingdom by guiding migrant parents

They implement the testing of the different intellectual outputs (IOs) together with the beneficiaries- migrant families.

They select and involve participants

B. Role of the ultimate beneficiaries: migrant parents

Together with the Trainers, teachers, researchers, project managers, workers and other professionals they are involved indirectly thanks to the target groups by the different partners of the project in the 5 countries for instance the testing of the training curriculum

They provide a feedback to the target groups in order for them to better understand their expectations and the difficulties faced to support their children at school but also

C. Role of the stakeholders: facilitators

These include the staff and advisors of the project partners associated indirectly to the different intellectual outputs at various points such as National Advisory Groups; observers in the piloting stage with target users and

beneficiaries; participants in the multiplier events to be held in the 5 countries.

In addition, a number of associate partners have already been identified and included as key persons on the basis of their previous experience in the field such as NATECLA (UK), IDEAS Foundation (UK), Red Incola (Spain), Regional integration center (Romania), Cité des Métiers (France).

A training curriculum: main points to be tackled

- ❖ focus on professionals working with migrant parents and trying to answer their needs and expectations;
- ❖ keeping in mind the mediation approach: integrating both migrant parents and education system (school) and so remaining as neutral as possible;
- ❖ insistence on the main specificities of family learning meant to support migrant parents to support their children at school;
- ❖ valuing innovative supports of training: they might differ from one country to another and even among the same;
- ❖ enrichment of the body of knowledge on family learning, taking into account the specificities of each country;
- ❖ integration of the public approach: family learning may be different when addressing different profiles of parents (fluent or not in the language of the host country, level of education or qualification);
- ❖ accommodation of the different topics in which cultural professionals are asked to work, (support for homework, topics tackled at school, extracurricular activities, evaluation of the children...);
- ❖ enhancement of the European perspective: some European countries may be more in advance in this field but are eager to learn from the other countries' experience;
- ❖ clarity on the expected learning outcomes for the parents (beneficiaries) and the professionals (target groups of the training);
- ❖ the delivery of a dynamic and collaborative assessment process involving both target groups and beneficiaries

Combining theory and practice

The methodology and pedagogical approach integrates a theoretical approach (based on the literature gathered in the partners' countries) and a pragmatic approach (needs expressed by cultural mediators met during the consultation and/or national meetings).

The testing of the Training curriculum is a key point of the MiFamily as the different partners have to gather the feedbacks in their institutional environment providing information on the organisations they have involved- school or any other public body (such as city hall), not for profit organization such as associations & NGOs, private bodies specializing in education.

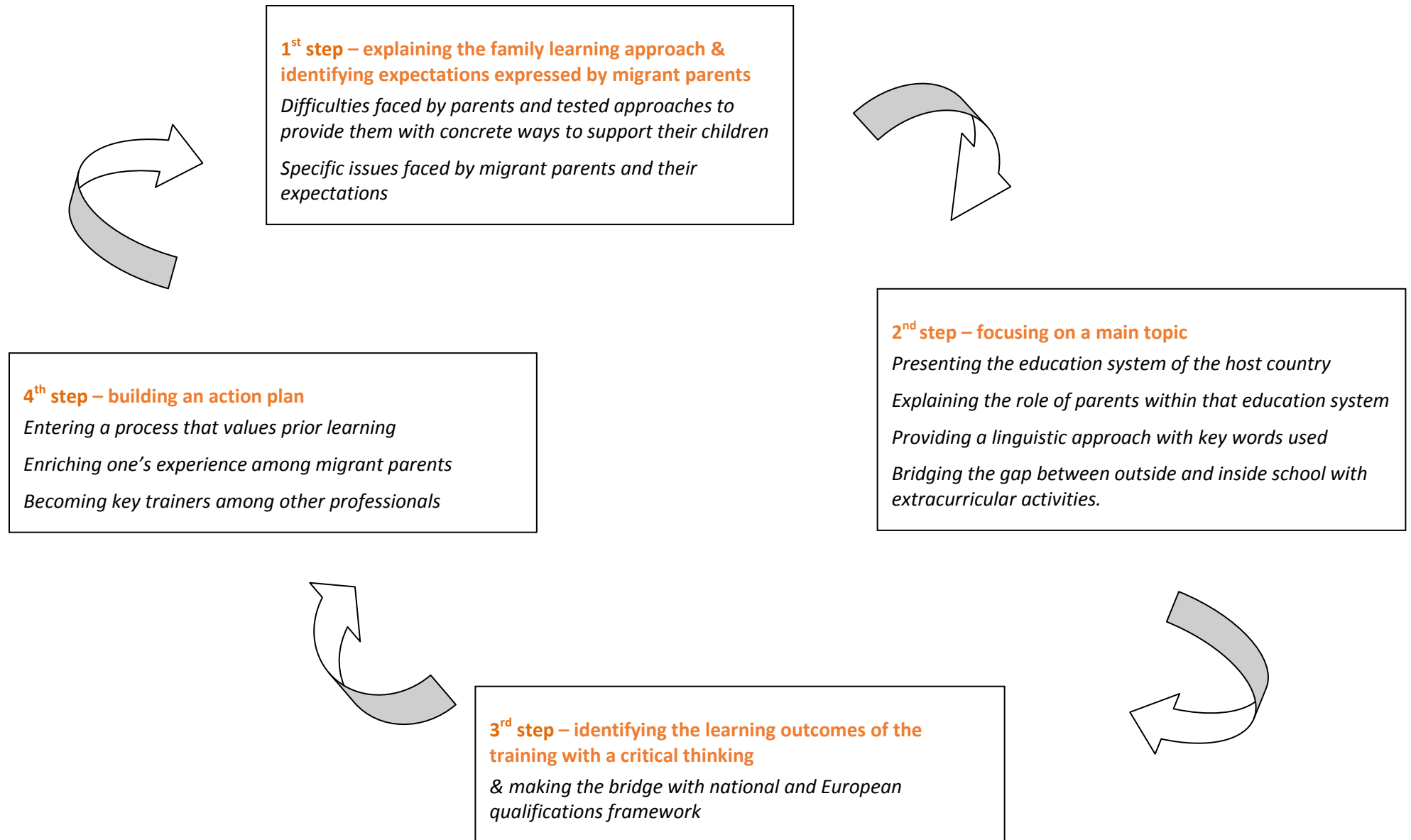
The theoretical framework of the training will include:

- European and national qualifications frameworks (EQF) as there is a common reference grid (Cedefop, 2009)
- A reference to the competence framework of reference for the professionals (teachers, educators, school leaders...) plus the European competence framework (EC, Brussels, 2006).
- Learning outcomes with the classical typology knowledge/skills & competences (know how) & behavior (how to behave) commonly used and applied in all training bodies.

