



LIAM

SYMPOSIUM

organised by the Council of Europe

The linguistic integration of adult migrants: lessons from research



Learning language that matters



A PEDAGOGICAL METHOD TO SUPPORT LOW
EDUCATED MIGRANTS IN THEIR SOCIAL
INTEGRATION IN WESTERN COUNTRIES

Introductions

Rogier van 't Rood, PhD

University researcher & lecturer
Education in an international context
Utrecht University
International consultant on education



Utrecht University

Christa Nieuwboer, PhD

Researcher, supervisor
and Professor, Developments in parenting and parenting support
Fontys University of Applied Sciences



Twitter: @vantrood

www.ideal-participation.eu

info@ideal-participation.eu

Most language courses

Standard

- Goal (tests) oriented
- Top down approach
- Teacher in L2
- Teacher centered
- Heterogeneous groups
- Static curriculum
- L2 approach
- Cognitive approach
- Written materials
- External motivation (tests and sanctions)

But :
one size
does not
fit all



“Course blocking” (Beacco, 2014)

Difficulties

Many non-western immigrants (foremost women)

face the following difficulties:

- Lack of skills to learn in a formal setting
- Very limited knowledge and understanding of western societies
- Lack of skills as how to adjust traditional ways of child upbringing to gender balanced and democratic societies
- None or too limited command of the language of their host country
- Low self-esteem and self confidence, and limited communication skills
- Often social problems in the family and the neighbourhood, also causing psychosomatic illnesses.

Exclusion

Many have previously participated in study programmes without mentionable results, reinforcing the experience of stagnation, failure, frustration and exclusion

The immigrants' marginalised position causes frictions in society, and could even disturb overall social cohesion.

Inclusion

IDEAL provides for a validated, effective and alternative learning approach for non-western immigrants, enhancing their inclusion in society

Language acquisition is a means towards inclusion, not a goal in itself

IDEAL goal: inclusion by increased participation and active citizenship.

IDEAL: programme

2002 – now

Leiden

Maastricht

The Hague

Malmö

Copenhagen

Skopje

.. Johannesburg



Integrating Disadvantaged Ethnicities through Adult Learning

IDEAL: results

Language acquisition (CEFR levels)		
Baseline	Final	Score
A2	A2+	+0.5
A1+	A2	+0.5
A1	A2	+1
A2	A2+	+0.5
A1	A2	+1
A1	A2+	+1.5
A2	A2+	+0.5
A2	A2+	+0.5
A1+	A2	+0.5
A2	A2+	+0.5
A1	A2	+1
A0	A1+	+0.5
A0	A1+	+0.5
A0	A1+	+0.5
A0	A1+	+0.5
A1	A2	+1

Levels of participation		
Baseline	Final	Score
2	2	0
1	2	+1
1	2	+1
0	2	+2
0	2	+2
1	2	+1
1	2	+1
1	2	+1
1	2	+1
1	2	+1
0	1	+1
0	1	+1
0	1	+1
0	1	+1
0	1	+1
0	1	+1

AIMS of the programme

IDEAL aims to:

- Stimulate active participation in a western society
- Increase self esteem, self confidence, and communication skills
- Increase the command of the target language
- Increase parenting skills in a gender balanced and democratic context
- Create awareness about causes of problems at family and neighbourhood levels (also affecting health)
- Stimulate attitudinal change for effectively solving those problems
- Stimulate participants to internalise other views and visions.

The learning process



Bridge



Stepping stones



Path finding



Survival?

