Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions

Adult Migrant Education Methodology

DIVERSITY DEVELOPMENT GROUP (Lithuania)

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STRATEGIC PARTNERSHIP IN ADULT MIGRANT EDUCATION:
PERSPECTIVES FROM MEDITERRANEAN AND BALTIC SEA REGIONS (M E D B A L T)

The decades from 1990 to 2010 mark a period of intense international migration in Europe, which brought forth various challenges for national and international state policies and called for societies to deal with intercultural coexistence. At the same time as the western European countries began to critically evaluate their immigration and migrant integration policies, the 'new' EU member states confronted the challenges of creating migration regulations and strategies for migrant integration, where access to education is considered as one of the basic needs of migrants. As a consequence, the aim of the project *Strategic Partnership in Adult Migrant Education: Perspectives from Mediterranean and Baltic Sea Regions* is to prepare a methodology for the adult migrants' education based on good practices implemented by each participating country.

Objectives: to develop a case study on the adult migrants' integration and education in each of the project's participating countries; to prepare political recommendations in the field of migrants' education for integration

Activities: To study the good practices in adult migrants' education; to analyse the methodology of adult migrants' education and integration programmes; to prepare the education methodology for adult migrants; to make recommendations regarding the programmes and infrastructure for the integration of adult migrants; to present the results in a final project conference.

Project coordinator: Diversity Development Group (Lithuania); **Partner organisations**: Uninersidad de Salamanca (Spain), Tamat Centro Studi Formazione e Ricerca (Italy), Centre for Advancement of Research and Development in Educational Technology LTD (Cyprus), Koperazzjoni Internazzjonali (Malta), Fundacja Osrodek Badan nad Migracjami (Poland)

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GENERAL PROVISIONS

1. Adult Migrant Education Methodology takes into account the provisions of the 2014-2020 National Progress Programme, approved by the Government of the Republic of Lithuania in Resolution No 1482 of 28 November 2012 on Approval of the 2014-2020 National Progress Programme; The Priority Measures for Implementation of the Government Programme for 2012-2016, approved by the Government of the Republic of Lithuania in Resolution No 228 of 13 March 2013; Order of Minister of Social Security and Labour of the Republic of Lithuania On approval of the 2015–2017 action plan for implementation of the policy for the integration of foreigners (31 December 2014, No A1-683); Resolution of the Government of the Republic of Lithuania On approval of the Lithuanian Migration Policy Guidelines (no 79 22 January 2014); the newest initiatives of the European Union (hereinafter the EU) on common migration policies: The Lisbon Strategy (chapter III); Europe 2020 Strategy; European Agenda for the Integration of Third-Country Nationals and European Agenda on Migration.

ADULT MIGRANT EDUCATION METHODOLOGY: THE RATIONALE BEHIND

2. As there is no migrant integration strategy in Lithuania, issues related to adult migrant education are left outside political agenda. As entire migrant integration infrastructure, education measures are fragmented and applied only in the framework of project-based activities. In order to make such activities more structured and better organised, there is a need to ensure the continuity of different funding schemes on one hand, and prioritise adult migrant education measures in the field of activities of nongovernmental sector on the other hand. Though, such measures are already 'on the spot' of nongovernmental organisations, acting in an area of immigration, diversity and human rights, there is a lack of overall coordination to achieve effective social inclusion, especially of such vulnerable migrant groups as refugees and migrant women. However, without long-term vision towards integration policies, such objectives might not achieve expected outcomes.

3. There are no any specific programmes or methods for migrant adult education in Lithuania. It is possible to find different project-related production, which could be considered as guidelines to provide Lithuanian language or other courses for immigrants. However, such project-based production is not approved by the state and does not have legal power. Eventually, different organisations are applying different methodologies and techniques, or providing different courses and trainings without methodological framework.

4. Such trend could be explained by prevailing so-called 'traditional approach' towards adult migrant education. In Lithuania, adult learners are lacking cognitive abilities. For example, they are not remembering or understanding, having a different learning style or pace, being too old or not being good language learners. Moreover, adult migrant nature, orientation to learning, their needs and abilities are not reflected, as

instruction seems to follow a traditional approach to language teaching, where great emphasis to grammar and vocabulary is given, with little focus on developing a communicative competence. Eventually, it may be argued that adult migrant non-participation in the Lithuanian society is a consequence of the lack of supplementary teaching materials, pedagogical actions based on traditional methods and old course books designed to address the needs of different target groups (for more about analysis of adult migrant education policies and measures, see [online report](#)).

5. *Considering above mentioned challenges and seeking to establish the objectives, principles and direction of long-term adult migrant education policies and to ensure effective integration outcomes, Adult Migrant Education Methodology indicates main aims and measures of more effective and better-targeted measures of adult migrant education.*

TARGET GROUPS AND DEFINITIONS

6. *Target groups* of adult migrant education policies are all immigrants with temporary and permanent residence permits, including refugees and asylum seekers.

7. *Adult (migrant) education* is a practice, where adults are engaged in systematic learning process to gain or strengthen different forms of knowledge, skills, attitudes and values. Such process can encompass variety of learning/teaching forms, which go far beyond traditional schooling.

