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# Output I

Analytical Gridwork and Methodology Setting

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# Table of Contents

<b>1. Introduction</b> .....	1
<b>2. National Reports   Experiences and approaches</b> .....	4
2.1. National Report France .....	4
2.2. National Report Germany.....	8
2.3. National Report Italy .....	15
2.4. National Report Portugal .....	19
2.5. National Report United Kingdom .....	23
<b>3. „Promising practices”</b> .....	27
3.1. France.....	27
3.2. Germany.....	30
3.3. Italy .....	33
3.4. Portugal.....	35
3.5. United Kingdom.....	38
<b>4. General Conclusions</b> .....	41
<b>5. Focus groups</b> .....	46
5.1. France.....	46
5.2. Germany.....	46
5.3. Italy .....	47
5.4. Portugal.....	47
5.5. United Kingdom.....	47
<b>6. Bibliography</b> .....	48
6.1. France.....	48
6.3. Italy .....	49
6.4. Portugal.....	50
6.5. United Kingdom.....	51
<b>7. Annex</b> .....	512

## I. Introduction

What are effective approaches and campaigns for improving basic reading and writing skills in a country's society? Which actors foster literacy and which methods and applications are especially profitable in the literacy of adults with a migration background? The research project D.I.S.I. – Digital Innovation for Social Inclusion provides answers to these questions. In the research project D.I.S.I. the structures that are particularly important for literacy in the five partner countries France, Germany, Italy, Portugal and United Kingdom were analyzed. The online-based tools, politically and socially relevant actors and their interaction as well as offers for people with a migration background or refugees, were scrutinized. In the selected countries, expert interviews were conducted with key literacy activists of adult migrants to identify the relevant structures, actors and tools.

The main purpose of the present report is to outline the current state of the art in the field of ICT-based second language learning activities for illiterate/unalphabetized adult migrants/refugees as well as to shed some light on prospects and possible methodological approaches and practice-oriented solutions. Particularly, this report is aimed at “setting the scene” in the context of the participating countries (France, Germany, Italy, Portugal, United Kingdom), developing common criteria for collecting and interpreting data as well as identifying EU-relevant best practices, drawing conclusions and elaborating common proposals for possible further actions.

The paper consists of an introductory chapter, a collection of 5 national reports, including “promising practices”, an analytical part which provides a comparative analysis of the situation in the participating countries based on the national reports as well as a summary. The national reports include an overview of current policies at national and – if applicable – regional/provincial level, a short depiction of up-to-date practices and approaches as well as proposed actions and other relevant points for further consideration. The data collected in the frame of the national reports are based on interviews with experts and beneficiaries within the national focus groups as well as secondary research.

The core issues raised in the context of the D.I.S.I. project and the activities of the national focus groups in particular were as follows: assessment of existing ICT-based second language learning activities for illiterate/unalphabetized adult migrants/refugees in the participating countries, experience made with the latter, a critical feedback of regular users of ICT-based learning settings as well as an outline of ideas of what should be considered to implement successful ICT-based learning scenarios for illiterate/unalphabetized adult migrants/refugees.

### **Literacy and basic education have become a prominent issue on the European agenda**

The proportion of people with low reading literacy has risen dramatically in Europe – there are still some 55 million adults in Europe with no basic reading and writing skills (UNESCO, 2017). The European Union (hereinafter: EU) plans – with a so-called action plan – to provide EU Member States with specific support for literacy in adult education. As part of this, the EU-Ministry of Education has set itself the goal of reducing the proportion of low-reading adults from 20 percent to 15 percent by early 2020 (ELINET – European Literacy Policy Network, 2016).

## **The importance of reading and writing skills**

Reading and writing skills are increasingly linked to the issues of multilingualism and migration through increased mobility in Europe: In some countries, such as Italy or Portugal, the proportion of young adults with migration background increased by a factor of five or four between 2000 and 2010 (European Commission, 2018). Not only as a means of communication, but also as a means of building mutual understanding learning a second language is therefore important. Reading and writing deficits are not per se a migrant problem – nevertheless, a targeted promotion considering the foreign language skills as well as the reading and writing skills of the individual is necessary. Especially the job market demands a higher standard of competence (by 2020, 35 percent of all jobs require a very high level of skills, currently only 29 percent). In addition, social participation, including social participation in the digital world, is increasingly based on reading and writing skills.

## **Literacy as part of basic education**

The current definition of basic education is based on the reference framework of the European Commission (Status: 2006) and defines the key competences that citizens need to be actively integrated in the labor market and society and is the foundation of lifelong. In addition to reading, writing, arithmetic and dealing with new media, elements of basic education include communication, problem solving, cooperation and learning competencies. The focus is on the need for language and writing as a prerequisite of personal well-being and social inclusion. Literacy has been recognized as a human right for over 50 years in several international declarations and initiatives: Everyone in Europe has the right to acquire literacy. EU Member States should ensure that people of all ages, regardless of social class, religion, ethnicity, origin and gender, are provided with the necessary resources and opportunities to develop sufficient and sustainable literacy skills to effectively understand and use written communication be in handwritten, in print or digital form.

## **Digital Agenda for Europe**

Information and communication technologies (ICT) play a significant role in a European community. It is a stated goal of the EU's Digital Agenda to develop research on information and communication technologies to empower Europe to take advantage of the resulting opportunities for the benefit of citizens, businesses and scientific communities. Although the Internet can help alleviate the negative impact on disadvantaged people, these groups are less prone to using the Internet – especially the less educated, non-working and the elderly. At the conference on digital transformation in continuing education in 2015, the European Commission significantly expanded the digital offer of high-quality adult education – to teach basic skills and wider access to effective ICT tools (European Commission, 2014).

## **Key Terms Definitions**

### **ICT**

From a present perspective, information and communication technologies (ICT) are understood as digital, interactive and computer-aided media, including radio, TV, mobile phone & other mobile devices like apps, computer (PC) hardware & software, (social) networks. Such media technologies are regarded as being digital, which work with digital codes, e.g. mobile phones, e-books or the Internet. In this context, interactivity or interaction relates to three levels: the interaction of media within a system (within the meaning of multimediality), the interaction of the learners with the medium and vice versa (within the meaning of control and intervention possibilities, as well as feedback from the

medium), the interaction between learners using the medium (synchronous communication, e.g. chats, or asynchronous communication, e.g. e-mails).

### **L2 (Second Language)**

(second language): as a rule, the national language of the receiving country (for France – French, for Germany – German, for Italy – Italian, for Portugal – Portuguese, for the UK – English).

### **Illiterate**

In the framework of this report, one deals with the term “illiteracy”. In general, one distinguishes between “primary, or natural, illiteracy”, if a person has not acquired any reading or writing skills, “secondary, or functional, illiteracy”, if after school attendance, a process of forgetting ensues, where writing skills that were once acquired are lost.

Though, some countries may have developed a different terminology. For example, In France, one should make the distinction between “illettrisme” and “analphabétisme”. Functional illiteracy, or “illettrisme”, applies to someone who has been to school in France until the legal age of 16 and who doesn’t have a sufficient level of reading, writing and basic numerical skills to be self-supporting in everyday life situations, whereas “analphabétisme” concerns persons who have little or no education. In Germany, the term “Funktionaler Analphabetismus” is mostly spread. In Italy, for example, one differentiates between pre-literate, illiterate, lowly literate and literate persons.

### **Adult**

A person of 18 years of age or older.

### **Migrant/Refugee**

a person who in the first generation left his/her country of birth and migrated (fled) to another country or a person whose parents (at least one parent) left his/her country of birth and migrated (fled) to another country.

## 2. National Reports | Experiences and approaches

### 2.1. National Report France

#### Policy Level

The fact of not knowing how to read or write covers different linguistic profiles that the French institutions distinguish. This approach highlights two criteria: whether to have been educated or not, to speak French as a mother tongue or as a second language. According to this scheme, foreigners and / or immigrants, newly arrived or settled in France for a few years, will thus fall into two linguistic typologies: FLE (French as Foreign Language) or alphabetization.

#### Illiteracy, basic skills and French as Foreign Language (L2) courses (FLE)

The field of French as a Foreign Language (FLE) covers the teaching and learning of French to people whose mother tongue is not French, and who are not in direct contact with a Francophone external environment (Francophone region, French-speaking country), whereas the concept of French as a Second Language (FSL resp. L2) concerns the teaching and learning of French to people whose mother tongue is not French, but who live in a French-speaking region or country (such as France, the French-speaking part of Switzerland, the Walloon part of Belgium, Quebec) or in a country where, for historical reasons, French is a widely used language in addition to the first mother tongue (some African states). The learner is therefore in frequent contact with the French language outside the classroom and must know how to use it to communicate on a daily basis. The State, local authorities, companies and Unions take part together in deciding training policies and their funding. Different public training entities provide L2 courses:

- The GRETA (groupings of national education establishments), the CNAM (National conservatory for arts and professions)
- Training entities under the Ministry of Agriculture and Food, Ministry of the Economy, Industry and Digital Technology, Ministry of Health and Solidarity
- Private organisations, such as non-profit associations, profit-making training companies, Enterprises that train but for which training is not the main business. Training courses are organised in homogenous groups in terms of level and aims

Public policy for L2 is part of education policy, urban policy, integration and immigration policy. At the operational level, this provision is the responsibility of the departmental level of the state (the DDCS), while responsibility for strategy lies at the regional level (DRJSCS mandated by the regional Prefect). In fact, the Law on Professional Training (as of 5th March 2014) has given the Regions (Regional Councils) the responsibility for organizing literacy programmes. In the Region of Occitanie, for instance, various public and private organizations are put into action to set up and deliver literacy provision:

- Cap Compétences Clés: illiteracy section (Eastern territory) is focused on the acquisition of basic skills
- Platform for access to knowledge: basic skills (Western territory) addresses migrants who lack skills in French to reach the level B1 in oral expression and A2 in written expression

- Pre-qualifying programs aim at defining and strengthening professional projects and reinforcing basic skills. These are the Ecoles Régionales de la 2ème Chance (Second Chance Regional Schools) under the care of the State; Cap Avenir et Cap Métiers (Eastern territories)

### Alpha courses

Regarding this category, one can find three distinct learner cohorts:

1. **Newcomers migrants:** On arrival in France, non-EU migrants are required to sign a personalized Republican and Integration Contract (CIR). In this first phase, they undergo an oral and written knowledge French language test. If their level proves insufficient, they must take a French course. Provision is financed by the OFII in the name of the State. Specialist teachers are employed for these programmes.
2. **Adults who have been in France for longer than 5 years:** For this cohort, people are generally placed in outreach programmes: sociolinguistic workshops, generally run by the voluntary sector. The financing provision is most from urban policy units (Regional Directorates for Youth, Sport, and Social Cohesion – DRJSCS, (Departmental Directorates for Social Cohesion - DDSCS). Associations can also appeal to donors/volunteers or finance provisions themselves. These proximity programmes teachers are not required to undergo any specialist training.
3. **Parents of foreign students or immigrants from outside EU:** Learners in this cohort can, as part of a programme called OEPRE (open the school to parents), benefit from training during the school year. This programme is financed by the Regional Directorates for Youth, Sport, and Social Cohesion – DRJSCS. This training takes place in schools and delivered by specialist teachers.

### ICT-tools in education: Experiences and Approaches

Digital skills are increasingly recognised as basic skills necessary for everyday and working life. So, ICT tools have been used for training courses and/or testing on a wide scale. A decree redefined the procedures for self-training entities, partly at a distance, for vocational training (Decree No. 2014-935 of August 20th, 2014 related to open or distance learning.). Consequently, during recent years there has been a growing interest in developing educational programs that aim to integrate ICT into different levels, in formal and non-formal education as well as in urban and rural settings. These programs and efforts have been led by several stakeholders such as state services, territorial authorities and organisations ... Pilot projects were launched in late 2009 by IDAP - Institut de développement des activités de proximités (programme intégr@dom, modules for home care & assistants) and by the Cned – Centre National d'Enseignement à Distance (CD-Rom to be used in the Public Internet Spot – Espace Publique Numérique). Moreover, it should be noted that the OFII also assessed ICT-based solutions for CIR courses. The use of ICT in L2 education for adult migrants is gradually growing. Indeed, one can underline three "repositories" specifically targeting migrant adults:

1. Level A1.1 for first things first in French<sup>1</sup>; 2. The new draft of The CEFR which includes skills related to the use of ICT; 3. Key competences repository of the EU (Council of Europe); 4. The

<sup>1</sup> Level A 1.1 for French corresponds to a missing link in the scale of the six levels of proficiency in a foreign language developed by the Council of Europe: the Common European Framework of Reference for Languages. This Framework was originally designed for schooled learners; But France needed a first level that was accessible to all learners, whether they were in school or not, that naturally fit into this system. It occupies an intermediate place between O level and A1 level, which corresponds to the level of the elementary user of the language. As such, it is the first step in a comprehensive system for assessing and validating language knowledge and is part of an innovative approach: in fact, only French currently has a standard for this level in Europe.

