



# “Tandem”

## IO1: INTERACTIVE MAP OF LANGUAGE COMMUNITIES AND SKILLS

Summary of desk research



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# Introduction

This document presents the research done as part of the first Intellectual Output of the Erasmus+ Project “TAsk-based laNguage teaching anD collaborative lEarning for upskilling low-qualified Migrants ([TANDEM](#))”.

TANDEM, a project funded by the EU Erasmus+ programme is a collaboration between 5 partners:

- Centro per lo sviluppo creativo “Danilo Dolci”, Italy (Coordinator)
- Active Citizen Partnership, Greece
- Compass GmbH, Austria
- CSI Center for Social Innovation LTD, Cyprus
- Iberika Education Group GGMBH – Germany

The project aims to improve the key competences and employability of both low-skilled migrants and local adults by enabling the low-skilled migrants to capitalize their already existing linguistic abilities and teaching their own language to low-skilled local adults, using innovative and non-formal methodologies, promoting in this way cultural exchanges and peer-learning. More specifically, TANDEM aims to:

- Design and deploy an innovative upskilling pathway addressed to migrant adults based on the capitalization of pre-existing language skills as well as the improvement of their local language skills, thus opening new employment opportunities.
- Foster the development of key competences among migrant adults by proposing an innovative language teaching methodology based on the joint use of task-based language teaching (TBLT), non-formal approaches, creativity, and digital skills.
- Raise migrants’ awareness of the value of language skills they already possess, turning their competences into assets and motivating them to use their skills to create concrete employment opportunities.
- Improve linguistic abilities both among migrants and local people, creating concrete opportunities for exchange and interaction among different communities, and triggering a cascade effect on local communities through the implementation of open language teaching initiatives.
- Promote social inclusion of migrant adults, by encouraging intercultural dialogue between migrant and local people, enhancing a sense of belonging to a shared community.

The first output is a collection of [Interactive Maps of language communities and Skills](#), showing the **distribution of languages** present in the local contexts of the partner countries, and the **level of key competences**, such as to communicate in the mother

tongue and foreign languages, cultural awareness and expression, and digital competences. The maps are displayed on the website, showing the quantitative data that was collected through interviews with migrants and local adults. Prior to the interviews, all partners have done a desk research about current trends in migration, language diversity and language learning opportunities. This document will summarize the findings. There has also been focus groups with professionals in each country on the same topics as the desk research, which can be found here: <https://teachyourlanguage.eu/interactive-maps/>

The research is organized around different themes:

- General information about Languages and trends within migration
- General profile of main migrant communities and languages spoken in each partner country
- General profile of low-skilled adults and language spoken in each partner country
- Language learning opportunities in each partner country for adults and migrants
- Best practices in terms of peer language learning or migrants/refugees teaching their language to local adults

# Languages and trends

## *General Information on the migrant populations in the collaborative countries*

As can be observed migrant movements in all the collaborative countries have been increased throughout the years.

To begin with Cyprus, main migrants'/asylum seekers' countries of origin are Syria (18%), India (11%), Bangladesh (8%), Pakistan (8%) Cameroon (7%) and Egypt (5%) according to the Asylum Service stats of 2020. To the contrary, in the country of Cyprus little to no findings are saved about European migration flows.

Between 2017 and 2018 the highest proportion of international protection applicants in the population ratio was recorded since there were submitted around 7.761 applications for international protection in the country mostly by Syrians, Bangladeshi, and Pakistani citizens.

