

# LANGUAGE SUPPORT FOR ADULT REFUGEES: A COUNCIL OF EUROPE TOOLKIT

[www.coe.int/lang-refugees](http://www.coe.int/lang-refugees)

As part of the Council of Europe's project on Linguistic Integration of Adult Migrants (LIAM) a toolkit has been developed to support member states in their efforts to respond to the challenges posed by unprecedented migration flows.

The Council of Europe aims to create a common democratic and legal area throughout the continent where respect for human rights, democracy and the rule of law are ensured. All the Council of Europe's actions are shaped by these values and by an enduring concern to promote social inclusion, social cohesion and respect for diversity.

For the past five decades one of the Council's major education programmes has focused on language policy; more recently it has also addressed the linguistic integration of adult migrants (LIAM). Migrants' acquisition of competence in the language(s) of the host country is a focus for political debate and policy initiatives in a growing number of Council of Europe member states.

**The LIAM project ([www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)) offers support to policy makers and practitioners who are working to facilitate migrants' integration into civil society**



[www.coe.int/education](http://www.coe.int/education)

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The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.



## Contact:

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- ▶ [www.coe.int/lang-migrants](http://www.coe.int/lang-migrants)



This toolkit is designed to assist organisations that provide language support for refugees, and especially the volunteers working for them.

**The practical resources in its three main sections offer:**

- ▶ Important information on **cultural and language awareness** and **language learning**
- ▶ Guidance on finding out about **refugees' language needs** and **planning language support**
- ▶ **Learning activities** that range from breaking the ice, learning vocabulary and thinking about language and learning, to **a series of scenarios** that focus on real-life communication and suggestions for **interacting with the local community**.

**A website in 7 languages:**

**Deutsch, Ελληνικά, English, Français, Italiano, Nederlands, Türkçe**



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## INTRODUCTION

### The Council of Europe and language policy for migrants/refugees

#### Refugees: some essential background ↴

1. The geopolitical context of migration
2. The rights and legal status of refugees: some basic facts and terms
3. Ethical and intercultural issues to be aware of when working with refugees

#### Cultural and language awareness ↴

4. Responding appropriately to cultural difference and managing intercultural communication
5. Arabic: some information
6. Kurdish: some information
7. Persian: some information
8. Somali: some information

#### Language learning ↴

9. Thinking about language learning and providing language support
10. What is involved in providing language support for refugees?
11. Refugees as language users and learners
12. Engaging adult refugees as language learners
13. Acquiring a very elementary ability to use a new language

## PREPARATION & PLANNING

### Some points to think about ↴

14. Diversity in working groups
15. Supporting refugees with low literacy
16. Plurilingual portrait : a reflective task for volunteers
17. Challenges in learning to read and write in a new language
18. Preparing an environment for offering language support

19. Breaking the ice and building group confidence
20. Organising writing practice at elementary level
21. Selecting and using texts for listening and reading at elementary level
22. Selecting pictures and 'realia' for language activities. Some guidelines
23. Reflecting on your language support work

### Needs analysis ↴

24. Identifying refugees' most urgent needs
25. Finding out what refugees can already do in the target language and what they need to be able to do
26. First steps in the host country language
27. Refugees' linguistic profiles
28. Finding out more about refugee's own linguistic resources and capacities
29. What are the most important things to learn? The refugees' point of view
30. Observing situations in which refugees need to use the target language

### Planning content ↴

31. Selecting situations to focus on in language support – a checklist
32. Selecting communicative functions that are useful for beginners – a checklist
33. A list of expressions for everyday communication

## ACTIVITIES

### Getting started ↴

34. Handling initial meetings with refugees: some guidelines

### Learning vocabulary ↴

35. Ideas for learning basic vocabulary: everyday life
36. Basic vocabulary to express opinions and emotions
37. Techniques for learning vocabulary

### Thinking about language learning ↴

38. Plurilingual portrait: a reflective task for refugees
39. Helping refugees to think about their learning

### Scenarios for language support ↴

40. Starting to socialise
41. Using a mobile phone

42. Using apps like Google Maps
43. Finding out about social services
44. Using health services
45. Shopping: buying clothes
46. Shopping: buying credit for a mobile phone
47. Food – inviting someone to a meal
48. Finding your way in town: the local library
49. Looking for training opportunities
50. Looking for a job
51. Finding accommodation
52. Using postal and banking services
53. School and college
54. Socialising with the local community

### Mapping journeys and interacting with the host community ↴

55. Mapping refugees' journeys and the local area
56. Planning language support activities in the community
57. Practising language in the real world

## RESOURCES

### List of all tools

### Glossary

### Web directories

### Selection of links

## ABOUT THE TOOLKIT

### Piloting

### How the toolkit was developed

### Toolkit contributors