



## **Ad-Hoc Query on media use in language courses for immigrants**

**Requested by DE EMN NCP on 14<sup>th</sup> June 2010**

**Compilation produced on: 11 October 2010**

**Responses from Austria, Belgium, Estonia, Finland, France, Germany, Italy, Latvia, Netherlands, Portugal, Slovak Republic, Slovenia, Spain, Sweden, United Kingdom (15 in Total)**

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### **1. Background Information**

Beginning from 2005 integration courses are carried out in Germany, during which immigrants are supposed to learn German. Such a German language course consists of 600-900 lessons, which the students have to attend. During the lesson specially created textbooks and additional materials are used, they are mostly printed, completed with CDs for listening exercises. Rarely DVDs with movies are also used.

According to the standard new (digital) mass media, learning offers in Internet, e-learning, blended learning, etc. are not used, unless a course management decides to integrate appropriate offers for the lessons on its own. Although the application of a computer work is desirable, it is compulsory for the youth integration courses only.

On the contrary at the special teachers training courses, organised by the German Federal Office for Migration and Refugees, also e-learning modules are used, which are organised by the learning platform „moodle“.

Besides the integration courses there are numerous home-learning offers, for example *Deutsche Welle* (German Wave), which in the mean time is used through the Internet. As well learning portals for job education and also for other areas, such as *Wiping out of Illiteracy* courses, should be mentioned ([www.ich-will-schreiben-lernen.de](http://www.ich-will-schreiben-lernen.de)). Furthermore recently a few companies came up with new ideas for language learning mobile telephone software.

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Such opportunities (computer, mobile telephone, iPod, Internet, digital television) and the others, which are based on web 2.0, haven't been taken into consideration by the state language learning offers so far.

The use of the new mass media can be very useful for the further development of the language learning at the integration courses, as well as to support the language knowledge widening. That is why German Federal Office for Migration und Refugees appeals to the neighbouring European countries with a request to shortly describe their application of the new mass media for their language learning measures, as well as what aims of learning are thus pursued, what kind of target groups the new mass media is applied for, who develops this application and what results they managed to achieve that way.

## 2. Responses<sup>1</sup>

		Wider Dissemination? <sup>2</sup>	What kinds of mass media are applied at your language learning measures for immigrants? Please describe shortly. Could you please give some hints what the target groups they are applied for and what language learning aims you want to achieve?
	Austria	No	This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that their response is not disseminated further.
	Belgium	Yes	<p>The <b>Flemish Ministry of Education and Training</b> provided us with the following information:</p> <p><u>There are different types of mass media used in language courses:</u></p> <ul style="list-style-type: none"> <li>- There is the use of ICT in lessons to make the students more familiar with the Flemish community/society. This can be in the format of practical exercises, as for example making a newspaper for the other students. In one centre for adult education there is a course to make the students more familiar with digital media while learning Dutch.</li> <li>- There is a base course on CD-ROM for non-native adult speakers called "Bonte Was"(colored wash). The course is based on a soap opera in a launderette and consists in 36 chapters on 4 CD-ROMs.</li> </ul>

<sup>1</sup> If possible at time of making the request, the Requesting EMN NCP should add their response(s) to the query. Otherwise, this should be done at the time of making the compilation.

<sup>2</sup> A default "Yes" is given for your response to be circulated further (e.g. to other EMN NCPs and their national network members). A "No" should be added here if you do not wish your response to be disseminated beyond other EMN NCPs. In case of "No" and wider dissemination beyond other EMN NCPs, then for the Compilation for Wider Dissemination the response should be removed and the following statement should be added in the relevant response box: "This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that it is not disseminated further."

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			<p>- Each year, in ten to twelve centers for adult education there is an offer of combined education (Distance learning and face-to-face learning).</p> <p>- There are also open learning centers (OLC's) who often use diverse media, such as written and digital lesson material.</p> <p><u>Target Group:</u> The target group is very diverse. Not only immigrants can benefit; but also French speaking people who want to approve their Dutch, dyslexics, unskilled people, ..</p> <p><u>Learning objectives:</u> The learning objectives are varied as well: basic aims (especially listening and writing skills), reorientation actions, projects in the scope of socio-cultural integration, ..</p> <p>In the <b>French Community</b>, French lessons can be given by numerous public and private institutions or organizations. The authorities of the French Community provide subsidies to schools, adult education centers, universities, non-profit organizations, etc. to organize affordable French courses for non-native speakers. Job seekers or people receiving social assistance can generally follow such courses for free.</p>
	<p><b>Estonia</b></p>	<p><b>Yes</b></p>	<p>At the state level are not specific e-learning programs currently in use. At last years, with support of different European structural funds are generated different resources, which aim to help learners of Estonian as second or foreign language studying and teachers of language teaching.</p> <p>Some examples.</p> <p>At the website <a href="http://kohanemisprogramm.tlu.ee">http://kohanemisprogramm.tlu.ee</a> you may find Estonian language curriculum designed to teach immigrants and study materials, teaching methods and access other interesting, but this page is not intended to be used for independent student. It is targeted at officials and teachers, who then either receive the necessary information or educational materials. Feedback on the use of the site is not available.</p> <p>Website <a href="http://www.meis.ee/testest">http://www.meis.ee/testest</a> is designed for third-country nationals (but it is also in active use of our own nationals) and are designed to measure proficiency, but not for self-learning, that is not again an interactive language learning resource.</p> <p>Website <a href="http://www.kutsekeel.ee">http://www.kutsekeel.ee</a> is created for a vocational school teachers and students. The website does not directly studying resource, but is a place where different professional language learning resources are grouped together in one area.</p> <p>Website <a href="http://www.efant.ee/student">http://www.efant.ee/student</a> is the Estonian language-learning resource for practicing. Since the language is based on the measurement of today's language learning framework program, the tasks facing at the moment is not aligned with the circulating levels.</p>