In Germany, 5 of the total population were foreigners - either migrants from the EU countries or refugees. Particularly, Berlin foreigners made up 18.5% of the total population, making Germany a multilingual country and Berlin a multilingual city as well. The German Federal Statistical Office registered over 10.9 million people having a foreign nationality and living in Germany in 2018. Most migrants live in the west and South of Germany where the economic conditions thrive and allow them to land a job. The most common countries of origin are mainly Turkey, Poland, Syria, Romania, Italy, Serbia- Montenegro- Kosovo and Croatia. Although migrants from the mentioned countries above made the Berlin population, Vietnamese, and US national occupy a big part of the Berlin population. The 2015 refugee crisis resulted in significant climb in the number of migrants coming to Germany from 7.5 million to 8.6 million by the end of 2015. Ever since the numbers continued to increase. Currently, the vast majority of migrants coming to Germany nowadays are EU citizens originating from Romania, Croatia, Bulgaria and Italy.

Greece migration issue has its roots since 1989, since the fall of socialist regimes in Europe created the first wave of economic migration (with migrants mainly from Albania, Bulgaria, Ex-Soviet Union countries and Romania). Between 2000 and 2010, Greece became a magnet for hundreds of thousands of migrants, not only from the former socialist countries, but from around the world, with 7% of the country's population coming from migrants from non-EU countries. Greece has also been described as the main entry point for immigration to Europe for the period 2005-2010. Monthly statistics of the Ministry of Migration Policy on August 2019 the stock of migrants legally residing in Greece stood at 552,485, thus recording a slight increase of 1.5 percent compared to August 2018. In total, based on EL. STAT the foreign population in 2019 corresponds to 5.8 percent of the total resident population in Greece. For the year 2019, some 74.400 refugees and migrants arrived via the Mediterranean route (Turkey) in Greece. Arrival in 2019 most commonly originated

from Afghanistan, Syria, Iraq and Democratic Republic of the Congo. The main migrant population living in Greece according to the Greek statistical institute are Albania (67.16%), Germany, Romania, Pakistan, Georgia, and Ukraine.

In January 2019, a total of 1,438,923 people with foreign citizenship were living in Austria. This corresponded to a share of about 16.2% of the total population of Austria. Among the non-Austrian nationals, slightly more than half come from EU and EFTA countries, of which a total of 13.4% are Germans who constitute the largest migrant group in the country. A total of 699,089 persons were third-country nationals, out of which the two third come from countries such as Syria, Iraq, and Afghanistan.

Foreigners living in Italy up to 1<sup>st</sup> of January 2019 are 5,255,503 and they represented 9% of the resident population. According to I. STAT data, in Italy are residing third - country nationals which accounted for 6% of the population. The other 3% are other European Union citizens. From the 6% mentioned above, 32% has African origins, 30% is with Asian origins and 28% Europeans from outside of the EU. There is also a 10% coming from the American continent. However, less equally distributed are the main communities, 1/3 of all non-EU foreigners in 2018 came from 3 countries: Morocco (11.9%), Albania (11.6%) and China (8.3%). In 2019, the numbers have slightly changed, yet the foreign communities remained the same; Romanian (23%), Albanian (8.4%), Morocco (8%).

To conclude, migration flows among the collaborative countries present similarities, with migrants or Asylum seekers coming mostly from Middle Eastern or European parts of the world. People from countries such as Syria, Pakistan Albania, Morocco, and Romania are presented to migrate in all collaborative countries, yet the proportions are diverse for each country. Other migrant populations such as Germans, Polish, Georgians are observed yet in different proportions. An interesting fact stemming from the above information is that; proportionally Austria holds the highest refugee numbers in relation to its population.

# Migrants/refugees

## *Main trends in migrant demographics*

Immigration trend plays a key role and will continue to do so for the future population development.

Austrian demographic projections indicate that the net immigration rate – which was around 0.8% of the total population in 2016 – is expected to stay about this level in the coming decade, gravitating at around 0.6% by 2030.

In addition, in Germany there was a huge increase in the migrant populations which landed in the country since 2014 already. Ever since there is a continuous sharp surge till 2017 where a gradual increase is noticed. This may mainly be due to the EU-Turkey deal which took effect in March 2016 and has since curbed the numbers of refugees arriving in Germany. With no change in the European Union's refugee policy insight, the trend of EU migrants to Germany is likely to continue.