8. *Adult education includes* formal, non-formal and informal learning in order to improve or gain general skills, encourage personal development and increase access to employment, acquire new or improve existing competencies, retraining of the labour market needs.

9. *Educators-service providers* are nongovernmental organisations (with the experience of providing integration measures for third country nationals and refugees) and governmental institutions (for example, labour exchange offices, migration departments/migration boards, adult education centres, third age universities, professional/vocational schools, etc.).

10. In the methodology, *migrant integration* is perceived as an inevitable result of immigration processes, with an impact on the macro (e.g., immigration and migrant integration policies), meso (e.g., migration networks) and micro (e.g., migratory behaviour) levels. If migrant integration on meso level is linked to the development of informal integration infrastructure through migration networks and NGOs activities (which facilitates an access to the labour market, housing, education, health and social service sectors), migrant integration on macro level is linked to overcoming integration obstacles while using state/governmental resources. Migrant integration on micro level is linked to individual experiences.

11. *Informal integration infrastructure*, which is embedded in migration network of different types of immigrants, is linked to the concept of migrant integration. Informal integration infrastructure provides a basis for exchange of information and mutual assistance, enhancing migrant integration in the labour market, education and housing sectors, as well as stimulates

informal networks with the majority society and other immigrants. When migration network expands, it allows expanding the informal integration infrastructure and ensuring effective integration. If informal integration infrastructure is linked to NGO sector, migration networks (or networks between immigrants) and mutual assistance, state resources are linked to the development of integration policies/resources at national/governmental level. However, in Lithuania, entire integration infrastructure is being developed at non-governmental level as project-based activities, supported by the EU funds, already have managed to 'change' the development and implementation of migrant integration policies at the governmental level (for more see Infrastructure of Adult Migrant Education). In such context, adult migrant education policy has to be analysed and discussed.

CHAPTER I: AIMS, GOALS AND SYSTEMATIC APPROACH

12. *The general task of adult migrant education policies* is to provide learning opportunities and equal access to education for all, and especially, the most vulnerable and socially/economically disadvantaged groups: refugees, asylum seekers, (low-skilled) migrant workers, the unemployed migrants, adult migrants with special needs, the elderly migrants, migrant women, migrants with disabilities, etc. At the same time, in order to maintain and strengthen social (human) resources, adult migrant education policies have to ensure access to quality education of qualified migrant workers and entrepreneurs.

13. *The nature of adult migrant education policies* have to comply with the basic values of the general education system of the country. Adult migrant education policies have to guarantee equal rights for all migrants. From the perspective of provision of education and training, equality means equal access, gender equality and equality regardless of adult migrant financial and legal status and other personal social-demographical characteristics (gender, religion, race, etc.). Key elements of adult migrant education policies have to be both human rights and implementation of equal opportunities. The idea of adult migrant education policies has to be linked to multicultural-social integration, including equal access to all educational measures and, as a positive consequence, equal access to other sectors, such as labour market and health care, political and civic engagement. Adult migrant education policies have to promote social inclusion and create conditions for more open and inclusive society. At the same time, it has to prevent social exclusion and segregation.

14. Adult migrant education policies have to prepare adult migrants for effective integration in the receiving societies. At the same time, receiving societies has to be well (better) educated to accept migrants as full members of the society.

15. *The following goals of adult migrant education policies are indicated*: identification and recruitment of adult migrant for education measures; identification and recruitment of educators-service providers for training (diversity management at workplace, language and professional capacity, intercultural competences, awareness about international migration issues, etc.); implementation of family support measures for adult migrant learners; adapting and organising infrastructure of adult migrant education measures for socially disadvantaged and vulnerable groups; ensuring equal access to quality education and language training for all adult learners, regardless legal status and social-demographic characteristics; promoting intercultural competences and multilingualism among adult migrants at individual and family levels on one hand, and service providers on individual and institutional levels on the other hand; including adult migrants (or people with migration background) in implementation of adult migrant education measures (especially, at nongovernmental level); initiating and developing mentoring programmes for adult migrants; creating effective educational support for adult migrant and their families at schools and in local communities.

16. Adult migrant education measures have to be developed in the framework of general adult education concept and specified in long-term migrant integration strategies (or action plans) and vocational education and training schemes. Such inclusion would allow mainstreaming adult migrant integration measures through state policies or programmes. In addition, such schemes should be applied not only seeking for more effective integration outcomes, but also including migrants in implementation of integration and education measures, which, usually,

are targeted towards them. Such approach would give voice to migrant communities, foster civic engagement and political participation.

17. The development and implementation of the strategy of migrant integration policy (along with the action plan, political will, coordinating institution, mobilisation of nongovernmental sector and the EU funding) has to be the most important challenge, which has to be addressed in the future. In such strategy, adult migrant education has to be considered as a key priority.

18. Adult education is not only a topic that has to be addressed by the ministries for education, as it affects different fields of policies (particularly, entrepreneurship, economy and business) and processes (integration in the labour market, equal access to social services, health care and housing).

CHAPTER II: INFRASTRUCTURE AND ROLES OF ADULT EDUCATORS

Engagement and approaches towards individualisation of adult migrant education measures

19. Adults refer to a specific group of learners, for whom participation is a central issue, concerning education and training. In contrast with child education, which is compulsory, adult education is mostly based on voluntary learners. This means that the participation in education and training is based on personal choices and characteristics.

