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The Consortium

#1 The Project

The growing flow of refugees to the EU countries makes the process of their social inclusion a high priority. According to the latest figures published by the Eu Commission (March 2017), in 2015 and 2016 the EU received 2.5 million asylum applications.

Knowledge of the language of host country is considered as one of the most crucial elements for successful social inclusion and as the main level to increase the newly arrived refugees' level of self-reliance and participation.

The overall objective of Language As a Bridge "LAB" project, then, was to contribute in reducing this data by enhancing the social inclusion of the newly arrived adult refugees thanks to the improving of their language knowledge.

Needs

There are several factors that limit the process of inclusion of the newly arrived refugees, among which:

➡ lack of appropriate social inclusion policies;

➡ refugees themselves are reluctant to be included due their lack of certainty to reside in the hosting country;

➡ lack of language knowledge in order to boost social inclusion process.

The LAB project steps

- Planning the qualitative research: interviews and focus groups

- Interviews to 119 adult educators/teachers L2

- 6 focus groups: one for each organization

- training for 20 L2 adult educators/teachers L2

Expected results

➤ Acquiring of a greater awareness of the participants regarding his/her emotional and relational dynamics when dealing with a Newly Arrived People (NAP).

➤ Providing new language teaching method, through a proper combination of formal, informal and non-formal education method.

➤ Contributing to reach the EU countries 2020 target: 15% of adults aged 25-64 should be taking part.

➤ Enhancing the process of their social inclusion.

This handbook is the product of all the steps of the research and of the training in which participants have discussed, deepened and suggested some key topics, that allowed to have a more complex vision of the topics emerged in the research.

During the Italian meeting in Florence, members of the seven organizations were able to define, through a participatory approach, the main items and to make a draft of the interview. During the meeting the consortium has decided to define the respondents as **NAP**: Newly Arrived People. After the meeting the consortium has continued to work, coordinated by the ECEPAA group, until it was set up the structure of the questionnaire.

In order to achieve the overall objective, the consortium decided to carry out a research

119
Interviews collected

Main research topics

- teachers' background ;

- learners' motivation;

- problems (about teaching and what hinders L2 learning);

- methodology (formal, non formal and informal) and their impact on teaching);

- policies (main consequences of unacquainted the L2);

- ideas (how to improve teachers' skills).

The consortium carried out 119 interviews between June and July 2018.

Then the coordinator has analyzed and elaborated the 119 interviews and defined the topics the six partners had to address in order to run the focus groups.

Each partner has carried one focus group on September 2018.

Focus group questions were about:

- ✓ integration of formal, non-formal and informal methodologies and their effectiveness;

- ✓ the priorities of the language education methodology for NAPs;

- ✓ recommendations for a guideline;

- ✓ recommendations for local, national and Eu policy makers, about the innovative language education methodology for NAPs.

#3 Background

Among the 119 respondents there is a large diversity of professionals with relevant differences when it is considered age, expertise and skills that led us to classify the following typologies:

- *no background at all* are those who at the moment of the interview were carrying out the International Civil Service and almost the Portuguese teachers.

- *generic linguistic background group* are teachers who have a specific skill, but the experience in which they were involved at the moment of interview was their first one.

- *relevant experience as volunteers in migrants welcoming and have taught at school.*

- *a specific background:* the majority of the respondents have specific skills in L2 teaching thanks to the following backgrounds:

1. a long past experience in this field
"More than 40 years' experience in different roles with adult training of NAPs. Mainly taught adults with minimum 12 years of previous education. Newly retired." (HR, 64, Norway)

2. a long experience in the field of inclusion of migrants both as intercultural mediator and as social operator
"I am a Social Operator, working in Welcome Centres, with 20 years of experience in this world, I have been also in Africa and Asia to bring humanitarian helps." (JJVC, 47, Italy).

3. a specific course of studies to carry out this job
"All my studies are related to teaching of Spanish to foreigners, the PHD and my job. My students are foreigners coming to Jaén through exchange programs. Then, in the frame of a project with the NGO Jaén Acoge, to my classes also come refugees." (IS, 46, Spain).

