

# **Migrant associations get involved: A Portuguese experience on non-formal education and learning PFL**

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ALTE PARIS  
10 - 11 April 2014

## The project - how did it come about?

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- ❑ **The courses and programme *Português para Todos* (PPT):**
  - Promote teaching and learning the Portuguese language as 'host language'.
  - Enrolment in this courses is free;
  - they give access to a certificate equivalent to the A2 Level in Portuguese language;
  - This certificate is valid when applying for the Portuguese Nationality (Portaria nº 1269/2009 de 15 de Outubro; Portaria nº 216-B/2012 de 18 de Julho).
- ❑ Portugal's PPT programme courses are very easy to access
- ❑ **In spite of this public stayed away.**

## The project - how did it come about?

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- To reach this non 'captive' group
- An experiment in Non Formal Education (NFE) within the Programme *Apoio ao Associativismo Imigrante* (PAAI) 2013.
- An alternative way of learning the Portuguese language
- Using NFE potentialities to design a more flexible and attractive offer
- Involving the immigrants' associations.

## The project - how did it come about?

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- Five Immigrants' Associations were chosen to be part of the project:
  - AMRT - Associação de Melhoramentos e Recreativo do Talude (Bairro do Catujal, Unhos, Loures).
  - Associação Unida e Cultural da Quinta do Mocho (Quinta do Mocho, Sacavém)
  - Associação “A comunidade islâmica da Tapada das Mercês e Mem Martins” (Mem-Martins, Sintra)
  - FRATIA - Associação de Imigrantes Romenos e Moldavos (Setúbal)
  - DOINA - Associação dos Imigrantes Romenos e Moldavos do Algarve (Almancil, Loulé)

## The project - how did it come about?

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- Two cooperation protocols (ACIDI – Associations; ACIDI and FLUL);
  - A research team was put together, involving the Post-Graduate Program in PFL / L2;
  - Field work and proximity work was carried out:
    - Observation of sessions and activities;
    - Contact with the NFE Sessions' learners, educators and with those in charge of the Programme inside Associations;
    - Group meetings in FLUL;
    - Workshop at *Centro Nacional de Apoio ao Imigrante* (Lisboa).
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## The project - how did it come about?

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“Non formal education is one of the paths for learning the Portuguese language, being fundamental its quality, assuring the participants’ qualification allows them access to a A2 Level certificate, in accordance to CEFR, relevant when requiring the Portuguese Nationality, a permanent residency authorisation or a long-term resident statute.”

(Protocol ACIDI - FLUL)

## Learning and Teaching Portuguese as host language

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- Learning the language of the host country is a right consacrated in the 1996 European Social Charter.
  
- The knowledge of the host language is one of the most important integration factors, with consequences on:
  - working conditions
  - fixing residency
  - acquiring nationality