ANLCl referential of key competences in professional situations; 5. The FLI Repository (French Language for Integration); 6. Cléa repository. The first repository includes a description of the contributions of the use of the keyboard to the development of writing skills. The second one proposes an operational grid to guide training actions that includes computer skills. The third one integrates digital competences as part of basic skills to be acquired in modern societies. The fourth one associates digital skills to some knowledge and activities in professional environments. The fifth one prescribes the integration of ICT for organizations that are candidates for FLI accreditation: this prescription action can be explicitly identified since that several of the items of the benchmark directly related to ICT as "criteria [to] obtain the FLI® Label" or the FLI® Approval ". The last one is an assessment/certification repository as well as of training which lists some knowledge and transversal know-how to all professional activities in 7. Among these, one can find digital skills. Anyway, organizations are globally equipped and integrating computers and the Internet into their literacy workshops in one form or another. Current practices for learning French are Computer-Assisted Teaching (various exercisers, online or offline), followed by online information research, practices known as "sensitization -familiarization" consisting in computer discovery sessions and video projection. Computers, including notebooks, remain in general the most-used ICT equipment in classrooms because of the difficulty that organizations face in quickly renewing their ICT equipment, and the lack of applications or other equipment undoubtedly limits the use of other tools. This is said, there is an increased use of tablets and smart phones and video beams in teaching. Besides, multimodal training and E-learning for low educated, such as ANCOLI, FUN, AFPA-MOOC etc. have increasingly gained ground.

## **Suggestions and Recommendations**

Many adult migrants need to improve their basic skills, both for employment and integration, and to help their children succeed at school. Language courses are vital for these migrants, both in terms of employment and integration. Information and communication technologies (ICTs) play an important role in developing the language skills that these audiences need. Mobile devices, open educational resources and social media have great potential to expand access to learning. These can promote informal adult learning and enhance opportunities for formal and non-formal education. However, much of the potential of ICT remains unexplored in French-language learning activities for adult migrants. Large-scale policy initiatives are needed to improve ICT courses in this sector. Here are some suggestions for policy makers and other stakeholders in adult education and immigrant integration policies at the national and local levels:

- Raising stakeholders' awareness and information of ICT-related opportunities and challenges: policy makers and other stakeholders should be aware, in a realistic way, of the ample potential of ITC for L2 learning in both structured and informal contexts. They also should be aware of the complexity for practitioners to cope with a wide and growing range of solutions, and of the new "literacy" requirements (starting from digital competences of learners and teachers) and the need for innovative educational approaches they entail
- Strengthening teachers training and support through distance learning platforms or other communication and social media services
- Training of trainers. Distance learning platforms and other communication and social media services can be effective in providing training and support to trainers. In addition, full and instant support must be provided to ensure that classroom and remote ICT tools are always operational
- creating open banks of ICT-based L2 learning resources created by publishers, teachers and, in some cases, learners to be used by adult education stakeholders (teachers, assessors and tutors)

- Creating the knowledge base for good practices dissemination and quality standards

In addition to the above repositories, it is also necessary to gradually build up and share knowledge about these aspects. This is crucial for defining quality criteria and standards that can be used to choose and assess ITC-based L2 learning resources. To build this knowledge base, more socio-pedagogical research is needed.

- A national platform for a systematic exchange of information, experiences and good practices. By creating a national platform, stakeholders would learn from each other.
- An effective L2 educational approach to integration should include features such as meeting the real needs of learners; link L2 courses to personal trajectories and career guidance; provide flexible learning opportunities at the workplace, on the move, at different times of the day.
- L2 tools and resources based on ITC offer many opportunities for individualization of learning in face-to-face and distance learning. However, a typical blended-learning approach would be appropriate. On the other hand, face-to-face is important (especially for learners with little or no schooling who have not developed any methodology of learning). Face-to-face contact with teachers and peers is very beneficial for the development of language skills (interaction, collaboration...), especially for newcomers, as language courses are an important source of new friendships.
- A particularly successful teaching strategy is to engage learners in projects that motivate them, through role play and other fun activities.

## Conclusions

Learning French is an old concern for integration and training actors. But it is only at the beginning of the 2000s that there is an increasingly important take up of this issue by public policies, accompanied by a strong media coverage in political speeches. It should be noted that the training sector for migrant adults presents a wide variety of groups. Indeed, migrants are of increasingly diverse languages and cultures. Learners have become multi-ethnic, multi-lingual and multi-cultural. So, the 2000s years have been marked by the setting up of an integration policy. Anyway, the language training policy of immigrant populations oscillates between the specific measures (courses addressing particularly these cohorts) and of the common law of training.

Proficiency in French is one of the main tools for integration as well as for social and professional inclusion. Language provision in France is rich and diversified but lacks coherence, coordination and does not cover the needs of thousands of people who require French classes. The offer must be developed towards a level of proficiency in oral and written language allowing empowerment and professional integration. Moreover, if proficiency in French is required within the Republican Integration Contract (Contrat Républicain d'Intégration) and as part of lifelong learning (Labor Code), So, it seems obvious to integrate ICT in the training paths for our target groups either to prevent the digital divide, but also the use of such tools is twice fruitful : it enables the learners to be put at the heart of modern communication as well as acquire the required language skills.

Information and computer technology (ICT) can make adult migrants learning more tailored, relevant, attractive and up-to-date but is still not exploited sufficiently. So, policies should establish, and support ITC-based programmes aimed because the improvements in these skills can enhance individuals' personal development and employment opportunities, and social inequality, increase inclusion, cohesion and active citizenship.

## 2.2. National Report Germany

### Classification

In 1980, the study commissioned by the Federal Ministry of Education and Science for the Arbeitskreis Orientierungs- und Bildungshilfe e. V. Berlin regarding “Literacy in the Federal Republic of Germany”, as a result of which, the subject of literacy became a focus in the public and the science community. Since the 1990s, during the course of this, it also been observed that the literacy of migrants has been dealt with (Feick & Schramm, 2016, S. 214). In the present political and social debate regarding the integration of refugees and people with a migration background, there is an increased demand within literacy in German as a second language (hereinafter: GaSL).

The Federal Office for Migration and Refugees (hereinafter: BAMF) is still observing high admission figures for integration courses: By the end of the 3rd quarter of 2017, more than 300,000 authorisations have been issued for participation in integration courses so far. With the introduction of the integration course system in 2005, Goethe Institut e.V., on behalf of the Federal Ministry of the Interior (hereinafter: BMI), developed a “*Framework Curriculum for Integration Courses – German as a Second Language*”, which has continuously been developed further since then (Goethe Institut e. V., Framework Curriculum for Integration Courses, 2017). During the course of this, numerous textbooks (e.g. Alpha-Basis-Projekt, Alphamar, Erste Schritte plus, Hamburger ABC, Ihr Start ins Deutsche etc.) have also been based on this national curriculum. In the field of literacy in GaSL, digital services are also being created for autonomous learning. The numbers of learners in the integration courses with literacy are in second place of the most frequently used type of course, according to the BAMF, with a share of 26.4 percent. Compared to the 3rd quarter of 2016, this means an increase of more than 10 percentage points<sup>2</sup> (BAMF, Integration Course Business Statistics, 2017).

### Integration course

Anyone who would like to live in Germany should learn German. Particularly when looking for work, filling out documents or in general daily life, the German language is important. Furthermore, migrants who would like to settle down in Germany must expand their knowledge about the new home country (e.g. about the history, the culture and the legal system) with the aid of an integration course.

Every integration course is comprised of a language course and an orientation course. The general integration course takes 700 lesson units, depending on the orientation of the course, which comes into question for the participants, the total duration may also take up to 1,000 lesson units (BAMF, Deutsch lernen, 2018).

The legal basis for taking the integration course is Section 43 et seqq. of the German Residence Act (AufenthG) and the Integration Course Ordinance (IntV) and the Integration Course Test Ordinance (IntTestV) (BAMF, Integrations Courses, 2018).

### Integration course with literacy

<sup>2</sup> By the end of the 3rd quarter of 2017, 50.3 percent of the participants (including course repeaters) completed the German test for immigrants at level B1 (3rd quarter 2016: 59.6 percent). By the end of the 3rd quarter of 2017, 39.9 percent of the participants reached the A2 level; in the corresponding comparative period in the previous year, the share was at 32.6 percent.

For migrants, who are not very literate, there are integration courses with literacy. This form of course is targeted at immigrants with very little knowledge of spoken German, who can acquire basic skills in speaking, reading and writing during an intensive course.

Amongst others, communication skills, expanded vocabulary and grammar are taught, as well as general literacy. Topics, such as describing objects, making phone calls, shopping, making arrangements to meet, obtaining information, explaining the daily procedure, finding their way around the town, expressing themselves about illnesses, as well as oral skills to specify times, months, prices and e.g. family members, are linked with basic *W*-questions, simple statement phrases and specific letter sound relationships. Such a course is comprised of 960 lesson hours – these are approx. sixteen lesson hours on four days (Hamburg Adult Education Centre, German as a Second Language, 2018).

On the basis of the German Immigration Act (2005) and the German Integration Ordinance (2005, entry into force of the last amendment: 25 June 2017), many of the language courses, with and without literacy, are being held at adult education centres and are completed by the scaled language test, *Deutshtest für Zuwanderer [German Test for Immigrants] (DTZ)*. By law, a successfully completed course is achieved when *Level B1 of the Common European Reference Framework (GER)* is reached. However, the certified attainment of this language level often remains illusory for many course participants - not least, due to the lack of educational background and as a consequence of traumatic experiences in their countries of origin. Around 26 percent of the learners have level A1 at the beginning of the course and only 14 percent have oral skills at level A2 and above (Feick & Schramm, 2016, S. 217).

### **Illiteracy in Germany**

In terms of educational policy, particularly due to the Level-One Study (hereinafter: leo. study) of the University of Hamburg – significant progress only been achieved in research on adult literacy in recent years. The leo. study determined in 2011 that around 7.5 million people between the ages of 18 and 64 are *functional illiterates* (University of Hamburg, leo. – Level-One Study, 2011); they can read or write individual sentences but have problems with understanding coherent shorter texts. Other forms of illiteracy can be defined as follows:

- *Primary illiteracy* exists, if a person has not acquired any reading or writing skills. Another term for this is *natural illiteracy*.
- Secondary illiteracy is referred to, if after more or less successful school attendance, a process of forgetting ensues, where writing skills that were once acquired are lost.
- Migrants, who have not learned reading and writing in the Latin writing system, are referred to as *learners of a second written language*. In a so-called second written language learner course, the Latin alphabet is acquired as an additional writing system, in order to be able to successfully learn the German language.

Based on the results of the leo. study, in 2015, the Federal Ministry of Education and Research (BMBF) declared the decade for literacy and basic education, in order to significantly improve the reading and writing skills of adults in Germany by 2026.

### **Digital learning**

Dealing virtually with everyday situations and content is well-suited for directly addressing GaSL learners – however, active use of information and communication technologies (hereinafter: ICT) is not very widespread for learning in relative terms. Not only the insufficient availability of telecommunication infrastructure and the comparatively high price impair the effective use of digital aids. Particularly in poor classes of society, a serious deficiency exists of knowledge and skills (literacy

level, linguistic skills and specific ICT know-how), as well as appropriate material resources, which are required to be able to completely realise ICT (BMS Strategy Paper, 2013).

From a present perspective, the widely prevalent coupled terms “new media” are understood as digital, interactive and computer-aided media. Such media technologies are regarded as being digital, which work with digital codes, e.g. mobile phones, e-books or the Internet. In this context, interactivity or interaction relates to three levels:

- the interaction of media within a system (within the meaning of multimediality)
- the interaction of the learners with the medium and vice versa (within the meaning of control and intervention possibilities, as well as feedback from the medium)
- the interaction between learners using the medium (synchronous communication, e.g. chats, or asynchronous communication, e.g. e-mails)

### **Migration and media**

Media use by migrants is part of a larger field of research. Numerous research projects have been performed on media use in recent years. This relates to comprehensive studies on behalf of broadcasting institutions (e.g. ARD and ZDF), as well as work dealing with the specific aspects of media use, such as reading behaviour or use of the Internet by migrants.

With the Integration Report of 2017, the BAMF determined the following key results: Television is the most important medium for all population groups; in television, private channels with high shares of entertainment are given preference, which is related to the age structure of the immigrants. German-language public-sector channels have a positive image (information competence) but are switched on less in practice. However, generally, the complementary use of German and native-language media is prevalent. Younger migrants, who are born in Germany and are better educated with good German language skills, particularly tend towards this pattern or even towards the exclusive use of German media. In contrast, older migrants, who were born abroad and those with a lower level of education, tend to use media services in their native language more frequently. In the meantime, the Internet is being used more intensively, whereby the German language services or bilingual “ethnoportals” are dominant (BAMF, Integration Report, 2010).

### **Digital Germany**

For future research, stronger systematisation and stabilisation of the media utilisation research is desirable, e.g. through the regular repetition of the ADR-ZDF Representative Study. The commercial market and media research could also make a contribution to this, by also extending the survey to households with non-EU citizenship. With Dorothee Bär, Germany has a State Minister for Digital Affairs for this first time since March 2018. According to Bär, Germany is regarded as a digital developing country. She advocates the increased digitisation of the schools. It is “a fallacy that all children, who are interested in computers, become fat and lazy. You can climb on trees and still know a programming language!” That is why programming belongs in the primary school curriculum. It is just as important as reading and writing (Süddeutsche Zeitung, dpa, 2018).

### **Experiences and approaches**

GaSL learners are people who migrated to Germany due to various motivations. However, all of them have one thing in common – the experience and process of migration: Migration has changed

and partly destroyed their social networks, important reference persons needed to be left behind and familiar things needed to be given up. The migrants/refugees need to adapt to new situations: Different values and religious contents apply, something as mundane as buying a travel ticket can cause difficulties and learned interpretation patterns and well-known behaviours no longer work, in some cases. Therefore, the lessons in GaSL would offer space, in which cultural, identity and integration conflicts can be taken up and processed linguistically. Linguistically dealing with everyday life, as well as linguistic competence in work, training or studies must be focussed on by the instructors.