20. When planning adult migrant education activities it is necessary to consider that regular frontal lessons are not always effective enough; so, it is necessary to involve adult migrants more actively in the learning process. The service providers should try to use a bottom-up approach to keep a high level of attention and to create an informal environment that fosters participation of adult migrant learners.

21. Participation of adult learners is related to a number of variables, such as lack of motivation (i.e. blaming the victim), the system (it selects and excludes people) or a combination of situational (e.g. lack of money), institutional (e.g. middle-class ethos) or dispositional (hostile attitudes towards education) obstacles. However, regardless of the fact that there are a number of factors that affect adult education and training, one basic argument stands for the support of measures that need to be taken in order for adults to be able to access education opportunities. This argument is related to the concept of social justice and equality (Edwards et al 2000), which, again, brings back to the general task of adult migrant education policies – provision of learning opportunities and equal access to education for all.

22. Educational programs should take place in the form of community learning, avoiding the one-size-fits-all criterion concerning the measurement of migrant credentials or learning experiences. The one-size-fits-all criterion is not effective in providing education alternatives to meet the learning needs, especially of high-skilled migrants, who bring with them significant human capital resources (Guo 2015). Eventually, countries should adopt a recognitive adult education, which is the education that will result to recognitive justice. In order for this to be achieved, three necessary conditions for social justice must be met: 1) the fostering of respect for different social groups through their self-identification, 2) opportunities for self-development, 3) self-expression and the participation of groups in decision making through group representation (Guo 2015). Such idea proposes a community-based training for migrants, which provides culturally and linguistically accessible education, including language, vocational training, entrepreneurship, counselling and, finally, community development.

23. Consequently, the main aim of adult migrant education policies should encompass two main aspects: easy and equal access to adult education sector on one hand and early dropout prevention on the other hand. Therefore, the system of adult migrant education has to be flexible and, at the same time, adaptable to different migrant needs, characteristics and levels (experiences) of education.

24. If adult migrant education policies have to be flexible and diverse, specific courses should be organised considering integration outcomes. For example, training courses should be

individualised and linked to social integration (labour market, social networks with local community and institutions, health care and social services, etc.). At the same time, 'good practice' and 'bottom-up' approach has to applied. A good solution is to engage migrants (former learner), who participated earlier in education programs as 'senior assistants' or 'group of support' as well as to combine formal and informal forms of education (language courses with meetings in public places, organised walks in the city, etc.). Such approach would prevent from the early dropout, foster engagement in local community and better integration (educational) outcomes.

Diversification of teaching methods

25. All adult migrant learners should have full access to high quality education and vocational training in inclusive, but at the same time, diverse environments, regardless of their legal status or income level, ethnicity, religion, gender and language knowledge. Inclusive and diverse adult migrant education environments, combined with targeted (individual and/or collective) education measures, are more effective in reaching positive and efficient educational outcomes. Finally, monitoring system has to be initiated to identify both indicators of adult migrant education and learning outcomes.

26. Northern European countries have developed the idea of 'learn at work', i.e. educational services embedded in their everyday work activities and mixed with frontal lessons. Such diversification is more effective than traditional adult teaching approach. In terms of methodology, classical frontal learning should be replaced by diverse method of teaching, which should ensure that the person is learning and not only listening to information.

27. Considering different methods of adult migrant education, the concept of multiple intelligences, developed by Gardner (Gardner 1999), has to be emphasised, as in the framework of adult education, different learning types differ even more than concerning children education. Only through meeting different learner's needs, teaching can be non-discriminatory. Another very important point is the facilitation of self-directed and intrinsically motivated learning processes that are fundamental to acquire the necessary skills for lifelong learning. Therefore, a focused, learner-centred approach is crucial to increase education and, at the same time, integration outcomes

28. On a practical side, one possible suggestion could be online learning, which would allow adult migrants organising their own learning schedule. On the other hand, this form of teaching might present a number of difficulties, due to the impersonal approach, which does not stimulate the interest of the learner and does not facilitate integration. Thus, mixed methods (combination of frontal lessons and online training) have to be applied.

29. Therefore, the innovative blended learning environments (active learning, peer instruction, collaborative problem solving, visualisation, design thinking, self-learning, gamification) have to be openly accessible to adult migrants to equip them with the skills, the knowledge and the capacity to be actively engaged in the civic domain through language training, health literacy, vocational training and placements, and civic education. For such environments to emerge, nongovernmental sector has to be flexible and innovative.

Equal and comprehensive adult migrant education infrastructure: diversity and multilingualism

30. The characteristics that result to effective achievement of education and training programs for adult migrants are related to systematic co-operation among relevant actors, clear training goals in terms of employment opportunities and recruitment, combination of technical and language learning/teaching, flexible organisation of education in relation to participants' opportunities (such as use of e-learning, personal support in the form of mentoring, clear identification of the target group and of the group's needs and conditions) (Wahlgren and Geiger 2015).

31. The main aim of infrastructure of implementation of adult migrant integration measures has to be related to increased capacities of providers of educational measures to deal with diversity of migration and abilities to reflect special needs of migrants with different social and demographic profiles and ethnic-cultural backgrounds. Moreover, it has to be sensitive regarding all grounds of discrimination—not only on the grounds of race or ethnicity, but also religion or belief, gender, sexual orientation, disability, nationality/citizenship, language, social origin and residence status.