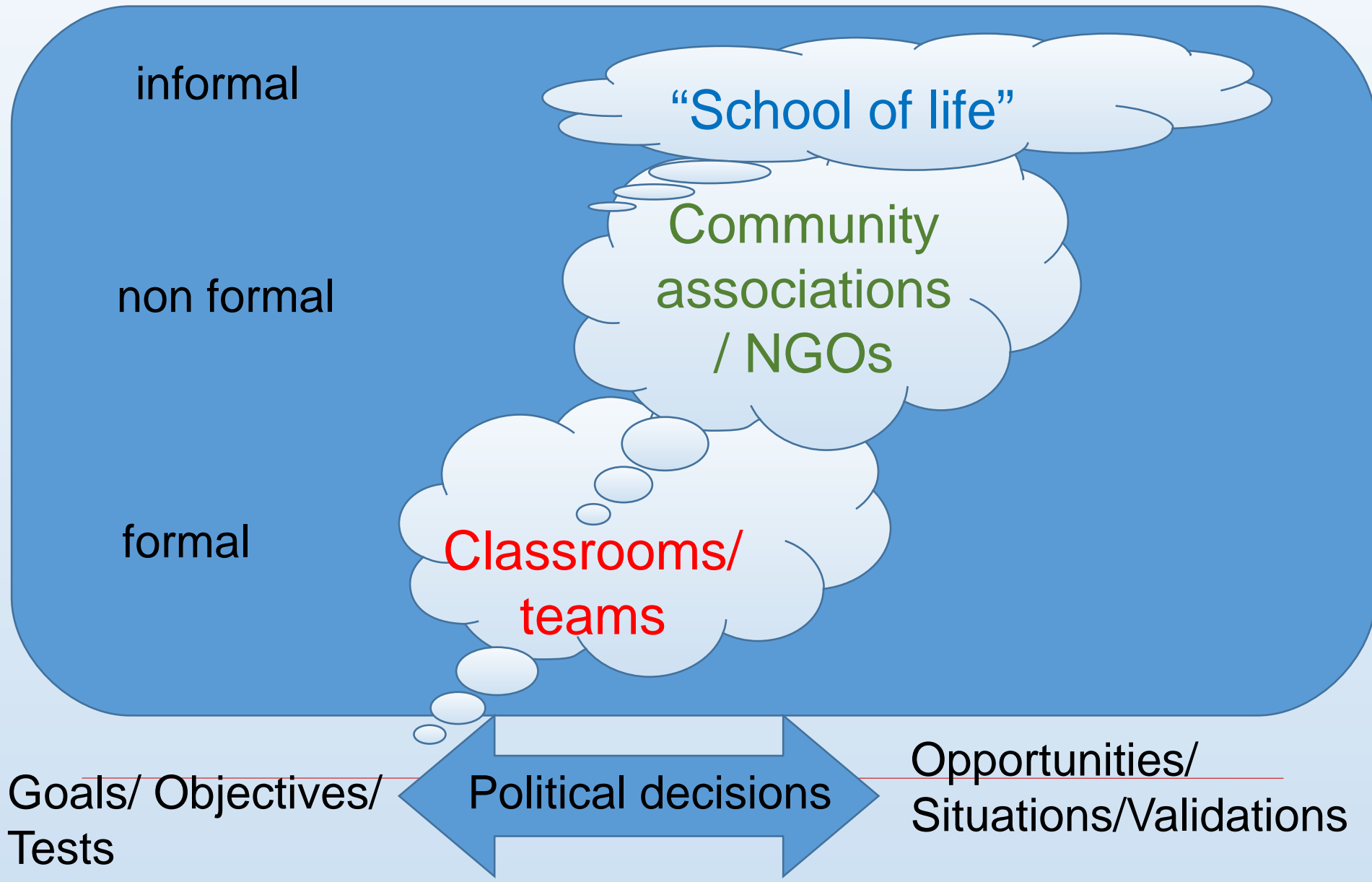
# Learning and Teaching Portuguese as host language

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- The public:
  - Heterogeneity: age, sex, mother tongue, profession and education (Grosso, 2010: 67-68);
  - Is different from other learners of Portuguese as Foreign Language;
  - Context linguistic immersion;
  - Need to learn for working reasons and also for social reasons;
  - It is an adult public, with a life story and with their own perceptions and ideas about Portugal and the Portuguese, about the culture and the language.



# Formal, non formal and informal education and learning



# Assessment

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- Why should participants apply to A2 Level examination?  
(from funding institution's point of view )
  - The need for the funding institution to have concrete and reliable data (the results and the consequent certification of the learners);
  - Give learners feedback of their competences;
  - Give them the possibility of obtaining an official A2 Level certificate of their knowledge in the host language
  - Give them also the chance to develop their language proficiency;
  - Allowing them to progress professional, personal and socially in the host society, by learning how to take a test.

# Assessment

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- It was important to assure the control of quality of the training, for the learners, the teachers, the funding institution.
- To demand maximum commitment from the Association leaders enrolled in the project.

# Assessment

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- Assessment impact in three levels:  
(from research group point of view)
  - on the teaching and learning process: enhances the performance of some educators and the attitude of some learners;
  - on ACIDI's evaluation process of the immigrants' Associations enrolled in this project;
  - on the public opinion concerning ACIDI's initiatives to the immigrants integration into the host society.

