

Le politiche linguistiche del Consiglio d'Europa: il Toolkit dalla sua creazione ad oggi

Webinar Fondazione ISMU
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Language Policy Division

Council of Europe (CoE)

Guiding principles:

- Human rights
- Democracy
- Rule of law

EDUCATION



Q coe

🕒 coe education

Actions to promote:

- Social inclusion and cohesion
- Respect for diversity
- Dignity for all
- Intercultural dialogue
- Mutual understanding



COUNCIL OF EUROPE

Education

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Capacity building

ECML

Schools of Political Studies

Online learning

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Events

You are here: Democracy > Education



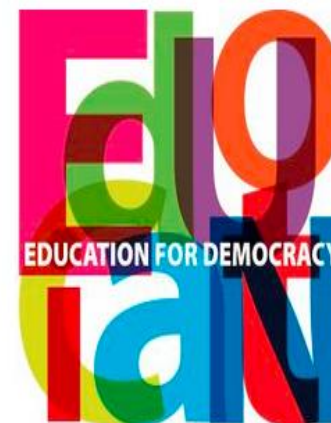
Better Education for better Democracies



"Linguistic Integration of Adult Migrants: Requirements and Learning opportunities" Council of Europe and ALTE report

STRASBOURG | 10/02/2020

This new report follows the Council of Europe 2018 survey conducted in co-operation with the...



70 YEARS OF EDUCATION

L'orologio di Strasburgo (1954-2025)

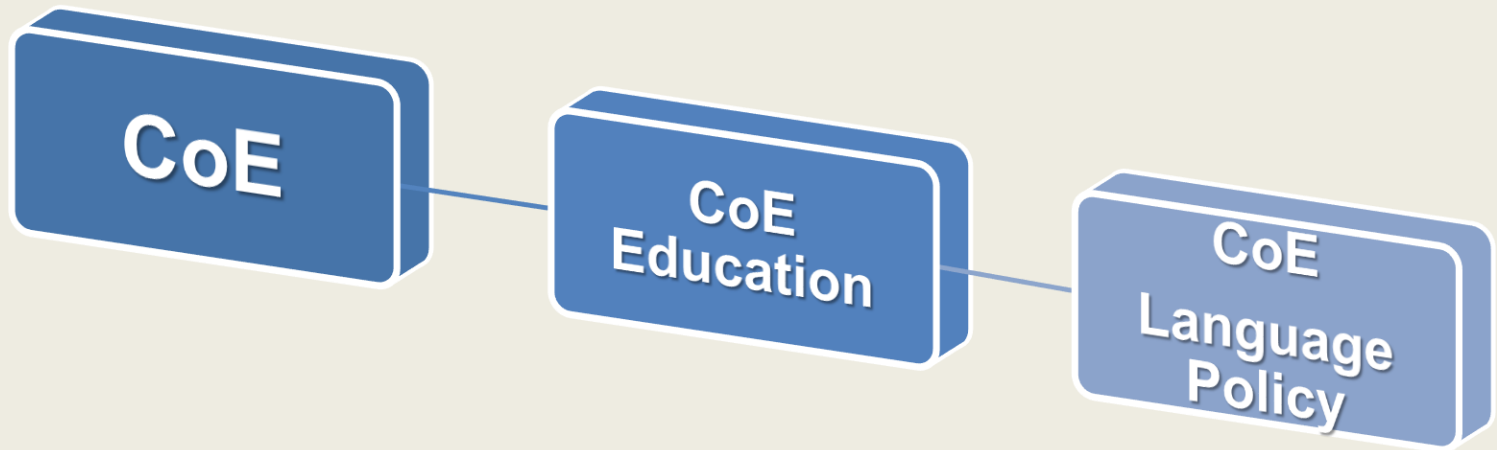


The European Cultural Convention (Paris, 1954)

- The Council has been promoting linguistic diversity and language learning in the **field of education since 1954**
- In particular, the **Article 2** calls on the signatory states to **promote reciprocal teaching and learning of their languages**
- In the spirit of this article, the actions undertaken in the area of language policy seek not only to promote language learning, but also to **secure language rights, consolidate democratic citizenship contributing to social cohesion and equal access to quality education**

Politiche educative: un impegno continuo e costante

**Garantire che un'educazione inclusiva
di qualità sia un diritto di tutti**



You are here: [Democracy](#) > [Language policy](#)