### **The oral competence is the crucial basis for acquiring written language in the target language**

According to UNESCO, the use of ICT can contribute to guaranteeing universal access to education. Furthermore, they support learning and teaching processes and consequently enable access to up-to-date contents. ICT-supported concepts of distance learning particularly create new possibilities for further education and qualification, as pure ICT-based applications (e-learning), as well as a mixed form of distance learning and classroom lessons (blended learning). Computer-aided learning overcomes geographical and time distances and simultaneously conveys media competence (cf. Hanns Seidel Foundation, 2014).

A current study by UNESCO on *mobile reading* also shows that mobile phones will have an influence on the battle against illiteracy that must not be underestimated, particularly in contexts without regular access to print media (UNESCO, 2014). Those surveyed preferred to read digital texts on their mobile phones more frequently than publications or in printed form, which they usually lacked anyway.

To promote the audible/(visual) comprehension, media-supported contextualisation processes of linguistic input are initially available, such as drawings, situation pictures, silent films, picture sequences or animated short films. They are particularly intended to show people with a migration background ways and strategies for strengthening pronunciation, articulation and communication skills.

## **Proposed (innovative) approaches**

### **Learning a second language needs a great deal of direct communication and time**

It is becoming increasingly urgent to solve the problems of (young) migrants with written language and basic education deficits. In order to develop new, target-group-appropriate concepts for addressing, advisory and motivation and evaluate their implementation in practice, as a first step, a systematic analysis must be performed of the problem.

(Young) adult migrants with a low level of basic education and negative learning experience need specific forms of being addressed in order to motivate them to access basic education. Furthermore, the learning objectives and arrangements must be identified and used, which motivate (functional) illiterates to deal with learning. Learning itself is always also linked to personal objectives for the learners – whether it is the prospect of a training place or a job, the opportunity for “further” integration or also better handling of a computer. A strong reference to the world that we live in and the linking of informal learning locations and new learning arrangements are useful when using ICT.

### **Computer-based learning services must not be regarded as self-starters**

The public debate about the use of ICT-based learning activities is increasingly giving the impression that the reasons speaking in favour of the use of new education media are given and obvious, per se. For example, innovations, new teaching and learning qualities, or even a “learning revolution” are being referred to. The first empirical research results show both sides of the coin: The effectiveness of new media suggests “that with the appropriate software, an improvement in learning can be expected in the sense of better learning gains and reduced learning times” (Tulodziecki, 2000, S. 57). However, it also becomes clear that computer-based learning services must not be regarded as self-starters, as computer-aided teaching-learning arrangements only develop their potential when **learning requirements and contents are identified and taken into consideration**.

Furthermore, for the selection and later use of ICT-supported learning services, considerations must also always be included, of how to precisely integrate the new media into the lessons (Klauser, Kim & Born, 2002). In order to be able to use the potential of new media to its full extent, **multidimensional implementation approaches** are necessary. Therefore, not just a selective change is aimed for, but also a systematic change. The use of learning media must be structured differently for the acquisition of GaSL, i.e. according to the objectives, interests and local possibilities. In order to realise internal differentiation in conjunction with self-controlled learning forms, the traditional forms of teaching and learning must be reconsidered and changed. Modern language learning programs only create situational, authentic learning contexts, if the focus of the lesson is not on reproduction, but the individual knowledge structure (interactionistic constructivism) (Bertelsmann Foundation, 2015).

Interactionistic constructivism presents the theory that this reconstruction, deconstruction and construction is always linked to the actions of the learners. In this, the subjective own share of the learners interacts with the socio-cultural learning environment. In the interest of the constructive side, learning is most effective, if the learners can control their learning process comprehensively on their own. However, this knowledge requires methodological competence, which must first be acquired in longer learning processes. The learning theory of interactionistic constructivism particularly pleads for forms of learning, in which the instructor is not just a conveyor of knowledge, but also a “learning process advisor”. The teacher should stay in the background in constructive methods, create learning services, provide sources of knowledge, such as the Internet and observe the learning process. Learners should reinforce “cultural techniques” and structural knowledge in open lesson situations, in order to be able to abstract this.

For the development of new programs, therefore, not only the design and easy usability must be ensured, but the learning success must also be considered – as the focus for the use of media. The possibilities of the technology, to cater to the individual requirements of the learners (gender-specific/culture-specific learning preferences) through diversification, should be used more intensively than previously.

**A media-didactic concept also includes ongoing technical support and advisory of the instructors and the development and expansion of the necessary infrastructure.**

On the basis of the conducted expert interviews, it was determined that particularly the access to digital end devices, the Internet in general and using the computer, as well as handling the corresponding ICT tools, must be introduced upstream. Many of the surveyed members of the focus group have determined a deficiency of technical equipment in the housing of the refugees. Furthermore, the media and the contents to be conveyed should not be regarded as universally given but must be included in the intercultural mediation.

According to the survey, other critical points with the costs and gains of the literacy measures are structured within the focus group as follows:

- Literacy courses can only be performed in small groups with individual support by qualified instructors. They are therefore personnel-intensive and expensive. The focus group also indicates that individual support of online platforms by tutors lead to a positive learning result.
- As functional illiterates have definitely learned reading and writing to different extents (and also unlearned again), individual promotional measures are required. The necessary individual diagnostics of the learning status required for this are time-consuming. In addition to this, the test instructions (lea. diagnostic instrument) can only be implemented in direct 1:1 support, as the written linguistic level is higher than with actual testing tasks. The focus group indicates that no digital solution exists so far for the initial estimate of the reading and writing competence.
- The participation in literacy courses has only led to limited learning success so far: Although there is learning progress, this is not sufficient for achieving a written linguistic competence level above functional literacy for the majority of participants (Heinemann, 2010).

Additional mentioned ICT-based learning activities of the focus group:

- App: [ANKOMMEN](#)
- Online platform: [“Ich will lernen”](#)
- Website: [www.planet-beruf.de](http://www.planet-beruf.de)
- App: [LeYo!](#)
- Audible Pen: [TipToi](#)
- Database: <http://www.kmk.org>
- Information portal: [www.bq-portal.de](http://www.bq-portal.de)
- Information portal: [BERUFENET](#)
- Information portal: [MYSKILLS](#)
- Information website: [www.anerkennung-in-deutschland.de](http://www.anerkennung-in-deutschland.de)
- Information website: [www.deutsch-fuer-aerzte.de](http://www.deutsch-fuer-aerzte.de)
- Game-based learning application: [“Stadt der Wörter”](#)
- YouTube channel: [24-Stunden-Deutsch](#)
- Web-based text editor: [Etherpad](#)
- Digital pinboard: [Padlet](#)
- Web conferences: [Adobe-Connect](#)
- Digital storytelling apps: [eLearning INDUSTRY](#)
- Vocabulary app: [Mein Vokabular](#)
- Database: [Lernox.de](#)
- Information website: [wb-web.de](http://wb-web.de)
- Database: [Kansas](#)
- Information portal: [www.dazhandbuch.de](http://www.dazhandbuch.de)
- Online platform: [oncampus.de/integration](http://oncampus.de/integration)

## Conclusions

Based on the interviews conducted with the focus group, a fundamental assessment of ICT-supported teaching and learning services in the GaSL area can be presented. Furthermore, the focus group, however, also outlines several problem areas and recommendations for action, for the expansion of the digital infrastructure within Germany – with a strong focus on the ICT-supported learning services in literacy courses.

One advantage of ICT-supported teaching-learning arrangements is that through the integration of text, video, still image, animation and audio in a single medium specific learning contents can be presented in a clearer manner than with traditional media. Multimedia e-learning services are also appropriate for displaying complex, unstructured subject areas and adequately representing them. Through the interaction with the hypermedia learning services, the learner is involved more actively in the perception, cognition, experience and learning processes. In addition to increasing the motivation, this also creates more intensive emotional participation and a greater processing depth in comparison to receptive information intake. The immediate feedback is also frequently mentioned as another advantage of multimedia learning services: Particularly with learning software, the learning migrants find out whether they have solved an exercise correctly or not.

The German focus group particularly sees a major deficit of computer-aided language learning programs, which can be controlled linguistically by the learners. The learners should receive exactly those learning services, which they need for the further development of the individual learner language. At present, according to the interviews conducted, this is not the case. Using the language learning software, it should at least (partially) be possible to promote the linguistic abilities and skills individually, subject to the correct use of didactics and methods. Particularly in the area of literacy, major gaps are identified here. Formulated concretely: If tools are only used singularly, for many participants in such a course, this is excessively demanding, particularly in the area of literacy, for example, how to hold the pen or how a line is maintained must first be practised.

Finally, it is noted that ICT-based teaching and learning activities offer diverse options for promoting and effectively using internal differentiation and self-controlled learning in lessons, particularly in foreign language lessons. However, the effective use of media and methods is also always dependent on the learning groups, the lesson situation, the objective, the learning contents and the learning preconditions and requirements of the learners – ICT-based teaching-learning arrangements also have a limited didactic degree of efficiency. At the start of an ICT-based learning service, the question must always be asked first: Do all of the participants fulfil the preconditions and to what extent have the learners already come into contact with digital materials. The focus group also sees the basic equipment in the living situation of refugees as a major deficiency with the meaningful integration of digital learning services in Germany. Unfortunately, access to mobile end devices or even the Internet is presently only very rarely available. Furthermore, the qualification of teaching staff must be focussed on more intensively; at present, only few GaSL instructors are familiar with digital learning aids and can therefore only also convey the technical dimension to a minor extent.

## 2.3. National Report Italy

### National and regional policy

Italian national policy on the subject is defined by the Ministry of Education, Universities and Research (MIUR). It finances the Provincial Centres for Adult Education (CPIA, state schools) which in turn are responsible for bringing education and tutoring to beneficiaries such as illiterate migrant adults. Additionally, every Region publishes Calls and indicative Programmes for territorial intervention, which may be implemented in turn by NGOs and other operators on a project basis. Nevertheless, they cooperate and coordinate largely their efforts with the CPIA.

For an adult migrant or asylum seeker to acquire the rights to such courses, they are addressed initially at the Centers for Special Reception (CAS), and then at a certain point passed on to SPRAR Centes. Throughout, these final target recipients of L2 educational services follow primarily the path and methodology set by MIUR, CPIA and several University and Research Centers.

The training offer is mainly divided in 3 areas, two of which concern directly our final beneficiaries and their needs:

- Linguistic and social integration courses for foreigners (Italian L2)
- Courses in functional literacy (courses in foreign languages and basic computer science)

The first group of courses is usually 400 hours. It can and is frequently extended by additional 200 hours, used mainly for the purposes of acquiring/improving literacy and learning of Italian. Therefore, the average profile of illiterate learner (Alfa A1, see below) is to consider about 600 hours necessary to reach the A1 level of L2.

**Low literacy grades** have been defined and divided into four levels:

Pre-literate (**Pre-Alpha A1**) • Non-schooled adults, whose **mother tongue is not written** or is **not a language of schooling** in the country of origin.

Illiterate (**Alpha A1**) • Adults who cannot read and write in their mother tongue, **never educated**

Lowly literate (**Pre A1**) • Adults who have had **insufficient schooling** in their mother tongue or have lost alphabetic competence by not using their read-writing skills.

Literate • Largely defined type, in relation to the degree of schooling, mother tongue, age, motivation and other subjective and socio-linguistic variables (**A1, A2** is considered Functional literacy).

The Common European Framework Reference (**CEFR**) is the main link between strategies and practical approaches on all levels in Italy, due also to regulations in force. Contextual and systematic research on the topic has been outlined in instructional material such as [“Italian L2 in migratory contexts. Syllabus and descriptors from literacy to A1”](#) (F. Minuz & L. Rocca, 2014) and [“Syllabus for the design of experimental paths to literacy and learning of Italian at Pre-A1 level”](#) (E. Bonvino, 2016).

Main schools of thought and research on the topic are the **“Universities for Foreigners”** of Perugia and Siena, the Dante Alighieri Society, the Italian Language Schools for Foreigners at the Universities of Palermo, Roma Tre and many others. They align their output to the “expectations” of CEFR and LIAM (Ref. Linguistic Integration of Adult Migrants) but also produce their own research, content and educational resources.

## Experiences & Approaches

### Educational environment

During focus group discussions the educators shared their experience (typically over 15 years, with groups composed primarily of adults and largely migrant ones) which **almost never** includes **ICT** devices (such as tablets or computers) or tools **in mainstream L2 courses**. Occasional use of cell phone resources comes up when referring to **real-life audio-visual examples** (such as a user-taken photo or video clip) that may be discussed and used as auxiliary tools for experiential L2 learning.

Nevertheless, observations and experiences confirm that even illiterate or poorly educated are quite frequently **adept at using ICT devices** and means, due to their user-friendliness and intuitiveness. It helps bring **concrete and pragmatic context** to language use and facilitates learning.

There have been educational environments where Interactive WhiteBoard (IWB) usage has helped illustrate and improve courses but not frequently and not at the lowest (il)literacy levels.

### Target groups

IWB, Tablet/Smartphone/PC, Shared Resources (multi-view) and Co-creation ICT platforms all have their potentially positive traits in facilitating L2 teaching and learning. However, the scarcity of their usage brings up another perspective which directly concerns out **Target group of Educators** and language facilitators. Many of them **do not feel confident using such ICT resources**, tools and platforms. And while experienced and enthusiastic at their work, they find it **difficult to adequately present materials** and guide the participation process of all participants via such channels and tools.