# Assessment

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- Test takers:
  - FRATIA and DOINA
    - Moldavian or Romanian background (homogeneous group);
  - AMRT
    - Sub-Saharan Africa (Angola, Guiné-Bissau, São Tomé e Príncipe, Senegal) + India (more diverse group);
- Involvement of the immigrants' associations produces more homogeneous learning groups.

## Results

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- Exam session - A2 Level:

- November 2013

- Number of test takers:

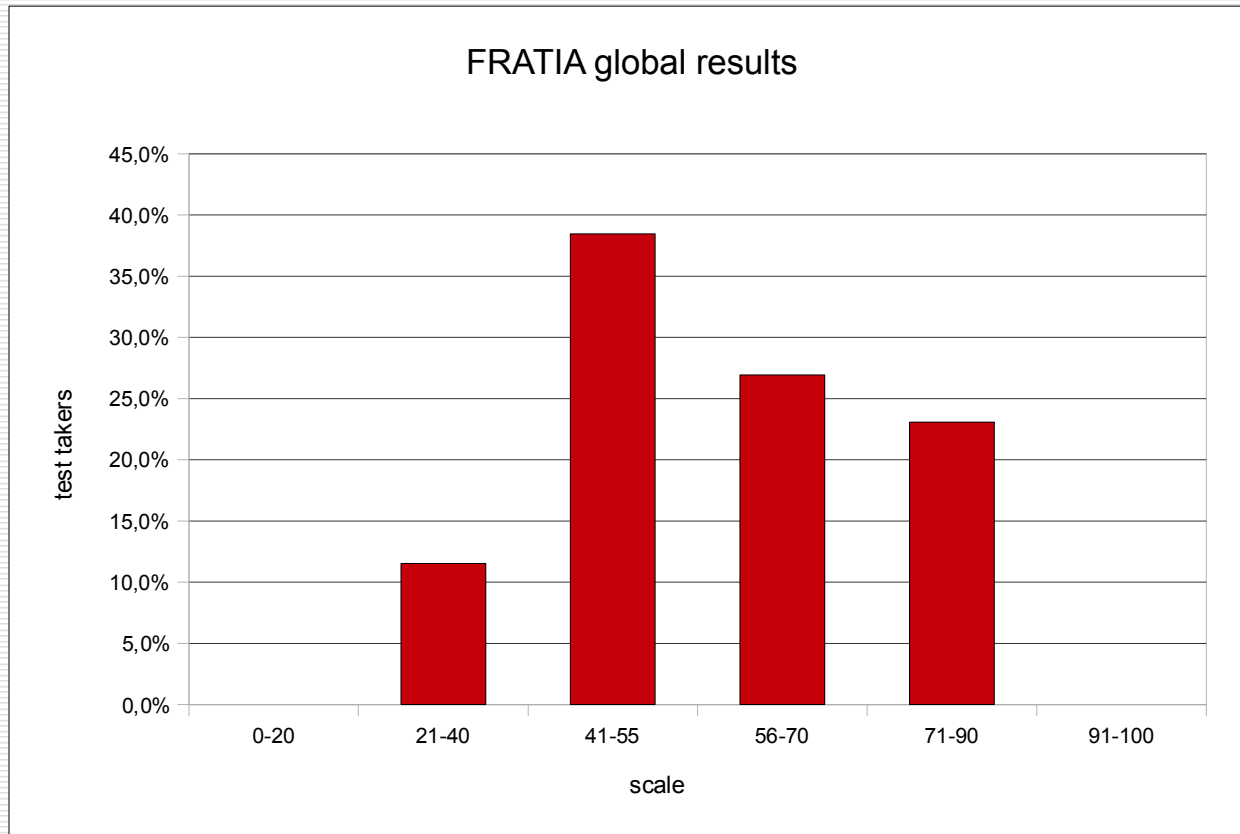
- FRATIA - 26

- DOINA - 19

- AMRT - 14

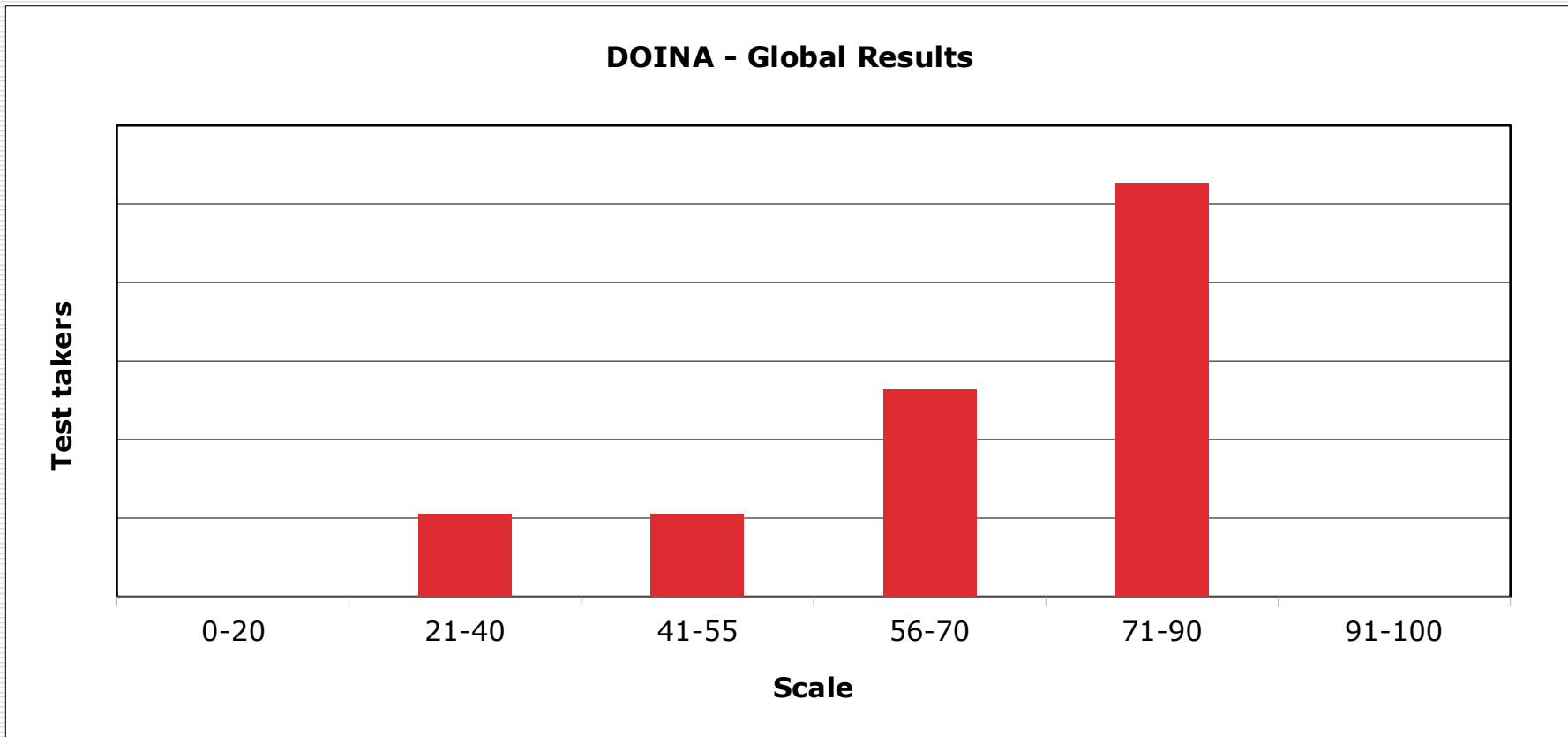