Council of Europe Language Policy Portal



LANGUAGE POLICY

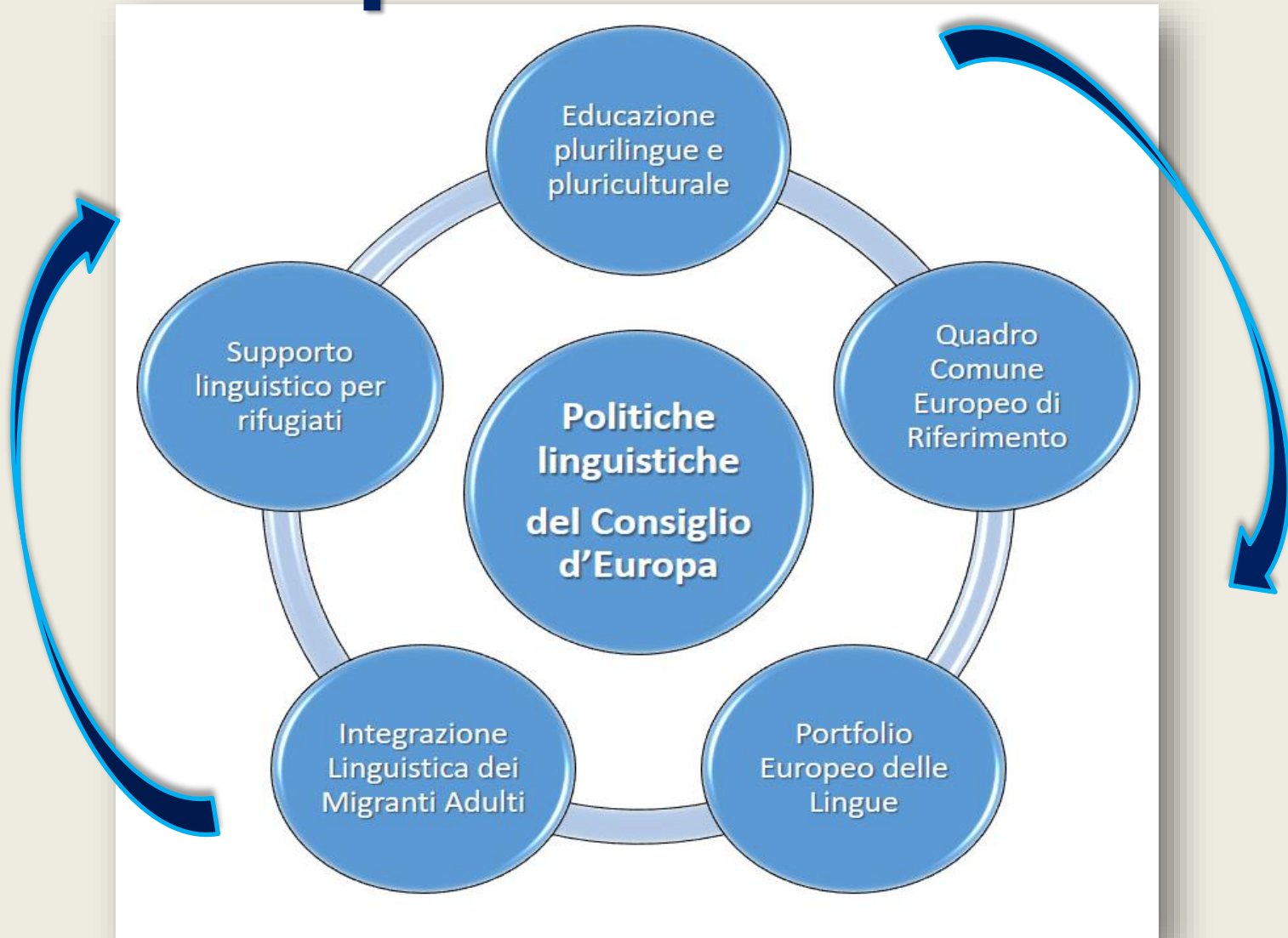
Languages are a fundamental aspect of people's lives and the democratic functioning of society.

In response to the needs identified in or by its member states, the Council of Europe has been working over the past few decades to compile a set of resources made available to education authorities and professionals and benefiting all Europe's citizens (see [milestones](#)).

Some of the end products have been widely distributed beyond Europe. The objectives of the Language policy Programme form part of the broader role and goals of the Council of Europe (in the context of the European Cultural Convention), concerning in particular the rights of individuals, social inclusion and cohesion, intercultural



5 piattaforme



5 piattaforme



Educazione plurilingue e interculturale: 3 principi fondanti

1. Riconoscimento della **diversità linguistica e culturale**, con particolare riferimento al diritto di tutti di usare le proprie varietà linguistiche come mezzo di comunicazione e al contempo veicolo per l'apprendimento
2. Promozione dell'**autonomia del discente** per consentire di sviluppare le competenze necessarie in altre lingue al di fuori e al di là dell'ambiente di apprendimento
3. **Centralità del dialogo** umano che dipende essenzialmente dalle lingue: l'esperienza dell'alterità attraverso le lingue come presupposto per la **comprensione e l'accettazione reciproca**

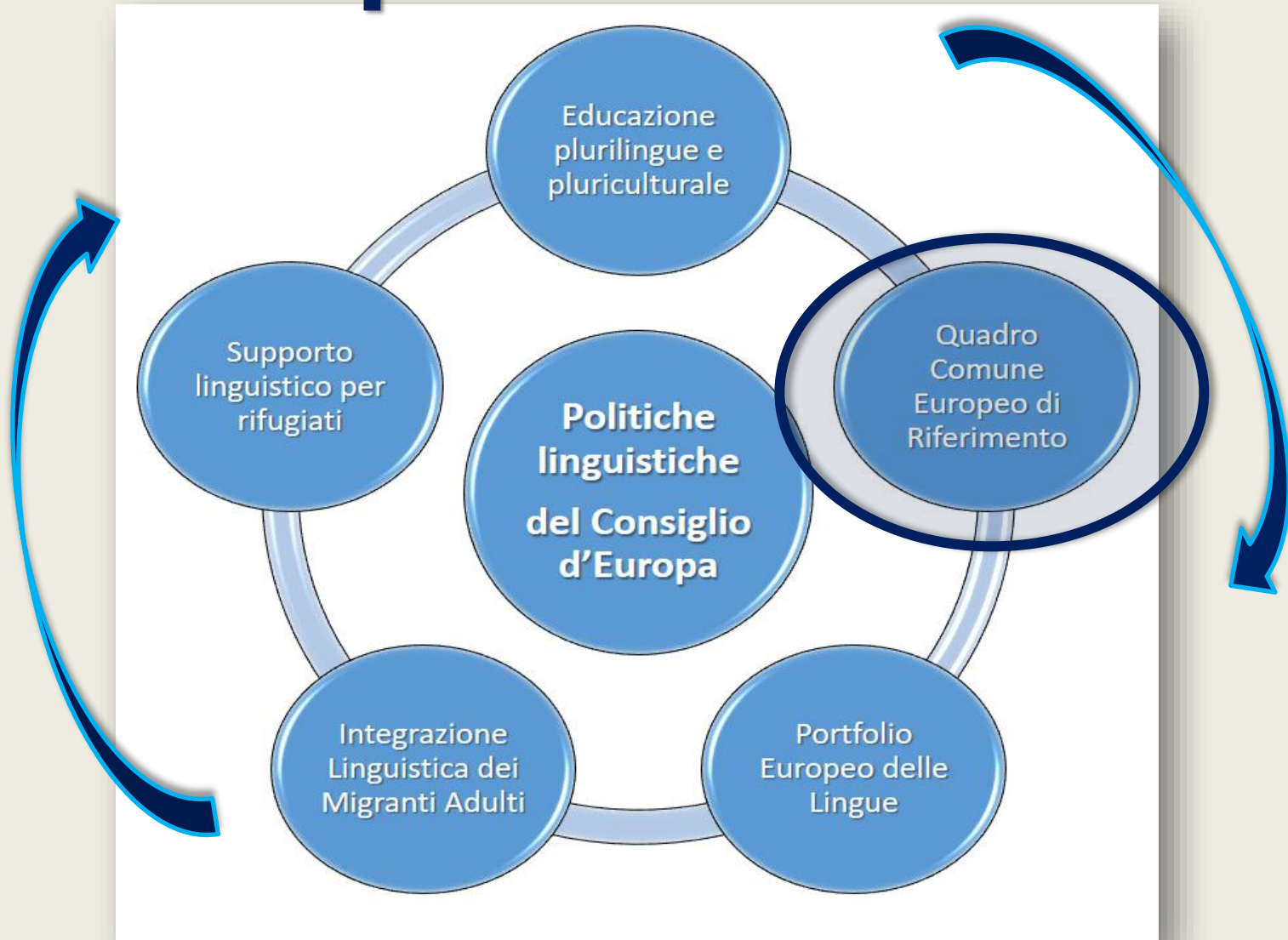
In applicazione dei 3 principi...