For Italy, the ranking of the largest communities in the period 2012-2018 sees in the first positions of third nationals; countries Morocco, Albania, Ukraine, and Philippines as stable positions in the last 8 years. However, the positions occupied by communities from the Asian and African continents have changed significantly, also due to the shifts in resident permits. There was a period where work related permits were declined and resident ones soared which led to growth of the Nigerian, Pakistani, Bangladeshi, and Senegalese communities. However, alters in the law and eliminations of permits for humanitarian and asylum reasons, Albanian and Moroccan populations have been growing whereas the Nigerian community decreased with more than 40%.

Cyprus comes up with the problem of illicit migration as there is a large number of illegal migrants. Even if it seems difficult to estimate their total number, according to the Cypriot Police authorities 25.000 to 40.000 illegal migrants reside in the country, mainly from Eastern Europe and the surrounding Arab countries. Domestic employment statuses have been declined due to the Cypriot economic scene but also to policy issues. Immigration permits have increased the last 4 years due to investment programs. Cyprus has also appeared to record increasing trends mainly by citizens of EU Member States citizens. According to the CAIVIL Registry and Migration Department, there are 245,951 EU and third-country citizens' residence documents in force.

For Greece, as mentioned before refugees and migrants are reaching through the Greek- Turkish borders in the country. Most of the migrants are coming from Afghanistan, Syria, Iraq, and Democratic Republic of Congo. Most migrants are men (41%), followed by children (36%) and women (23%).

## *Level of education*

The findings about migrants' educational levels differ from one country to another and present interesting facts.

To begin with, Cyprus mentions that there is a significant proportion of migrants who have completed secondary and tertiary education, while very few have completed primary education or have not attended school at all. A 20,9% of foreign workers holds a bachelor or master's degree, 16 % a non-university degree and 1% a doctorate. Smaller percentages of foreign workers have completed only elementary school while a very small percentage has not attended school. Compared to the percentage distribution of foreign and Cypriot workers by educational level, one can say that the former show higher rates in tertiary education.

In Germany, the majority of migrants are either still in the educational system or in a working age. While a good educational level is crucial for finding a job. It is hard to determine the migrants' level of education. According to data from the German government, the number of migrants with a university degree has increased considerably over the years. The German government since 2012 has enacted laws which simplify the recognition of qualifications acquired abroad. In 2017, 61.3% of foreign qualification were fully recognized in Germany.

Few findings there are for migrants living throughout the Greek region as there are no studies indicating any educational background for migrants. Austria's average schooling background of migrants is not lower when compared to other countries. At least 20% of the migrant population is university educated, contributing to all sectors of the Austrian economy and society. Policymakers have introduced several measures in recent years to improve language proficiency and the learning capacity of migrants.

Italy though is characterized when it comes to the presence of migrants with a lower educational level than the average Italians: as only 12.6% of foreigners have a high educational background with 49.4% completed the secondary school Italian for the latter variable reach the number of 61.7% while there is also a 19% who has a university degree. Level of education differs for the diverse nationalities (Morocco, Albania, China, Pakistan register as countries of medium-low level education, while Ukraine, Philippines, Egypt, Moldova, Peru, and Ecuador register medium-high level education).

To sum up, for the partner countries key findings are diverse. In Cyprus educational level for migrants are kept at high level while in Italy the country of origin plays a considerable role in the level of education a foreigner may reach. In Greece, there are no findings in this section while the German state has made crucial improvements when it comes to the recognition of acquired skills. Austria remains in the same levels as most European countries without any dramatic deviations.

## *Level of employment/unemployment*

When it comes to employment, there is a general trend as in all countries immigrants are occupied in sectors where local are not interested at all. These occupations include manual, unskilled, low paid as well as low-prestige jobs.