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			<p>But is suitable for practicing and studying.</p> <p>Some private language teaching companies use electronic materials created by them. There are examples, when teachers using Skype or other channels.</p>
	<b>Finland</b>	<b>Yes</b>	<p>Media use in language courses is under development in Finland. The Finnish Broadcasting Company YLE already has some basic language course material and material preparing for the language test within The Common European Framework of Languages on its internet pages. From <a href="http://oppiminen.yle.fi/suomi">http://oppiminen.yle.fi/suomi</a> can be found an internet course EasyFinnish, which has been developed under EU Lingua Project Oneness. YLE also publishes news in plain language on the following web pages: <a href="http://www.yle.fi/selkouutiset/">http://www.yle.fi/selkouutiset/</a>.</p> <p>Alpo support structure operates under the Ministry of the Interior and its funded by the European Social Fund (ESF). The objective of the ALPO support structure is to ensure flexible and efficient integration in Finland. This project launched by the Ministry of Interior is developing a national model for initial guidance and orientation services. The ALPO support structure gathers best practices generated by regional ESF projects, builds up a network of experts and disseminates information.</p> <p><b>Areas to be developed include:</b></p> <ul style="list-style-type: none"> <li>• electronic services for language learning and testing of linguistic skills</li> <li>• initial integration information provided in the most common immigrant languages</li> <li>• national low-threshold guidance and orientation services</li> <li>• uniform testing and skills mapping methods</li> <li>• electronic services in the most common immigrant languages</li> </ul>
	<b>France</b>	<b>Yes</b>	<p>For now, the French Office for immigration and integration (OFII) does not use such techniques but plans to experiment (circa 2011?). However there is the question of verifying that the person who would follow this type of training as part of the “contrat d’accueil et d’intégration” (CAI) is good, since CAI compliance which may lead the non-renewal of the first residence; this implies that it is the right person who receives training.</p>
	<b>Germany</b>	<b>Yes</b>	<p>See above background information</p>
	<b>Italy</b>	<b>Yes</b>	<p>In Italy there is no such experience, because the so-called “integration courses” are not operational yet. In fact, the recent “Provisions on public security” (Law No. 94/2009) established the implementation of an integration project between institutions and recent immigrants, which, among other things, comprises language courses and civic education. In June 2010, the Council of Ministers has preliminarily approved the presidential decree regulating the integration project. According to an estimate by the Ministry of the Interior, this provision should be approved by the end of the year and should come into force starting from January 1<sup>st</sup> 2011. (<a href="http://www.interno.it/mininterno/export/sites/default/it/sezioni/sala_stampa/notizie/2100_500_ministro/00860_2010_06_10_piano_integr_a.html">http://www.interno.it/mininterno/export/sites/default/it/sezioni/sala_stampa/notizie/2100_500_ministro/00860_2010_06_10_piano_integr_a.html</a>).</p> <p>Apart from the integration contract, over the years there has been an extremely positive development in the teaching of the Italian language, due to a wide use of audiovisual material by the Italian television RAI, in collaboration with the Presidency of the Council, the</p>