# Results

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# Results

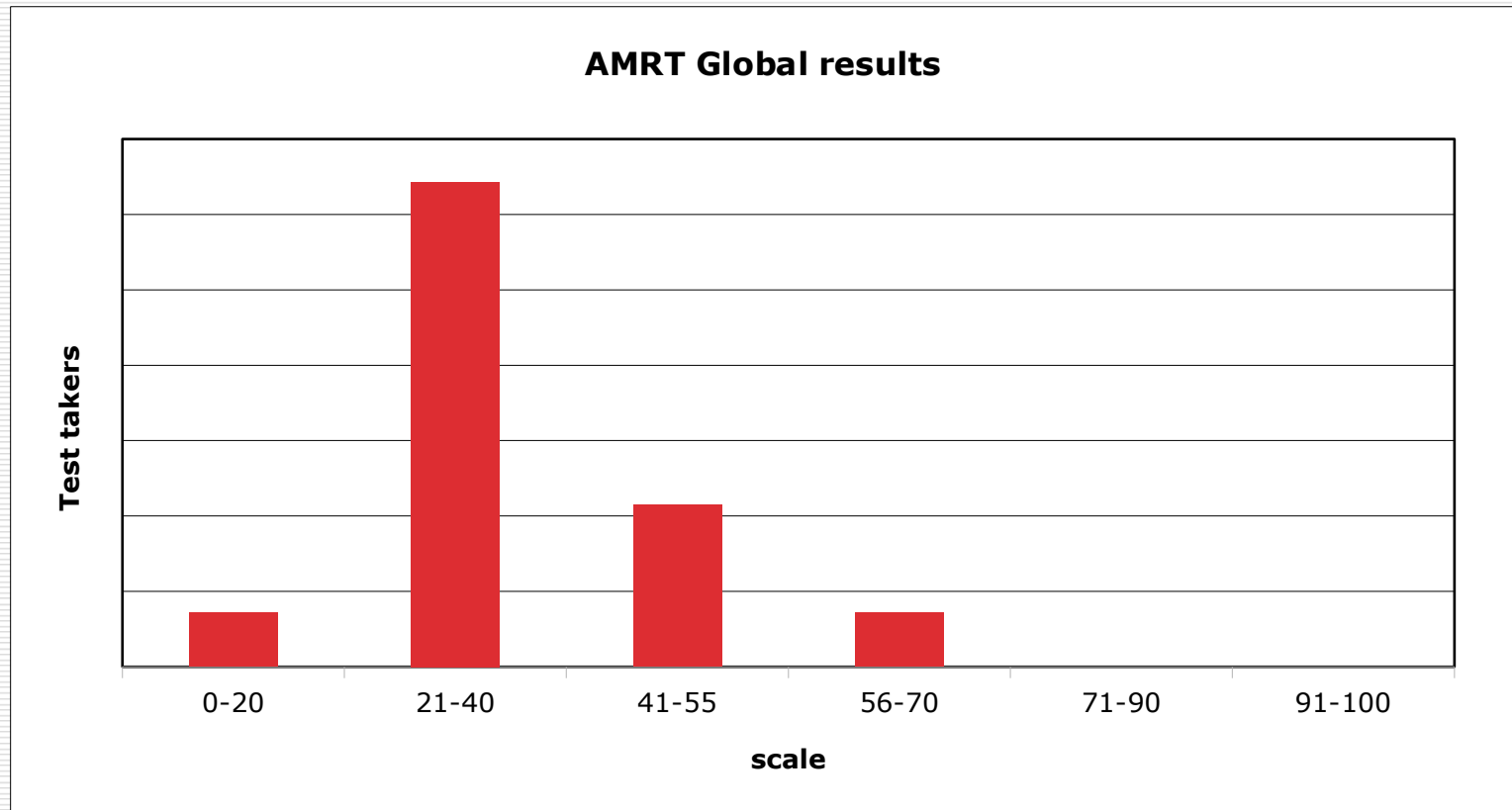
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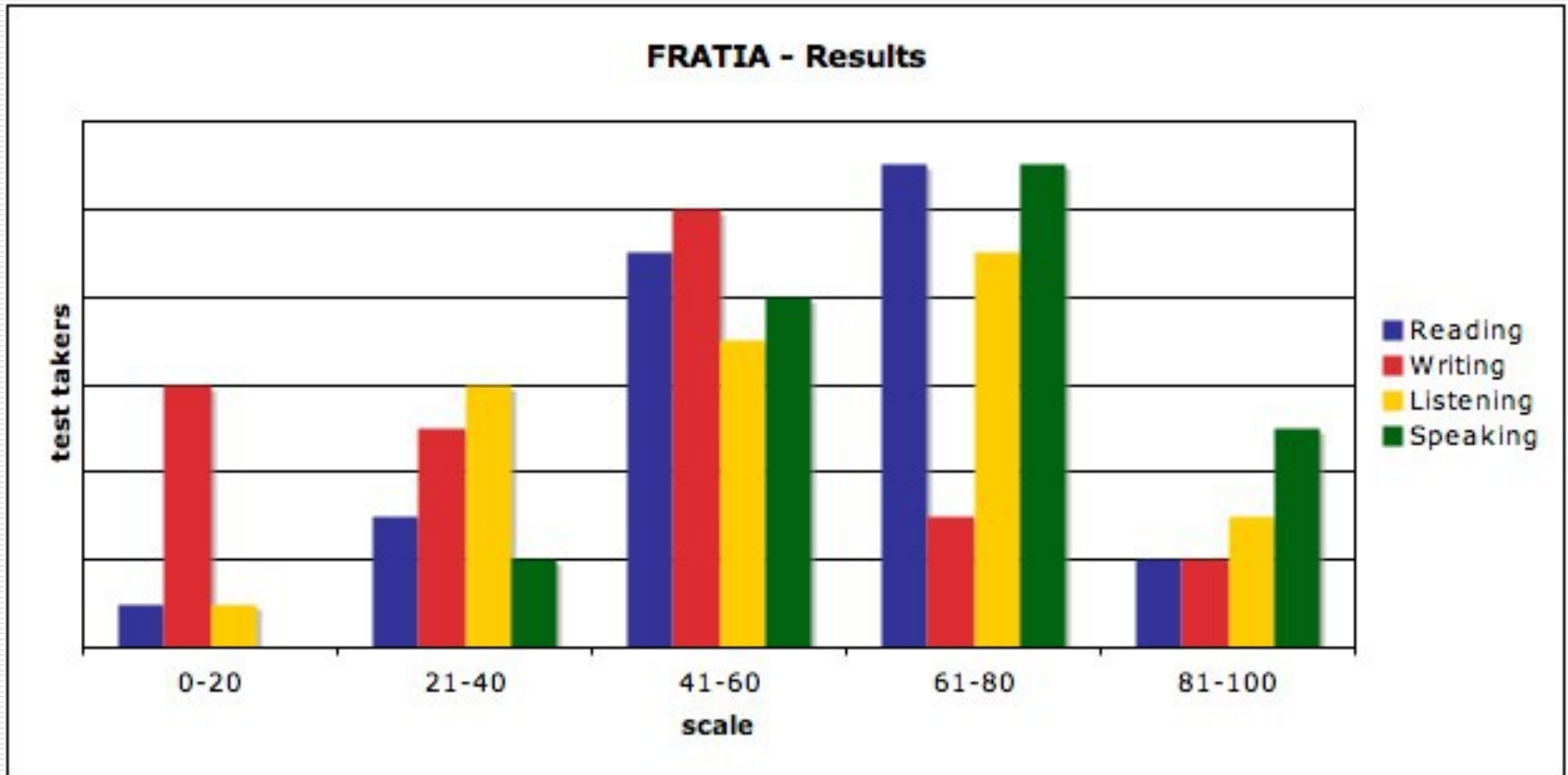
# Results