#4 Motivation

It is believed very important in order to push NAPs learning of the language of the Country in which the live in. For the teachers it is very difficult to maintain a high level of attention. This problem is due to many factors.

The students' motivation has a huge importance, linked to their teachers'ability to motivate them:

"Motivation is everything. But the teacher's ability to motivate the students is also important. And you cannot use the same method to motivate students with no prior education and students with high level education. Non-educated students are motivated by seeing practical results in their daily lives, while highly educated students can see the big picture in their lives and what language training means." (HR, 64, Norway).

In order to obtain a high level of motivation the lessons inside the classrooms are not enough, but it is very important to give them the possibility to interact with the autochthonous people:

"I am often focusing on motivation. I find that if they learn about society, they understand the importance of learning the language which again seems to be motivating. It is very important that school leaders and teachers are conscious about how important motivation is and that language learning in the context of society helps increase motivation." (GL, 48, Norway).

The teaching strategies used are even more important, strictly tied to try to understand how the NAPs will use the L2.

Without this attitude to teaching, and teachers' motivation, the risk to be inefficient is very high.

This attitude could help to manage better the other issues raised by the other teachers:

1. the importance of stimulating;
2. opening a communicative channel through other languages;
3. how to managing a situation in which there are people motivated and people not motivated;
4. difficulty maintaining a high motivation (because of the external conditions too);
5. having an empathetic attitude that helps to understand that entering an unknown language is physically tiring.

Problems
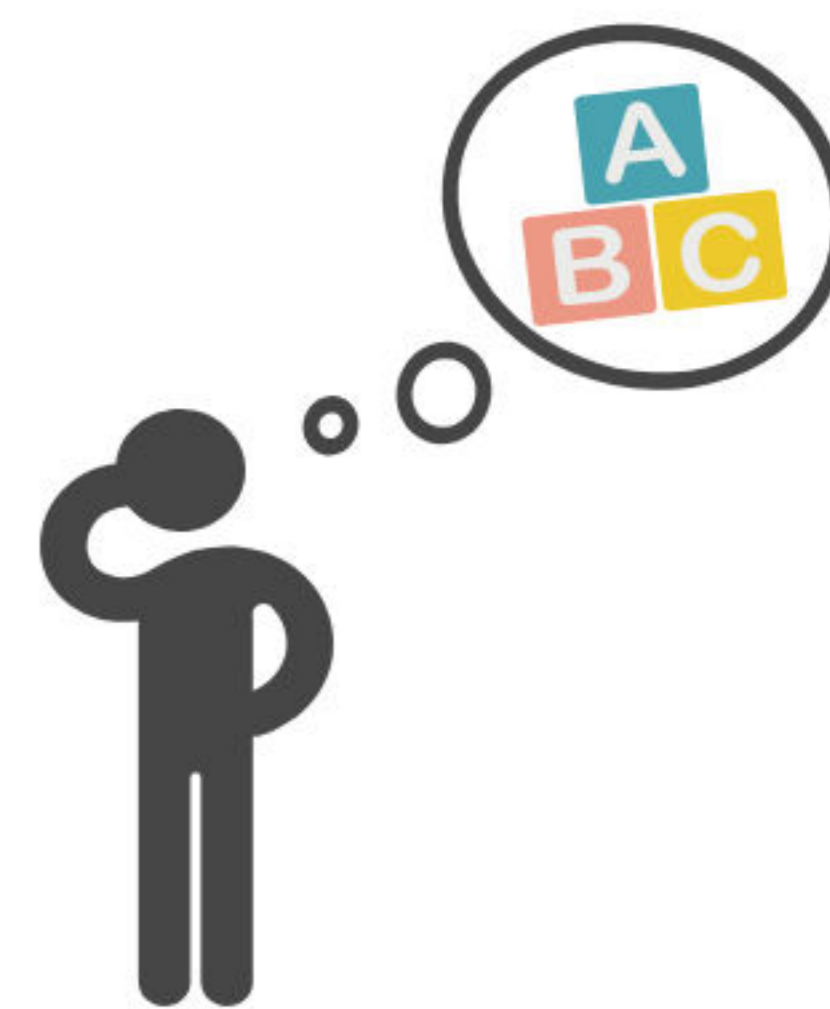
The main issues that hinder the learning of the language by NAPs, are:

1 — *Lack of motivation* (Lack of interest and demotivation: often they just ask for a job without caring to have the right language skills, they see the activity as a waste of time and they don't have a real objective. They don't want to improve their skills because they want to leave the first arriving country and they are mostly not sure if they will remain in the same place)

2 — *Psychological problems* (trauma, physical ill, refusal to learn the new language, depression and discouragement, they miss their families, the relationship with school)

3 — *Outside the classrooms they speak their mother tongue* (within the family tend to use the mother tongue, discontinuity of the use of the language, they tend to use an interlingua or the vehicular one)

4 — *Difficult in going out from the formal context of the class*

5 — *Inconstancy in attending classes* (when they get a basic level they think they don't need to learn more)

6 — *Scarcity of resources* (impossibility to manage in an individual way, limited digital resources and learning material, high number of students in class)

7 — *Lack of training policies* (forced to involve people not qualified, so the volunteers who can have different approaches in the same area)

8 — *Legal procedures* (living situation, family situation, practical issues, not getting family reunion)

9 — *Unfamiliarity of language – Illiteracy* (no previous contact with the language, lack of skills: often someone doesn't know to read nor write, absence of relatives who master the language, poor knowledge of syntax and linguistics)

10 — *Cultural problems* (gender issues)

Southern European countries belonging to the consortium seem having the main problems, in particular about the resources, so the tools, the hours of lessons, the legal procedures and accordingly about how to manage the NAPs needs, above all if they do not know if they will remain in the host Country, so the risk is to teach a language useless for them.

Shortcomings

The main shortcomings that teachers believe to have in their teaching methodology are:

1. differentiation on each students' needs;

2. adaptation/flexibility (difficulty to follow everyone's needs in class with too many students from various nationalities);

3. practical examples (in daily life);

4. lack of organization (continuous changes, lack of planning previous, during and post);

5. high number of students in the classes;

6. learning by doing (language learning becomes to isolated, lack of specific training of language education for asylum seekers/refugees);

7. few hours/combination with other sectors (not enough time to prepare many interesting activities);

8. continuity between the different methodologies (few time, necessity to continue work between outside and inside the classroom).

The shortcomings have been interpreting like difficulties to work in a virtuous way. Working conditions are often characterized by intrinsic disorganization within the management of migration phenomena by Member States and European Union. These answers are indicatives of a general lack of coordination of the integration policies.

The main limitations that can be faced not considering age, background and level of education of the target groups are:

1. importance of motivation (resistance to learning, to the instructions and to the authority);

2. difficulty to meet everyone's need (importance to contextualize learning, attention to the age's students);

3. psychological/neurological problems (personal inhibition, lack of empathy, insecurity issues, demotivation, disbelieve, apathy caused by sadness, traumas, disabilities or dyslexia);

4. cultural shock;

5. cultural problems (religious issues, parents that don't support them, physical aspects, poverty issues).