In order to bring a real added value compare to other training courses, it should also include:

- The non-formal and informal learning approach as a first step towards a process of recognition, validation and certification of the trainers.
- The empowerment process: among migrant parents, potential trainers may be identified and therefore they will be key person for the sustainability of the MiFamily process.

Practical MiFamily approach: A training Curriculum for Family Learning for Migrants – process to be followed



The MiFamily approach

1st step – defining family learning and the methodology suggested, identifying the expectations of the parents

Family learning is defined as any learning that includes more than one generation of a family (including extended families) in learning together. It may be informal (family fun days) or more formal (family learning courses delivered in settings such as schools, children's centres or community centres). Family learning is an effective way of providing adults with the skills and knowledge to support their children's education, empowering the family to take control collectively. By listening to each family member and facilitating active reflection, family learning is able to centre its practice on each family's own experience and ensure the active involvement of each participant. For the MiFamily project this is particularly valuable as it also enables the specific context and culture of each family to be reflected in the learning process. It also provides a non-threatening route into learning for adults.

'Family learning starts from a positive and not a deficit model - it is important that those engaged in family learning recognizes economic, social and cultural power and do not unwittingly engage in victimisation of disadvantaged families' (The Family Learning National inquiry, NIACE [date?])

The courses aim to help parents support their children's education – usually focusing on numeracy, literacy and/or language skills.

- **Principle:** Each participant is potentially asked to become a tutor/trainer in the long term for other participant- they may become 'trainers of reference'
- **Conditions:** a variety of learners/professionals in terms of gender female/male, professional background (teachers, social workers, educators in the broad sense), linguistic level in foreign languages (being able to speak the language of the migrant parents may be an added value), qualified/low qualified (in terms of formal learning as an experience may replace a diploma, coming from various countries in the world).
- **Group:** average number of 10 participants (8 to 12 people) in order to permit qualitative research and development from the work
- **Aim:** professionals will be able to define clearly what is and what is not a family learning

In addition, the training should incorporate activities specific to each country context - attached a topic list of proposed family learning challenges/activities:

- A. Family Learning Coaching & Support
- B. Learning for Success in school
- C. Intercultural education or "Our Shared Culture & Values"

2nd step – explaining the educational system and role of parents

There are a variety of training courses or pedagogical approaches presented as family learning. The content and therefore modules/sessions suggested below are proposals only and should be adapted to the environment and profiles of the learners. This is part of the innovative approach of the MiFamily training curriculum.

Methodology: working in small groups with the trainees on their experience, problems faced by parents to support their children at school

Brain-storming: presenting the work done in small groups in plenary session in order for professionals to explain the process - from the problem faced to the identification of the most relevant content to be suggested to migrant parents

Discussion: debating on the different ways to support migrant parents to support their children at school

- 1- **Session 1-** the education system in the country of reference content: identifying the key actors on a national level (ministry), regional level (equivalent of the Academies in France) and local level (school)
- 2- **Session 2-** learning at school/learning outside school content: professionals working with migrant parents must insist on this point as this is a first step for parents to become familiar with education in a non-formal and informal context
- 3- **Session 3-** the role of parents & the main issues they are faced to in order to make them aware of their responsibility and enhance an empowerment process. This is a two-way process.

3rd step – identifying expected learning outcomes

The learning outcomes (LO) principle is systematically promoted in the EU policy agenda for education, training and employment. At national level, the learning outcomes form the basis on which national qualifications frameworks are built and is increasingly influencing the definition and writing of qualifications and curricula as well as the orientation of assessment and teaching and training. The 2008 EQF recommendation defines learning outcomes as ‘...statements of what an individual should know, understand and/or be able to do at the end of a learning process’. The learning outcomes perspective is used for a number of different purposes such as qualification frameworks and their level descriptors; qualification standards; curriculum development; assessment and validation; quality assurance and teaching and training

The following LOs achieved through the MiFamily training course should be:

- LO1** – ability to define a family learning issue and its main aims
- LO2** – ability to suggest relevant content for supporting parents to help their children at school
- LO3** – awareness of non-formal and informal learning as a complement to formal learning (at school)
- LO4** – awareness of European and National qualification frameworks to enrich one’s professional career
- LO5** – ability to assess oneself and implement a reflexive approach

Methodology suggested:

- **Brain-storming** - working in small groups among the trainees on the expected learning outcomes of the MiFamily training.
- **Synthesis** - presenting the work done in small groups in a plenary session in order for professionals to identify the LOs achieved
- **Knowledge** – described as theoretical and/or factual.
- **Skills** – cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).
- **Responsibility and autonomy** – ability of the learner to apply knowledge and skills autonomously and with responsibility
- **Level 5** – Comprehensive and specialised, with the skills required to develop creative solutions to abstract problems, exercising management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others.

Educating pupils from recently arrived migrant backgrounds who have the host country's language/s as secondary language is not a one-way process. Settings have much to gain from the experiences and knowledge of children, their families and communities. Parents, including those who do not speak the language of the host country, can provide very important support for their child.

Parents can support their child by providing a language-rich environment at home in whatever language they speak best. If parents don't speak good English or the relevant language of the host country, they can still offer vital support.

Family learning activities should encourage the parents to engage in the following:

- Continue to develop the first language by reading to the child, sharing books, telling stories. (It will be particularly helpful if parents read dual language books with the child, which are then read to the child in the secondary language at the setting.)
- Discuss activities done in the setting
- Explain in the first language the meanings of key vocabulary using a dual language dictionary or a list of key words with pictures
- Let their child watch good quality national TV programmes
- Invite children who do speak the secondary language home to play
- Join the library
- Become involved with the school

Bupinder Gill, an Advisory Teacher for Minority Ethnic, EAL and Gypsy Roma Traveller Children in Kent GB, quotes a parent taking part in family learning activities in England: *'She had stopped speaking her first language and it was a problem for us but now she is proud to speak her first language and she is more confident now'*. It can take only one session of family learning for a parent to learn a new or different approach which impacts positively on the education of their child (bhupinder.gill@kent.gov.uk)

4th step – building an action plan

The action plan is the best way for professionals attending the MiFamily training course to assess themselves and to implement the sustainability of their training.