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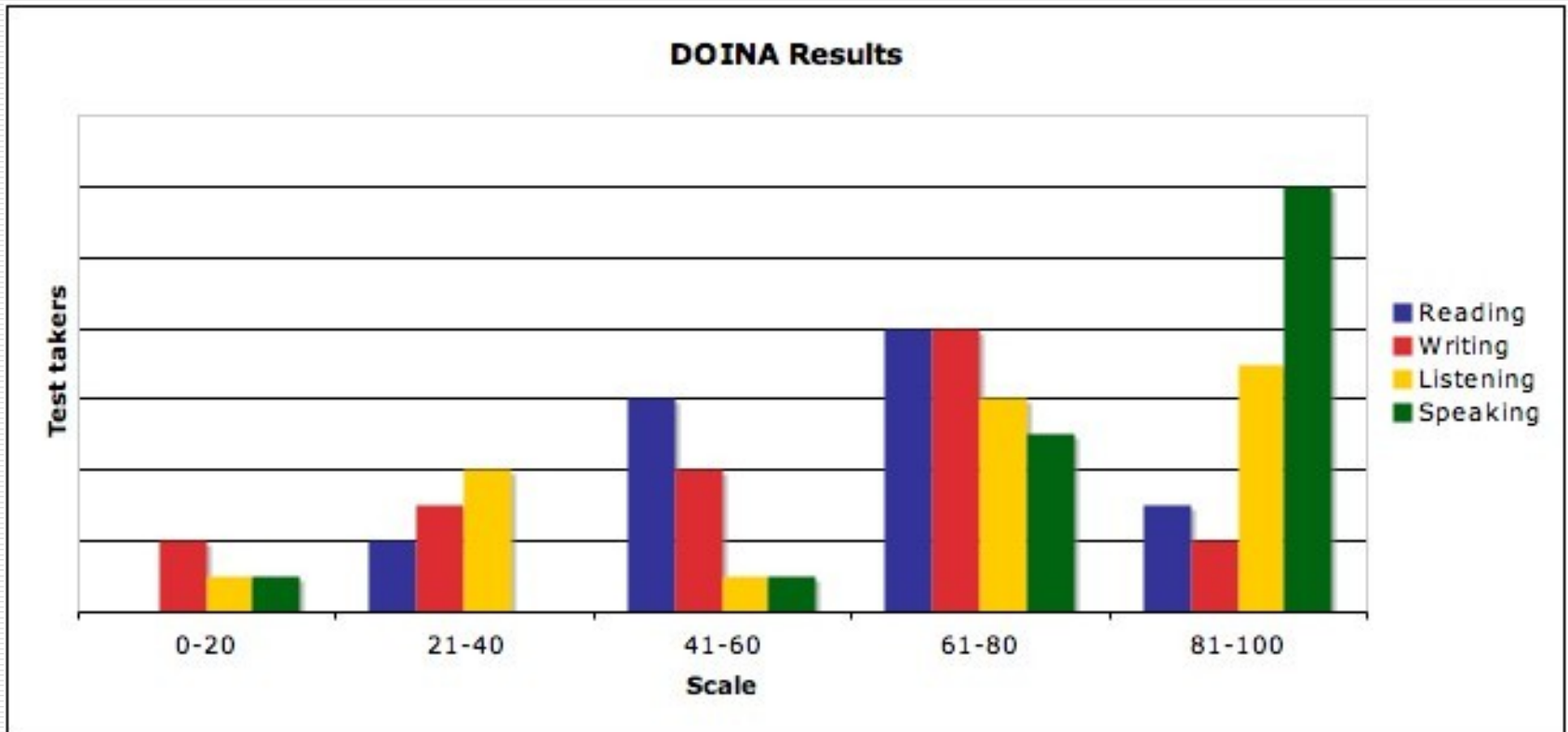
# Results