32. Effective instrument to foster diversity and non-discrimination – diverse classroom approach, which allows learners from different socio-economic and ethnic backgrounds to learn together, thus improving the educational outcomes of disadvantaged learners, as well as fostering inclusion and social cohesion, without undermining the educational outcomes for other learners.

33. Diverse classrooms, as instrument fostering equality and non-discrimination, is also related to multilingualism, which should be seen as an asset for all languages and for all learners in order to boost learners' self-confidence, intercultural skills and employment prospects.

34. As everyone should have the right to enjoy equal access to language course and vocational training (especially, considering language as an official integration requirement), adult migrant education infrastructure should facilitate this right and remove any obstacles by providing free general and targeted support for newly arriving immigrants, especially in areas of language learning and vocational training. This should be done by targeting those in need (including vulnerable groups of adult migrants: refugees, migrant workers, elderly migrants, migrant women, etc.).

35. Main elements of adult migrant education infrastructure should encompass the following: 1) geographically convenient and time-wise flexible premises for provision of educational measures; 2) flexible and needed based approach towards implementation of education measures (teaching/learning methods, diverse learning environments and multicultural teaching approaches); 3) preparation of individual and/or collective educational plans, monitoring tools for assessing experiences and identifying learning pathways; 4) holistic adult migrant education curriculum, considering not only integration outcomes (such as communication skills, social resources, etc.), but also obstacles, related to the most vulnerable migrant groups (such as post-traumatic syndromes, disabilities, etc.); 5) specific description of the roles and division of work of those involved in provision of educational

support; 6) effective and flexible (formal and informal) system of recognition of qualifications; 7) self-evaluation and institutional and/or legislative development.

Providers of educational measures

36. Educators (or providers of educational measures) play a crucial role in implementation of adult migrant education policies. Therefore, effective development of adult migrant education infrastructure has to take place by investing in professional capital and increasing capacities of educators-service providers to teach migrants in diverse environments. All training and mentoring programmes should systematically include training on intercultural and gender-sensitive skills, language learning and the specific needs of adult migrants. This should inspire educators to treat and value learners equally, to encourage other learners to do the same, to recognise the value of all social and demographic profiles, and to help them master the language of instruction.

37. Educators may need to be given formal training in order to successfully lead the educational initiatives in valuing diversity as an asset and in facilitating the professional development of their personnel. Such trainings should include intercultural skills, expertise in second language learning, intercultural education, psychological and socio-demographical aspect of language teaching/learning and vocational training, team building processes in culturally diverse environments, the knowledge about project implementation and evaluation, etc.

Links with the local community: encouraging a holistic education

38. Stable and long-term financial support has to be provided for both strengthening infrastructure of formal education (measures and methods, capacities and competences of nongovernmental sector, etc.) and informal educational support within local community (including formal migrant associations and informal migrant communities). Informal educational support in local communities and migrant associations has to be implemented at the same time with formal education measures. Such combined approach should be effective and considered as a long-term instrument in implementing adult migrant education measures. Formal education measures in diverse (informal) environments would strengthen communication and professional skills of learners, while education support in local (migrant) communities (non-formal education measures) would empower learners to use their experience and migration networks to help and support other migrants, with less experience and less developed skills and competences.

39. In addition, education support in communities should be provided with inclusive measures of migrant and local community voluntarism. Such learning-teaching methodology would give adult migrants a chance to develop personal social competences, resources and networks. Emphasis of non-formal education measures would enable active members of local communities (both migrants and non-migrants) acquire different forms of competences, especially those, which are not reflected in formal curricula. Such measures would increase employability and, at the same time, reduce social distance between migrant communities and communities of 'receiving society' as active civic citizenship and participation, intercultural competences and knowledge are key components of intercultural dialogue.

40. As full empowerment of adult migrants encompasses support in schools (particularly, those having children), support measures for adult migrants with children has to be provided in schools (in adult migrant education policies, schools has to be considered as a part of local community engagement). Eventually, schools should support migrant parents to participate equally in the life of the school community. School support package should ensure equal participation in school governance, volunteering activities and project-based initiatives.

41. In terms of support of migrant families, 'family learning' approach has to be emphasised, as children usually have better integration outcomes; for example, children are in the school system which makes it easier for them to learn the language. Family learning could foster better adult migrant education outcomes.

Language, intercultural competences, vocational training, self-development and health

42. At the primary level, language-training programmes should offer adult migrants the opportunity to learn the basic vocabulary of the host country's language together with some basic grammar and syntactic rules in order to be able to communicate with the members of the host country. At the secondary level, language-training programmes should reflect specific environments of using the language (labour market, health care sector, economy and entrepreneurship, etc.). Later, more individualised language-training programmes should be applied, considering different strategies and special needs, sociodemographic characteristics and vulnerabilities of adult migrants.