Three options are suggested:

- 1- Entering a valuing prior learning (VPL) process as they could clearly identify the qualification that would value their skills and competences and therefor enhance their learning process
- 2- Enriching their experience among migrant parents as they don't feel confident enough to provide a relevant support to migrant parents- they could for instance find a mission in an association to acquire this relevant experience
- 3- Being considered as a key reference person to support migrant parents and therefore providing relevant advice to professionals willing to enrich or acquire a family learning

Methodology - working in small groups among the trainees on the positive/negative points of the training

Brain-storming - presenting the work done in small groups in plenary session in order for the parents to explain the process – the sustainability of the training curriculum

Synthesis - feedback received by all participants and problems faced

Learning outcomes for learners - being able to acquire a non-formal and informal learning relevant for supporting their children at school

SWOT analysis

Strengths

- Being able to identify and express an experience with holistic approach (formal, informal and non-formal learning)
- Being able to combine Vo & linguistic approach (Vint approach)
- Being able to express an experience in terms of competence with a focus on key competence (Key Tutors approach)
- Being able to self-assess and assess experience & competence making the link with the ESCO
- Being able to apply a dynamic pedagogical strategy with relevant training curriculum
- Being able to build an efficient action plan

Opportunities

- The MiFamily project is based on critical thinking & pragmatic method open to both migrant parents & professionals working with them
- A concrete link is made with the ESCO- qualification requirement on the EU national labour markets with a definition of levels of competences
- Professionals will be able to equip migrant parents with relevant tools & methods to answer their specific needs & therefore enhance collaboration with families
- Professionals together with parents improve their knowledge and own competences by combining learning acquired outside school and inside school to combat ESL.

Weaknesses

- the profile of the learners – professionals working with migrant parents who are faced to many demands from school and/or their children
- the linguistic level of the parents might be a main issue
- the lack of knowledge of the institutional context of their children schools and the educative system in general in the country they are living in
- the lack of understanding and support of the institution (school) with diverse professional profiles – teachers, administrative staff
- being identified as “migrant parents” may be stigmatizing as they may be judged “incompetent”, ie. unable to support their children

Threats

- lack of recognition of the migratory background of the parents and special profiles
- gap between “curricular activities” (formal learning at school) and “extra-curricular activities” (non-formal and informal learning outside school)
- low levels of communication between teachers and parents; the situation is even more complicated with migrant parents
- personal issue of authority for migrant parents as their children are better informed on the national school than they are- the parents are “lost in translation”

B. Practical part: Training inspired by the Keep On project: 7LU

The presentation of the Learning Units is based on a previous training course designed in the framework of the Erasmus + project Keep on (2016-2019). These learning units have been divided among the partners according to the following topics:

LU1- Cultural sensitivity and interculturality- ICAR (Roumania)

LU2- Host country language proficiency methodologies and integration- NRCSE (UK)

LU3- Values for school leaders and teachers working with families from migrant background- ASPIRE (UK)

LU4- Overview of family learning and family learning - INNQS methodologies (UK)

LU5- Additional language acquisition through Family Learning- InfoDef (Spain)

LU6- Self-evaluation and professional development for teachers- LaBienPaga (Spain)

LU7- Evaluating the effectiveness of a family learning approach and integrating this into formal environments – iriv (France)

It is important to mention that in practice, those learning units are entirely flexible. They do not need to be followed to the letter. On the contrary, professionals can adapt them according to the situation and needs.

LU.1. Cultural sensitivity and interculturality

Aim: Provide teachers and educators with knowledge, skills and tools to navigate cultural differences and similarities in the classroom without assigning them with subjective value (e.g. 'this culture is wrong, this culture is right'), to be aware of their own culturally-biased communicative behaviour and that of others and to reduce cultural barriers between teachers and the students and between students themselves. The aim of LU1 is to educate teachers on the importance of creating a safe intercultural environment in the classroom ('culturally competent' teachers), avoiding cultural segregation or self-segregation, and providing them with practical tools to reach that goal.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. What is culture: characteristics, elements of cultural identity (classroom setting, national setting, dominant cultures vs. migrant cultures) ▪ K2. Definition of being "culturally competent" and its importance in a globalized world; what are cultural competences? ▪ K3. Fundamentals of multicultural and intercultural education ▪ K4. Importance of a schooling curricula focusing on cultural awareness and respect for differences (in the classroom/in the society/in a democracy) ▪ K5. Knowledge about family structure, norms/values regarding education and social roles in migrant communities within the host country 	<ul style="list-style-type: none"> ▪ S1. Understand the definition of culture and its influence in a classroom/learning setting ▪ S2. Ability to reflect on own beliefs and teaching practices ▪ S3. Promote a school culture that values diversity and difference ▪ S4. Understand, accept and promote the cultural, linguistic and educational backgrounds of migrant learners ▪ S5. Facilitate positive interactions with children and families with a migrant background ▪ S6. Implement culturally responsive learning methods and practices 	<ul style="list-style-type: none"> ▪ RA1. Being able of facilitate difficult conversations in the classroom (reward, recognize, encourage, setting rules) ▪ RA2. Being able to set clear expectations for students on how to approach cultural sensitivity in the classroom ▪ RA3. Developing an action plan on how to develop and apply culturally responsive pedagogies within the classroom/school ▪ RA4. Assist students in affirming their cultural differences in the classroom in a healthy way, while also focusing on cultural similarities ▪ RA5. Manage challenges that could arise from arrival of new migrant groups into the classroom setting ▪ RA6. Creating and maintaining a culturally responsive learning climate

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	6	6	1	16

External resources	IT equipment, projector, internet, office materials, whiteboard, worksheets
Recommendations for delivery and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups, fieldwork, simulation trainings, role-play, surveys, case studies, debates, action plans, advocacy plans, campaigns etc. Reflective diary, self-evaluation questionnaire, portfolio, checklist, etc.

LU.2. Host country language proficiency methodologies and integration

Aim: Provide teachers and educators with knowledge and tools to facilitate identification of the existing proficiencies of pupils and their families in the main language of the host country, as well as their existing proficiencies in other languages. To build an understanding of the primary language needs to facilitate integration.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Provision of support in integrating and acquiring additional language in host society: newly arrived migrants (<1 yr), Settling in (between 1-5 years), Settled (>5 years) ▪ K2. Language requirements in host country eg. Immigration/citizenship 'tests', social security terminology, education systems, etc. ▪ K3. Basic concepts and terminology used in second/additional language learning ▪ K4. Understanding of range of language teaching strategies and techniques 	<ul style="list-style-type: none"> ▪ S1. Ability to model language that helps learners negotiate meaning and understand their environment ▪ S2. Understanding of how to draw upon previous language learning and 'scaffold' learning of host society language in a way that nudges learners toward higher level performance ▪ S3. Ability to draw upon a wide range of language techniques to suit the specific learning needs of participants ▪ S4. Ability to motivate learners by moving from concrete language knowledge to abstract, extending social language into curriculum language. 	<ul style="list-style-type: none"> ▪ RA1. Identify particular language learning needs of pupils and their families ▪ RA2. Application of a number of language proficiency methodologies as appropriate to the learner cohort ▪ RA3. Research and present host country language requirements in a systematic way ▪ RA4. Measuring ongoing progress in language of host country. ▪ RA5. Facilitate progression towards language accreditation.