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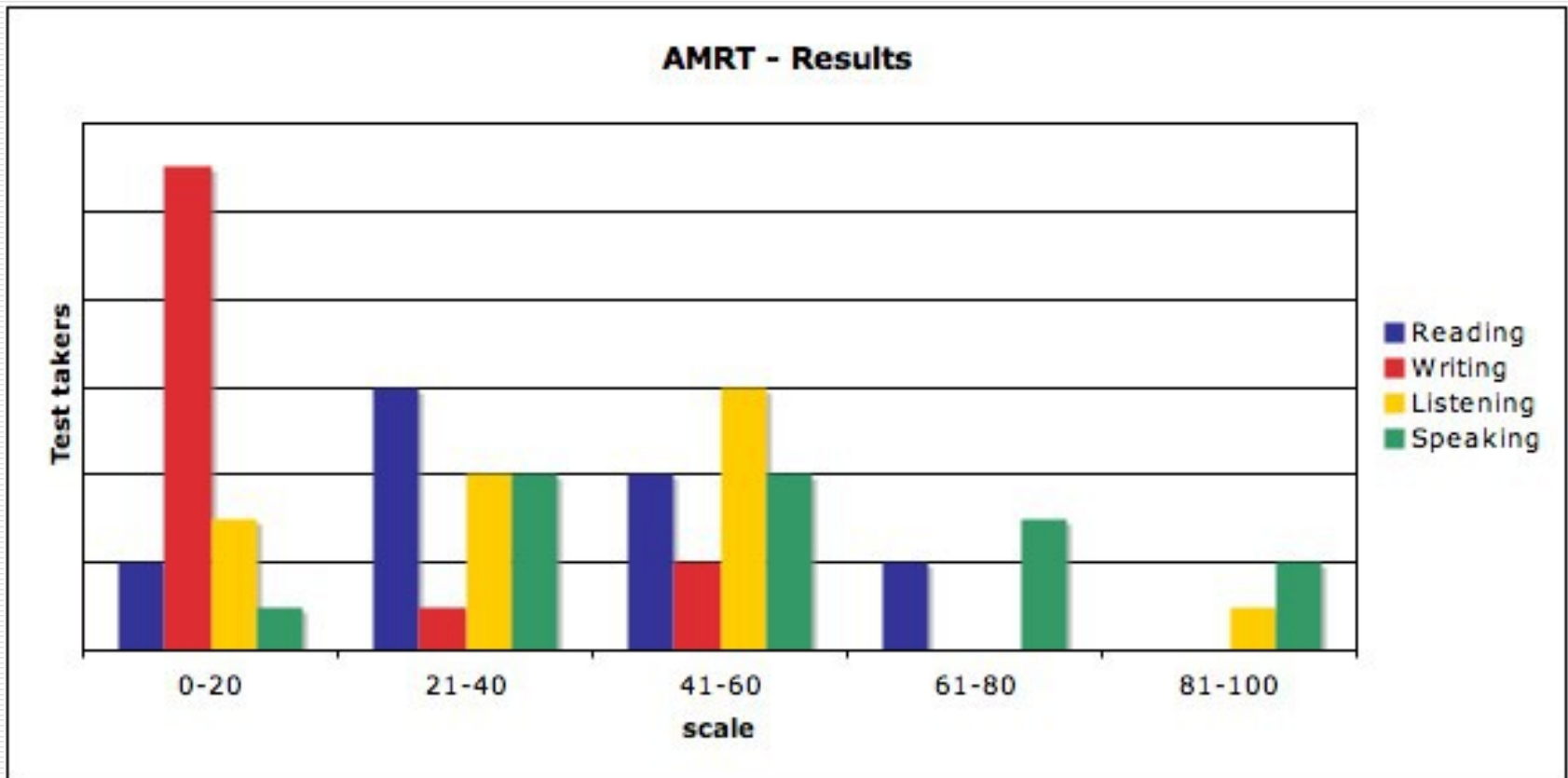
# Results

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# Results

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# Final notes

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The research group's hypotheses had been:

- 1) the involvement of the immigrants' associations generated more homogeneous groups;
- 2) the involvement of the immigrant associations added value to the learning and consequently to the test results;
- 3) the use of NFE features added value to the learning and consequently to the test results,

# Final notes

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- the three levels of impact:
  - evaluating the Associations work by ACIDI using the results of the test takers is not useful. This is a misleading use of the Assessment.
  - NFE should not end in a formal examination exercise / test.
  - the immigrants' needs in everyday life are centered in oral communication (speaking and listening) (cf. partial results – FRATRIA, DOINA, AMRT);

# Final notes

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In spite of the differences between the two groups:

– FRATIA / DOINA  AMRT

- the results in speaking and listening are similar comparing to the other components, writing and reading.

# Final notes

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- In this case, we came to the same conclusions as LAMI ALTE Authoring Group (2008):
- the issue of equity is of major importance since it can originate situations where citizenship rights are being denied;
- it is necessary to open the possibility for other sorts of evaluation
- a test might not always be the best way to evaluate competence in the host language.



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Thank you.

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