For Germany, one in ten employees is a migrant, making them an indispensable part of the workforce. Main occupations are in meat processing industry, food production concrete and reinforced concrete construction, cleaning etc. The same applies to Greece yet upon entering the country, migrants find jobs for survival reasons in areas most Greek individuals have excluded. Mainly they are employed in the agricultural sector, in processing units as workers, in construction work and in-service accommodation. Their access in the labor market depends mainly on the process of their asylum application. Differences between first- and second-generation immigrants appear- with the second having higher employment rates.

In Cyprus, as in the above countries there is a significant number of migrants who work in informal forms of employment, mainly seasonal, and are often employed under adverse conditions, forced mainly into isolation and restriction in specific places, as in the case of domestic workers.

For the Italian region, higher education increases employment rates, however education has more influence on Italians' employment status rather than foreigners.

In Austria, migrants with foreign degrees are occupied in low-skilled jobs even though they are overqualified for these current positions/ Highest unemployment rates are found among the nationalities of Afghanistan, Syria, and Iraq.

## Low qualified adults

The definition for low qualified adults does not differ from one partner country to another, as for all it applied the same definition- low qualified adults are those who have completed the secondary education level. In Germany though there is no legal definition of the term “ low qualified adults” as in the rest of the countries, however employment experts distinguish three groups of employees: low qualified, middle-skilled qualified, and high-skilled qualified. According to the German Federal Statistical Office in 2017, the percentage of those low qualified adults had reached 11%, yet in comparison to the 2007-2017 decade it has been decreased.

Unfortunately, in Greece only 2.5 % and 26% of adults attain Level 3 in problem solving in technology-rich environments and literacy, respectively. These numbers are far lower than the OECD average making the topic of education an issue of critical condition for the country.

Italy does have a high rate of adults with low-educational levels and low cognitive and digital skills compared to the EU average.

In Cyprus, the school dropout rate increased significantly since 2017. The percentages of adults 18-24 who quit early education have reached 8.6%. However, national data show that real school dropout rates remained low in both lower secondary and upper secondary education. The issue of gender gap was significantly reduced with school dropouts falling by 2% for boys while for girls it was increased by almost 5%.

Finally, Austria considers as competences those gained through training, informal learning and working experience. In 2018, it is reported that a third of the 35% of employees with foreign nationality completed an apprenticeship, vocational training, or Secondary school. When domestic workers are included in this figure then it is 54%. Recognition of foreign training, especially in academic area was granted to 7,034 people with foreign qualifications- 10% of those were coming from Afghanistan, Syria, or Iraq.

### ***Adults participating in second change education***

Adults in all partner countries encounter second change education to develop their skill. Yet opportunities are not the same in all partner countries. In Austria, second change education opportunities are taken mostly by those who have the proper financial sources. This explains that the percentages are higher for those who already have acquired a sufficient educational level. During 2017, almost 10,000 adults aged 25 or above acquired an upper-secondary qualification.

In Germany -especially in Berlin- the opportunities are plenty for one to improve his skills. The government offers a plethora of funding training opportunities for low qualified adults and learning options for migrants.

In both Cyprus and Greece there is an abundance of institutions or organizations offering educational support to people who have decided to return to education. Public

universities, private schools, non-governmental organizations are only a few to name which offer a well-rounded education. The participation is high in both countries. To the contrary, in Italy although there is a need for upskilling, only a small share of adults with low literacy levels participated in formal or non-formal education and 9% reported that they wanted to continue in education. Making a gender comparison, only 11% of women versus 17% of man participate in adult education and training. Barriers like “busy with work” or “occupied taking care of the children” are the most prevailing excuses.

### ***Different languages spoken by the local adult population***

The languages spoken among the different countries vary and have started gaining ground in the educational system and daily life.