An innovative language education methodology for NAPs should combine formal, non-formal and informal methods and should take in consideration:

- teach a topic with different methodologies according to the needs;

- paying attention to past experiences, in order to foresee a path that develops starting from the previous learning experiences of each one;

- analysis of the needs of newly arrived learners and have as objectives the acquisition of problem-solving skills and orientation in reality;

- getting an efficient screening tool to identify the real competences of the target audience and their expectations, before proposing to them any contents;

- very practical and pragmatic in real context of integration, so that boosting the talking about social topics and not the grammar;- using of active, interrogative, playful and diversified methodologies and extracurricular activities (vision of films, trips to the local community and staging of realistic and practical situations);

- the NAP language education should be based on the Task Based Learning procedure centered around teaching through everyday simple tasks, using everyday dialogues and "scenes" from everyday life (this not only helps students to stay focused, as it is fun for them to learn through dialogues and games, but also helps people with a low level of literacy to learn as well);

- using the "pedagogy of the project" allowing learners to set a goal, to choose their steps to reach it and regularly stop and make an evaluation (self-regulation);

- giving space to digital learning as a support tool, so using of audio-video equipment and multimedia in order not to make teaching not current and in step with the times;

- creating a data base of tools, materials, documents;

- a mentoring program to learn languages. For example, retired people could be language mentors to NAPs;

- training of teachers.

Innovative methodologies

Teaching to NAPs is different to teaching to pupils inside the schools, so the L2 teachers cannot use just a formal methodology, but informal and non-formal too.

Regardless in which kind organization and what kind of NAPs they work with, it is important the capacity to adapt the different methodologies according to the needs.

6.1 The formal methodology

It is adapted by those who think it is effective using exclusively a structured approach as being a elementary school teacher.

6.2 The informal methodology

This methodology is preferred by all L2 teachers who find that in this way NAPs will be able to interact in a constructive way in the society and to accelerate the integration process. This approach is adopted in different modalities and for different aims:

1. bring students to go shopping in order to teach math

2. to understand the needs of students

3. to build a friendly environment

4. to create a mutual learning environment (example: asking the NAP to help to prepare an activity: "organizing a multicultural meal". The NAP has to describe the ingredients in L1 and the teacher helps the translation to L2 while introducing some verbs to demonstrate the actions)

"We have to get to know the student, show them what they know to give them confidence before the real work starts, find things they can teach me. I like to use their language, dualistic pedagogy, as a starting point. «What is this called in your language» and then learn some words in each language." (GM, 75, Norway)

5. through different tools (games, playing, physical movement, singing, drawing, group work, computer games, cinema, hiking tours and activity-based learning).

The informal methodology affects learning and teaching process, so that the teaching process focuses on the practical knowledge, communicative framework, interacting with the real world. The main result of this methodology concerns the activation of autonomy processes.

6.3 The non-formal methodology

It makes easier to NAPs the get into the first step to the formal education. This methodology helps teachers to having a relativistic approach, important in order to consider the potential feelings of the students and the cultural basis of their families. It activates empowerment processes and the achievement of a sharing solution to the problems.

"Finding a space for listening and sharing during the lesson hours has a positive influence on the learning and motivation of the students and it allows to find sharing solutions." (AB, 30, Italy).

It is believed a valid tool to increase skills and to exercise citizenship.

6.4 The three methodologies combined

Mixing the three methodologies is believed the best thing, because in this way it happens that:

- exchanges of knowledge and experience;

- activating pedagogies (simulation, photo-language);

- allowing the interactions between participants to generate possible socio-cognitive conflict and identify the false ideas by taking the time to deconstruct them;

- promoting the organization of knowledge and integrate it into an operational framework to enable them to better identify and/or design the most appropriate strategy to solve emerging new problems;

- designing realistic learning situations and simulating the context of a complex work situation over time to allow participants to organize themselves, adjust their strategies, if necessary. This will provide an opportunity to identify transferable strategies for further learning;

- generating feedback, the process will need to foster interaction between the process and participants to enable them to improve;

- specifying the expected performances and providing them with useful and necessary information to help them correct themselves;

The three methodologies are complementary since they allow teachers to acquire authoritativeness, affecting positively the learning process.

"The methodology that I am using helps people to get used to speaking, even of news or everyday life, so it enriches the orality of people and gets them used to expressing themselves in Italian correctly speaking about everyday themes , so I think this methodology has a positive influence on the language learning process. It also helps me to get to know people better and to compare myself with them from time to time." (MC, 27, Italy).

