

Introduction to the project ShowMi Helping Migrants to show the value of their languages to others

A Grundtvig Project

2009-2011

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Content

- Background (project idea, aims, timetable; *ELP and Language Passport*)
- *Products*
- Piloting
- Feedback and Discussion



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The Project ShowMi



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Aims

- Make linguistic and communicative competences of migrants* visible
- Make their linguistic resources accessible
 - to the migrants themselves
 - for further education
 - for labour market



Working Definition Target Group

People with migrational and plurilingual background

- who feel that their language skills are hidden and/or who are unable to show the full potential of their languages other than the predominant languages of the host country
- who are disadvantaged in and/or excluded from various aspects of mainstream society
- who are seeking access to employment and educational opportunities in the host country



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Main Products

- Tools for assessing and self-assessing linguistic and communicative competences:
 - **Language Explorer** in form of Checklists
 - **Language Explorer Passport**
 - **Information flyer** for the target group
- All material available in several languages



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Languages

Languages of project partners:

English, French, German, Italian, Polish, Spanish

Additional languages:

| | |
|---------------------------|------------------|
| Albanian | Pushto |
| Arabic | Romanian |
| Bosnian | Russian |
| Chinese (Mandarin) | Turkish |
| Kurdish | Ukrainian |
| Portugese | Urdu |



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Main Products

- Guide for teachers and counsellors on how to use material with migrants including examples of good practice



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Partner



AT: Wiener Volkshochschulen



CH: FSEA



DE: Thüringer Volkshochschulverband e.V.



ES: Instituto de Formación Integral



IT: Learning Community



PL: Academy of Management in Lodz



UK: CILT, the National Center for Languages



UK: Lancashire Adult Learning



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Anticipated effects

- Raise awareness of importance of migrant languages among migrant themselves and receiving society, including adult education -> change in attitudes
- Material adds up to existing material (European Language Passport, EuroPass) = all based on the same European standard



Workplan and timetable

- Oct.-Dec. 2010 – Multiplier Training in each country
- Jan.-Jun. 2011 – Piloting of material
- June 2011 – European Workshop (UK)
- Jul.-Oct. 2011 – Outside feedback/revision and finalizing of material



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Piloting

January to July 2011



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Plans and Needs

- At least 1 migrant course or 3 counselling situations
- 150 migrants across all countries
- Present and use material in piloting
- Evaluate usage (what worked, what needs improvement, what is missing)
- Evaluation tools
- Moodle



Some Interim Results

- Questionnaire participants and trainers
- Diverse target group with regard to origin
- Age usually up to 44 years old
- Male/female well represented
- For most teachers and participants the counselling situation was most useful
- Access to materials was mostly ok (indep. of other criteria)
- Teachers see usefulness of materials but less often see it as a useful tool for their future work -> GUIDE



Piloting

- Total number participants: 60
- Total number trainers: 16



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Countries

- Country of Origin: 23 different countries
- Country of Residence: 19 DE, 20 PL, 4 CH, ESP 6, AUT 11



Countries of Origin

19 DE Participants:

Russia (3), Iraq (2), Tanzania (2), Romania (1), Cuba (1), Lebanon (1), USA (1), Tunisia (1), Mexico (1), Turkmenistan (1), China (1), Pakistan (1), Belarus (1), Afghanistan (1) = 14 different countries