Contact hours	Hands-on hours	Self study hours	Assessment hours	TOTAL
3	6	6	1	16

External resources	IT equipment, projector, internet, office materials, whiteboard, worksheets
Recommendations for delivering and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups' fieldwork, etc. Reflective diary, self-evaluation questionnaire, portfolio, ongoing assessment, checklist, teacher observation, etc.

LU.3. Values for school leaders and teachers working with families from migrant background

Aim: To promote equity, inclusion and diversity among school leaders, family learning managers and community-based educators working with families from migrant backgrounds for more successful school learning and reduction in inequality of school outcomes/the attainment gap.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Understand how children’s ascribed status such as ethnicity, gender, and parental economic status and migration impacts their achievements at school ▪ K2. Knowledge of initiatives within the statutory and voluntary sectors to promote successful learning, reduce school exclusions and promote greater parental/community engagement in education ▪ K3. Awareness of policies and initiatives to reduce inequalities in attainment, promote teacher training, community cohesion and prevent extremism ▪ K4. Knowledge of equality/diversity and human rights legislation, and relevance to school policy and practice in relation to the education of children from migrant backgrounds. 	<ul style="list-style-type: none"> ▪ S1. Ability to empathize with families from migrant backgrounds ▪ S2. Active listening and inclusive feedback ▪ S3. Ability to promote the assets and value of migrant families and challenge, conscious and unconscious bias, racism and discrimination ▪ S4. Gender sensitivity with particular knowledge of social roles within the relevant migrant communities ▪ S5. How to champion a whole school approach to family learning and greater inclusion and diversity for greater school health and wellbeing ▪ S6. How to develop school-family-community partnerships ▪ S7. Communication of equality and diversity issues in relation to education 	<ul style="list-style-type: none"> ▪ RA1. Identify and address social and communication issues between schools, teachers and adult family members from migrant backgrounds ▪ RA2. Facilitate theme based family learning training sessions for children and adults ▪ RA3. Facilitate group-based learning activities and engagements ▪ RA4. Create guidelines and provide training on non-classroom-based learning activities ▪ RA5. Create a pledge/framework for school leadership and governance support for inclusion and diversity, social mobility, health and wellbeing ▪ RA6. Organise a celebration of the contribution of migrant families in school

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
5	10	10	1	26

External resources	IT equipment, Projector, Internet, Office materials, Whiteboard, Worksheets, community speakers
Recommendations for delivering and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups’ fieldwork, etc, invitation of community speakers. Reflective diary, self-evaluation questionnaire, ongoing assessment, checklist, teacher observation, etc.

LU.4. Overview of family learning and family learning methodologies

Aim: To provide an understanding of family learning as a form of educational provision with an understanding of the impact of family learning on families (in particular migrant families), schools and wider society. To make the learner familiar with the models, methodologies and tools to be applied in a Family Learning approach.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Knowledge of models, methodologies and tools to be applied in a family learning approach. ▪ K2. Awareness of non-formal and informal learning as a complement to formal learning at school ▪ K3. Understand the education system, identifying key actors at national and regional level ▪ K4. Awareness of the impact of family learning on families, schools and wider society 	<ul style="list-style-type: none"> ▪ S1. Ability to apply a number of family learning models, methodologies and tools ▪ S2. Ability to promote learner participation and support learners to access family learning ▪ S3. Ability to assess the benefits and challenges involved in family learning ▪ S4. Ability to involve families and facilitate effective learning in groups ▪ S5. Describe the skills needed by professionals in the application of family learning methodologies 	<ul style="list-style-type: none"> ▪ RA1. Engage with and support families through family learning process ▪ RA2. Promote and encourage learner participation ▪ RA3. Apply a number of family learning modules ▪ RA4. Analyse the role of professionals involved in the application of family learning methodologies. ▪ RA4. Assess the benefits and challenges involved and adapt the process accordingly

Contact hours	Hands-on hours	Self study hours	Assessment hours	TOTAL
3	6	6	1	16

External resources	IT equipment, Projector, Internet, Office materials, Whiteboard, Worksheets
Recommendations for delivering and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups' fieldwork, etc. Reflective diary, self-evaluation questionnaire, portfolio, ongoing assessment, checklist, teacher observation, etc.

LU.5. Additional language acquisition through Family Learning

Aim: Provide teachers and educators with knowledge, methodologies and tools for teaching an additional language (the language of the host country) using family learning methods. This will include the information needed to understand the range of backgrounds that migrant learners bring to their classes; to identify their motivations, expectations, personal and family factors and how these may affect language learning; and to set out common expectations and acceptable forms of behaviour that do not discriminate or exclude others.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Awareness of family learning strategy and practice in the teaching of a second language ▪ K2. Knowledge about the cultural, linguistic and educational backgrounds of migrant learners ▪ K3. Understand the specific motivations of adults for learning the language of the host country ▪ K4. Understand the methods and materials for teaching speaking, listening, reading and writing skills ▪ K5. Identify relevant and practical contexts for the learners to acquire language skills 	<ul style="list-style-type: none"> ▪ S1. Use appropriate ways of communicating with adults and children when teaching additional language through family learning ▪ S2. Identify ways in which personal motivations may affect language learning ▪ S3. Apply language proficiency within the context of the family learning approach ▪ S4. Ability to teach language skills (listening, speaking, reading and writing) in additional language ▪ S5. Adapt the teaching of language to relevant and practical contexts for the learners (e.g. education, health, housing, social services). 	<ul style="list-style-type: none"> ▪ RA1. Understand how own language history affects language acquisition. ▪ RA2. Identify how best to meet language learning needs through a family-learning based approach ▪ RA3. Create a training plan – identifying appropriate content and resources – to develop language proficiency in family groups ▪ RA4. Use identified personal motivations of adults and children to plan and teach language learning with sensitivity ▪ RA5. Assess the acquisition of language skills in additional language

Contact hours	Hands-on hours	Self study hours	Assessment hours	TOTAL
3	6	6	1	16

External resources	IT equipment, Projector, Internet, Office materials, Whiteboard, Worksheets
Recommendations for delivering and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups' fieldwork, etc. Reflective diary, self-evaluation questionnaire, portfolio, ongoing assessment, checklist, teacher observation, etc.