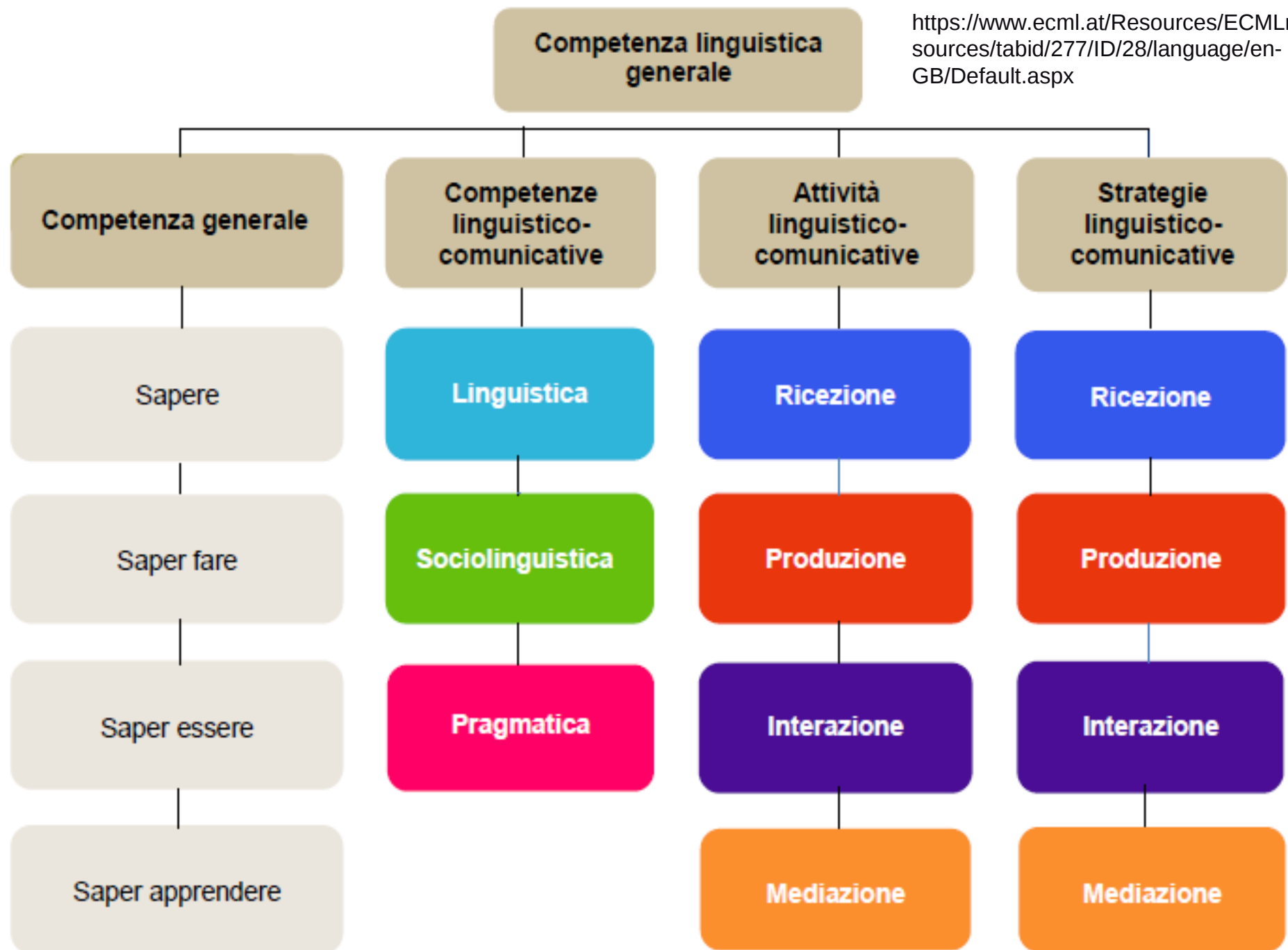
Guida per lo sviluppo delle politiche di educazione linguistica in Europa (Beacco & Byram: 2007)

Guida per lo sviluppo e l'attuazione di curricula per l'educazione plurilingue e interculturale
(Beacco, Byram, Cavalli, Coste, Cuenat, Goullier, Panthier: 2016)