43. Educational experiences should also aim to the enhancement of adult migrant social networks and social skills. In this regard, training for the development of intercultural competence should take place, involving basic rules, related to communication in multilingual and multicultural settings and with an emphasis on the institutions and cultural background of the host country. Adult migrants should be introduced to the concept of intercultural competence (what such competence means and what are the knowledge, skills and behaviours that are related to this competence). Learners should be aware of their own cultural background, their identity or their possible stereotypes that may later become as integration obstacles. In order to be able to work in multicultural contexts, it is important for learners to communicate effectively and understand different types of behaviour that may be interpreted differently if various societies (or in one society, but, at the same time, in different ethnic or religious groups).

44. Another part of the training should focus on the support of the re-establishment of a professional identity to help migrants finding employment and developing vocational skills. Migrants may have working experience and educational experience. Thus, they should learn about the processes of accreditation of their qualifications. Together with this process, learners should acquire vocational skills that are in need in the labour market of the host country so that it would be easier for them to be integrated into the labour market. At the same time, it is important to cultivate self-development skills so to gain confidence and new skills. Adult migrants should understand the fact that they are part of the society and, eventually, they have rights, but also obligations. These issues can be related to the concept of civic engagement and community representation.

45. What is very important for migrants to know is how to protect their health. This means that they should be aware of health issues. Thus, issues of health education or learning about the health care systems or the health practices of the host country are of great importance. Parents with children have to learn about childcare issues.

Newly arriving migrants, identification of educational needs and recognition of qualifications

46. In order to plan educational activities, it is necessary to ensure that such activities really meet the needs of migrants. Eventually, there should be close contact between the organisers, mediators and beneficiaries. So to say, there should be a systematic link between 1) governmental institutions, which create policies, 2) nongovernmental organisations and governmental institutions, which (usually) implement policies and 3) migrants as a target group. The work of NGOs, providing different services to migrants, often fills implementation gap. However too often there is no or little dialogue between nongovernmental organisations and governmental institutions. Therefore, intersectional cooperation has to be developed within the infrastructure of implementation of adult migrant education policies.

47. Newly arriving adult migrants should have an access to monitoring mechanisms, which would identify their educational need according to individual skills, competences and formal education documents. After that, individual (or family) education support measures have to be applied as part of diverse and inclusive general education system. While identifying educational needs and formal education achievements (in the country of origin), newly arrived adult migrants should be assessed by experienced educators, which have knowledge of different systems of education and experience in recognising professions and diplomas. Such assessment would enable to identify particular level of knowledge and abilities to learn on one hand, and possibility to be involved in infrastructure of provision of education measures on the other hand. Such diverse learning-teaching approach might lead to more inclusive and well educated society.

48. A possible solution of more effective and faster process of recognition of qualification would be skills assessment, implemented by the employers, which would give to adult migrants the opportunity to start working while their documentation is processed. If such recognition is fast and effective, employment (work place) could facilitate language learning.

49. Another tool, that could be suggested, is the *Skill Passport*[1], an informal qualification system that allows learners to include practical and technical information about their experience. Such tool would allow easier mobility for workers and more effective skills assessment, especially, if competences were acquired in an informal way.

50. The bureaucratic burden faced to obtain any kind of document can discourage migrants to have their qualification recognised. Bureaucracy is recognised as one of the main obstacles to

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[1] In Europe this has been developed by Europass (format and more information available at: https://goo.gl/37lWUd), but similar tools have been used in the US and in Canada (more information at: http://www.skills.edu.gov.on.ca/OSP2Web/EDU/Welcome.xhtml)

integration, and access to education. One possible solution could be the opening of 'one-stop-shop', which would allow applying for all the needed documents in one single place.

Adult migrant access to high quality education

51. Four different indicators illustrate quality of adult migrant education policies and infrastructure: partnership and engagement, human capital and technological resources, practices of evaluation and assessment, facilitation of the transition from education to the labour market. *Access to quality education in the context of partnership and engagement* could be discussed and analysed in the framework of project-based activities, which provide background for adult migrant education infrastructure to emerge. In such case, different partnerships, encompassing intersectional cooperation, could be emphasised. While discussing *access to quality education in the context of human capital and technological resources*, migrant integration infrastructure has to be emphasised. Such infrastructure creates decent background (or potential) to develop adult migrant education measures at the local level and such background has to be used effectively, applying diverse and inclusive education measures with voluntary activities and local community engagement. Regarding access to *quality education and practices of evaluation and assessment*, lack of official established indicators and assessment mechanisms has to be emphasised. Eventually, monitoring instruments have to be initiated and applied while identifying adult migrant educational needs. Such monitoring schemes have to involve different governmental institutions and nongovernmental organisations. Access to *quality education in the context of facilitation of the transition from education to the labour market* is the most important element of adult migrant education policies as it provides direct link from education measures, applied for adult migrants, to successful integration in the labour market. Different nongovernmental organisations are organising qualification courses in accordance to the needs of labour market. Thus, such activities have to comply with general education system and general labour market needs. In order to have full compliance, there is a need to develop and implement decent monitoring tools.

52. Education programs should be connected to integration programs. The education 'package' should depend on individual degree of integration. For example, at initial phase of integration, the emphasis should be placed on language courses and qualification recognition on one hand, and vocational training on the other hand. In the later stage, other educational measures could be provided. Moreover, these courses should be provided in language of receiving country, what is additional 'push' element towards integration.