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			Permanent Territorial Centres of the Ministry of Education, various Ministries in addition to the Ministry of the Interior, the Dante Alighieri Society, various universities, etc. See, for instance: <a href="http://www.educational.rai.it/ioparloitaliano/chi.htm">http://www.educational.rai.it/ioparloitaliano/chi.htm</a>
	<b>Latvia</b>	<b>Yes</b>	The system of services for immigrants is just in the very beginning in Latvia, so there are no many achievements that we could present. In a framework of implementation of European Integration Fund for third country nationals were developed few e-learning programmes and they also were tested by training immigrants participating in these projects. For example, project “Educational activities for successful integration in Latvia” (2008/1.2./6), developed distance learning integration courses (information about country, culture, political and social issues that is essential for life in Latvia) for third country nationals. Third-country nationals were involved in approbation of these courses.
	<b>Netherlands</b>	<b>Yes</b>	<p><b>1. What kinds of mass media are applied at your language learning measures for immigrants?</b></p> <p><u>As regards the Civic Integration Act:</u></p> <p>The Dutch integration courses are organized by private institutions. The content of the integration courses is not fixed by the government. Neither does the government develop or offer the course materials.</p> <p>The content of the integration exam is fixed by the central government. The integration courses lead up to this exam. The Dienst Uitvoering Onderwijs (DUO) is responsible for holding the central exam. The practical exam is administered in a decentralised way by accredited testing organisations and teachers throughout the country.</p> <p>The civic integration exam consists of various tests:</p> <ol style="list-style-type: none"> <li>1. Practical exam; that measures the ability of the candidates to cope in practical situations. The practical exam is taken by accredited testing organisations and accredited examiners and can be passed in three different ways: <ul style="list-style-type: none"> <li>- Portfolio; presenting evidence of having handled 20 everyday situations in Dutch. The portfolio is completed by a short assessment where written and oral skills are tested.</li> <li>- Assessments: by taking four assessments that simulate practical everyday situations. In the assessments written and oral skills are tested.</li> <li>- A combination between portfolio (10 situations) and assessments (2).</li> </ul> </li> <li>2. Central exam. The central exam consists of three digital components: <ul style="list-style-type: none"> <li>- <b>Computer test</b> on practical situations . The test takes 60 minutes and deals with approximately 43 questions. Written and oral skills are tested.(multiple choice)</li> <li>- <b>Computer test</b> on Knowledge of Dutch society. The test takes 45 minutes and deals with approximately 43 questions.</li> </ul> </li> </ol>

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			<p>multiple choice)</p> <ul style="list-style-type: none"> <li>- <b>Test by telephone</b> of spoken Dutch. The test consists of 48 tasks and takes 15 minutes.</li> </ul> <p><u>As regards the Civic Integration Abroad Act:</u></p> <p>The Dutch Authorities have developed a study package which prepares candidates for the exam. (see <a href="http://www.naarnederland.nl">www.naarnederland.nl</a>). The study package consists of:</p> <ul style="list-style-type: none"> <li>-a film “To Holland” on <b>dvd or video</b>;</li> <li>-a book;</li> <li>-an <b>audio-cd</b> with questions.</li> </ul> <p>No courses are offered abroad. There are some commercial initiatives in some countries that offer courses for the examination abroad.</p> <p>The civic integration abroad test is taken and assessed by an automatic examination <b>computer</b> based on speech technology</p> <p><b>2. Could you please give some hints what the target groups they are applied for?</b></p> <p><u>As regards the Civic Integration Act:</u></p> <p>Passing a civic integration test is compulsory for foreign nationals 18 to 65 residing in the Netherlands who have not lived in the Netherlands for more than 8 years while of school age; nor have diplomas which show adequate knowledge of the Dutch language and society and for foreign nationals who are active as religious leaders.</p> <p>Exempted from passing the test are:</p> <ul style="list-style-type: none"> <li>All EU nationalities and people from the European Economic Area and Switzerland are exempted;</li> <li>All people under 18 and above 65 are exempted;</li> <li>All people who lived in the Netherlands for 8 years or longer when he/she was of school age</li> <li>All people who holds a certificate or other evidence demonstrating a sufficient level of knowledge of the Dutch language and the Dutch society.</li> <li>All people who have the Dutch nationality and people who are staying temporarily in the Netherlands for example for reasons of study (exchange programmes), or vacation, do not have to undergo the civic integration exam.</li> </ul> <p>Finally, there are medical exemptions. People who are not capable of passing the integration test within the integration term for medical reasons can be exempted from passing the test.</p> <p><u>As regards the Civic Integration Abroad Act:</u></p>
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			<p>Pre-entry test for family reunification and religious workers. Related to countries that require a provisional residence permit before coming to the Netherlands.</p> <p>Exempted from passing the test are:</p> <ul style="list-style-type: none"> <li>- residents from countries to which the provisional residence permit doesn't apply (EU/EEG/US/Canada/Japan/Australia/New-Zealand/South-Korea)</li> <li>- the requirement doesn't apply to &lt;18 en &gt;65</li> <li>- people who aren't able to pass the exam due to structural medical conditions, can obtain an exemption</li> </ul> <p><b>3. Could you please give some hints what language learning aims you want to achieve?</b></p> <p><u>As regards the Civic Integration Act:</u></p> <p>Purpose of the test is to foster the integration of immigrants into the Dutch society. The expectation is that setting a language proficiency target means that more migrants will achieve a standard, which at least allows them to become socially independent.</p> <p>Established migrants are expected to have an A1 level command of written linguistic skills and an A2 level command of oral skills. New migrants have to have an A2 level command of all linguistic components.</p> <p><u>As regards the Civic Integration Abroad Act:</u></p> <p>Purpose of the test is the improvement of integration in the Netherlands by creating awareness of the migration process, by motivating migrants to prepare well and by enhancing knowledge of Dutch society and language before coming to the Netherlands.</p> <p>The level of the language test is A1 minus CEFR.</p>
	<b>Portugal</b>	<b>Yes</b>	<p>In Portugal, the specific program that engages language learning measures towards immigrants is the <i>Programa Português para Todos</i> – PPT (Portuguese Program for All). The referred program is managed by the High Commissioner for Immigration and Intercultural Dialogue, I.P. (commonly known as ACIDI, I.P.), as an intermediate body of the <i>Programa Operacional Potencial Humano</i> - POPH (so called Human Potential Operational Program)<sup>3</sup> of the National Strategic Reference Framework (NSRF)<sup>4</sup>, and translates into a program, targeted to immigrants, that aims to develop Portuguese language courses and technical language courses addressed to the Portuguese immigrant community living in Portugal, at zero cost to the immigrant population and co-financed by European Social Fund.</p>