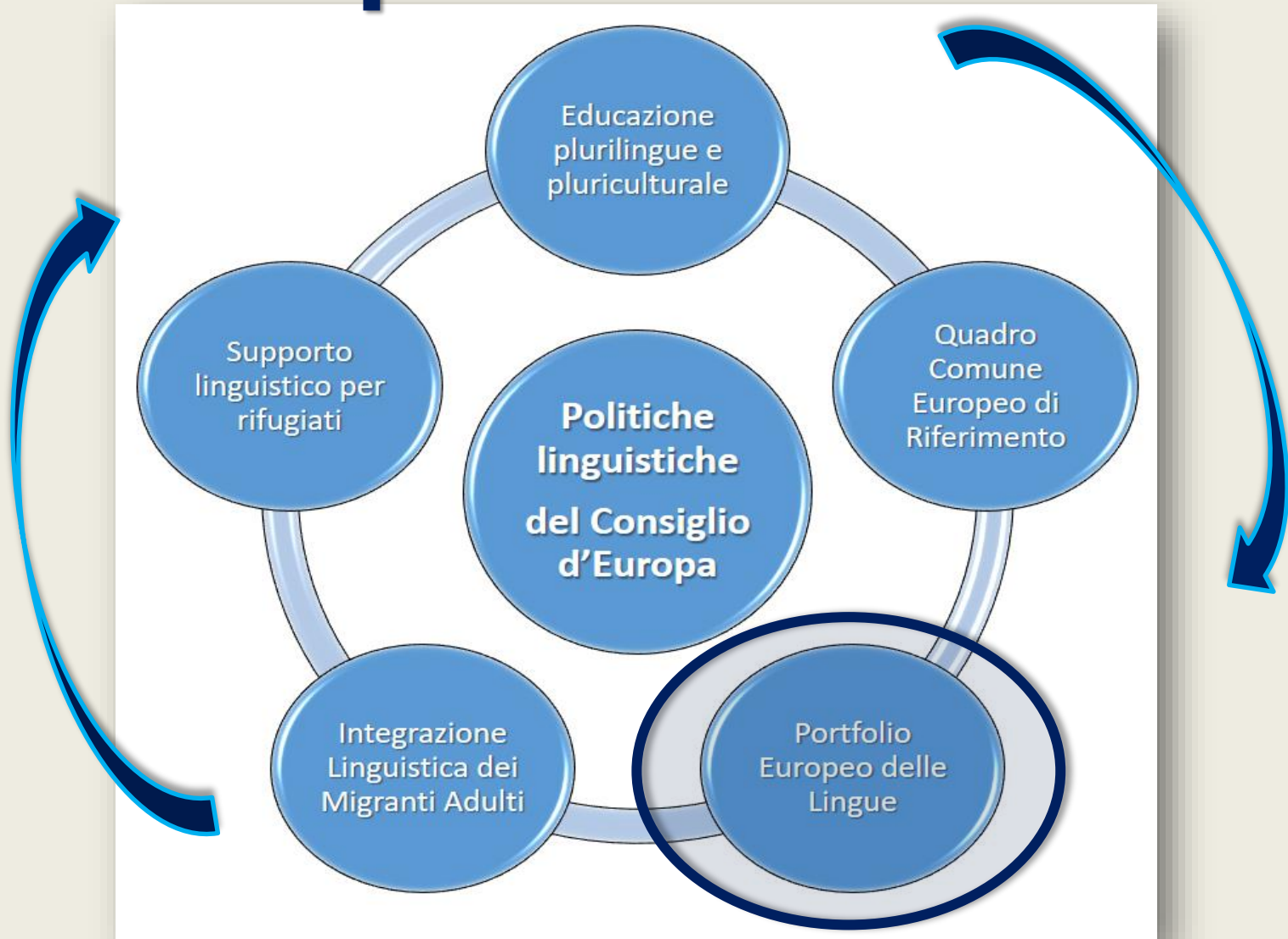
Manuale per lo sviluppo del curriculum e la formazione degli insegnanti: la dimensione linguistica in tutte le materie
(Beacco, Fleming, Goullier, Thürmann, Vollmer, Sheils: 2016)

5 piattaforme





5 piattaforme



IL PORTFOLIO EUROPEO DELLE LINGUE

Il PEL è stato sviluppato tra il **1991 e il 2000**, per essere lanciato nel 2001 come **documento personale rivolto direttamente all'apprendente**

Sta proprio nel “target utenza” l'elemento chiave che rende il **PEL complementare rispetto al *Quadro***

Disponibile in lingua italiana
(traduzione e adattamento Fondazione ISMU)