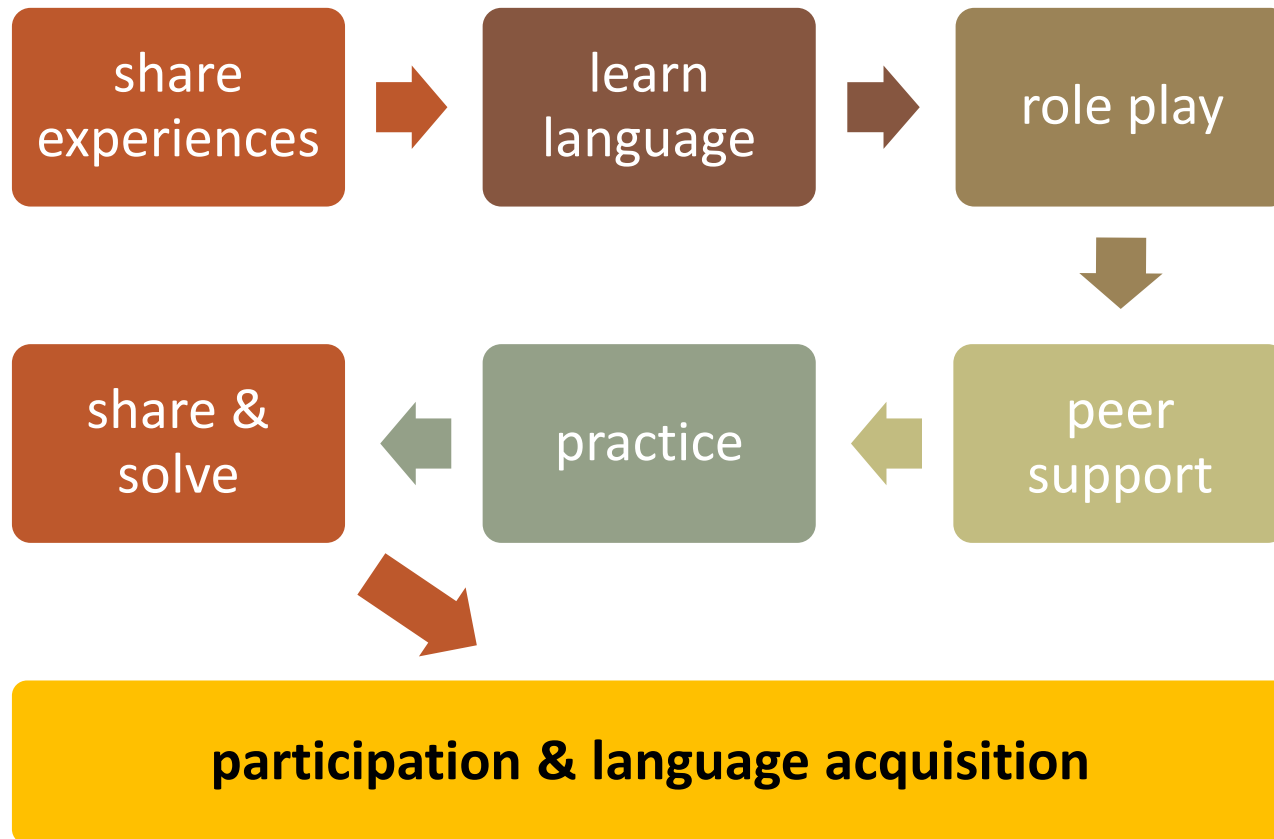
Challenging
Active
Together

Safe
Stimulating