53. The education offer should be adopted not only to migrants needs but also to socio-cultural diversification of migrants groups.

CHAPTER III: MATERIALS AND RESOURCES

Adult Learning Theories

54. The content of adult migrant education methodology has a focus on the four main theories: Malcolm Knowles' Andragogy, Carl Rogers' Experiential Learning, Jack Mezirow's Transformative Learning, Robert Gagne's Conditions of Learning and Critical Theory.

55. The theory that was initiated by Carl Rogers supports the concept of experiential learning and places an emphasis on self-directed learning. Experiential learning has the following principles (Foley 1995):

- *Human beings have a natural potentiality for learning; significant learning takes place, when the subject matter is perceived by the learner as having relevance for his/her own purpose;*
- *Learning, which involves a change in self-organisation – in the perception of oneself is threatening and tends to be resisted;*
- *Those learnings, which are threatening to the self, are more easily perceived and assimilated when external threats are at a minimum;*
- *When threats to the self are low, experience can be perceived in differentiated fashion and learning can proceed;*
- *Much significant learning is acquired through doing;*
- *Learning is facilitated when the students participate responsibly in the learning process;*
- *Self-initiated learning involving the whole learner-feelings as well as intellect is the most lasting and pervasive;*
- *Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance;*
- *The most socially useful learning in the modern world is the learning of the process of learning, continuum openness to experience and incorporation into oneself of the process of change.*

56. Rogers' influence in adult learning led to the idea of 'self-directed learning'. This type of learning refers to the notion that adults are directing their own learning rather than having it directed by educators. According to Foley (1995), in order to be successful, adult training should include the following:

- *Adult educators' ability to understand learning and teaching from the learners' perspective;*
- *Provision of clear procedures and support to enable learners to move from teacher-directed to self-directed learning;*
- *Development of honest and caring interpersonal relationships, allowing all issues to be discussed and acted upon;*

- *Development of a 'learning-teaching dialectic', enabling learners to direct their learning while at the same time being challenged and extended, rather than indulged, by their teachers;*
- *A deep understanding on the part of adult educators of the structure, culture and dynamics of the organizations in which they work.*

57. Educators should be able to distinguish the differences in learning between adults and children. Thus, it is important to learn about the theory of Andragogy, which was presented by Malcolm Knowles (1980), who defines Andragogy as 'the art and science of helping adults learn in contrast to pedagogy as the art and science of teaching children'. Andragogy is premised on four crucial assumptions, related to the maturation process of individuals. These assumptions are the following:

- *The self-concept of individuals moves from one of being a dependent personality toward being a self-directed human being;*
- *Individuals accumulate a growing reservoir of experience that becomes an increasingly rich resource for learning;*
- *Individuals' readiness to learn becomes oriented increasingly to the development tasks of their social roles;*
- *Individuals' time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly their orientation toward learning shifts from one of subject-centeredness to one of performance-centeredness.*

58. Another scholar from the field of adult education, Jack Mezirow, considers adult learning as a process that allows the learner to reflect upon interpretations, beliefs and habits of mind or attitudes/perceptions that are based on learner's frames of reference. The process of critical reflection is central in Mezirow's theory about transformative learning. More specifically, Mezirow (1997) stated that learners have assumptions about their world that they selectively shape and delimit expectations, perceptions, cognition, and feelings. In order to transform these frames of reference learners need to engage themselves in reflective practices so to critically transform their previous cultural, social and personal perspectives. According to Mezirow (1997) 'education that fosters critically reflective thought, imaginative problem posing, and discourse is learner-centred, participatory, and interactive'. These practices can be a part of a communicative learning process which can be developed by engagement in task-oriented problem solving; self-reflective assessments about ones' own ideas and beliefs; small-group discussions that assess reasons, examine evidence, and arrive at a reflective judgment; learning through discovery and the imaginative use of metaphors to solve and redefine problems.

59. In the educational process, the adult educator must recognise what the learners want to achieve. In other words, what are the learners' objectives and goals in order to help them reach their objectives in such a way that they will function as more autonomous and socially responsible thinkers.

60. Another scholar Robert Gagne (1992) tried to define the kinds of learning that take place in educational settings. He proposed eight types of learning which the following are: signal

learning, stimulus-response learning, chaining, verbal association, discrimination learning, concept learning, rule learning and problem solving. Gagnes' theory is known as 'Conditions of Learning'. He proposed nine instructional events for a meaningful teaching process. These events can serve as the basis for the designing of meaningful instruction and are the following: gaining attention; informing learners of the objective; stimulating recall of prior learning; presenting the stimulus; providing learning guidance; eliciting performance; providing feedback; assessing performance; enhancing retention and transfer (Gagne 1992).

61. Another theory that is related to adult learning is the critical theory. Critical theory was developed in order to analyse education of the 1960s and 1970s. Critical theory resulted to critical pedagogy. Concerning Foley (1995), the implications of critical pedagogy for the practice of teaching can be summarised through an emphasis of social context, when processes of teaching and learning are placed in the social context. In such case, an emphasis is given to the relations between teaching and class, gender and race. Critical pedagogy is concerned with the ways in which 'meaning is produced, legitimated and challenged'. At the same time, learner's experiences are taken into account and go one-step further to expose the dynamics of the everyday social reality and to offer learner's choices for action. The teacher puts the learner's experience back to him/her in ways, which enable them to analyse and discuss the reality critically and consider ways in which they might act on and change the reality (Foley 1995).