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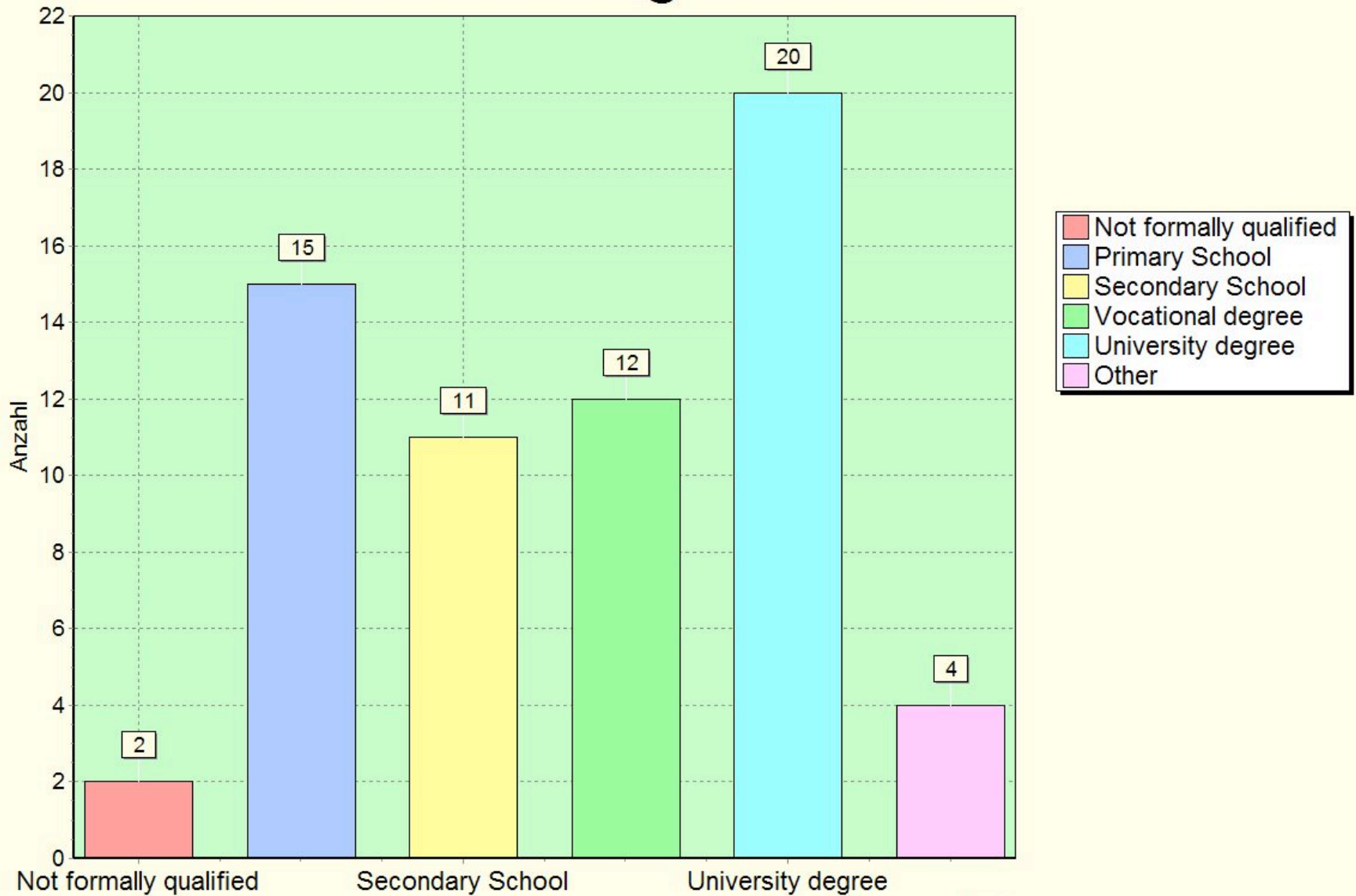
Age of participants

| | Nennung | Anzahl |
|---|---------|--------|
| a | < 24 | 22 |
| b | 25-34 | 24 |
| c | 35-44 | 13 |
| d | 45-54 | 1 |
| e | 55-64 | 0 |
| f | >64 | 0 |
| | Summe | 60 |

Gender of participants

| | Nennung | Anzahl |
|---|---------|--------|
| a | Female | 32 |
| b | Male | 25 |
| | Summe | 57 |

Educational background



N [58]

Education of German participants

- Highest degree:
 - Secondary: 3
 - Vocational: 6
 - HE: 6
 - Other: 4
 - No answer: 2