6.5 Formal and informal

These two approaches are complementary and useful for help teachers in being flexible and make him/her able to change on the basis of the dynamics that emerge inside the classroom, in particular when the situation requires a friendly approach.

6.6 Formal and non-formal

Mixing formal and non-formal methodologies is useful for two reasons: the needs to adapt, the lack of experience in teaching. They allow to use strategies that can help a faster and easier language learning.

6.7 Informal and non-formal

These two approaches are strategic and very useful to address the beginning of learning path.

6.8 The impact of the methodologies

Those kinds of methodologies are suitable for any language, it is very important to find a method to make connections between the mother tongue and the language that the NAPs have to study. To have an impact it is relevant:

1. to have authoritativeness and not authority;

2. teacher has to consider the complexity of the job, characterized by many different backgrounds from which the NAPs arrive;

3. teacher has to have a good knowledge of the social context in which both he/she and the NAPs live, otherwise the teaching risks to be non-connected with the real needs of the learners;

4. the learners can't be thought as a children, so an elementary school approach is not truly effective.

Teachers should have each time an open approach, because they know what is the starting point, but on the basis of the needs of learners and the dynamics that in the classrooms arise, they don't know where they will arrive. Moreover, is very important the psychological attention that the teachers should always have, because they work with people with big fragilities.

The indicators of the methodologies' effectiveness are:

1. learners have learnt many things, among which socializing

2. the friendship that was born during and after the language course

3. the motivation of students and the speed by which they learn the L2 and they integrate into the local school system

"The students are learning the language fast enough, or improve their level, already acquired." (SP, 30, Italy)

"It eases the integration in our school system." (MN, 41, Portugal).

4. the confidence with which they use the L2

5. the writing competence

6. the will to learn over the lesson hour

It is very important to create a good environment and to activate empowerment processes

"If the learners feel empowered in the classroom, they learn more. It is important to build a team-feeling because it gives good results. There is a lot of group dynamic in learning language." (GL, 48, Norway).

6.9 How the different teaching methodologies (formal, non-formal, informal), the flexibility of teachers and the methodology of helping each other integrate with a language education methodology for NAP

The way in which classes are set up determines the outcomes. It is very important to divide illiterate and weak students from higher level and strong students. The different teaching methodologies, the flexibility of teachers and the methodology of helping each other are an integral part of any language education methodology.

Mixing the three methodologies (formal, non-formal, informal) is necessary.
But how?

01 | ATTENDING BEFORE LANGUAGE
         COURSES

There should be more focus on practical use of the language initially in the training. The student should master day-to-day use of the language before progressing to more advanced usage. There are web-pages with pictures than can be used for illiterate people, another method is using letter-coloring to understand pronunciation. Letter-coloring can help memorize how words with almost similar spelling are pronounced differently. After teaching some practical/useful words, it's important to use them in a concrete and real situation/context such as taking the bus, shopping, asking street directions, because it is important that learners discover through the learned words the local culture and the specific use of it.

02 | # INSIDE THE CLASSROOMS

To motivate and stimulate the student inside the classrooms the different teaching methods should be integrated into the usual frontal lesson. In particular, to lighten the burden of study and to create moments of confrontation and mutual knowledge that go beyond "simple" dialogue on the grammatical and syntactic structures, normally discussed during the formal lessons, informal methods should occupy, at least, one of the weekly lessons offered to students. In particular, inside the schools with minors a more informal and personalized approach by the school, by the Class Directors or Working Groups is much more efficient, thank to an approach that seeks to know the NAPs' culture and countries through multicultural events in the community or at school or articulating both. Learning is assimilated in different ways by individuals, hence the importance of teachers to diversify learning methodologies, so that all foreigners have the chance to acquire knowledge. The informal teaching can prepare students from the class to initially accompany classmates in the informal activities of the school (going to the buffet, stationery, copy services, etc.). Methodology should be individualized giving each learner what needed.