62. One of the most important scholars of Critical Theory is Paulo Freire. Freire placed a great emphasis on the dialogue between the educator and the learner, which according to him should have a bidirectional character. According to Freire the educator can facilitate the emergence of prior experiences and support the reflection on these experiences. This reflection will serve as the basis for the learning process (Jarvis 1995).

Methods of adult learning

63. Many countries are trying to manage the migration flow by introducing welcoming and/or mentoring programmes in order to 'facilitate the language learning, social contacts and cohesion of migrants with the host culture' (European Association for the Education of Adults 2011). These programs include a number of instructional strategies and training methodologies, which are related to the above-mentioned adult learning theories. Given the fact that migrants are a very diverse group from different backgrounds, it is necessary for educators to understand the needs of the specific target groups and especially of the individual migrant. Based on that, according to the European Association for the Education of Adults (2011) effective learning strategies must be implemented based upon learner-centred methodologies.

64. In educational settings that value the previous knowledge and experiences of the learners and also view learning from as experiential process such as Carl Roger's view, learning opportunities can must found in the following instructional strategies: observations/observing demonstrations; role play; simulations, dramatizations; interview; picture study; games/puzzles; analysis of materials/ process; project making; small group discussions; problem-solving situations; drawing; field trips; videos; use of technology (Gines 1998).

65. The differences in experiences between children and adults have implications for practice. According to Knowles (1980) these implications are the following:

66. *Emphasis on experiential learning.* Adults have a great amount of experiences in relation to children and these experiences should be part of their learning process. Some techniques that support adults to talk about their experiences and learn from them are: group discussions; case methods; critical incidents; simulation exercises; role playing; skill-practice exercises; field projects; action projects; community development

67. *Emphasis on practical application.* It is very important for adult learners to talk about their learning experiences and to plan how they are going to apply their learning to their everyday lives (Knowles 1980).

68. In educational settings where programs that aim to the transformation of individuals and the critical reflection of their views are implemented, the teaching methods should follow Mezirow's theory of transformative learning. According to Mezirow (1997) methods that have been found useful in the process of transformative learning include: critical incidents; metaphor analysis; concept mapping; consciousness raising; life histories; repertory grids, and participation in social action.

69. Concerning Gagne's events of instruction, there are a number of teaching techniques that can be used on each of the events. However, to summarize some of the basics we can refer to the following: problem solving activities; reflection exercises; case studies; use of analogies or metaphors; model learning strategies; concept maps; role playing; discussions; immediate feedback about student's performance (Gagne's Nine Events of Instruction).

70. From Freire's point of view and according to the principles of critical pedagogy, the following values should be infused into the classroom instruction:

- *Participation (from the beginning of the class students should be able to participate in the learning process by decoding thematic problems. The learning process should be interactive and co-operative. Learners should do a lot of discussing and writing instead of listening to teacher-talk);*
- *Critical reflection (discussions that encourage self-reflection and social reflection should take place in the class. Learners must reflect critically on their own knowledge and language as well as on the subject matter);*
- *Democratic dialogue (students are engaged in classroom discussions where they speak equally and have the right to co-develop and evaluate the curriculum);*
- *Dialogic character (teaching should focus on dialogues around problems that posed by teachers or students. The lectures should be minimised and the dialogic processes should be maximised. Learners are making their education; they are not participating to an education that is made for them);*
- *De-socialization (learners are active participants that are parts of a classroom that is transforming them into problem-posers and dialogue-leaders);*

- *Multicultural character (the curriculum is balanced for gender, class and race and the class recognizes the various racial, ethnic, regional, aged-based and sexual cultures in society);*
- *Research-oriented (educators are researchers that need to inquire problems posed about daily experience concerning societal or academic issues);*
- *Activism (the classroom has an active and interactive character based on problem-posing, co-operative learning and participatory formats);*
- *Affective character (teaching focuses on the development of a range of emotions from humour to compassion to indignation) (Leonard & McLaren 2002).*

Designing lesson plans: the structure of education for adult migrants

71. Monitoring and research, methods and techniques

- *Immigration structure, identification of socially disadvantage / vulnerable adult migrant groups*
- *Identification and skills assessment, recruitment and engagement*
- *Individualisation of needs and teaching methods*
- *Preparation of individual and / or collective teaching plans*
- *Risk assessment: motivation, participation, non-participation, educational outcomes, psychological, physical and cultural aspects of engagement in trainings and teaching outcomes*
- *Analysis of different methodologies in the field of adult (migrant) education*

72. Basic language skills for integration into the host country

- *Learning the alphabet*
- *Basic vocabulary for communication: greetings, dialogues, navigation etc.*
- *Developing and implementing curriculum of language teaching on individual and / or collective levels for beginners*
- *Developing and implementing curriculum of language teaching on individual and / or collective levels for medium learners*
- *Developing and implementing curriculum of language teaching on individual and / or collective levels for advanced learners*
- *Formal and informal skills assessment*
- *Developing manuals and trainings for specific needs of different adult migrant groups: health care (healthcare systems, health practices, childcare issues), driving licences, bank cards, social assistance, legal status (migration and integration issues, migration law), labour rights (labour law and working conditions, trade unions), etc.*