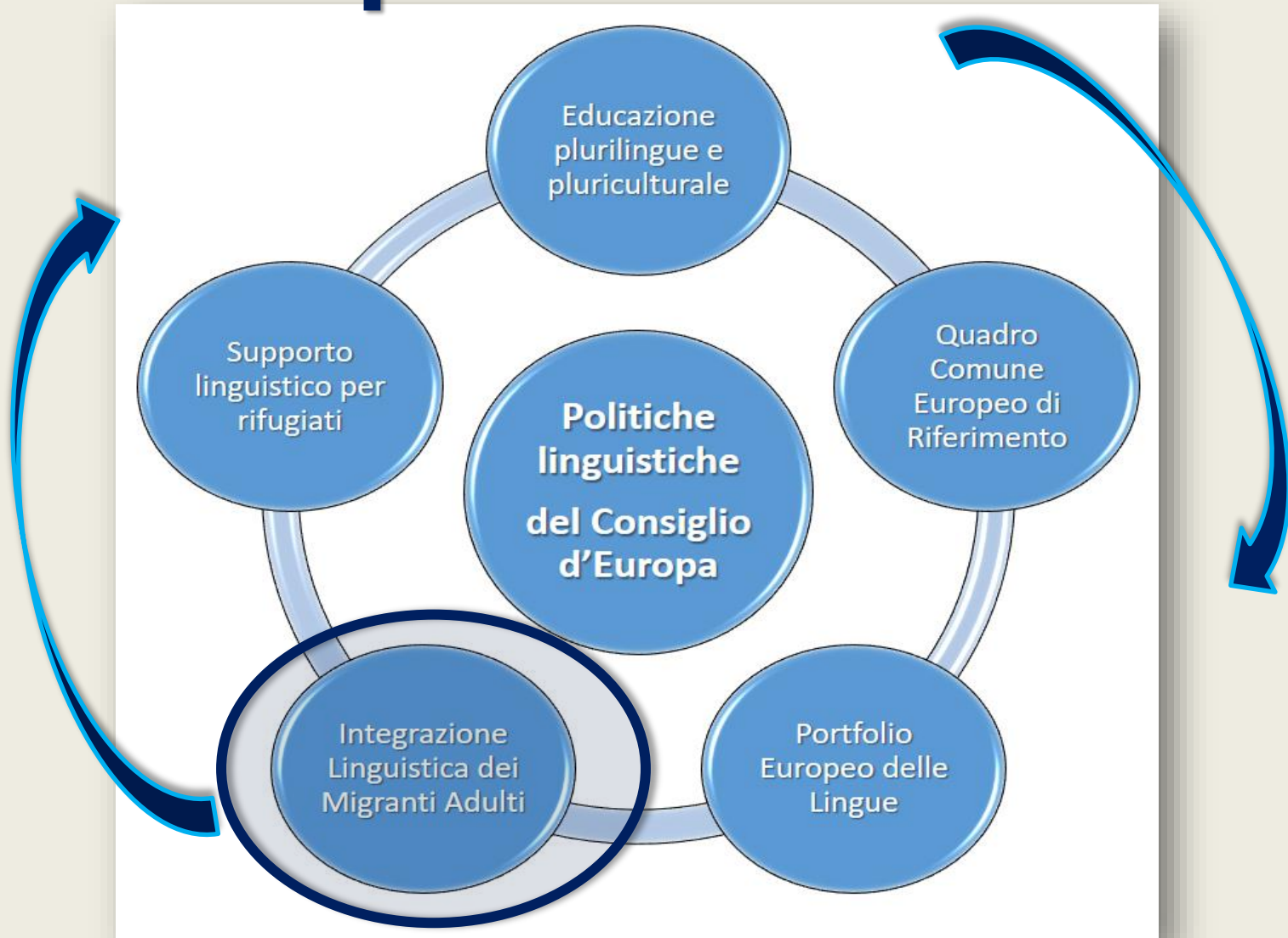
PEL: tre sezioni

Il **passaporto linguistico** offre una panoramica della competenza dell'individuo in diverse lingue in un determinato momento

La **biografia linguistica** facilita il coinvolgimento dell'apprendente nella riflessione del processo di apprendimento: contiene una serie di liste di controllo per la definizione degli obiettivi e per l'autovalutazione

Il **dossier** fornisce l'opportunità di raccogliere documentazione, descrivere e presentare i risultati registrati nella biografia

5 piattaforme





CONSIGLIO D'EUROPA

Linguistic Integration of Adult Migrants (LIAM)

Home

Context and Principles ▾

Themes ▾

Activities ▾

Instruments and Resources ▾

Key terms

Siete qui: LIAM > Home

DE EN FI FR IT NO RU SL

The integration of migrants and the impact on it of their acquisition of competence in the language(s) of the host country are a focus for political debate and policy initiatives in a growing number of Council of Europe member states, as is demonstrated by the surveys carried out to date by the Council of Europe.



DE EN FI FR IT NO RU SL

Obiettivi principali

- Fornire assistenza agli Stati membri per lo sviluppo di politiche coerenti ed efficaci, anche volte a riesaminare quelle già esistenti, in linea con i valori e i principi condivisi del Consiglio d'Europa.

- Fornire un sostegno concreto per la corretta attuazione delle politiche in tema

News

20 June: [World Refugee Day](#) (United Nations)

"Refugees are people like anyone else, like you and me..." (see the [statement](#) by Ban Ki Moon, UN Secretary General)

Refugees need language – how can volunteers give support?

[EN](#) [FR](#) [GER](#)

VISUALIZZAZIONE CONTENUTO ...

Proficiency Tests Integration Levels Quality course Teaching Learning CEFR Language Needs Portfolio

[Overview of section contents](#)

LIAM: obiettivi (dal 2006)

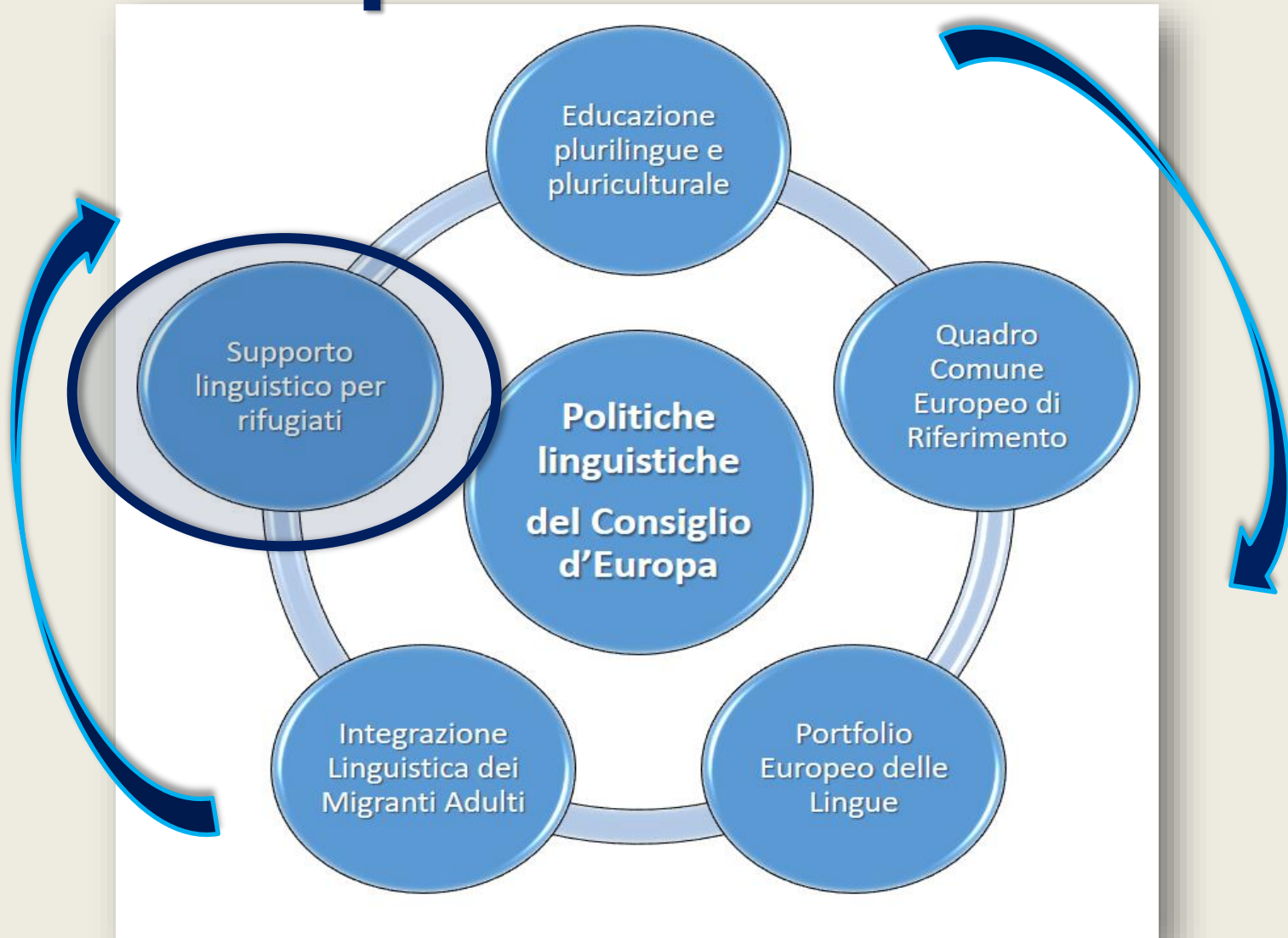
- Offrire sostegno ai responsabili politici e ai professionisti (insegnanti ad esempio, così come *language testers*) al fine di agevolare il **processo di integrazione** dei migranti adulti nella società ospitante
- La relativa piattaforma vuole costituire al contempo sia un **supporto pratico** (fornendo risorse concrete), sia un **piano etico di riferimento** fondato su principi e valori volti a educare il fruitore