As for the Beneficiary groups, according to some observations there has been an increase in poorly educated and illiterate learners. That can be explained with migratory flows or with the fact that more people seek assistance with their literacy problems.

### ICT tools and various applications in use

Most graphical and interactive “tools” used in L2 teaching to illiterate or lowly educated adults are primarily **developed by the educators** themselves (such as “Piano piano”, vol. 1 & vol. 2; Ref. 4 P. Rickler, M. Borio, 2012 & 5. P. Rickler, M. Borio, 2017). Or at least they rely on proven, nationally (or regionally) trusted textbooks and **resources**.

There are certain good and working **examples of technological tools and platforms** in actual use and integrated in basic reading-writing lessons. These include:

- “**Andiamo**” – a textbook for adult migrant L2 learners. Integrated by **audio** and **video** examples and exercises. Pros: Well-done audio and transcribed dialogues. Cons: Doesn’t cover illiterate users in the 2 levels below Pre-A1
- “**Ponti di Parole**” – a similar, integrated multimedia course with well-done videos
- “**Fare Parole 1 & 2**” – a PC platform and an Android App which actually starts with the **phonetic** and **syllabic** bases of building and reproducing words and phrases
- “**Benvenuti ABC**” – an online/offline Android interactive dictionary (for children), with engaging designs made by professional illustrators – in English, Italian and Arabic

## Proposed (Innovative) Approaches

The suggestions that the Italian Partners feel are able to give are a result of a profound bottom-up analysis of numerous sources. Most recently, there has been extensive Primary research conducted: consultations with target groups, partners in the field, apposite Focus group sessions and first-hand experiences of the Partners during recent implementation of related Projects (such as, namely, the two Projects described above). Secondary sources have served as a solid basis for these suggestions and proposed innovative approaches. The latter can be grouped in several main categories and include:

- Need to **contextualize practical everyday situations** for easy word and concept recognition

Almost all working approaches and practical solutions (whether they include ICT or not) count upon placing practical everyday aspects – recognizable concepts and examples – into a familiar context which facilitates language integration and growth.

- Tools should be developed **graphically** using “**Flat Design**” for simplicity and interoperability

Flat design has recently proven itself a trendy approach to interface simplicity, and for a reason. It stresses on concepts and basic recognisable traits of object groups, and as such should be used more frequently when developing any tools, especially ICT ones. Toned-down representation focusses on the important features and bring out familiar concepts which even kids will recognise with ease. This liberates intellectual resources to deal faster with object groups and direct efforts elsewhere.

- **Windows** and sub-windows may present segmented information **instead of simultaneous layers** being present

Dealing with simplified layers and representations (as explained above) streamlines recognition processes and directs attention to the presently processed layer of information. When and if available as a technical option, such layers and windows would facilitate learning processes.

- **Content creation and co-creation by learners** themselves (at certain skill level)

This has been evoked both by learners and teachers alike. The shortcuts and approaches learners take to recognising, processing and presenting information, are more easily adopted by other learners with similar difficulties or levels of language proficiency.

- **Ease of access and simpler interactivity** offered to older educators

Mentioned more than once by educators and first-hand users of ICT tools, their potential complexity (whether in interface or functionality) is a strong and unsurmountable obstacle for some. While younger users might have no problem operating a more sophisticated and complex interactive tool, ease of access is crucial for wider adoption by all types of users, ages and education levels.

- Provide simple and clear **instructions to educators**

Just as important as a “pretty” and effective e-Tool is its clear, detailed but simple instructional material, provided along with easy access and reusability. Possibly including video instructions.

## Conclusions

In conclusion, there is not currently a widespread use of ICT tools that may support or facilitate L2 teaching and learning. Sporadic – although regarded as functionally successful and highly effective – tools and solutions have been tested and implemented at Regional and Trans-national levels and working groups. None of these has, however, been brought to the national attention and implemented as a good-practice or mainstream approach by the Government, Ministries or even networks of Associations that work in the field, formally or not.

**Obstacles** related to simultaneous viewing (everyone staring at their screen?), ease of access and use by older educators or completely illiterate final beneficiaries and many other content and context specific difficulties should be overcome before offering an efficiently transferrable platform or tool.

However, as we have seen, there are some very good examples currently in use, the features of which may be **replicated and strengthened** when designing an improved L2 medium and a more visible e-training platform or a set of tools.

## 2.4. National Report Portugal

### Policy Level

Over the last few years, Portugal has been developing various measures and support for the integration and reception of migrants to overcome the discrimination associated with this target public. However, these measures have been changing, given the differences in migratory flows that we have been witnessing. At this point, it should be noted that Portugal, for several years was a country of emigrant origin, which still remains, became, at the end of the twentieth century, also a host country. Today, different communities, where Brazilian, Ukrainian and Cape Verdean immigrants stand out, constitute 5% of the population living in Portugal (about 500,000 legal immigrants) and 8% of the assets. The growth of these communities occurred essentially from the early 1990s, when there were only about 100,000 immigrants, reflecting a 400% increase in fifteen years.

This new context demanded from Portuguese society the development of a more consistent immigration reception and integration policy, coordinated since 1996 by the High Commission for Migration (ACM), an agency dependent on the Prime Minister and the Minister of the Presidency. Its mission is "to promote the integration of immigrants and ethnic minorities into Portuguese society, to ensure the participation and collaboration of associations representing immigrants, social partners and social solidarity institutions in the definition of policies for social integration and combating exclusion, as well as to monitor the application of legal instruments for the prevention and prohibition of discrimination in the exercise of rights on grounds of race, color, nationality or ethnic origin (Article 1 (2), DL 251/2002).

In order to carry out this mission, Portugal has been significantly improving the conditions of access to health, housing, employment and education of migrants, reinforcing the investment in the systems and supports of information useful to this population, as far as teaching the language is concerned and Portuguese culture, namely in training and professional integration actions, as well as in the creation of response interfaces and integrated support between the immigrant population and central and local public administration. Adjusting immigration policy to emerging challenges, such as the question of the situation of refugees.) Making a historical contextualization to the development of national and local programs, we can present the following: SOS Immigrant Service, CNAI website, Office of Intercultural Education and Training, Local Immigrant Support Centers, Intervention Program for Unemployed Immigrants, Choices Program, Portuguese as a non-maternal language in the National Curriculum, Human Trafficking Observatory, Immigration Law, Refugee Shelter Kit, Asylum, Migration and Integration Fund, European Fund for the Integration of Third Country Nationals.

Currently, we also have 98 Immigrant Associations, recognized by the High Commission for Immigration, distributed throughout the country. At the district level, we only have one association, which is in the process of recognition, the Mundifcar Association: Interculturality and Social Development. Regarding CLAI's (Local Support Center for Integration), currently designated as Local Support Cen-

ter for the Integration of Migrants (CLAIM), we have 86 centers in the national territory, and at the district level we only have 1, CLAIM de Vouzela. Regarding language teaching, Portugal offers four programs: Portuguese as non-maternal language, Portuguese Program for All, ACM Online Portuguese Platform, Network of Teaching Portuguese Portuguese Abroad.

Learning the language of the host country by immigrant adults is also one of the most relevant guidelines in the context of public policies on integration, since it assumes a mitigating effect of factors of vulnerability to integration, namely in the labor market and access to citizenship. In this context, the Portuguese for All Program (PPT) is part of the larger scope of policies for the integration of immigrants in Portugal, providing free language courses to immigrant citizens. The Portuguese for All Program is developed from two types of courses: (1) Portuguese language courses for speakers of other languages with A2 (elementary user) and B2 (independent user) certification of the Common European Framework of Reference for Languages; and (2) technical Portuguese courses, oriented to various economic activities with the purpose of facilitating the insertion of immigrants in the labor market in Portugal. These courses include immigrant citizens and their descendants with regular status in Portugal and aged 15 years or more for courses promoted in public schools and aged 18 years or over for courses promoted by employment centers of the Institute Employment and Vocational Training (IEFP). Although the PPT courses are optional for immigrants, certification of A2 level Portuguese learning is one of the requirements in the process of acquiring Portuguese nationality and granting a permanent residence permit or long-term resident status (according to Ordinance n°1262 / 2009, of October 15), the PPT being a way to certify the learning of Portuguese that is required in these processes and, in this case, made freely available by the Portuguese State.

Language teaching is an area where many open access resources have been developed in recent years: online courses, virtual classes, social networks, to name but a few of the tools currently available. However, rapid developments in the field of information and communication technologies (ICTs) are as many opportunities as the challenges for language teaching. In order to take full advantage of the opportunities offered by ICT in language teaching, it is essential that they are well used for educational purposes that match the individual needs of the pupils. It is also important to pursue this objective in a sustainable way for all ICTs and pedagogies.

## **ICT-tools in Education: Experiences & approaches**

From the national panorama and from the studies that have been carried out, one can conclude that there are some measures and support programs for the integration of immigrants, namely in language teaching. However, the use of new technologies is not yet a widely used tool in promoting language teaching. Of the researches carried out, the following projects arose:

### **2.1. Portuguese online platform**

It is a platform that allows the learning or deepening of the Portuguese language. Being that this learning can be done in an autonomous way, respecting the rhythm and the needs of each one. This platform is a project developed by the Office of the High Commissioner for Migration.

### **2.2. More Portuguese platform**

This platform, on the one hand, provides for the teaching of Portuguese for students who have attended the Portuguese system of education and who intend to return to study and, on the other hand, also intends to provide the learning of Portuguese for young foreigners who wish to learn Portuguese. Through this platform, those interested can have access to Portuguese classes, enabling

them to choose the cycle and the year they want to learn. This platform was created by Instituto Camões and Porto Editora.

### **2.3. Speak**

SPEAK is a language and cultural program designed to bring people together - a sharing of languages and cultures between migrants and locals that breaks down barriers, promotes multilingualism, equality and democratizes language learning. Anyone can sign up to learn or teach a language or culture, including that of the country where they reside.

### **Proposed (innovative) approaches**

When analyzing the Portuguese panorama, in relation to the teaching of the language for foreigners, it is easy to see that the greatest difficulty is found in the most vulnerable groups, that is, migrants who are in situations of social vulnerability, in this sense, it is necessary to create a course, free and easy to access, in order to reach everyone in an equal way, promoting equal opportunities.

On the other hand, it is also important to train the teachers / trainers, it seems to us that the relationship created between them and the target audience will be fundamental to the achievement of the intended objectives. In a logic of creation of empathy and relationship between the trainee and the trainer of the language. Innovation must also be linked to creativity as it facilitates learning processes. The use of ICT tools is fundamental for language teaching.

Not least, it will be the appropriateness of the contents of the course, which should be carefully adapted to the target audience, and that in some way, can reflect the culture of the country, at the same time, that should be appealing to the trainees.

Adult education cannot be seen as a traditional teaching, but in an open and dynamic way, so that learners are free to choose what they want to learn and the way they want to learn. In this line, it seems to us that the most appropriate will be to create an online platform, easily accessible and free. The platform should also provide a chat / discussion forum, which allows the sharing / exchange of ideas on the evolution of learning. It will also be appropriate to create a volunteer exchange of the mother tongue to accompany migrants in their language learning process.

### **Conclusions**

The Portuguese school has always been marked by great heterogeneity regarding the sociocultural provenance of its students. This diversity has marked the destiny of giving them an effective command of the Portuguese language. However, the mastery of the language of the school is essential because language is the source of other learning; it is in her and with her that is learned, that is, it transmits information, it is reflected, if (re) builds knowledge and communicates.

The full affirmation of Portugal as a host country for foreign citizens presupposes their effective integration into society, which, in turn, is possible only in situations of equality for the conscious exercise of citizenship, for which the command of the Portuguese language is decisive factor. Today, as we know, school in Portugal is still crossed by the great diversity of origins and cultures of many of its students. We know how important (among other factors) is the relationship and appreciation that is established with a language that is learned. This subject has been the subject of study and we can now count on some research that seeks to know and intervene on this reality.

Therefore, the strategies used are based, on the one hand, on the common reference levels proposed in the QECRL, regarding the sociolinguistic profile of the learners (elementary user A1 and

A2, independent user B1 and B2, experienced user C1 and C2) and in the general competences mobilized in the learning of any language and also of Portuguese: Comprehension and oral expression; Comprehension and written expression; and Explicit knowledge of the language.

After a careful reflection and analysis of the responses of Portugal, in the reception and integration of migrants, both at national and local level. It is easy to see that, although they exist, the use of new technologies in language teaching is not yet a recurring practice. This point still becomes more relevant, in the local context, considering that we are a region of the interior of the country.

In this sense, it is essential to support the development of these programs and others that may be created, both in their dissemination and in their implementation. It also seems to us that there is a great lack of knowledge on the part of the people who come to our country of the existence of these tools.