Empowering

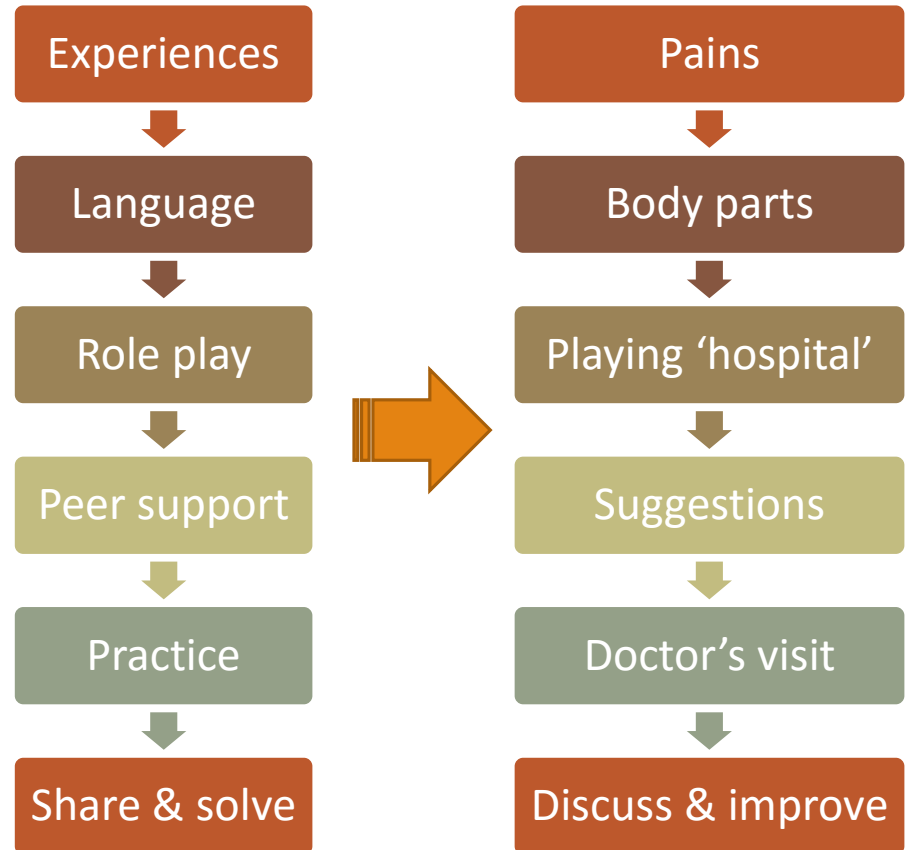
Method: what matters?