LU.6. Self-evaluation and professional development for MiFamily trainers

Aim: Provide teachers and educators with the knowledge and tools required to engage in self-evaluation and in meaningful personal and professional development. This will include the development of knowledge and skills required to honestly evaluate their own attributes and practices, to enhance and develop their knowledge of teaching and learning approaches and abilities, to develop an awareness of quality assurance and enhancement and to identify, reflect on, plan and engage in professional development activities.

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Understand the typology of Professional Development Activities for teachers and educators ▪ K2. Understand the values underpinning Professional Development for teachers and educators ▪ K3. Understand the key personal and professional characteristics and skills that affect teaching & learning ▪ K4. Understand the benefits of, and range of activities related to, self-evaluation of professional identity for teachers and educators 	<ul style="list-style-type: none"> ▪ S1. Ability to reflect on teaching and learning practices and evaluate prior experiences and current working contexts which have affected these. ▪ S2. Ability to outline and articulate a personal philosophy and approach to teaching and learning aligned to current personal practices ▪ S3. Ability to identify, understand and evaluate professional development activities related to current personal practices 	<ul style="list-style-type: none"> ▪ RA1. Develop a personal and professional philosophy of teaching and learning ▪ RA2. Develop a personal professional development learning plan ▪ RA3. Engage in and monitor self-development activities

Contact hours	Hands-on hours	Self study hours	Assessment hours	TOTAL
0.5	0	11	0	11.5

External resources	IT equipment, Projector, Internet, Office materials, Whiteboard, Worksheets
Recommendations for delivering and assessment	Discussion, oral/written exercise, presentations, etc. Reflective diary, self-evaluation questionnaire, portfolio, ongoing assessment, checklist.

LU.7. Evaluating the effectiveness of a family learning approach and integrating this into formal environments

Aim: To enable teachers and educators to evaluate the effectiveness of a family learning approach/programme on language proficiency and integration. To develop methods to integrate family learning into formal educational environment/programmes

LEARNING OUTCOMES		
KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
<ul style="list-style-type: none"> ▪ K1. Understand the level of qualification of the parents (with the equivalent in terms of EQF) ▪ K2. Understand the relevance and application of family learning as a method in facilitating language acquisition and integration ▪ K3. Understand the European Framework Key Competences and their role in enhancing learning and its assessment 	<ul style="list-style-type: none"> ▪ S1. Being able to assess its own level of qualification in the host country (NQF) ▪ S2. Ability to support learners' self-assessment of level in host country language ▪ S3. Ability to identify the most relevant key competences acquired/developed thanks to a family learning ▪ S4. Ability to self-assess competence 	<ul style="list-style-type: none"> ▪ RA1. Monitor and review the family learning environment and its success in promoting integration ▪ RA2. Identify and apply methods for integrating family learning into formal educational environment and programmes ▪ RA3. Identify and apply a linguistic framework of assessment ▪ RA4. Identify and apply a European competence-oriented framework

Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
3	0	11	0	14

External resources	IT equipment, Projector, Internet, Office materials, Whiteboard, Worksheets
Recommendations for delivering and assessment	Discussion, hands-on practice, oral/written exercise, presentations, working groups' fieldwork, etc. Reflective diary, self-evaluation questionnaire, portfolio, ongoing assessment, checklist, teacher observation, etc.

Allocation of learning hours across the curriculum

The MiFamily family learning training curriculum consists of a total of seven learning units. The curriculum allocates **125 hours of total learning**, distributed across the seven units of learning outcomes, corresponding to a total of **5 ECVET points** (with 1 credit corresponding to 25 hours of learning.)

These learning hours are distributed between contact hours (acquisition of theory), hands-on hours (practical sessions), self-study hours and assessment hours as detailed in the table below.

Furthermore, the distribution of learning hours will be revised according to the needs within each country as well as the organisational frameworks of mentors, trainers, teachers involved in the delivery of host- country additional language provision.

	Contact hours	Hands-on hours	Self-study hours	Assessment hours	TOTAL
Unit 1: Cultural sensitivity and interculturality	3	6	6	1	16
Unit 2: Language proficiency and integration	3	6	6	1	16
Unit 3: Values for teachers working with migrant families	6	12	6	1	25
Unit 4: Overview of family learning methodologies	6	6	6	1	19
Unit 5: Language acquisition through family learning	6	12	6	1	25
Unit 6: Self-evaluation and professional development	1	0	11	0	12
Unit 7: Evaluating the family learning approach	1	0	11	0	12
TOTAL	26	42	52	5	125

C. Appendices

Appendix 1 – Testing & piloting the tool in the 5 countries – from theory to practice (feedback)

Appendix 2 – Family learning environment in Ireland

Appendix 3 – European Qualifications Framework (EQF) – a bridge with national qualifications systems (NQF)

Appendix 4 – Key EU concepts together with examples of EU projects

Appendix 5 – European team

Glossary

Bibliography

Appendix I – Testing & Piloting the MiFamily Training Curriculum (IO1)

The testing must include different activities/tasks

First point- selecting 2 x 20 participants i.e parents migrants & professionals willing to support them for the MiFamily process

Second point: learning session among migrants. It aims to: identify specific problems faced by parents; explain the concepts; discuss the most relevant tool & method for valuing a family learning - Methods: Practical exchanges, theoretical contributions

Third point – focus groups: gathering national stakeholders with various profiles involved in the support of migrant families

Fourth point– transnational meetings & focus groups among the EU team. Content: Discussing relevant assessment tools & methods in the national sessions; completing tool & method; identifying common issues; exchanging good practices on the basis of problems faced; designing a training for learners with a special profile. Methods: Conceptual contribution, workshops, pedagogical productions-

Fifth point – synthesis of the feedbacks received from the testing in the 5 countries to be integrated in the training (IO1)

Outputs to be achieved during the learning sessions:

Biography – a short biography is asked both to professional and parents asking for their experience (personal, social or professional), professional background, skills & competences with a format to be respected (5 minutes) to be updated at each session