In conclusion, it is important to mention the socioeconomic needs of some migrants, which may be a factor impeding access to information. What should be a point to work, that is, in what way, we can take the information, of equal form, independently, of the economic and social condition of the migrants. Migrants, such as refugees, exiles, students or foreign workers, face various difficulties when they arrive in a new country. The lack of an informal support network or simply not understanding the language of the country and local culture creates misunderstandings and communication difficulties between migrants and locals. These phenomena increase xenophobia, prejudice and racism, creating hostile environments in societies

## 2.5. National Report United Kingdom

### National and Regional Policy

Government research shows that English skills are critical to integration in UK society, to social and academic development, and to meeting basic needs. Successive UK governments have repeatedly identified the social and economic benefits of being able to speak English as one of the key drivers behind the provision of ESOL. English for Speakers of Other Languages (ESOL) is the term used for English language courses taken by people whose first language is not English and who need English to communicate in daily life. ESOL qualifications may be taken at five levels: Entry Levels 1, 2 and 3 are basic level courses and Level 1 and 2 courses are equivalent to GCSEs. Often more informal ESOL classes are also provided by a range of other organisations, such as community groups, charities and faith groups. These classes are often delivered by volunteers. Asylum seekers supported by NASS can be accepted onto pre-vocational, ‘embedded ESOL’ course (such as ESOL and Construction) and some vocational courses in colleges, including those that may have an unpaid work placement as part of the course.

Regarding the ICT education system, the UK has four distinct regional education systems: England, Scotland, Wales and Northern Ireland. The effective use of ICT plays a central role in all the key education policies being taken forward by the Department of Education (DE), including the curriculum and the literacy and numeracy strategy. Ensuring that young people acquire the skills to use ICT effectively, confidently and safely is a key priority for DE. Moreover, providing IT access to asylum seekers is extremely important to prepare them for their new life in the UK. It gives them better access to online English learning as well as CV writing and basic IT classes. There are different organisations and opportunities in order to help refugees and migrants to develop their ICT skills, but sometimes there are not enough. However, there are also situation of refugees that have no literacy skills and they may find more difficult to find support and moreover, further barriers to social inclusion. Indeed, according to surveys many refugees are illiterate, and this means without the ability to get a job.

In September 2016, the Government announced £10 million of funding to boost English language tuition for those arriving anywhere in the UK under the Syrian Vulnerable Persons Resettlement Scheme (VPRS). A news story published on Gov.uk stated that: “the additional funding for English language training will mean all adults arriving through the scheme anywhere in the UK will receive an extra 12 hours a week of tuition, for up to 6 months. This is in addition to the language support already provided by local authorities, which is accessed by refugees within a month of their arrival and will assist families to integrate into their new communities more quickly and make it easier for them to seek and obtain work” (source: “Adult ESOL in England”).

In December 2016, Louise Casey published the report of her review into opportunity and integration. The report argued that language proficiency issues in some communities were particularly worrying because poor English language skills “have been shown to create a number of disadvantages” and stand out “strongly as a barrier to progress” in relation to integration and economic success.

The report also noted that 27% of ESOL learners go on to further learning and stated that “there is a clear link between the level of English spoken and the level of qualifications obtained, and between levels of English and employment rates and labour market capabilities”.

In May 2016, Refugee Action published *Let Refugees Learn* as part of a larger campaign.

The report argued that refugees “have a great determination and desire to learn English” but are finding it harder to access ESOL classes because of funding reductions that have “resulted in shortages of provision, waiting lists, and other barriers to participation, particularly for women.” The report includes the following recommendations:

- A fund should be created to specifically support refugees learn English that would enable all refugees to have free ESOL classes for their first two years in England.
- An ESOL strategy for England should be published, which should set national targets for ESOL provision and attainment.
- Equal access to ESOL classes should be ensured, particularly for women, by, for example, making sure learners have access to childcare facilities.
- Asylum seekers should be given with the right to access free English language learning from the point when they make their asylum claim.

In April 2017, the All Party Parliamentary Group on Refugees published a report, *Refugees Welcome? Looking at how government policies supported refugees in the UK*. The report stated that English language was key to successful integration, which allows refugees to “rebuild their lives and make full use of their talents and abilities to take part in and contribute to British society.” The report raised concerns about the support provided to refugees in learning English. In particular, it stated, a shortage of ESOL classes “prevents refugees from being able to access other areas of support, from gaining employment and from taking part in community activities.” It added that reductions to ESOL funding has “led to longer waiting lists, a decline in teaching hours and a lack of classes that meet the needs of refugees. The report recommended that the Government should create an ESOL strategy for England, which should include increased funding and support for voluntary groups providing additional language support alongside ESOL classes.

## **Experiences & Approaches**

### **Educational environment**

Through consultation with the target group and our secondary research learning combined ICT and English learning projects can help with both short- and long-term needs including:

- Basic and essential needs (Housing, Social Security)
- Medical Care
- Communication
- Information about integration and community services
- Education and vocational training
- Employment and Skill development

### **Target groups**

Refugees who have little or no English will struggle, their immediate needs will not be met, and public, and voluntary services will struggle to both fully understand their circumstances and needs and also provide services. They may also find that they do not receive all the support they are entitled to and therefore will face further barriers to social inclusion. The following gives a list of simple guidelines for services as to what type of English refugees and migrants who have a basic or low level of English can use and understand.

### **ICT tools and various applications in use**

- Giving basic personal information, numbers, dates and simple forms
- Days, months, telling time, yesterday, tomorrow, next week etc.
- Classrooms language, basic nouns: table, pen etc. and adjectives: like big, small,
- Food, types of shops, money, Can I have... How much is....
- Parts of the body and basic ailments, chemist and medicines
- Making appointments and seeing doctor
- Transport and buying tickets, directions, important buildings

### **Proposed (Innovative) Approaches**

The common consensus within interviews carried out is that when a migrant, refugee or asylum seeker arrives in a new country, providing them with effective learning is key to supporting their integration. It is vital to ensuring that they can access labour market opportunities and make an economic contribution to the United Kingdom. After undertaking research with our target groups, we were able to identify good practice approaches using learning to promote integration in the UK, in particular looking at those that focus on more challenging contexts are:

- **Language development through empowerment:** Reflect ESOL was developed in the UK and takes a different approach to language support as part of the process of integration. It is based on the work of the Brazilian educationalist Paulo Freire using a structured technique to empower learners to be more open and have more input into their own learning.
- **Holistic approach to supporting the social, educational and economic integration:** The Bridges Programme is an agency in Glasgow, Scotland, provides specialist support to help people into work, education and training. The support programme includes 'life-skills' support for refugees, work-focused employability support building on individuals' previous skills and experience, and work placements to offer develop skills in the UK context. Resources available include a tool kit that is used for work with clients, which was developed in collaboration with The Open University, and a toolkit on empowering asylum seekers.
- **New technologies to support learning and integration:** The UK's MoleNET Programme uses handheld digital technologies to support learning. Several of its projects were targeted at migrants, asylum seekers and refugees (particularly in connection with learning English and using peer learning).
- **Using a 'Conversation Club' to assist integration through language:** The Conversation Club in Sheffield, England, combines support to learn and practice language skills with 'extended activities' such as weekend walks, museum visits, football, and cinema visits. The aim is to reduce social isolation and promote integration using language learning as the basis for a range of activities which are planned by the learner.

## **Conclusions**

Integration of migrants is a focus point in the UK. One of the most important requirements for migrants in order to be integrated in the society and to get a job is to speak the language.

ESOL courses aim at solving this gap and at increasing the English knowledge among non-native speakers. Moreover, it has been recognised that also a good preparation and knowledge of IT is essential in order to start a new life in the UK; indeed, it is important to give to migrants and refugees better access to online English learning as well as CV writing and basic IT classes. There are different organisations and opportunities in order to help refugees and migrants to develop their ICT skills, but sometimes there are not enough.

There are the challenges and limitations with the ESOL classes; indeed, many lessons have been cut due to funding being decimated. This problem leads to long waiting lists, a decline in teaching hours and a lack of classes that meet the needs of refugees. The suggestion for the Government would be to create an ESOL strategy for England, which should include funding and support for voluntary groups providing additional language and ICT support alongside ESOL classes.

## 3. „Promising practices”

### 3.1. France

#### Association Français Langue d’Accueil: French for asylum seekers and refugees

<b>1. What is it in one sentence?</b>	Through various workshops, the Association Français Langue d’Accueil enables non-francophone migrants to learn French.
<b>2. Target groups</b>	Asylum seekers and refugees with no knowledge in French.
<b>3. Topics / issues addressed</b>	Association Français Langue d’Accueil organizes French learning sociolinguistic, session to promote socio-professional inclusion and cultural activities addressing non-francophone asylum seekers and refugees. The objective is to provide French training courses to these publics so as to make easier for them to take part in their new environment.
<b>4. Methods</b>	Empowerment and learn through ITC tools.  To be in line with its objectives, Association Français Langue d’Accueil relies on three innovative solutions: ITCs, activities in professional environments and playful learning activities.
<b>5. Activities / Results / Impact</b>	Association Français Langue d’Accueil organizes French learning sociolinguistic, session to promote socio-professional inclusion and cultural activities addressing non-francophone asylum seekers and refugees.  For the target groups, the Association Français Langue d’Accueil offers ITC-based workshops to reach the connected individuals.  For the low educated, workshops start with oral sessions in a standing position before joining their desks and start writing activities.  The Association Français Langue d’Accueil learning workshops are semi intensive, 9 hours per week and include 17 workshops. Over 420 individuals participate in these workshops throughout the year. 40 volunteers animate the workshops.
<b>6. ICT tools &amp; apps</b>	Smartphone, internet.  Refugee Phrasebook.  Comprendre pour Apprendre (CAP) application. MOOC.

Additional information at: <http://francais-langue-daccueil.org/index.html>

**Using ITC to make accessible the APP (Atelier de Pédagogie personnalisée – Personalized Pedagogical Workshops) training to publics in difficulty with basic skills**

<b>1. What is it in one sentence?</b>	Using ITC to make accessible APP training to publics in difficulty with basic skills
<b>2. Target groups</b>	Functional illiterate adults.
<b>3. Topics / issues addressed</b>	The standard courses being not updated to prepare learners for a qualifying project, APP Voltaire-Oyonnax decided to adapt its provision; and build up solutions so as to broaden its offer in order to foster and enhance basic skills.
<b>4. Methods</b>	<ul style="list-style-type: none"> <li>- “getting acquainted with the computer”: Unit is the first step to make the training accessible for all, and to motivate learners to go further and focus on writings. It enables positioning learners and identification of the suitable ITC tools for the learners. Pedagogical resources are designed to guide the learners through simple instructions, visual, short texts, to enable every learner acquires the basics of a text processing software. The approach adopted is focused on self-assisted training.</li> <li>- “Multimedia creative writing”: Unit enhances writing through ITC tools. The course takes place either in self-assisted training workshops, alternatively with the previous unit. The result is that the learners produce altogether an illustrated text.</li> </ul>
<b>5. Activities / Results / Impact</b>	<ol style="list-style-type: none"> <li>1. Strong motivation of learners: regularly present, the training paths are achieved, even renewed.</li> <li>2. It is quite possible to afford writing ITC-based training courses to learners with low literacy skills.</li> <li>3. The numerous adaptations of this course related to the current issue have positives impact on the whole APP as to the pedagogical tools (these were built up with less written instructions, but with more visual one is praised compared with our “classical” self-guided training ones.).</li> </ol> <p>This blended method (writing, oral expression and initiation in the computer) enable the APP to work on transversal skills and on autonomy.</p>
<b>6. ICT tools &amp; apps</b>	Computers, text processing software, tutorials, videos,

Additional information at: APP Voltaire-Oyonnax: [App.Oyonnax@arbez-carne.com](mailto:App.Oyonnax@arbez-carne.com)

### Pavillon des apprentissages: Online basic skills training

1. What is it in one sentence?	Through the online training course “Ateliers de formation de base”, Declic Formations enables functional illiterate adults to acquire basic skills.
2. Target groups	Functional illiterate adults.
3. Topics / issues addressed	The online training course “Ateliers de formation de base” delivered by Declic formations enables learners to acquire understanding and skills necessary to be active in working life and society.
4. Methods	<p>Active and participatory</p> <p>The online Platform “Ateliers de formation de base” addresses Functional illiterate adults who are motivated to get out of illiteracy. Through online trainings and sessions participants work with various tools so that they can acquire proficiency in basic skills.</p> <p>After being initiated in the computer, the learners complete their training course online.</p>
5. Activities / Results / Impact	<p>The online Platform “Ateliers de formation de base” addresses Functional illiterate adults who are motivated to get out of illiteracy.</p> <p>The online training course „Ateliers de formation de base” is complementary of the onsite course. The platform also delivers live sessions of web conference. The course takes place at six sites with a hundred learners. On average 20 to 30 per cent of the courses are online. Up to date, the platform provides 100 units and 600 training courses. Currently, the Pavillon des Apprentissages is used, not only by our different sites, but also by other structures, such as: • ESAT • Institutes Médico Educatif. • Apprentice Training Centers The National Center for Territorial Public Service is currently testing the Apprenticeship Pavilion in the action taken to combat illiteracy among community workers.</p>
6. ICT tools & apps	Laptop and computer, educational games, Interactive white-board, word processing, Prezi, E-reader, Smartphone, Skype, Hangout, intranet and e-books.