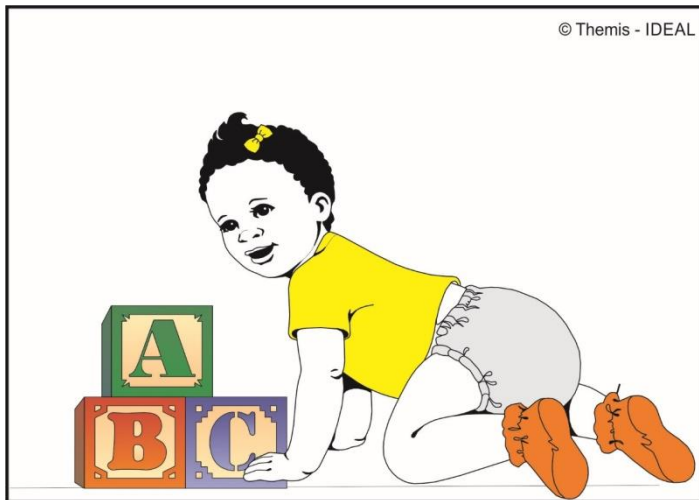
Method: learning process



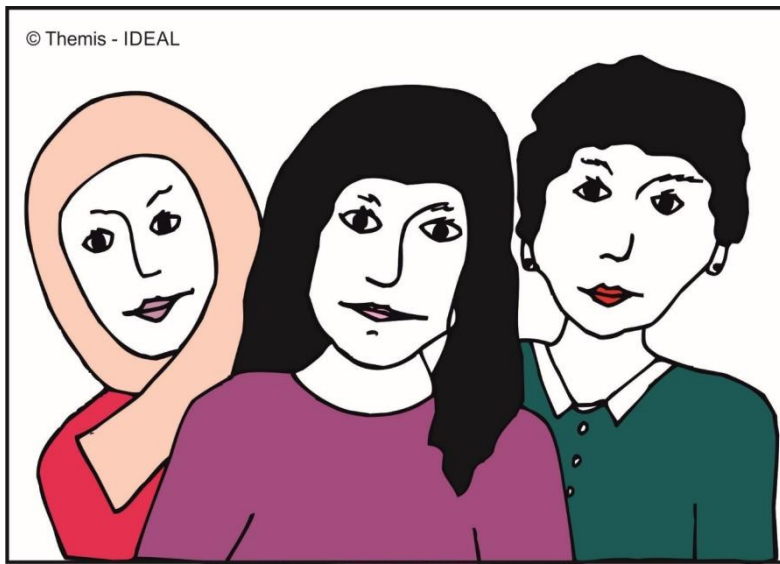
Example: Health



Example: Parenting



Example: Birthdays



Main characteristics

Standard	IDEAL
Fixed mindset on goals (tests)	Learning process and growth mindset
Top down approach	Social-constructivist approach
Teacher in L2	Role model facilitator
Teacher centered	Emphatically learner centered
Heterogeneous groups	Homogeneous groups (e.g., women)
Static curriculum	Semi-structured curriculum
L2 approach	Mother tongue dual approach
Cognitive approach	Multi-sensory appeal
Written materials	Creative didactic tools
External motivation	Challenging and 'lean forward'

Supported by

2010-2013 Programme:



Certification as of 2012, by:



Publications (open access)

IDEAL Handbook (2013):

This handbook describes in detail the relevance, background and methodology of IDEAL, the implementation modalities, characteristics of the target group, and opportunities and limitations of the approach.

[Hyperlink to full text](#)

International Journal of Intercultural Relations (2016):

Nieuwboer, C.C. & Rood, R.A. van 't (2016). Learning language that matters, A pedagogical method to support migrant mothers without formal education experience in their social integration in Western countries, *International Journal of Intercultural Relations*, 51, 29-40

[Hyperlink to full text](#)

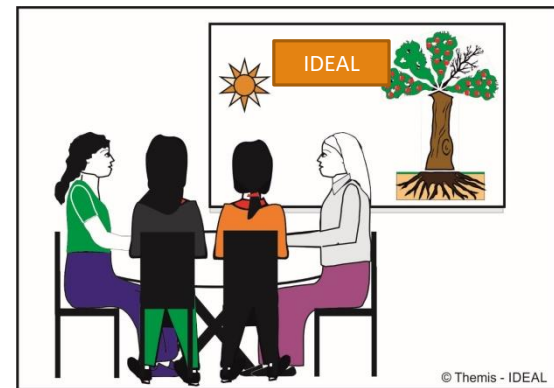
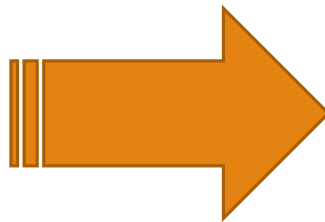
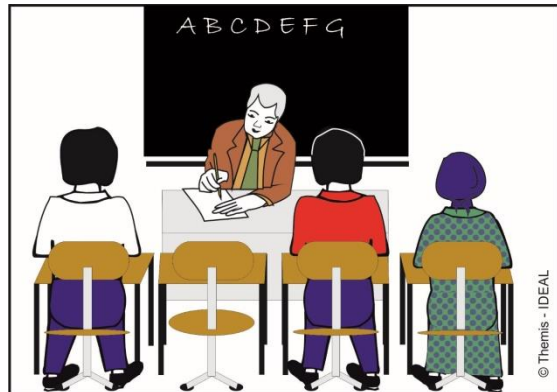
In conclusion

Non-participatory programmes lead to exclusion of the most vulnerable groups of migrants

Inclusion is more relevant and urgent than ever

Participatory programmes like IDEAL offer solutions

Support migrants in their efforts for social integration (Guidelines COE)



Contact

Rogier van 't Rood, PhD

University researcher & lecturer
Education in an international context
Utrecht University
International consultant on education



Utrecht University

Christa Nieuwboer, PhD

Researcher, supervisor
and Professor, Developments in parenting and parenting support
Fontys University of Applied Sciences



Twitter: @vantrood

www.ideal-participation.eu

info@ideal-participation.eu