To create school teams, with proficient teachers - speaking several languages, that should support students and parents in their integration into the school and community. It is also important that the school sends them to local services. NAPs should have at their disposal a set of tools that help them integrate (students, parents and family). Therefore, it is important that when the individual contacts the school, a script translated into several languages is available, with key information to be able to register and enroll their students at school.

The teachers have to be flexible. The first mission of teachers is to educate and after to teach. The flexibility is possible only if teachers try to think to all what could happen in the classroom. First and foremost, the "language barrier" is the first to face but also the last to overcome. And this is where non-formal and informal education practices "hit in". The teacher needs to get to know his/her students, and -the most difficult part maybe - to keep them in the classroom. Moreover the teachers should be aware of when each methodology has to be used. It should be necessary to adapt each methodology to the situation through an immersion learning, according to the single need of learners, their difficulties, their requests. Bidirectional learning (from teacher to learner and from learner to teacher). In other words, teachers have to realize when to use a formal, non-formal and informal teaching methodology based on the specific situation in a precise moment and on every need their students might have. It's imperative to try to make students understand the importance of committing and practicing at home as well as in school, otherwise it is going to be very difficult for them to improve and they are going to feel demotivated.

At the beginning of each training session it should be decided with the participants a topic to talk about such as sport, movies or actuality topic, in addition of the prepared programme.

The specificity of the NAPs learner requires the use of a teaching methodology for targeted linguistic education, which integrates traditional methodologies or peer to peer learning, both spontaneous and guided. The specific methodology must include an approach oriented towards "action", in which the use of language is compared with the acquisition of general social communication skills: these imply linguistic processes aimed at producing and receiving texts on certain themes, with the activation of strategies that seem to be more suitable to carry out the planned tasks. Therefore, a teaching methodology that combines various elements from different teaching methodologies – the elements that best fit in every situation- should be strongly encouraged and approved.

It is necessary a training for teachers, in particular for those who work in the Southern European countries, because of a severe shortage. Teachers should have access to professional training courses about various methodologies they can use when government doesn't provide a specialized training. Such trainings could be done locally or on international level (also under the Erasmus+ programme) by experts that are well familiar with both formal and non-formal education, that are well familiar with the problems that NAPs face and that are familiar with the issues of teaching language to NAPs.

The priorities of the language education methodology for NAPs are:

- considering the issues of the inclusion, integration and citizenship (rights, duties) of the NAPs and focusing on practice and the context of integration as a response to their communication problems;

- drawing people's attention, making NAPs visible and hearable all over the Europe;

- increasing participation of activists, policy makers, experts to contribute to creation of the needed training for language educators of NAPs;

- assessment of skills and knowledge that individuals already possess and identifying the needs of the participants by giving them the "word" and let them express freely their expectations in order to have clear the level of literacy of each learner, through a screening in advance;

- providing to teachers, educational material, both digital and written/printed, so that trainers of educators and educators can work properly;

- teaching concrete and useful words for concrete situations/contexts related to the real life of the participants;

- organizing a complete syllabus, referring both to the general goals of the NAPs language education and to the goals of each lesson separately from first day (a detailed lesson plans done by experienced consortium of experts in non-formal education, formal education, language educations, experts in NAP education problems);

- an inductive method of teaching, to induce students to extrapolate the rules that underlie the learning language autonomously (in order to fix the concepts in a more immediate way, to bring them into texts based on reality, given the needs of integration and real interaction of the NAPs with the society in which they are placed, and in order to make learning lighter and more fluid of L2 in subjects no longer in childish age);

- extracurricular and recreational activities (useful for the purpose of integration and mutual understanding between the foreign student and the new surrounding society);

- teaching students to commit to coming to school and practicing at home, otherwise, due to their lack of schooling background, it is going to be very hard to learn a new language and integrate in the new country,

- organization (the responsibility is of local and national authorities) of learning contexts that complete the process of inclusion of the NAPs;

- institutions and local policies should create and coordinate a network of structures and form groups of teachers (volunteers and non-volunteers) to make these specific methods operational in contexts frequented by the NAPs.