Additional information at: Déclic Formation – Roche sur Yon: [Declic Formations.fr](http://DeclicFormations.fr)

## 3.2. Germany

### Deutsche Welle | “Nicos Weg”: Learn German easily

<b>1. Description of the tool in one sentence</b>	A video novella with more than 200 episodes show Nico’s daily life in Germany.
<b>2. Target group</b>	“Nicos Weg” is suitable for anyone who wants to learn German. The service is intended to put people without German skills in a position of being able to actively participating in social life in Germany. However, people with previous knowledge are also in good hands with Nico: The classification test helps the learners to assess their own German skills and start at the right place. The course covers language levels A1 to B1. Individual progress is recorded with a personalised login.
<b>3. Topics</b>	German, English and Arabic can be selected as base languages. Emphases are on the topics of profession and the employment market, as well as everyday matters.
<b>4. Methods</b>	For each episode, the program offers interactive exercises, with which learners can deepen their knowledge of the contents. The scope corresponds to around three textbooks, including 14,000 exercises, 12,000 vocabularies and 19,000 audio sequences.
<b>5. Activities &amp; results/implications</b>	The story of the likeable identification figure, Nico, is an excellent precondition for the learners to stay on the ball and are particularly motivated to learn the complex rules and structures of the German language. “Nicos Weg” is also designed for the smartphone – so that the language course is always available.
<b>6. ICT tools &amp; apps</b>	Platform with videos/tests; image-supported questions about the videos; via smartphone (responsive design)

Additional information at: <https://learngerman.dw.com/en/languages>

ich-will-deutsch-lernen | [www.iwdl.de](http://www.iwdl.de)

<b>1. Description of the tool in one sentence</b>	With the “ich-will-deutsch-lernen” [I want to learn German] portal, the German Adult Education Association is offering an instrument to support the linguistic, social and professional integration of immigrants.
<b>2. Target group</b>	“ich-will-deutsch-lernen” is a learning portal for people who would like to improve their German language skills. For lesson purposes, the portal is available to teaching staff in adult education institutions. Teaching staff are also authorised to use it at vocational training and general secondary schools, vocational trainers and teaching specialists with educational institutions.
<b>3. Topics</b>	The service is comprised of a German course at levels A1 to B1, which implements the framework curriculum for integration courses with digital learning materials. Furthermore, the portal offers a German course at A1 level with extensive material for literacy in GaSL. Furthermore, working and professional German language can be learned and improved in thirty cross-sectoral scenarios from eleven profession-related fields of activity. The portal can be used for independent learners, as well as being used as material and a support medium within the context of integration courses or other German courses.
<b>4. Methods</b>	The aim is the qualitative improvement of the individual promotion and qualification of immigrants through the potential of virtual, computer-aided exercises at the A1 to B1 level. In addition, there is a comprehensive supplemental service for literacy and learning scenarios, which are based on professional activity situations. The “Schnitzel und Dolmades” web soap is integrated into the portal in 45 episodes. Course directors can register and set up dedicated learning groups. They then support these groups as online tutors. Learners, who register individually are supported by tutors.
<b>5. Activities &amp; results/implications</b>	“ich-will-deutsch-lernen” (iwdl.de) was convincing in the Comenius EduMedia competition: In the “LMS Teaching and Learning Management Systems” category, it was awarded the Comenius Seal in 2015. A jury comprised of international scientists and experts awards this prize to outstanding projects in terms of teaching, contents and design.

<b>6. ICT tools &amp; apps</b>	Portal with digital learning materials; learning videos
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Additional information at: <https://www.iwdl.de/cms/lernen/start.html>

### Audio-Recording-System | TING Pen

<b>1. Description of the tool in one sentence</b>	TING is an audio pen that combines reading and listening.
<b>2. Target group</b>	Children, language learners
<b>3. Topics</b>	<p>TING speaks every language perfectly. When you touch a word, you can immediately hear it being pronounced correctly. And even more: The TING pen is also helpful with texts containing gaps.</p> <p>TING reads or explains difficult works and technical terms and offers many solution aids. The audio pen dictates texts, sentences and text segments at the desired speed and helps to pronounce words correctly. TING brings more language into mathematics and offers interactive mental mathematics training.</p>
<b>4. Methods</b>	TING can store audio contents of several books, games and globes using the TING program installed on the pen and play them back, if necessary – independently of a computer and the Internet. TING ensures fun and motivation while practising, with interactive supplemental exercises.
<b>5. Activities &amp; results/implications</b>	The TING Pen is a big help for learning languages. For example, the Cornelsen publishing company has issued a TING series for foreign languages. In which the corresponding word can be touched with the pen and directly read out. In principle, the uses for learning purposes are almost limitless. Encyclopaedias can have the codes applied to them, for example. By touching a specific entry, additional information or acoustic extras are then received, which simplify the understanding. The device is characterised by a short response time and excellent sound quality.
<b>6. ICT tools &amp; apps</b>	Add-ons for picture books, children's books and textbooks; with the sensor on the tip of the pen, a code is read out on book pages. This code is linked with various audio files, which belong to the book. When touching pictures or texts, TING recognises the code and plays back the matching file via the integrated loudspeaker (or via the headphone outlet).

Additional information at: [http://www.ting.eu/de/was\\_ist\\_ting](http://www.ting.eu/de/was_ist_ting)

### 3.3. Italy

#### TABULA Project

<b>1. What is it in one sentence?</b>	An EC-financed Project (via EIF): Using a <b>tablet</b> application to <b>improve literacy</b> and offer an entertaining way to link it to <b>ICT familiarity</b> .
<b>2. Target Groups</b>	<ol style="list-style-type: none"> <li>1. Foreign adults with low/no education levels who attend elementary level language courses (pre-A1 and A1).</li> <li>2. Teachers, trainers, experts and researchers dedicated to training courses targeted to migrants.</li> </ol>
<b>3. Topics &amp; Issues Addressed</b>	<p>An experimental activity lasting 50 hours in which migrants, appropriately guided, get to know and use tablet devices. The Project aimed to verify if, through the multiple functions of the tool, the migrants involved in the Tabula workshop:</p> <ol style="list-style-type: none"> <li>1. develop a <b>greater motivation</b> for the study,</li> <li>2. feel <b>active protagonists</b> of the learning path,</li> <li>3. succeed in acquiring a first <b>digital literacy</b>,</li> <li>4. improve in <b>learning Italian</b>.</li> </ol>
<b>4. Methods</b>	<p>The educational path implemented has combined:</p> <ul style="list-style-type: none"> <li>• <b>materials</b> for teaching Italian prepared by teachers;</li> <li>• <b>applications</b> that can be used to teach a language with tablets, identified by the teacher/facilitator, expert in Italian L2 and in the use of a tablet;</li> <li>• <b>applications</b> for creation and sharing of materials produced (video and photos) prepared by experienced multimedia teachers/ facilitators</li> </ul>
<b>5. Activities, Results Impact</b>	<p>The progress in the use of tablets by the students led to the use of more complex applications that include consequential procedures such as:</p> <ol style="list-style-type: none"> <li>1. take a photo, save it or use it,</li> <li>2. write a comment,</li> <li>3. capture images from the network,</li> <li>4. choose the presentation mode (backgrounds, frames)</li> <li>5. finally export and share the work done.</li> </ol> <p>In light of the course implementation, all objectives have been achieved as planned. Verified results:</p> <ul style="list-style-type: none"> <li>• development of multi-sensorial approach: sight/hearing/movement/touch</li> <li>• growth of attention span through "big" visualization,</li> <li>• learning connected to real life situations,</li> <li>• individualization of produced content and high socialization.</li> </ul>
<b>6. ICT Tools &amp; Apps</b>	<p><b>Tablet</b>, use of tactile boards (<b>SandArtist</b>, <b>Blackboard Lite</b>, <b>Blackboard</b>) to write, change colour, delete, underline and draw, use <b>Alphabet Tablet</b> to write, move characters, delete; use of <b>Calculator</b> to write numbers; writing via the keyboard using the <b>Penzu</b> app.</p> <p><b>Pic-Collage</b> to create photo albums with captions to document and fix</p>

	with the image/word combination, short text, educational experiences, use of <b>Street-Viewing</b> , etc.
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Additional information at:

Stefano Kluzer, Rocco de Paolis – The Linguistic Integration of Adult Migrants (Some lessons from research), Page 351-356 (2017) – Council of Europe (Editor: De Gruyter). Open Access Book: [LINK](#), Excerpt about TABULA on Editor's website: [LINK](#).

Account on the EPALE Platform (E-Platform for Adult Learning in Europe): [LINK](#). In Italian.

Account on Formazione 80's Website: [LINK](#). In Italian.

## NISABA Project

<b>1. What is it in one sentence?</b>	An EC-financed Project (via AMIF): Training courses to promote literacy, Italian L2 learning and acquisition of key citizenship skills by adapting language use to situational contexts, as well as awareness raising on rights and duties of foreign citizens in Italy.
<b>2. Target Groups</b>	Illiterate or semilliterate foreigners and migrants. All of them from <b>groups at risk</b> : Women victims of trafficking and/or violence, minors, illiterate adult workers at risk of social exclusion.
<b>3. Topics &amp; Issues Addressed</b>	<ul style="list-style-type: none"> <li>• Acquire <b>communication skills in L2</b> <ol style="list-style-type: none"> <li>1. adapt the use of language to a situational context</li> <li>2. pursue one's goals through communication in L2</li> <li>3. adopt a register appropriate to a situation and to a cultural "scene" in which the communication takes place</li> </ol> </li> <li>• Increase the availability of <b>objective information on the rights-duties</b> of foreign citizens in Italy and on the <b>services available</b>.</li> </ul>
<b>4. Methods</b>	<ol style="list-style-type: none"> <li>1. collection of materials already available</li> <li>2. processing of ad hoc materials</li> </ol> <p>These are grouped into 3 educational kits (one for each macro/type of recipients – women, minors, adults). Beginning with an entry test to define the level of knowledge of Italian and develop lexical cards, exercises, verification tests directly related to a specific context.</p> <ul style="list-style-type: none"> <li>• 60% of the learning hours spent outside the classroom with outings and lessons immersed in the reality of a socio-cultural context;</li> <li>• 40% in a classroom for preparation and contextualization of outputs and consolidation of what has been learned outdoors</li> </ul>
<b>5. Activities, Results Impact</b>	<p>Each course lasts 36 hours and a has specific lexical themes:</p> <p><b>Women:</b></p> <ul style="list-style-type: none"> <li>• health • food • self-care • housekeeping • childhood, incl. visits to hospitals, markets, supermarkets, shops, women's services, etc.</li> </ul> <p><b>Minors:</b></p> <ul style="list-style-type: none"> <li>• free time • sports • school • adolescence and identity, incl. visits to culture &amp; youth animation spots, libraries, schools, sports clubs</li> </ul> <p><b>(Semi)illiterate adults in work contexts:</b></p> <p>Micro-language related to specific work contexts:</p> <ul style="list-style-type: none"> <li>• house assistance • kitchen • mechanical • green areas • aesthetics presented through visits to NGOs, companies, services, laboratories.</li> </ul> <p>After course completion, there is a Final assessment (test), a Self-assessment questionnaire, reports by Teachers and Tutors.</p> <p>A total of 60 courses covered the specific cases and needs of <b>144 women</b></p>

	and <b>100 minors</b> at risk, as well as <b>240 illiterate</b> adults.
<b>6. ICT Tools &amp; Apps</b>	N/A. The approach is valid, simply not accompanied by ICT tools.

Additional information at:

Overview on the Coordinator's website: [LINK](#) (in Italian).

Full detailed description on one of the Provincial Centers for Adult Education: [LINK](#) (in Italian).

Recent update on Project Status on CFIQ (Partner) website: [LINK](#) (in Italian).

Newsletter, Sept. 2017: [LINK](#) (in Italian).

Newsletter, Jan. 2018: [LINK](#) (in Italian).

### 3.4. Portugal

#### Portuguese online platform

<b>1. What is it in one sentence?</b>	It is a platform that allows learning or deepening of the Portuguese language and culture.
<b>2. Target groups</b>	Anyone who wants to learn Portuguese.
<b>3. Topics / issues addressed</b>	This platform is not the manual for teaching and acquiring Portuguese, it is a tool that allows the user to practice the language in the linguistic activities of comprehension of the oral language, reading comprehension and In addition to this, it also allows us to understand and broaden vocabulary and the Portuguese grammar. The contents are organized in two levels, level A and level B and are described in the references.
<b>4. Methods</b>	By registering on the platform, migrants will be able to learn the Portuguese language. A tutor is available to ask questions. Functional thematic modules presented in text, audio, video and image formats, the user follows the evolution of their learning through the line at the top of the page and identifies the module number that is being carried out.
<b>5. Activities / Results / Impact</b>	The Platform is available in Portuguese and English and will soon be available in other languages, including Arabic, Mandarin and Romanian, to meet the specific needs of refugees in Portugal.
<b>6. ICT tools &amp; apps</b>	<a href="https://pptonline.acm.gov.pt/">https://pptonline.acm.gov.pt/</a>

Additional information at: <https://pptonline.acm.gov.pt/>

## Speak – Culture and language exchange

<b>1. What is it in one sentence?</b>	It is a program developed through an online platform, which allows learning the Portuguese language and culture. In this way, migrants and volunteers can have a true intercultural experience.
<b>2. Target groups</b>	People over 16 years old.
<b>3. Topics / issues addressed</b>	There are two levels in SPEAK courses: "Basic" and "Conversational". In the "Conversational" course, Buddy only speaks the language you are teaching while in the "Basic" course Buddy can use other languages to help participants learn the basics. Through the Speak Program, it is intended to break language barriers, through an informal and innovative methodology. Create a network of contacts between migrants and / or local refugees. To value cultural diversity, sowing knowledge and fighting ignorance.
<b>4. Methods</b>	Group learning (4-18 participants); 1 session per week of 90 minutes (for 12 weeks) Cost of € 24.99 per participant.
<b>5. Activities / Results / Impact</b>	Asian dinner Coimbatore   9 April Quiz Night - World Cultures Madrid   9 April Language Exchange - PT / EN / ES Leiria   23 April Participants say that it is a very interesting exchange of experiences, both for those who teach and those who learn. At this time the Speak community: 13.2 K members; 134 Countries and 10 Cities.
<b>6. ICT tools &amp; apps</b>	<a href="https://www.speak.social/pt/info/4/">https://www.speak.social/pt/info/4/</a>