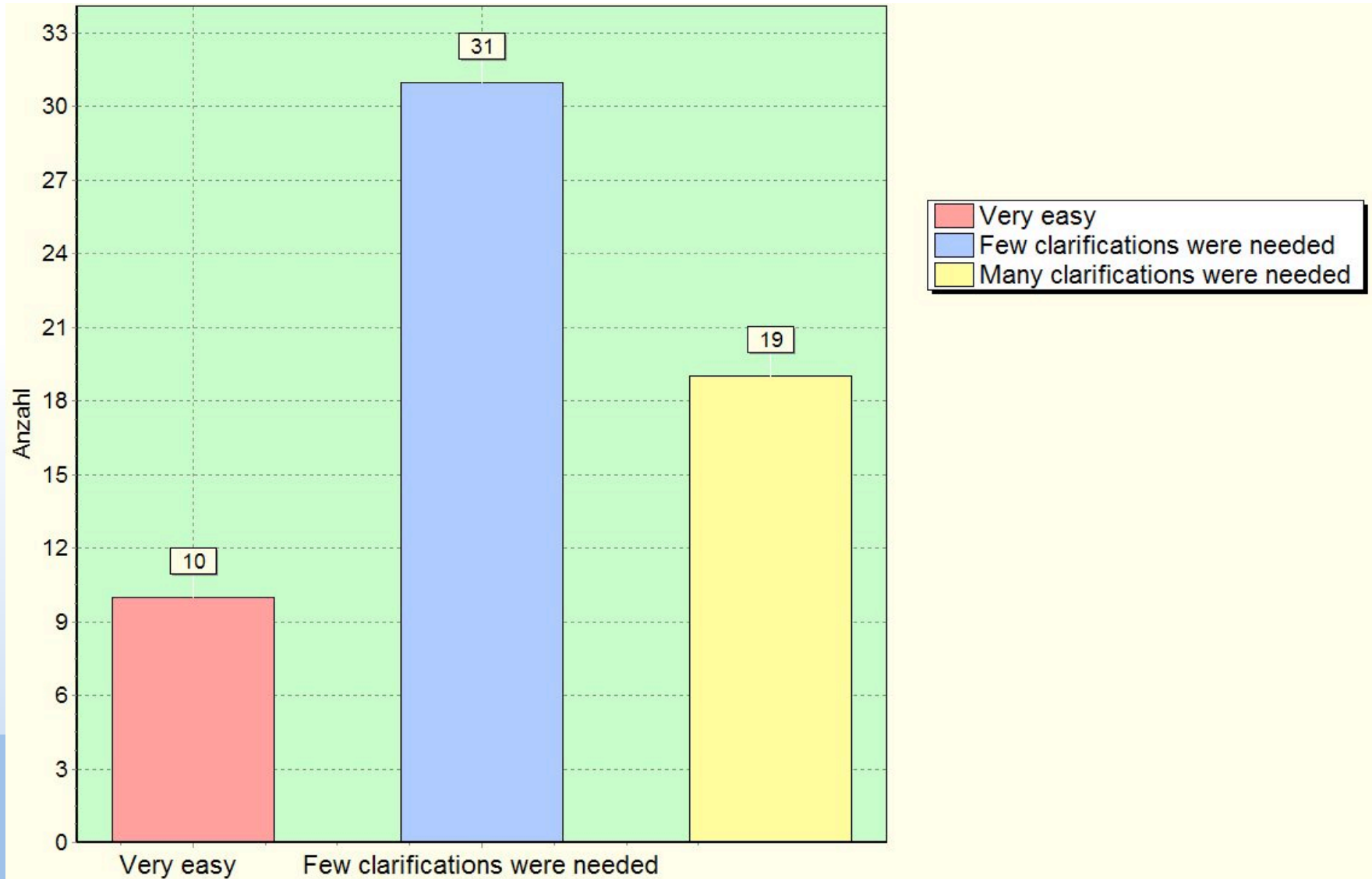
Context of usage

| | Nennung | Anzahl |
|---|--------------------------|--------|
| A | On your own | 13 |
| B | With a counselor/teacher | 36 |
| C | In a group? | 20 |
| | Summe | 69 |

Time spent

| | |
|--------------------|----|
| 1 – 2 hour: | 18 |
| 2 – 3 hours: | 12 |
| more than 3 hours: | 1 |
| no answer: | 12 |

Easiness of Access



Future usage

| | Nennung | Anzahl |
|---|---------|--------|
| A | Yes | 23 |
| B | No | 14 |
| C | Maybe | 38 |
| | Summe | 75 |

Did you like it?

- DE: positive = 13
- Das war super
- Ja, weil es interessant ist.
- Ja, weil ich Neues gelernt habe.

- Nein = 3



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Correlation Analysis

Participants



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Dieses Projekt wurde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.

No significant correlations

- Generally Age
- Origin
- Gender
- Little with education



Age and explanations needed

| | < 24 | 25-34 | 35-44 | 45-54 | 55-64 | >64 | Summe |
|---------------------------------|------|-------|-------|-------|-------|-----|-------|
| Very easy | 3 | 7 | 0 | 0 | 0 | 0 | 10 |
| Few clarifications were needed | 10 | 13 | 8 | 0 | 0 | 0 | 31 |
| Many clarifications were needed | 9 | 4 | 5 | 1 | 0 | 0 | 19 |
| Summe | 22 | 24 | 13 | 1 | 0 | 0 | 60 |

Age and future usage

| | < 24 | 25-34 | 35-44 | 45-54 | 55-64 | >64 | Summe |
|-------|------|-------|-------|-------|-------|-----|-------|
| Yes | 8 | 9 | 6 | 0 | 0 | 0 | 23 |
| No | 4 | 6 | 3 | 1 | 0 | 0 | 14 |
| Maybe | 15 | 15 | 7 | 1 | 0 | 0 | 38 |
| Summe | 27 | 30 | 16 | 2 | 0 | 0 | 75 |