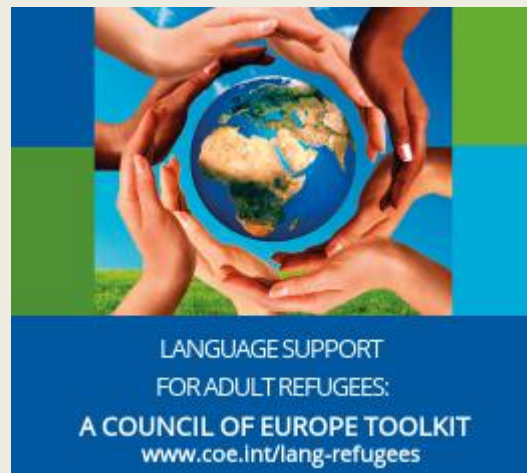
LIAM: tra progetti e analisi

Toolkit (2017)
Survey (2020)
LASLLIAM (2022)



5 piattaforme



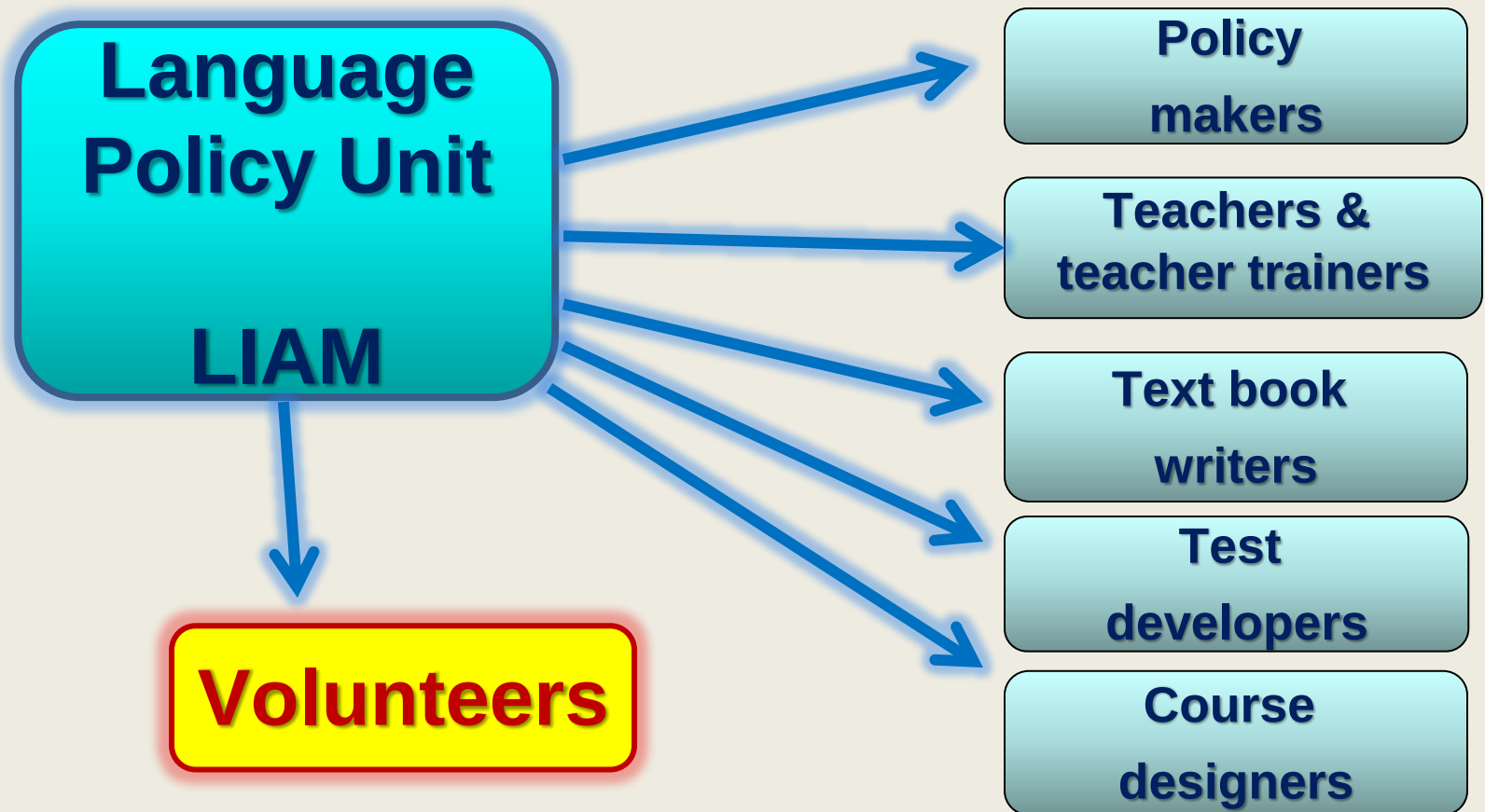


Language support for adult refugees: a Council of Europe toolkit

Il toolkit come strumento pensato per aiutare chi è chiamato a **supportare l'urgenza linguistica** di un'utenza altamente vulnerabile

Throughout the toolkit the term “refugee” is understood in a broad sense: it includes **asylum seekers as well as refugees**

Target groups



Approccio non formale

~~Lei~~

Tu

~~Studente~~

Apprendente

~~Corsista~~

Partecipante

~~Lezione~~

Incontro

~~Classe~~

Ambiente (di apprendimento)

~~A1~~

Competenza di base



A Council of Europe Toolkit

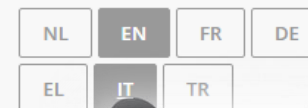
The Council of Europe has developed the toolkit presented on this website (available in seven languages) to support member states in their efforts to respond to the challenges posed by unprecedented migration flows. It has been produced as part of the project *Linguistic Integration of Adult Migrants (LIAM)* of the Council of Europe's major Programme on language policy.