Additional information at: <https://www.speak.social/pt/info/4/>

## More Portuguese platform

<b>1. What is it in one sentence?</b>	The Portuguese platform brings together dozens of interactive lessons for language learning, providing a study experience oriented towards individual and autonomous learning of the student, complemented in a second modality with the possibility of having the support of a tutor.
<b>2. Target Groups</b>	Anyone who wants to learn Portuguese.
<b>3. Topics &amp; Issues Addressed</b>	It is available in two languages: Portuguese Mother Language, for students who have attended school in Portugal and have in their horizon back to the Portuguese school system, and Portuguese Language of Inheritance, for students who have always attended school abroad.
<b>4. Methods</b>	Go to the website, choose the option between the various that you propose and, depending on the case of each, make the investment of € 40 or € 90, the latter in case you want to be accompanied by a tutor. Curricula are standardized, and learning is done in the form of texts or short videos.
<b>5. Activities, Results Impact</b>	<p>The Portuguese Nearest Digital platform has 578 students in 26 countries on five continents.</p> <p>This online solution aims to compensate the local education system, bringing together dozens of interactive lessons for language learning and aims to be a support to emigrated families, offering a study experience oriented to individual and autonomous learning of the student. Most of the students who acquired autonomous Portuguese language skills and knowledge were registered in Portuguese Language of Inheritance, with 530 Portuguese and Lusophone children and youngsters going abroad.</p> <p>In the area of Portuguese Mother Tongue, education aimed at children and young people who started school in Portugal and who were residing abroad due to the emigration of parents, the number of students who attended the interactive classes and who have on the horizon return to the system of education in the country fell to 48.</p>
<b>6. ICT Tools &amp; Apps</b>	<a href="http://www.portuguesmaisperto.pt/PT/">http://www.portuguesmaisperto.pt/PT/</a>

Additional information at: <http://www.instituto-camoes.pt/activity/servicos-online/ensino-a-distancia/plataforma-portugues-mais-perto>

## 3.5. United Kingdom

### English for speakers of other languages

<b>1. What is it in one sentence?</b>	Toxteth Community College is piloting a collection of ICT-based learning resources for teaching <a href="#">ESOL (English for speakers of other languages)</a> to Refugees and Migrants
<b>2. Target groups</b>	Black and Minority Ethnic Groups including asylum seekers/ migrants and refugees in Liverpool
<b>3. Topics / issues addressed</b>	Most asylum seekers are currently unable to maintain or develop new or existing skills through employment due to Home Office work restrictions. Therefore, the chance to engage in English language training or other purposeful activities is highly desirable. Language skills are widely known to be critical to the success of community integration and cohesion, including refugee integration.
<b>4. Methods</b>	Materials are mapped up to Entry Level 3 of the Adult ESOL core curriculum and can be used for self-study, classroom work or as the basis of group activity. Modules cover everyday situations which learners may encounter. The aim is to support asylum seekers to integrate at a local level and strengthen their ability to do so more fully once they have received a positive decision.
<b>5. Activities / Results / Impact</b>	<ul style="list-style-type: none"> <li>• Asylum seekers are keen to learn English language and use skills and acquire new ones, to become a part of society.</li> <li>• The asylum process especially the dispersal policy can prevent asylum seekers from learning English.</li> <li>• English language skills are critical to the success of refugee integration</li> <li>• English language should be taught the way people learn their mother tongue</li> <li>• Asylum seekers should have access to English language training from the day of arrival</li> </ul>
<b>6. ICT tools &amp; apps</b>	Using varying methodologies (such as embedded, e-learning and accelerated learning techniques) which enable people to learn at their pace. Teaching English through New Media.

Additional information at: <http://www.itn.org.uk/easidpwebsite/toxteth.html>

## Language Learning Platform

<b>1. What is it in one sentence?</b>	Duolingo is a freemium language-learning platform that includes a language-learning website and app, as well as a digital language proficiency assessment exam. As of November 2016, the language-learning website and app offer 68 different language courses across 23 languages, with 22 additional courses in development. The app has about 200 million registered users across the world
<b>2. Target groups</b>	Luis Von Ahn was born in Guatemala and saw how expensive it was for people in his community to learn English. Severin Hacker (born in Switzerland), co-founder of Duolingo, and Von Ahn believe that “free education will really change the world” and wanted to supply the people an outlet to do so. Therefore, their target group is anyone at any level who wants to improve a language skill.
<b>3. Topics / issues addressed</b>	All different topics and levels around everyday subjects.
<b>4. Methods</b>	Duolingo provides written lessons and dictation, with speaking practice for more advanced users. It has a gamified skill tree that users can progress through and a vocabulary section where learned words can be practiced. Duolingo launched Duolingo Test Center on July 22, 2014, now known simply as the Duolingo English Test (DET). It is an online language certification test that can be taken from home. Duolingo has been used in schools. For example, in Costa Rica and Guatemala, Duolingo has been used in public schools as a pilot project run by the government. After select users were invited to a closed beta test, Duolingo released the app for iOS devices on July 19, 2016, for desktop on March 2, 2017 and for Android on August 30, 2017.
<b>5. Activities / Results / Impact</b>	In 2013, Apple chose Duolingo as its iPhone App of the Year, the first time this honor had been awarded to an educational application. Also, Duolingo won Best Education Startup at the 2014 Crunchies, and was the most downloaded app in the Education category in Google Play in 2013 and 2014. In 2015, Duolingo was announced the 2015 award winner in Play & Learning category by Design to Improve Life
<b>6. ICT tools &amp; apps</b>	<a href="http://www.duolingo.com">www.duolingo.com</a>

Additional information at: [www.duolingo.com](http://www.duolingo.com)

## ESOL & Online Accreditation

<b>1. What is it in one sentence?</b>	ESOL Classes combined with basic online accreditation
<b>2. Target Groups</b>	We are a community interest company based in Liverpool. Kensington Community Learning Centre C.I.C.'s mission is to provide quality training, support, community cohesion and volunteering opportunities to the local community in a safe, non-threatening environment that is conducive to learning, development and social inclusion. Our aim is to create a community hub where local people can come to learn, take part in creative and fun activities, work towards accredited qualifications, update their skills and experience, build their confidence and self-esteem and eventually make themselves more employable.
<b>3. Topics &amp; Issues Addressed</b>	It can be very difficult finding an ESOL (English for Speakers of Other Languages) course that you can start very quickly in Liverpool (without having to pay very high course fees). At KCLC we can offer you a solution that can have you enrolled and learning very quickly. KCLC has a range of online courses with full tutor support to suit everyone. Beginners courses include: using a keyboard, a mouse, email, the internet safely, online searches, public services
<b>4. Methods</b>	<p>This accredited City &amp; Guilds entry level 3 course lasts 6 weeks and teaches the basics of being online. Course includes: logging onto a computer, registering and logging into websites, internet safety, using the internet, using email, using search engines, accessing health services online. Job hunting Online module can be included for those who are interested</p> <p>We run two types of courses here at KCLC. Our accredited courses are delivered by a partner organisation (WEA) and lead to nationally recognised qualifications at five levels (Entry Levels 1, 2 and 3, Level 1 and Level 2). In addition, we also deliver non-accredited courses that address all aspects of the English language (Speaking, Listening, Reading &amp; Writing) – but there are no tests or exams on these courses. We can offer quick starts on these courses (often within 2 weeks). There are three units to each level (speaking &amp; listening, reading and writing). Certificates are awarded for each unit with a fourth certificate awarded to students completing the full award (all three units at the same level). Course fees apply – but these can sometimes be waived subject to personal circumstances. KCLC also run non-accredited courses. There are no certificates awarded from these courses, but learners can engage quickly on them (often within 2 weeks) and engagement on these courses hastens progress into accredited courses. These non-accredited courses are ideal for students that have been unable to secure places on accredited courses. They are also useful for students studying accredited courses as they provide an extra tuition and improve students' chances of passing their accredited exams. Our internal ESOL courses are available at all levels from pre-entry up to level 2 and are delivered in</p>

	short blocks of 5 weeks.
<b>5. Activities, Results Impact</b>	Our accredited courses are delivered here at KCLC by the WEA. Five various levels are offered: Entry Levels 1, 2 and 3 as well as Level 1 and 2. There are three units to each level (speaking & listening, reading and writing). Certificates are awarded for each unit with a fourth certificate awarded to students completing the full award (all three units at the same level). Course fees apply – but these can sometimes be waived subject to personal circumstances.
<b>6. ICT Tools/Apps</b>	ICT Computer Suite

Additional information at: <https://www.kclc.co.uk/>

## 4. General Conclusions

### Similarities / Analogies

The following similarities have been identified across the five counties participating in the D.I.S.I. project:

#### Migration in general

L2 learners are people who migrated/fled to Europe due to various motivations. However, all of them have one thing in common – the experience and process of becoming or being a migrant or refugee/asylum seeker. Migration changes and partly destroys social networks, important reference persons needed to be left behind and familiar things needed to be given up. The migrants/refugees need to adapt to new situations in a society. In all participating counties, researchers and practitioners know much about the reasons and mechanisms of both regular and irregular migration as well as challenges linked to the fact of migration like discriminatory attitudes and policies at institutional level or (un)conscious biases at interpersonal level the migrants are facing in their everyday life in the host societies. The picture of migration and migrants/refugees has become diverse and goes beyond the two extremes dominating the coverage in the populist media and still existing in the political discourses – the image of an easy-to-integrate well-educated Syrian refugee on one side vs. a criminal NEET male adult from Maghreb on the other side.

#### L2 language acquisition

Most experts and practitioners across the EU share the opinion that language is a key factor of integration. Research shows that L2 skills are crucial to integration in host societies, to social and academic development, and to meeting basic needs. National governments have repeatedly identified the social and economic benefits of being able to speak national language as one of the key drivers behind the provision of L2 courses. A systematic acquisition of L2 offers space, in which cultural, identity and integration conflicts can be taken up and processed linguistically. Linguistically dealing with everyday life, as well as linguistic competence in work, training or studies must be focussed on by the instructors. The Common European Framework of Reference make the comparison of language levels feasible across the countries. In all 5 countries, there are different types of organisations and opportunities in order to help refugees and migrants to develop their ICT skills, but sometimes there are not enough. Among the L2 course providers, we can find state-run structures delivering courses on a regular basis, non-governmental bodies receiving public funds to provide L2 teaching activities as well grass-root initiatives of volunteers or semi-professionals emerging at local level.

#### Migration and media

Media use by migrants is part of a larger field of research. Numerous research projects have been performed on media use in recent years. This relates to comprehensive studies on behalf of broadcasting institutions in the EU member states as well as work dealing with the specific aspects of media use, such as reading behaviour or use of the Internet by migrants. The following trends applies to some extent to all receiving countries with at least two immigrant generations. Television is the most important medium for all population groups; in television, private channels with high shares of entertainment are given preference, which is related to the age structure of the immigrants. L2-language channels are watched less in practice. Native-born second-generation migrants who are better educated with good L2 language skills, particularly tend towards this pattern or even towards the exclusive use of media in L2. In contrast, older migrants, who were born abroad and those with a lower level of education, tend to use media services in their native language more frequently. In the meantime, the Internet is being used more intensively. Observations and experiences in all project countries confirm that even the non-alphabetized and poorly educated are quite frequently adept at using ICT devices. Nevertheless, active using ICT devices as means of communication with families, community members and other persons does not necessarily mean an affiliation and readiness to use them for the purposes of learning. A current study by UNESCO on *mobile reading* also shows that mobile phones will have an influence on the battle against illiteracy that must not be underestimated, particularly in contexts without regular access to print media (see German National Report). Those surveyed preferred to read digital texts on their mobile phones more frequently than publications or in printed form, which they usually lacked anyway. The problem of learning motivation as well as low-threshold learning setting stays relevant.

### **ICT in adult & young adult education**

All focus groups argue that the use of ICT contributes to easier access to educational resources, supports learning and teaching processes and consequently enables access to up-to-date contents. Media-aided learning scenarios overcome time and place barriers and simultaneously foster media competence. Ensuring that especially young adults acquire the skills to use ICT effectively, confidently and safely should be a key priority. Moreover, providing IT access to asylum seekers is extremely important to prepare them for their new life in the new society. It gives them better access to online L2 learning as well as an appropriate platform for preparing themselves for the new labor market. Finally, ICT-based teaching and learning activities offer diverse options for promoting and effectively using internal differentiation and self-controlled learning in lessons, particularly in foreign language lessons. In the recent decade, there has been a growing interest across EU in developing educational programs that aim to integrate ICT into different levels, in formal and non-formal education as well as in urban and rural settings. However, an active and systematic use of ICT tools in this area still seems to be sporadic and not as widespread as it could be. One of the reasons is that the effective use of media and methods is also always dependent on the learning groups, the lesson situation, the objective, the learning contents and the learning preconditions and requirements of the learners. The issues of ongoing technical support as well as media competence of teaching and training staff were identified as well.

## **Differences**

### **Historical contexts**

The history of migration differs from country to country. Some countries like United Kingdom, France and to some extent Portugal have a long-standing tradition of migration due to their colonial past. Germany, on contrary, has become an immigrant society relatively recently starting from the decades of the so-called German economic miracle after WWII. Portugal and Italy, too, used to be in

the 20th century rather countries of emigrants but since the early 1990s became more and more host countries with an increasing influx of immigration of 400 resp. 500 per cent.