Main difficulties to be overcome on the basis of their profile, learning is selected and competences attached to it, tutors/trainers are asked to assess together with the learners the main difficulties they are faced to and the ones they might be faced taking into account the requirements of the support they wish to provide to their children

Methods& tools are selected on the basis of their usefulness for the MiFamily approach to improve a better understanding of migrant parents to support their children at school and therefore enhance success at school

Attestation is a reward expected by the Training curriculum for Family learning after the parents and the professionals have been through all the steps of the suggested IO1

Appendix 2 - Family learning environment in Ireland

In terms of family learning and involvement of parents in education for migrant children, the Irish OECR report notes that: “International research highlights the importance of parental involvement in education for improving achievement of students, independently of their socio-demographic background. It also notes that existing literature on immigrant education (Heckmann, 2008; Schofield, 2006; Brilliant, 2001) suggests that the main barrier to parental involvement is lack of competency in the language of the host country, cultural differences and the lack of knowledge of the education system and resources of the host country. Vincent and Warren (1999) identify that parent-teacher partnerships in the UK, particularly for minority ethnic parents and working-class parents, are often characterised by an imbalance of power in favour of the teacher. “In order to be ‘good’ or acceptable parents, minority ethnic parents, had to become like the ideal - the white middle-class parent: in other words, they had to assimilate”. According to Horgan, “migrant parents in Ireland have been constructed by educational practitioners/ management as ‘non-involved’ and ‘hard-to-reach’ (McGovern and Devine 2016)”. Smyth et al. (2009) notes that their apparent lack of involvement is often due to ineffective communication between school & home. An additional important note which may be of use for the project - the Irish OECR report notes that immigrant parents tend to seek out services which value and respect their own language, culture and customs

Based on the level of knowledge, skill and competence expected from professionals delivering family learning to migrant families and also acknowledging the skills and competencies brought by the parents themselves, the MiFamily training is within EQF level 5.

Appendix 3 - European Qualifications Framework (EQF) - a bridge with national qualifications systems (NQF)

The core of the EQF is its eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process.

Countries develop national qualifications frameworks (NQFs) to implement the EQF. Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications following the typology:

The Irish example is particularly meaningful as the same results and conclusion were provided by the studies published by the National Union for family associations in France in their study: Etre parent immigré en France (UNAF, Paris, 2015)

Appendix 4 – Key EU concepts together with examples of EU projects

Recommended EU concepts and projects to enrich the MiFamily approach

B1- Reducing ESL to less than 10 per cent by 2020 is a crucial target for achieving key objectives in the Europe 2020 strategy and one of the five benchmarks of the strategic framework for European cooperation in education and training (European Commission, 2011b). High rates of ESL are detrimental to the objective of making lifelong learning a reality and a constraint to smart and inclusive growth in Europe as they increase the risk of unemployment, poverty and social exclusion. As a consequence, ESL represents a waste of individual life opportunities and a waste of social and economic potential (European Commission, 2011c). The reasons for early school leaving are highly individual (European Commission, 2011c). Even though it is impossible to establish a single 'profile' of early school leavers or a comprehensive list of causes leading to a school failure, as a social phenomenon, ESL follows certain patterns (EC, 2011c). The EU experts have identified 7 main characteristics amongst early school leavers. They are in general more likely to: come from poor, socially disadvantaged and/or low educational backgrounds; come from disadvantaged minorities (such as Roma or other minority ethnic groups) or migrant backgrounds; belong to vulnerable groups, such as youth from a public care background, teenage mothers and those with physical and mental disabilities or other special educational needs (SEN); have to contribute to the family income or take adult responsibilities, such as parenthood or caring for family members; have had a history of disengagement from school, long-term absenteeism, truancy or expulsion; have achieved poorly in school and lack sufficient educational resilience; have often changed their place of residence or schools. A central point underlined by the European Commission is an obvious relationship between socio-economic status and the risk of ESL. It is important to understand why some pupils might be excluded from school in order to offer appropriate public policies to enhance Success at School for all and not just for a minority. Since 2000, the main question which has been asked to policy makers in the field of education is “What is important for pupils to know to become educated citizens?” Eurostat, *May 2017- Early school leavers from Education*, CEDEFOP, 2009

B2-the Schola approach

In order to struggle against ESL, extra-curricular activities have been offered outside school, mainly in sensitive urban areas - characterized by high level of unemployment, single parents, and high level of drop outs. Youngsters are offered different kinds of activities allowing them to learn a language, mathematics or any other discipline through games or social activities. In complement to school, they give self-confidence and hope to youngsters who might feel lost and abandoned by school. These activities combine different profiles of "educators"- teachers (at school); volunteers and paid professionals (outside school). As a result, complementary pedagogical approaches have been implemented. This alternative approach is to re-engage youngsters who might face difficulties at school to find their way back to school by testing other pedagogical methods with adults (professionals in associations or local authorities) who are not supposed to assess their work but to support the learning they receive at school. This "detour strategy" is meant to bridge the gap between formal learning (at school) and informal & non-formal learning (outside school). The first Intellectual output (IO1) designed for the Schola project aims at designing: a tool and method for educators (IO1) -teachers at school and professionals (in associations or local authorities) outside school- in order to support them to be able to identify and assess the skills and competences acquired and/or to be developed by youngsters through a volunteering and therefore to support their work among youngsters facing difficulties at school or already early school leavers (IO1) ; a mentoring for educators (IO3) that will combine theoretical and practical content- a knowledge on Early school leaving (ESL) and the strategies offered to struggle against it ; an explanation of the roles to be played by different profiles of educators ; a reminding of the different types of learning (formal, non-formal, informal) ; making work together on the ground different profiles of educators (teachers inside school and professionals outside school) ; a transfer of the experience acquired the first year among professionals ; and a final publication (IO3) together with a guideline for each of the Intellectual outputs is published to spread the word of the Schola spirit. **The idea is that parents and professionals working with them involved in the MiFamily could be able to bridge the gap between "outside" and "inside" school-**

Source: Halba B ed. & alii (2017), Schola portfolio, Paris.