The toolkit comprises the 57 tools and other resources contained in the various sections of this website. Tools can be downloaded and adapted to meet the needs of different contexts

The toolkit is designed to assist organisations, and especially volunteers, providing language support for adult refugees. Throughout the toolkit "refugee" is understood in a broad sense and includes asylum seekers as well as refugees.

 Guidelines, overview of the sections and FAQs

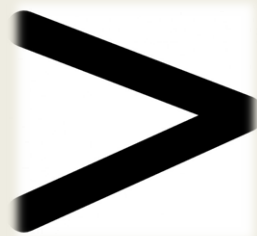
 [Launch Conference](#)



57 tools in 7 languages

(English, French, Dutch, German, Greek, Italian, Turkish)

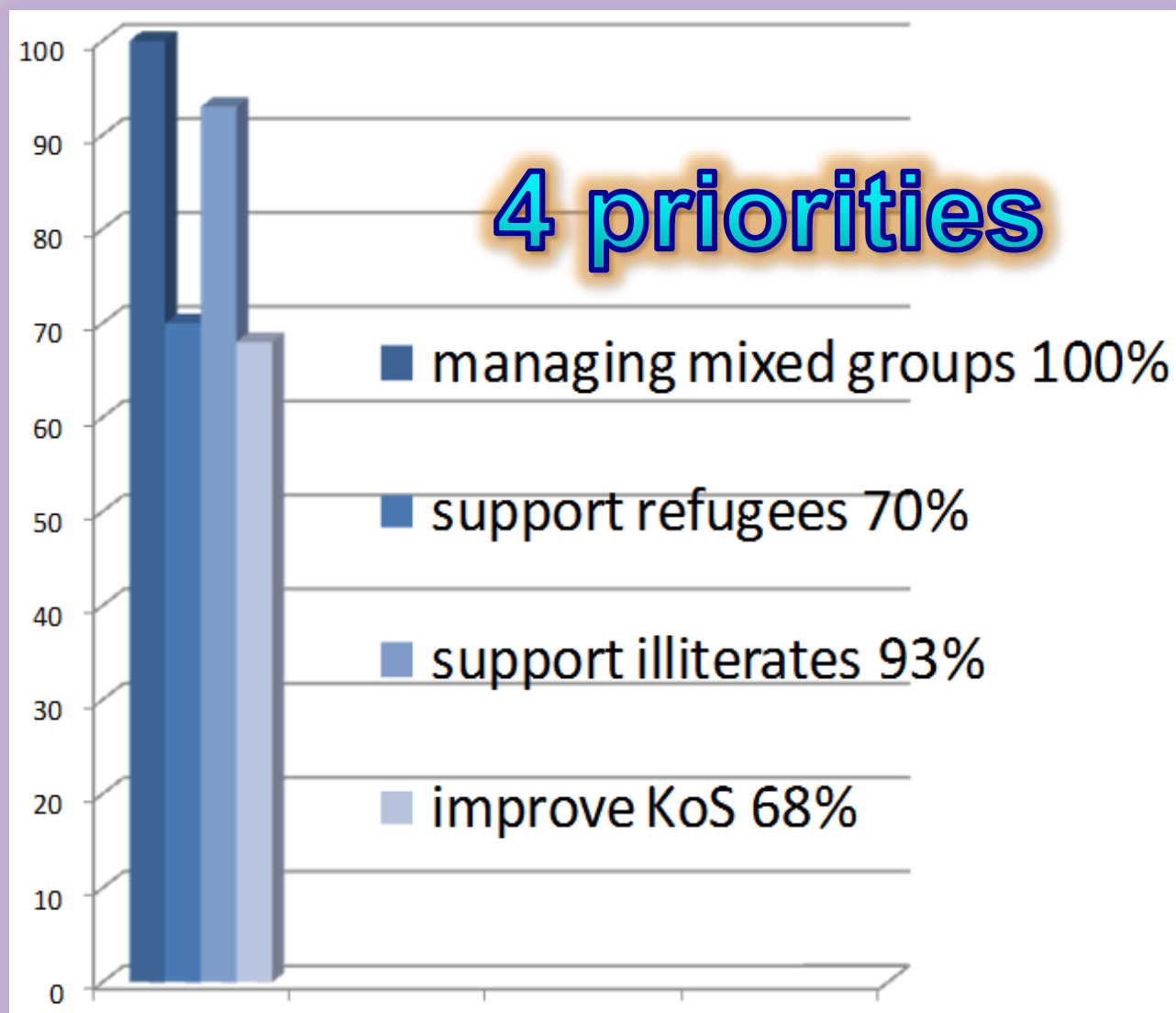
www.coe.int/lang-refugees



Home	Introduction	Preparation & planning	Activities	Additional resources
• Content and objectives	• Refugees • Cultural and language awareness • Language learning	• Some points to think about • Needs analysis • Planning content	• Getting started • Learning vocabulary • Thinking about language and learning • Scenarios for language support • Interacting with the host community	• Web directories and links • Glossary • Contributors to the toolkit

ALTE-LAMI SURVEY: 2016

- **Users:**
teachers and volunteers
- **Aims:** collect data with regard to their:
 1. Profiles
 2. Needs
- **Context:**
14 countries



Managing mixed group

Non solo CAD (Classi Abilità Differenziate)

- ✓ Diversi generi ed età
- ✓ Diverse motivazioni
- ✓ Diversi modi di apprendere
- ✓ Diverse lingue e culture
- ✓ Diversi status legali/ condizioni
- ✓ Diverse storie di vita
- ✓ Diverse scolarità
- ✓ Diversi profili di alfabetizzazione
- ✓ Situazioni di BES (Bisogni Educativi Speciali)
- ✓ Profili con DSA (Disturbi Specifici dell'Apprendimento)

Tool 14 – *Diversity in working group*

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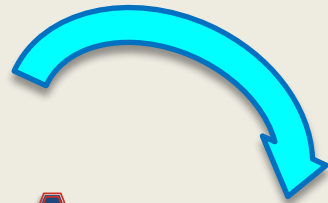
Un mini blocco di 4 tool