### **Political discourses on migration and asylum**

Migration and asylum policies, practices and societal attitudes towards migration and asylum may also be different from country to country. Each country has some very specific features making its situation unique even being a EU member state. Besides, migration regimes undergo rapid changes depending on the political spectrum of the ruling parties and their coalition partners, especially in today's Europe, not least against the background of the ongoing EU identity crisis and populist parties gaining political power across the EU. The aspects mentioned above considerably change the political climate and as a result the policies towards immigrants and immigration in general. Among five participating countries, we have countries like Italy that has been facing a dramatic influx of irregular immigration since many years (key word Lampedusa, just to name the most prominent example), Germany, a country with some very contradictory migration policies – between reception of millions of people from the late 1980s on, harsh public debates regarding the status of Germany as an immigrant country in the early 2000s, the “Long Summer of Migration” of 2015 allowing many refugees to cross the German border and present strengthening laws and administration measures for regulating and monitoring the processes of migration. Similar trends can be observed regarding France. While in the case of the UK we basically deal with rigid immigration policies and emerging uncertainties due to the Brexit and the status of EU immigrants to be clarified, Portugal explicitly demonstrates openness towards refugees driven by political, demographic as well as economic strategy.

### **Levels of responsibilities**

Policies, especially in the field of education, including adult education, depend to a considerable extent on the level of responsibilities the state delegates to the regions/provinces. In this regard, regional policies may significantly vary in the federation- or confederation-like countries. Italy, France and Portugal as more or less centralized countries implement policies defined by national ministries whereas UK's and Germany's competence in the field of education is placed at regional level. Regarding the ICT education system, the UK has four distinct regional education systems: England, Scotland, Wales and Northern Ireland. According to the UK report, the use of ICT plays a central role in all the key education policies being taken forward by the Department of Education, including the curriculum and the literacy and numeracy strategy. In France, training entities operate under the Ministry of Agriculture and Food, the Ministry of the Economy, Industry and Digital Technology as well as the Ministry of Health and Solidarity. Public policy for L2 is part of education policy, urban policy, integration and immigration policy. At the operational level, this provision is the responsibility of the departmental level of the state, while responsibility for strategy lies at the regional level. In fact, the Law on Professional Training gives the Regions the responsibility for organizing literacy programmes by themselves (see French report).

### **Formats in Practice**

The focus groups identified the following formats used in the teaching practice. There are some promising examples currently in use, the features of which may be replicated and strengthened when designing an improved L2 medium and a more visible e-training platform or a set of tools.

- I. Language Learning Platforms, also including a website, an app as well as a digital language proficiency assessment exam.

2. Tablet application
3. Language & culture programmes
4. Workshops
5. Online training courses
6. Learning films, i. e. video novella
7. Audio pen (combined reading and listening)
8. Collection of ICT-based learning resources for teaching to refugees and migrants
9. L2 classes combined with basic online accreditation

(for detailed description of the format read the relevant sections of the national reports).

## Challenges and Limitations

After reflection and analysis of the data of all focus groups one can outline the following challenges and limitations regarding the use of ICT-based learning scenarios for the target groups:

- It became obvious that the use of ICT in L2 teaching becomes more relevant but is not yet a recurring practice although the countries and L2 providers. Much of the potential of ICT remains unexplored in L2 learning activities for adult migrants. Large-scale policy initiatives are needed to improve ICT courses in this sector.
- Literacy courses can only be performed in small groups with individual support by qualified instructors. They are therefore personnel-intensive and expensive. The focus group also indicates that individual support of online platforms by tutors lead to a positive learning result. Creating a strong motivation: (Young) adult migrants with a low level of basic education and negative learning experience need specific forms of being addressed in order to motivate them to access basic education. Furthermore, the learning objectives and arrangements must be identified and used, which motivate (functional) illiterates to deal with learning.
- It also became clear that ICT-based learning services must not be regarded as self-starters, as computer-aided teaching-learning arrangements only develop their potential when learning requirements and contents are identified and taken into consideration.
- As functional illiterates have learned reading and writing to different extents, individual promotional measures are required. The necessary individual diagnostics of the learning status required for this are time-consuming. In addition to this, the test instructions (lea. diagnostic instrument) can only be implemented in direct 1:1 support, as the written linguistic level is higher than with actual testing tasks. The focus group indicates that no digital solution exists so far for the initial estimate of the reading and writing competence. The participation in literacy courses has only led to limited learning success so far: Although there is learning progress, this is not sufficient for achieving a written linguistic competence level above functional literacy for most participants.
- Technical obstacles related to simultaneous viewing, easy access and use by older educators or completely illiterate final beneficiaries and many other content and context specific difficulties should be overcome before offering an efficiently transferrable platform or tool.
- Because of decreasing figures of the immigrant influx, some measures (projects, programmes etc.) have been cut due to funding being decimated. This problem leads to longer waiting lists, a decline in teaching hours and a lack of classes that meet the needs of refugees.
- In addition to the above repositories, it is also necessary to gradually build up and share knowledge about these aspects. This is crucial for defining quality criteria and standards that can be used to choose and assess ICT-based L2 learning resources. To build this knowledge base, more socio-pedagogical research is needed.

## Conclusions, Considerations, Suggestions

### 1. Raising stakeholders' awareness and information of ICT-related opportunities and challenges

Policy makers and other stakeholders should be aware, in a realistic way, of the ample potential of ITC for L2 learning in both structured and informal contexts. They also should be aware of the complexity for practitioners to cope with a wide and growing range of solutions, and of the new “literacy” requirements (starting from digital competences of learners and teachers) and the need for innovative educational approaches they entail. The suggestion for this level would be to create a L2 strategy for EU, which should include funding and support for voluntary groups providing additional language and ICT support alongside L2 classes.

### 2. Sharing know-how

It is crucial to create the knowledge base for good practices dissemination and quality standards. In addition to the above repositories, it is also necessary to gradually build up and share knowledge about these aspects. This is crucial for defining quality criteria and standards that can be used to choose and assess ITC-based L2 learning resources. To build this knowledge base, more socio-pedagogical research is needed. A EU-wide platform or open bank of ICT-based L2 learning resources created by publishers, teachers and learners could be used by adult education stakeholders (teachers, assessors and tutors) for a systematic exchange of information, experiences and good practices.

### 3. Easy-to-handle solutions for teachers & learners

Both teachers and learners need low-threshold solutions, for example by using „flat designs”, easy-to-access devices & programmes, simpler interactivity. Based on the conducted expert interviews, it was determined that particularly the access to digital end devices, the Internet in general and using the computer, as well as handling the corresponding ICT tools, must be introduced upstream. Many of the surveyed members of the focus group have determined a deficiency of technical equipment in the housing of the refugees. Furthermore, the media and the contents to be conveyed should not be regarded as universally given but must be included in the intercultural mediation. A media-didactic concept also includes ongoing technical support and advisory of the instructors and the development and expansion of the necessary infrastructure.

### 4. Contextualizing practical everyday situations

An effective L2 educational approach to integration should include features such as meeting the real needs of learners and have a strong reference to the world that we live in and the linking of informal learning location and new learning arrangements. L2 courses should be linked to personal trajectories and career guidance; provide flexible learning opportunities at the workplace, on the move, at different times of the day.

### 5. Holistic approach to supporting the social, educational and economic integration

ICT-based learning settings should provide support to help learners into work, education and training. Therefore, it should encompass ‘life-skills’ training support as well work-focused employability support building on individuals’ previous skills and experience.

### 6. Changing role of the L2 teacher

The learning theory of interactionistic constructivism particularly pleads for forms of learning, in which the instructor is not just a conveyor of knowledge, but also a “learning process advisor”. The teacher should stay in the background in constructive methods, create learning services, provide sources of knowledge, such as the Internet and observe the learning process. Learners should reinforce “cultural techniques” and structural knowledge in open lesson situations, to be able to abstract this. Furthermore, for the selection and later use of ICT-supported learning services, considerations must also always be included, of how to precisely integrate the new media into the lessons. To be able to use the potential of new media to its full extent, multidimensional implementation approaches are necessary. Therefore, not just a selective change is aimed for, but also a systematic change.

## 5. Focus groups

### 5.1. France

1. Association Initiales, [www.association-initiales.fr](http://www.association-initiales.fr)
2. Association Côté Projets, [www.coteprojets.org](http://www.coteprojets.org)
3. ANLCI (National Agency for the fight against illiteracy), [www.anlci.gouv.fr/](http://www.anlci.gouv.fr/)
4. Association Mots et Merveilles, [www.asso-motsetmerveilles.fr/](http://www.asso-motsetmerveilles.fr/)
5. Secours Populaire Français, [www.secourspopulaire.fr/34/comite-de-clermont-herault](http://www.secourspopulaire.fr/34/comite-de-clermont-herault)
6. Association DEFI34, [asso@defi34.fr](mailto:asso@defi34.fr)
7. Association TIN HINAN, [www.parentalite34.fr/](http://www.parentalite34.fr/)
8. Association RAIPONCE, [raiponce1992@gmail.com](mailto:raiponce1992@gmail.com)
9. INFREP, Sète, [infrep34@infrep.org](mailto:infrep34@infrep.org)
10. Centre APAJ, [lam34.org/LamCentreGitan](http://lam34.org/LamCentreGitan)

### 5.2. Germany

1. Bündnis Hamburger Flüchtlingsinitiativen | „Human@Human“, Lilly Murmann, project manager
2. Deutscher Volkshochschul-Verband e. V. | „Ich will Deutsch lernen“, Celia Sokolowsky, project manager
3. Diakonie-Hilfswerk Hamburg | „Zentrale Anlaufstelle Anerkennung“, Michael Gwosdz, project manager
4. Freie Universität Berlin, Prof. Petra Anders, professor, German as a second language
5. Goethe-Institut München, Joachim Quandt, speaker multimedia
6. Leseleo e. V., Annegret Böhm, CEO Leseleo e. V.
7. passage gGmbH | „Vernetzung Flucht. Migration. Hamburg“, Franziska Voges, project manager
8. TLA TeleLearn-Akademie gGmbH, Jörg Belden, Speaker
9. Deutsches Institut für Erwachsenenbildung, Moritz Sahlender, scientific assistant

### **5.3. Italy**

1. Erika Grasso, Massimo Negarville, Svilen Madjov, Formazione 80
2. Chiara Cubattoli, Italian teacher for foreigners, freelancer
3. Patrizia Rickler, Italian teacher for foreigners, freelancer
4. Matteo Maggiore, Enaip, VET centre, Italian courses for foreigners
5. Andrea Gallina, Casa di Carità Arti e Mestieri Onlus, VET centre, Italian courses for foreigners
6. Alessandro Ceci, Formater, VET centre, Italian courses for foreigners
7. Elena Guidoni, CPIA 3, Public School for immigrant and refugees, Italian courses
8. Enrico Pucci, Forter, VET centre, Italian courses for foreigners

### **5.4. Portugal**

1. Associação Mundificar: Interculturalidade e Desenvolvimento Social
2. Cáritas Diocesana de Viseu
3. Alto Comissariado para as Migrações
4. Instituto Camões

### **5.5. United Kingdom**

1. Timothy Morley, Imagine English Language Academy, director
2. Tim Saunders, English Wise, director
3. Sabrina Saunders, English Wise Academy, director
4. Karen Wynn, Festival 3 I, coordinator
5. Giulia Albertoni, participant
6. Cinzia Mittao, participant
7. Leonardo Magani, participant
8. Sara Lopez, participant
9. Adele Speirs, SOLA Arts, therapist/chief executive
10. Paolo Prestianni, participant

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## 6.5. United Kingdom

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## 7. Annex

Criteria   Best Practice														
Criteria   Meta-level														
	FRA 1	FRA 2	FRA 3	GER 1	GER 2	GER 3	ITA 1	ITA 2	POR 1	POR 2	POR 3	GBR 1	GBR 2	GBR 3
EU-added value														
Quality standards set														
Usefulness														
Replicability   Transferability														
Innovation (creativity)														
Using holistic approach														
<b>Subtotal</b>														
Criteria   Micro-level														
	FRA 1	FRA 2	FRA 3	GER 1	GER 2	GER 3	ITA 1	ITA 2	POR 1	POR 2	POR 3	GBR 1	GBR 2	GBR 3
Easy-to-handle solutions   user-friendly (e.g. “Flat design”, easiness, simple interactivity)														
Contextualizing practical everyday situation														
Train the trainer component (e.g. instructor’s manual)														
Technical support unnecessary   Technical support is provided														
<b>Subtotal</b>														
<b>Total</b>														

**Rating scale:** 1 = strongly agree | 2 = agree | 3 = neutral | 4 = disagree | 5 = strongly disagree

**Legend:** **FRA 1** = Français Langue d’Accueil | **FRA 2** = Voltaire-Oyonnax | **FRA 3** = Ateliers de formation de base | **GER 1** = Nicos Weg | **GER 2** = ich-will-deutsch-lernen | **GER 3** = TING Pen | **ITA 1** = TABULA Project | **ITA 2** = NISABA Project | **POR 1** = Plataforma de Português Online | **POR 2** = Speak – Culture and language exchange | **POR 3** = Português mais perto | **GBR 1** = Toxteth Community College | **GBR 2** = Duolingo | **GBR 3** = ESOL Courses