73. Developing intercultural competence

- *Identification of diversity management strategies in different (working, teaching and learning) environments*
- *Trainings: what intercultural competence means*
- *Developing cultural awareness*
- *Developing intercultural communication skills*
- *Learning to communicate effectively in a diverse and multicultural environment*

74. Vocational training skills

- *Local labour and living conditions*
- *Accreditation-recognition processes*
- *Developing (adapting or strengthening) vocational competences*
- *Competences, related to labour rights and law; self-representation and advocacy*
- *Language learning at work place: assessment of possibilities, risks and educational outcomes*

75. Self-development skills

- *Being part of the society: understanding your rights and obligations of citizenship*
- *Civic engagement and community representation, volunteerism and political participation*
- *Understanding the importance of social networks with receiving society and institutions*

CHAPTER IV: PLANNING, MONITORING AND EVALUATING

76. Research, evaluation and identification of adult migrant needs

- *How needs, related to education of different migrant groups, should be analysed and what kind of methodologies have to be applied?*
- *What kind of statistics has to be collected in order to measure efficiency of adult migrant integration policies and measures?*
- *How specific competences (for example, multilingualism) of different adult migrant groups should be identified and reflected in education methodologies and training techniques?*
- *How specific cultural aspects (for example, attitudes towards learning languages or strengthening other social and/or economic competences) of different adult migrant groups should be identified and reflected in education methodologies and training techniques?*
- *How psychological aspects (for example, vulnerability, sensitivity, psychological instability, other) of different adult migrant groups (especially, refugees, elderly immigrants and migrant women) should be identified and reflected in education methodologies and training techniques?*
- *How to identify previous experiences of language learning and vocational training of different adult migrant groups. How to use such experience in adult migrant education methodologies and training techniques?*
- *How to establish the link between specific objectives (for example, integration in the labour market, specific knowledge of languages, related to specific profession or economic sector) of different adult migrant groups and (potential) outcomes of adult migrant education methodologies and training techniques?*
- *How to identify stages, at which language courses and vocational training is the most effective? For example, at the stage of refugee reception or at the stage of integration?*
- *Do specific linguistic competences enhance different adult migrant groups accessing different services and sectors (for example, health care, education, housing, employment, social assistance, other)?*

77. Adult migrant language courses and vocational training

- *Adult migrant motivation to learn language and strengthen social/economic recourses/competences. Motivation VS social and demographic characteristics (such as age, gender, level of education, other.);*
- *Regular attendance of language courses and vocational training without early dropout. Attendance VS achievements (for example, successful completion of exams);*
- *Measures to stimulate adult migrant motivation to learn languages and strengthen social/economic recourses/competences. Individual VS collective approach;*

- *Possible and achievable objectives of language courses and vocational training of highly educated, low educated and illiterate adult migrants. Individual VS collective approach;*
- *The possibility to develop and implement informal and formal learning in joint programmes;*
- *Development and implementation of specific language courses to enhance an access to health care, education, housing, employment, social assistance, other.*
- *Inclusion of intercultural learning into language courses and vocational training. Identification of the best ways to do that;*
- *To use existing social networks of different migrant groups (communities) supporting language learning within the community.*
- *To identify and evaluate different approaches, prioritising different courses and trainings. For example, language or integration in the labour market as first integration measure.*

78. Teaching methods and techniques

- *Did researches or experts indicate the most effective teaching methods, techniques and materials to teach adult migrants language?*
- *Did researches or experts indicate the most effective vocational training methods, techniques and materials to teach adult migrants?*
- *Did researches or experts indicate how long does it take different adult migrant groups to learn the language and gain/strengthen social and economic competences?*
- *Did researches or experts indicate which methodologies are more efficient? Regular courses/trainings VS e learning (or combination).*
- *Did researches or experts indicate informal environments (for example, work place, household, other), where adult migrants can learn or practice language?*
- *Did researches or experts indicate the need of specific training (for example, multicultural competences) for teachers, engaged in adult migrant education?*

79. Testing-examining

- *Are there any benchmarking on the impact of tests/exams and real results of adult migrant education measures?*
- *Did researches or experts indicate different side effects of tests/exams? For example, what kind of tests/exams is more efficient? Formal VS informal evaluation.*
- *Did researches or experts indicate alternative ways of organising tests/exams?*
- *Did researches or experts indicate the link between the type of migration (for example, asylum, family reunion, labour, other) and outcomes of adult migrant education?*

- *Did researches or experts indicate whether tests/exams are considered real instrument of measurement of certain competences or just a restriction accessing residence permit or citizenship?*
- *Did researches or experts indicate, if the is a necessity to organise exams for all adult migrant groups, including the most vulnerable ones, such as refugees or elderly immigrants?*
- *Did researches or experts indicate which categories of immigrants are the most successful and unsuccessful in passing tests/exams? Is there any link between type of immigration, approach towards learning and (un)successful completion of tests/exams?*
- *Are there any possibilities to organise e-tests? Did researches or experts indicate that such tests would be more effective (or not) than regular examination?*

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