In Austria, the official language is German, yet there is a pronunciation and grammatical difference than the High German. There are also recognized minority languages as Hungarian, Slovenian, Burgenland Croatian, Czech, Slovak Romani and sign languages. In Italy the state language is Italian, yet Catalan, German, Greek, French, Friulian, Croatian, Ladin, Albanian and Sardinian are spoken as regional or minority language with official status. In Cyprus for the vast majority English is the first language followed by French. In Greece, Greek is the official language of the country yet each region appears to have a different dialect depending on its position (cities closer to Albanian borders have an Albanian dialect for example).

# Language learning opportunities for adult learners, migrants and refugees

## Government organized

Universities play a key role when it comes to language teaching. In all collaborative countries, universities in conjunction with the state government organize well-structured language courses that will rapid migrants' integration in the local society. For Germany, the key stakeholder organizing such courses is the German Federal Office for Migration and Refugees- a cycle of 600 lessons of the German language followed by an orientation course of 100 lessons providing knowledge of the German legal system, rights etc. is the main educational provider. In Austria, the Austrian Integration Fund supports migrants in their integration process -with 9 centres it offers intensive German language courses and prepares students for their German language exams. Other services such as the Public Employment Service Tyrol and the International Language Centre of the University of Innsbruck, Bildung, Freude Inklusive and WIFI are providing courses in German or other languages.

In Greece National & Kapodistrian University of Athens provides courses of the modern Greek language since 1950. The main teaching centre works in conjunction with other universities throughout the Greek region to achieve higher impact on the vulnerable groups. There are also language and culture programmes for migrants and refugees which focus on refugee population of 15 years or older. In Italy – especially in Palermo- there are university based but also private schools to learn the languages. In Cyprus, public universities have language centres that offer to students, staff, and the public the opportunities to learn the language. There are also many private schools in the free territory of the country that offer teaching of a wide variety of foreign languages for all ages and levels.

## Free options

Free courses are still an option for those who wish to attend local language classes. In most partner countries there are countless opportunities for learning free of charge. Most courses of this type are open to anybody but in some countries, there are specific peculiarities. Some of the countries work with Internet based tools too. In Greece, such courses are offered by non-governmental organisations, either by official Greek language teachers or by local volunteers. In Germany there is a plethora of such free of charge classes yet most of them focus on teaching the English language. Language clubs, conversation groups or even closed Facebook groups exist too, yet limited to one language. In Cyprus, there are only the "Training Institutes of the Republic of Cyprus" that organize free language courses of Greek for children of repatriated Greek Cypriots and for Turkish Cypriots as well as Turkish courses for Greek Cypriots. For Italy applies the same as for Greece, since besides the

government-based courses which are free of charge there is a variety of associations or organizations working in the field of migrants' integration offering language courses as well (in Palermo such associations offer either Italian classes yet there are also Chinese classes organized). At this point, it is worth mentioning that Italian classes are being held in migrants' receptions centres. Finally, in Austria free courses are available through some organizations working with migrants. Online courses are also uploaded on websites and learning channels at no cost.

### ***Language knowledge validation***

When it comes to paper validations unfortunately what is observed in all collaborative countries is the fact that in order to gain a language degree of the local language, several hundreds of money must be paid. It is almost impossible to gain an official language certificate without "investing" some money. The cost depends on the language degree (whether is chosen the host language or another language) and the desirable level one wishes to be examined too.

# Best practices for any language teaching

In terms of best practices, the results are encouraging enough proving. A lot of effort is put by local stakeholders to help refugees' and migrants' integration smoother.

The Freie Universitat in Berlin aims to match university students with staff based on specific characteristics so to realise language tandems. This option is open to everyone. Language exchanges in Austria offer a platform where someone can find a platform for live conversation or to meet and practice the language. In Greece, such tandems do not exist yet practices like Mobile Schools and multilingual support guides dominate. Non-profit organizations implement daily interventions in the centre of Athens and teach basic language skills to migrants. Free online coursebooks exist too. In Palermo associations of young Senegalese migrants organize language and cultural courses.

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