Education and explanations needed

| | Educational background | | | | | | Summe |
|---------------------------------|------------------------|--------------|--------------|---------------|----------------|----------|-----------|
| | Not formally q | Primary Scho | Secondary Sc | Vocational de | University deg | Other | |
| Very easy | 0 | 3 | 0 | 4 | 3 | 1 | 11 |
| Few clarifications were needed | 2 | 3 | 6 | 7 | 16 | 1 | 35 |
| Many clarifications were needed | 0 | 9 | 5 | 1 | 1 | 2 | 18 |
| Summe | 2 | 15 | 11 | 12 | 20 | 4 | 64 |

Education and future usage

| | Educational background | | | | | | Summe |
|--------------|------------------------|--------------|--------------|---------------|----------------|----------|-----------|
| | Not formally q | Primary Scho | Secondary Sc | Vocational de | University deg | Other | |
| Yes | 1 | 4 | 6 | 4 | 7 | 3 | 25 |
| No | 0 | 6 | 3 | 2 | 5 | 0 | 16 |
| Maybe | 1 | 9 | 9 | 8 | 11 | 2 | 40 |
| Summe | 2 | 19 | 18 | 14 | 23 | 5 | 81 |

Do you think you will keep using it? (If yes, why.)

Analysis

Trainers and Advisors



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Origin of trainers/advisors

- Poland = 9
- Germany = 2
- Spain = 3
- Austria = 1
- Switzerland = 1
- Migrational background = 0



Settings and time



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Easiness of Access

| | Nennung | Anzahl |
|---|---------------------------------|--------|
| A | Very easy | 0 |
| B | Few clarifications were needed | 7 |
| C | Many clarifications were needed | 7 |
| | Summe | 14 |

Easiness to explain to participants

| | Nennung | Anzahl |
|---|---------------------------------------|--------|
| A | Very easy | 0 |
| B | Few clarifications were needed | 6 |
| C | Many clarifications were needed | 6 |
| D | They couldn't have understood it with | 3 |
| | Summe | 15 |

Usefulness

For work with migrants

For migrants

| | Nennung | Anzahl |
|---|-----------------|-----------|
| A | Very useful | 1 |
| B | Useful | 11 |
| C | Not very useful | 3 |
| D | Not useful | 1 |
| | Summe | 16 |

| | Nennung | Anzahl |
|---|-----------------|-----------|
| A | Very useful | 1 |
| B | Useful | 10 |
| C | Not very useful | 4 |
| D | Not useful | 1 |
| | Summe | 16 |

| | Nennung | Anzahl |
|---|---|-----------|
| A | Very useful, I´ll probably use it a lot. | 0 |
| B | Useful, I´ll use it frequently. | 3 |
| C | Not very useful, I´ll hardly ever use it. | 6 |
| D | Not useful, I´ll never use it. | 1 |
| | Summe | 10 |

For future work

Correlation usefulness

For your work with migrants

For migrants

| | Very useful | Useful | Not very usefu | Not useful | Summe |
|-----------------|-------------|--------|----------------|------------|-------|
| Very useful | 1 | 0 | 0 | 0 | 1 |
| Useful | 0 | 9 | 1 | 1 | 11 |
| Not very useful | 0 | 0 | 2 | 1 | 3 |
| Not useful | 0 | 0 | 1 | 0 | 1 |
| Summe | 1 | 9 | 4 | 2 | 16 |

Own understanding vs. easiness of explanation

Own understanding

Easiness of explanation

| | Very easy | Few clarificati | Many clarificat | Summe |
|-----------------------------|-----------|-----------------|-----------------|-----------|
| Very easy | 0 | 0 | 0 | 0 |
| Few clarifications were nee | 0 | 4 | 0 | 4 |
| Many clarifications were ne | 0 | 2 | 4 | 6 |
| They couldn't have underst | 0 | 1 | 2 | 3 |
| Summe | 0 | 7 | 6 | 13 |

Own understanding vs. felt usefulness for migrants

Own understanding

Usefulness for migrants

| | Very easy | Few clarifications | Many clarifications | Summe |
|-----------------|-----------|--------------------|---------------------|-------|
| Very useful | 0 | 0 | 1 | 1 |
| Useful | 0 | 6 | 2 | 8 |
| Not very useful | 0 | 0 | 4 | 4 |
| Not useful | 0 | 1 | 0 | 1 |
| Summe | 0 | 7 | 7 | 14 |

Feedback and Discussion



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www.showmiproject.eu



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