B3- being aware of the key competence (KC) approach should be a way for parents to be better equipped to understand the aim of the education provided to their children as teachers are asked to fill a grid of competences to assess their students

Each citizen needs a wide range of key competences to adapt flexibly to a rapidly changing and highly interconnected world. Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competences needed to enable them to adapt flexibly to such changes. Competences are defined here as a combination of knowledge, skills and attitudes appropriate to the context. Key competences are those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment. The main aims of the EU Reference Framework are to:

- 1) identify and define the key competences necessary for personal fulfilment, active citizenship, social cohesion and employability in a knowledge society;
- 2) support Member States' work in ensuring that by the end of initial education and training young people have developed the key competences to a level that equips them for adult life and which forms a basis for further learning and working life, and that adults are able to develop and update their key competences throughout their lives;
- 3) provide a European-level reference tool for policy-makers, education providers, employers, and learners themselves to facilitate national- and European-level efforts towards commonly agreed objectives
- 4) provide a framework for further action at Community level both within the Education and Training 2010 work programme and within the Community Education and Training Programmes

Source: 8 key competences (EC, Brussels, 2006) & Cedefop (2009), *European Guidelines*, Luxembourg.

B4- The Key Tutors approach

The Key Tutors is a European project implemented in the framework of the Erasmus + programme. It gathered 5 EU countries- France (leader), Finland, Lithuania, Poland and Spain, between 2015 and 2017. It aimed to promote the development, testing and implementing of innovative practice in the field of education for adults. It has designed a first Intellectual output (IO1) in order for adult learners with fewer opportunities – long term unemployed people, people with disabilities, migrants...- to have a tool & method to identify and assess key competences (European framework published by the European Commission, Brussels, 2006). The idea and pedagogical strategy suggested on the basis of the Key Tutors IO1 was to combine a basic competence together with a complex competence. On the basis of this first intellectual output, the Key Tutors project also designed educational guidance for professionals (trainers and tutors in firms, local authorities, associations....) working in the field of adult education to better support those adult learners with fewer opportunities. Therefore, the Key Tutors project was meant to support the transition of these learners from the world of education and training to the world of work and more specifically any kind of employment among associations, local authorities or small & medium enterprises (SMEs). In the designing of the project, each partner focused on the combination of one basic key competence and one complex key competence taking into account the specificity of the country (key competence approach, vocational education & training...) but also the socio-professional background of each partner. As far as France was concerned, the combination was KC1- communication in mother tongue and KC 6- social and civic competences, for Finland- **KC4**- digital competences & **KC7**- sense of initiative and entrepreneurship, for Lithuania **KC3**- Mathematical competence and basic competences in science and technology & **KC 5**- Learning to learn, for Poland, **KC1** – communication in the mother tongue & **KC 5**- Learning to learn, for Spain, **KC 2** – communication in a foreign language & **KC8**- cultural awareness and expression. The combination was linked to their socio-professional environment.

Source: Halba (B), 2016, Key Tutors: a tool & process, Paris.

B5- The European Centre for the Development of Vocational Training (CEDEFOP) underlines that “Validating non-formal and informal learning is increasingly seen as a way of improving lifelong learning and ‘lifewide’ learning. More European countries are emphasizing the importance of making visible and valuing learning that takes place outside formal education and training institutions, for example at work, in leisure time activities and at home”. On the one hand policy makers must propose a legal/official framework to enhance the process (top down approach), on the other hand they must offer concrete tool and method to support the process on the ground in order to make it be a reality (bottom up approach). The interdependence of validation of non-formal and informal learning and certification in the formal education and training system together with a broader range of stakeholders than required by formal learning are key issues together with comparability and transparency of validation approaches and methods across national boundaries. If the concept of national qualifications system is now accepted (OECD, 2007) as “all aspects of a country’s activity that result in recognition of learning. These systems include the means of developing and putting in place national or regional policy on qualifications, institutional arrangements, quality assurance processes, assessment and awarding processes, skills recognition and other mechanisms that link education and training to the labour market and civil society”. Among the many tools and methods

designed to validate non-formal and informal learning the portfolio - both a tool & process- is one of the most popular and easy to use. **source:** Cedefop (2009) European Guidelines, Luxembourg.

B6- An example of Portfolio for migrant public- Migrapass example- A portfolio is both a tool and a method to identify and value the formal, informal and non-formal learning to integrate them in their professional careers. Its impact is to be seen in two perspectives: in the short term: proposing a tool and method in order to identify and value the competence acquired and developed; both learners and professionals (paid staff or volunteers) working with migrants; in the long term: training any professional to use the portfolio, to enrich it taking into account the different profiles (social and professional) and backgrounds (different status and countries of origins). An example is given by the portfolio designed for the Migrapass. It suggests the following process:

- a) detailing the most challenging situations migrants may have experienced in their life using a holistic approach: professional, social, migratory and personal experiences;
- b) making the link between their various experiences and the competences they have developed thanks to their rich background: twelve main competences are suggested;
- a) building an action plan: a pass to the labour market focusing on the goal to achieve when considering one special competence: the action to take; the time dedicated to achieving the goal; and the expected result (personal schedule).

At any step of the process, participants are asked to give very concrete examples and evidence of work done. A portfolio is not a declarative process: each experience or identified competence has to be proven with a tangible result. A portfolio is a dynamic process: it has to be updated by participants each time they might have to identify and justify a competence.

Source: Halba (B), ed (2012), final publication for the Migrapass project, led by Autremonde & iriv, Leonardo da Vinci (2010-2012).

Parents involved in the testing of the MiFamily should use the portfolio process on the basis both of their experience, and difficulties faced at school, and the particular competence they would like to acquire/improve

B7- For the MiFamily training, it is important to present and explain this approach to parents with a migrant background in order to improve their competences in the language of the host country.

Language learning, as any human learning activity, clearly depends on diverse dimensions and triggers: from cognitive potentialities and personal learning styles (it implies differentiating training offers according to divergent needs). These include affective dimensions and motivations (learning always depends on proximity of learning achievements to interests and preoccupations of the learners, as well as to his/her participation in the definition of achievable and shared learning outcomes); and relational and social enablers of learning (being the interaction a critical dimension playing a role of the utmost importance in language learning). We should move from a mere “training perspective”, implying consolidated didactical strategies, towards a “learner centered” one. This conceptual and practical shifting could enable innovative approaches to language learning, capable of making it more effective and adequate to a rapidly changing context, both considering needs emerging in the companies, and expectations of the learners. New organizational patterns, and new technologies determine a parallel increase of linguistic skills required by anyone – both considering understanding, reading and speaking, but also a certain mastery of written communication, related to the pervasive use of reporting, data storage, feed-backs.

