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

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The project - how did it come about?

- **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?

- 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?

- 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?

- 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).
The project - how did it come about?

“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

- 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

- 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

- **Informal**
- **Non formal**
- **Formal**

**Community associations / NGOs**

"School of life"

**Classrooms/teams**

**Goals/ Objectives/Tests**

**Political decisions**

**Opportunities/ Situations/Validations**
Assessment

- 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

- 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

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

- 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

- Exam session - A2 Level:
  - November 2013
  - Number of test takers:
    - FRATIA - 26
    - DOINA - 19
    - AMRT - 14
Results

FRATIA global results

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Results

DOINA - Global Results

Test takers

Scale

0-20  21-40  41-55  56-70  71-90  91-100

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Results

AMRT Global results

Test takers

scale

0-20
21-40
41-55
56-70
71-90
91-100

ALTE Paris 2014
Results

FRATIA - Results

Test takers

Scale

Reading
Writing
Listening
Speaking

0-20
21-40
41-60
61-80
81-100

ALTE Paris 2014
Results

DOINA Results

Test takers

Scale

0-20 21-40 41-60 61-80 81-100

Reading  Writing  Listening  Speaking

ALTE Paris 2014
Results

AMRT - Results

Test takers

0-20  |  21-40  |  41-60  |  61-80  |  81-100

scale

- Reading
- Writing
- Listening
- Speaking

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Final notes

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

- 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);

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Final notes

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

- 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.
Thank you.

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