Innovative proposals

**The main suggestions about improvement of teachers' skills, are:**

1) The use of organizational, psychological and social psychology tools

"Supervision and intervision between trainers. Exchange of practices and knowledge (systematization of experiences). Collecting recurrent problems and consider possible solutions (make technical sheet). Allow them to put themselves in the place of newcomers: put them in a position to learn a foreign language (e.g. Turkish, Syrian,…) during a few sessions." (NT, 50, Belgium)

Those tools should be used in every social and educational service, but with this kind of learners they are fundamental in order to have a global vision of the learners, so that be efficient. The processes of self-awareness that teachers should do in the relationship with learners and the achieving of the problem-solving tools are equally important.

Likewise, it is fundamental a continuous psychological support for the NAPs.

2) The awareness of teachers about the backgrounds of the learners
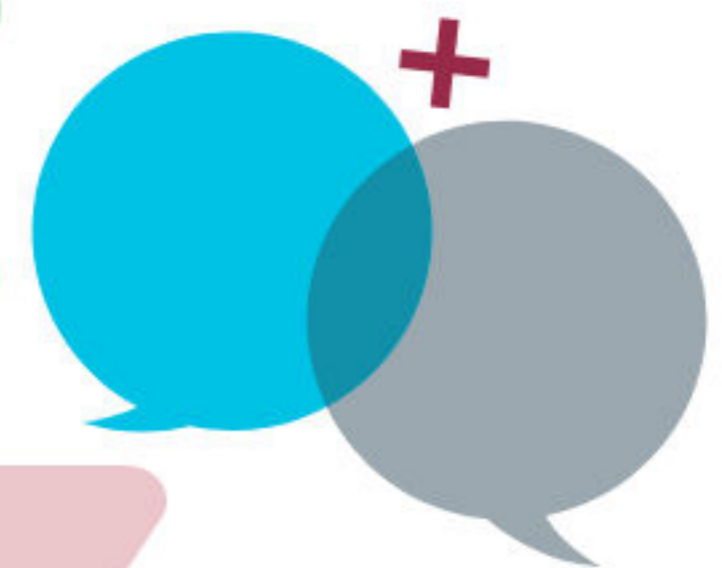
3) The necessity of a more adequate and systematic training

"I would give specific training Formative actions related to NAPs realities, how to teach, to guide, to form, to support and how to integrate them in school context." (AR, 50, Portugal)

4) Networking and knowledge of more languages

Regarding to be more effective in teaching to NAP and to keep high the interest of the audience/improve learning process the most interesting proposals are:

a) provide practical tools for entry into the labor market

b) no prejudice approach

c) transmitting motivation

d) most effective teaching tools are:

> 1. Learning by playing games relative to the subject – role playing.
>
> 2. Use of audiovisual material which will enlighten some aspects of the subject.
>
> 3. Applied teaching.
>
> 4. Emphasis in oral speech.
>
> 5. Classification of grammatical, syntax phenomena.
>
> 6. Focus in daily communication skills – practical use. (EL, 25, Greece).

e) using of practical tools and not to have a frontal teaching method

f) organizing language courses for student newcomers before they attend the school

g) ability to use various tools on the basis of the needs and the changing of learners

h) to have teaching specific material provided by the Government

The question of educational policies is urgent. Teachers believe many things should change not just in their approach in teaching, but even in the way NAPs are inserted in the classrooms

> "I think it is urgent to create legislation to support this type of school with so many foreign students. It is inadmissible that students have to follow the normal curriculum of the class from the first day they come to school." (AR, 50, Portugal)

Policies

Being unacquainted of the language of the host country leads to the risk of poverty and social exclusion. Knowing host country language is an asset to be in the job market. A good alternative is the knowledge of English language, that in some cases can help the migrant to face the first obstacles in the host country.

Not knowing the language of host country can lead to poverty, unemployment or precariousness, social exclusion, prejudices/racism, drop-outs.