The Vintage approach designed for the purpose of a Erasmus + project (2014-2016) requires to take into account two European frameworks: the ECFR for linguistic level implemented by the Council of Europe in Strasbourg since 1991; and the 8 Key Competences approach implemented by the European Parliament & European Commission since 2006 which has been a constant basis for the Erasmus programme

source: ECAP, Geneva (Switzerland), 2014

B8- The Vintage approach

An Erasmus + project led by the Swiss Foundation ECAP, The Vintage includes an e-learning approach with a digital platform -a resource center offering a selection of best practices in the field of VET & Language learning freely available for teachers & trainers involved in Linguistic learning & VET. Teachers & trainers must combine two different learning processes - the VET approach based on skills and competences required in the labour market corresponding to a professional profile (position, employment, qualification) and the Linguistic approach based on linguistic skills (referring to the Common European Framework of Reference for Languages(CEFR) which may differ from the professional profile.

Two main strategies are supported in EU countries: justifying first and foremost a linguistic level (language first) and building a training path integrating language & professional opportunities (language with VET approach at the same time). The first lesson is to be as clear as possible on the two learning approaches- linguistic & VET. The first one uses a pedagogy which has been tested for a long time among adult migrants- the CEFR (Council of Europe, Strasbourg, 1991) is fully used and applied by trainers & teachers. The second learning approach -VET- is more recent in the support provided to migrants, especially the competence approach. The second lesson learnt concerns pedagogy. The Vintage project is a training programme designed in the framework of the lifelong learning perspective – it is human resources oriented. This is different in other programmes where the focus is on language. Teachers & trainers using the Vintage approach are trained to use learning strategies to overcome barriers in the labour market after bearing in mind the general linguistic principles. The third lesson learnt is to answer the expectations of the learners- migrants & mobile workers. The fourth lesson learnt is to constantly update relevant tools and strategies to enhance the professional opportunities of migrants. The fifth lesson learnt is that the Vintage training has to be enriched by further feedback from participants.

Source: Halba (B), 2016, EAPRIL conference, Lisbon (Portugal).

Parents involved in the testing of the MiFamily should enrich the experience of practitioners (teachers & trainers) as they have a different profile of learners.

Appendix 5 - European team



NRCSE, project coordinating partner (UK) – The National Resource Centre for Supplementary Education (NRCSE) was established in 2006 and became an independent charity in 2013. The primary aim of the NRCSE is to provide support and guidance to community-led initiatives offering supplementary education to children; enabling them to deliver safe, effective and sustainable services and to raise their profile among mainstream schools and other children's services.

Aspire Education Group, partner (UK) – Aspire focuses on work that raises attainment of disadvantaged learners, desinging apprenticeship and training opportunities for inclusion and transferable skills development.

Infodef, partner (Spain) is private and independent centre for research, development and innovation whose mission is to design and carry out projects that contribute to achieve a sustainable and inclusive development through education, culture and innovation.

Asociacion La Bien Paga, partner (Spain) – cultural and educational association created with the aim of promotes scenic arts and culture. The association works on the field of cultural management, the provision of youth and adult education working with unprivileged groups.

ICAR Foundation, partner (Romania) – provides free medical, psychological, social and legal assistance to those who experienced the harsh repression of totalitarian regimes. From 2002, ICAR has extended its work to support all refugees and asylum seekers in Romania.

IRIV conseil, partner (France) - was created in 2000 by the Institute for Research and Information on Volunteering (www.iriv.net) founded in 1997- a free private institution, nonprofit, independent of public administrations and economic interests, with the aim to improve knowledge and practice within the nonprofit sector. It has been partner, coordinator or leader of more than 50 European, regional & national projects since 1997. Bénédicte HALBA, founder of iriv, is doctor in Economics (Panthéon-Sorbonne, 1996).

InnoQuality Systems, partner (Eire) - provides programme and policy services designed to enable student and teacher outcomes in early childhood, primary, post secondary, vocational and adult education.

Glossary

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

Competence - Proven and demonstrated ability to apply knowledge, know-how and associated knowledge in a usual and/or changing work situation

Knowledge - definitions of knowledge are legion, nevertheless, modern conceptions of knowledge rest broadly on several basic distinctions : (a) declarative (theoretical) knowledge differs from procedural (practical) knowledge ; (b) various forms of knowledge correspond to different ways of learning : objective (natural/scientific) knowledge ; subjective (literary/aesthetic) knowledge ; moral (human/normative) knowledge ; religious (divine) knowledge ; (c) knowledge encompasses tacit (the learner is not necessarily aware of having it) and explicit (knowledge a learner can consciously inspect) knowledge

Family learning- any learning that includes more than one generation of a family (including extended families). It may be informal (family fun days) or more formal (family learning courses delivered in settings such as schools, children's centres or community centres). Family learning is an effective way of providing adults with the skills and knowledge to support their children's education. It also provides a non-threatening route into learning for adults. The courses aim to help parents support their children's education – usually focusing on numeracy, literacy and/or language skills.

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

Formal learning- learning typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. Formal learning is intentional from the learner's perspective.

Informal learning- learning resulting from daily life activities related to work, family or leisure. It is not structured (in terms of learning objectives, learning time or learning support) and does not lead to certification. Informal learning may be intentional or non-intentional (or incidental/random).

Non-formal learning- learning which is embedded in planned activities that are not explicitly designated as learning, but which contain an important learning element (something described as semi-structured learning). It is intentional from the learner's perspective. Non-formal learning does not lead to certification.

Portfolio- an organised collection of materials that presents and verifies skills and knowledge acquired through experience. It is of particular relevance to validating non-formal and informal learning because it allows the individual candidate to contribute actively to the collection of evidence and also offers a mix of approaches strengthening the overall validity of the process

Validation of informal/non-formal learning- the process of assessing and recognising a wide range of skills and competences which people develop through their lives and in different contexts, for example through education, work and leisure activities.

Valuing learning - the process of recognising participation in and outcomes of (formal, non-formal, informal) learning, so as to raise awareness of its intrinsic worth and to reward learning

Source: Reference: European Centre for the Development of Vocational Training (CEDEFOP), 2001, 2002 & 2009.

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This Training course is the first intellectual output (IO1) – it is led by iriv conseil, French partner

- October 2017- identifying relevant tools & strategies
- November 2017- discussing the content and goals of the IO1 at the kick off meeting in Valladolid
- December 2017- discussing on the different steps & points to be taken into account in the evaluation (virtual meeting)
- January 2018- first version for the Training course on the basis of theoretical and practical suggestions
- February 2018- contacts taken with national stakeholders supporting the MiFamily approach in the 5 countries
- March 2018- 2nd version of the training suggested by iriv conseil to be discussed altogether
- April –May 2018- 3rd version of the training taking into account the detailed Learning Units (LU)
- June 2018- final version including the theoretical framework and practical training programme (7 LU)