- 25 - Scoprire ciò che i rifugiati già sanno fare e ciò che dovranno saper fare nella lingua del Paese ospitante
- 26 - Muovere i primi passi nella lingua del Paese ospitante
- 27 - I profili linguistici dei rifugiati
- 28 - Scoprire risorse linguistiche e capacità dei rifugiati

Fase di accoglienza: 2 macro tessere

1) Bisogni dell'utenza

Needs analysis test



**Appropriatezza
del percorso formativo**

2) Profilo linguistico (prima alfabetico)

Placement test



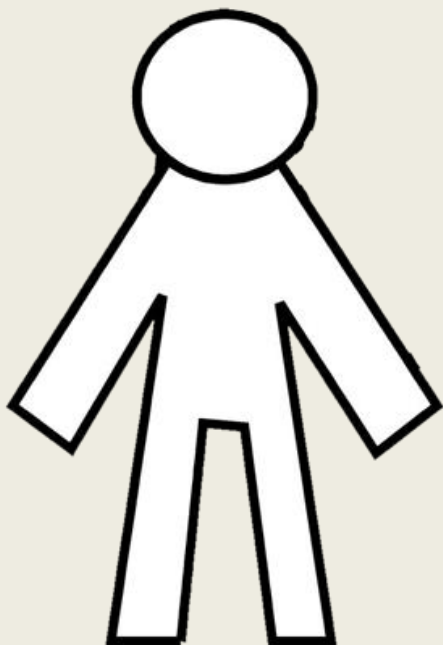
**Adeguatezza
del percorso formativo**

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Acquisire consapevolezza (in ottica PEL)

In merito al:

- **repertorio plurilingue**
(nella prospettiva del passaporto)
- **percorso di apprendimento in L2**
(nella prospettiva della biografia)



- 38 – Il ritratto plurilingue
- 39 – Riflettere sul proprio apprendimento

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“A CEFR-based scenario provides a **set** of real-world variables, including **a domain, context, tasks, language activities and texts**” (LIAM: 2016)

The 15 scenarios

1. Tool 40 – *Starting to socialise*
2. Tool 41 – *Using a mobile phone*
3. Tool 42 – *Using an app like Google Maps*
4. Tool 43 – *Finding out about social services*
5. Tool 44 – *Using health services*
6. Tool 45 – *Shopping and buying clothes*
7. Tool 46 – *Shopping and buying credit for a mobile phone*
8. Tool 47 – *Food: inviting someone for a meal*
9. Tool 48 – *Finding your way in town: the local library*
10. Tool 49 – *Looking for training opportunities*
11. Tool 50 – *Looking for a job*
12. Tool 51 – *Finding accommodation*
13. Tool 52 – *Using postal and banking services*
14. Tool 53 – *School and college*
15. Tool 54 – *Socialising within the local community*

Costruire uno scenario: linee guida

- 1) Stabilire il **livello medio** QCER /CV del gruppo di apprendenti
- 2) Prevedere **attività sequenziali (individuali, coppie, gruppi, plenaria)** funzionali al soddisfacimento di **bisogni specifici** all'interno di un **determinato dominio**, di cui:
 - Attività di brainstorming interculturale
 - Attività con uso di tecnologie (competenza digitale)
 - Attività di:
 - ✓ ricezione (lettura e ascolto)
 - ✓ produzione (scritta e orale)
 - ✓ interazione (scritta e orale)
 - ✓ mediazione (sottogruppi / coppie disomogenee)
 - Attività parallele multilivello:
 - ✓ 4 attività del livello prescelto
 - ✓ 1 attività del livello immediatamente superiore (sottogruppi/ coppie omogenee)
 - ✓ 1 attività del livello immediatamente inferiore (sottogruppi/ coppie omogenee)

LIAM: tra progetti e analisi

Toolkit (2017)

Survey (2020)

LASLLIAM (2022)



LINGUISTIC INTEGRATION OF ADULT MIGRANTS: REQUIREMENTS AND LEARNING OPPORTUNITIES



Report on the 2018
Council of Europe and ALTE
survey on language and knowledge
of society policies for migrants



LIAM: tra progetti e analisi

Toolkit (2017)

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LASLLIAM (2022)



**LITERACY AND SECOND LANGUAGE LEARNING
FOR LIAM**

LASLLIAM nell'ambito delle politiche linguistiche del CoE

LASLLIAM è una **guida di riferimento a completamento** del QCER e del QCER Volume Complementare, per i **migranti adulti a debole o del tutto assente alfabetizzazione**

Intende descrivere un **processo parallelo, doppio, correlato e non lineare** di acquisizione dell'alfabetizzazione in L2

Uso di LASLLIAM

**Curricola &
programmi
d'insegnamento**

**Materiali per
l'insegnamento e
l'apprendimento**

**Strumenti di
valutazione**
(all'interno dell'ambiente
di apprendimento)

Portfolio

Tra oggi e domani

5 May 2021

Adopted by the
Committee
of Ministries

Council of Europe Action Plan on Protecting Vulnerable Persons in the Context of Migration and Asylum in Europe (2021-2025)



RATIONALE, SCOPE AND DURATION OF THE ACTION PLAN ON PROTECTING VULNERABLE PERSONS IN THE CONTEXT OF MIGRATION AND ASYLUM IN EUROPE (2021-2025)

Pillar 1 – Ensuring protection and promoting safeguards by identifying and responding to vulnerability (human rights)

Pillar 2 – Ensuring access to law and justice (human rights and the rule of law)

Pillar 3 – Fostering democratic participation and enhancing inclusion (human rights and democracy)

Pillar 4 – Enhancing co-operation between migration and asylum authorities in Council of Europe member states (Transversal Support)

Actions within Pillar 3

3.1. *Promoting non-discrimination and diversity*

- ▶ Continue and support the national implementation of HELP courses on refugee and migrant children, alternatives to immigration detention, asylum and the European Convention on Human Rights, the fight against racism and xenophobia, and radicalisation prevention.
- ▶ Promote the use of dedicated resources and capacity-building activities to support the linguistic integration of migrants and refugees.**
- ▶ Support the practical implementation of a literacy framework for migrants and refugees with a non - or low - literate background.**
- ▶ Develop a practical guide and training to support educators in schools with refugee children to ensure their inclusion in the education system and society.**