8.1 Recommendation for local, national and Eu policy makers, about the innovative language education methodology for NAPs

Policy makers should take in consideration seriously the importance of teaching L2 to NAPs.
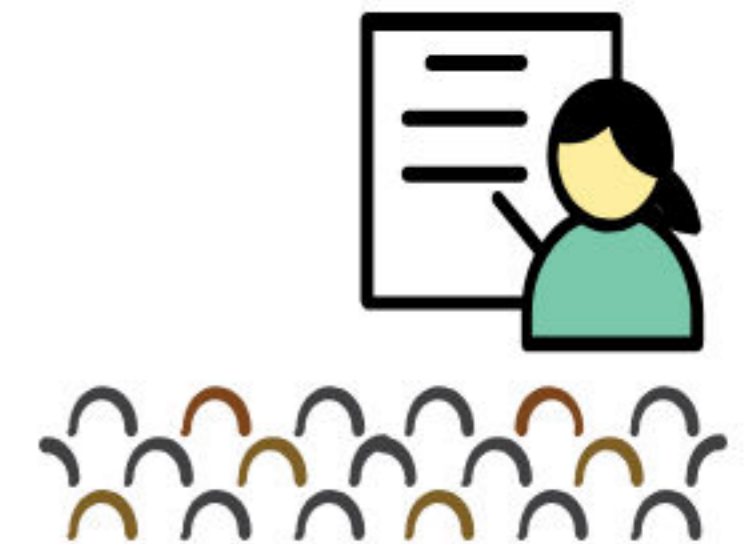
Local, national and EU policy makers should consider and adopt these suggestions:

01 Funding

- given the lack of understanding of the importance of teaching the host country language as a mean for integration and the lack of funds it is relevant to plan the right funding

- investment in teachers training with ICT contents included

02 RIGHTS

- acceptance and integration cannot remain an action confined to "good will", but must become a part of structural State Law

- NAP has to be considered a citizen in each aspect, since the first moment of his/her arrival and can't get lost in an incomprehensible and overwhelming bureaucracy

- rethink the whole immigration law

03 COORDINATION - NETWORK CREATION

- institutions should have the responsibility of innovation of the methodologies of Linguistic Education. It is necessary to have a planned methodology, divided into short learning periods and shared with common objectives, and no longer stratified or confusing (more knowledge and experience sharing among teachers of EU countries)

- to guarantee some "continuity" and avoid the turnover of groups (motivation) and teachers (turnover of staff)

- people who are designing the NAP language education, are trying to make it as effective as possible, need any aid they can get, in order to design a complete methodology with books, audios, digital educational material, while having the possibilities to work together

- the network between Cultural Mediators and Linguistic Educators should therefore become stronger and the whole society should perceive the newcomer, as institutionally recognized, a basic part and resource of the society as whole

- the school should be tuned in and in connection with the various local services (social, health, registration ...), so as to reduce bureaucracy and the difficulty of communication and integration. In this way, channels of contact between institutions dealing with this issue should be promoted, in particular by creating standardized mechanisms or procedures to assist the integration of NAPs

- to provide volunteers with specific training on teaching L2 (that until now is provided by organization) including the volunteering law (a mentoring programme to learn languages, for example, retired people could be language mentors to NAPs)

04 LOCAL LEVEL

- at local level creation of an environment where in which the language is not an obstacle (gym, municipal library, etc.) through the dissemination of its existence and the existence of a reference element that speaks the language of the NAP in order to understand them and help their integration and acquisition of the native language of the current country, development of documents, leaflets addressed to adults, youth and children on the importance and value of NAP integration

05 NATIONAL LEVEL

- at national level, creation of integration and language learning programs, which can be implemented in schools and / or country councils

- to provide learners with official certificates (coordination with the Ministry/Department of Education)

06 EU LEVEL

- at EU level, creation of a funding incentive to train MEPs and Eu officials to support NAPs while at the same time developing of projects to promote their integration and learning of host country language

The Consortium