<sup>3</sup> The POPH is one of the biggest operational programmes ever, gathering about 8,8 billion euro of public investment, of which 6,1 billion are subsidized by the European Social Fund. In the NSRF this contribution represents 37% of the structural supports, in that which is an unprecedented strategic bet on the qualification of the Portuguese people and on the reinforcement of social cohesion.

<sup>4</sup> The NSRF constitutes the framing for the application of the Community's policy for economic and social cohesion in Portugal for the 2007-2013 period.

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			<p>Therefore, PPT has materialized a strategy to support access to citizenship rights within a comprehensive immigration policy, responding to the regulation of the Portuguese <b>Nationality Law</b> (Law nr. 2/2006, dated 17<sup>th</sup> April) and the Immigration Law (Law nr. 23/2007, dated 4<sup>th</sup> July). Students who complete the courses in Portuguese obtain a certificate as relevant for purposes of access to nationality, permanent residence permit and / or status of long-term resident, and consequently accomplish the level A2 of the <b>Common European Framework of Reference</b> (CEFR). Besides, immigrants who complete the courses successfully will therefore exempt them from testing evidence of knowledge of Portuguese.</p> <p>The duration of these courses is usually between 150-200 hours, according to the assumptions proposed in the Frame of reference <i>O Português para Falantes de Outras Línguas – o Utilizador Elementar no País de Acolhimento</i>” (The Portuguese for Speakers of Other Languages - Elementary User on Host Country)<sup>5</sup> under the General-Directorate for Innovation and Curriculum. Development (DGIDC) from the Ministry of Education. In this sense, training is merely available in the classroom, having ACIDI I.P. no knowledge of any kind of language learning measures through the Internet, E-learning or in blended-learning, nor yet have a moodle platform.</p> <p>Furthermore, PPT program provides immigrants, who already speak Portuguese but require additional knowledge of technical Portuguese for their employment, with a 25 hours certified technical Portuguese language courses. These courses will grant them better access and integration in the labour market and generate greater equality of opportunities. Those technical courses focus mainly on four different sectors: Retail, Hostelry, Beauty Care, Building Construction and Civil Engineering.</p> <p>Nevertheless, the PPT Program has conducted several dissemination actions involving the disclosure of the Program mainly through:</p> <ul style="list-style-type: none"> <li>i) distribution of leaflets and posters through public and private organizations;</li> <li>ii) meetings with PPT’s beneficiaries (i.e. schools, training centres);</li> <li>iii) responses to requests for information on the PPT;</li> <li>iv) involvement in dissemination workshops;</li> <li>v) participation in TV programs, namely the <i>Programa Iniciativa</i> (Program Initiative) in the Portuguese TV – RTP2;</li> <li>vi) newscasts published in the media, particularly in ACIDI’s magazine (BI - Boletim Informativo) and InfoFSE;</li> <li>vii) meetings for joint partnerships for the development of new activities;</li> </ul>
	<b>Slovak Republic</b>	<b>Yes</b>	Slovakia does not use any type of mass media in the language learning process of the immigrants so far (or a computer-based systems (connected to the Internet or not) or other digital devices). In the language learning process classical text books are used, while DVDs, CDs and articles from the newspapers might be used as part of the learning process. The use of alternative means in the language learning process is planned in the future.
	<b>Slovenia</b>	<b>Yes</b>	At the language courses in Slovenia specially created textbooks for learning Slovene as a second language are used, also additional mostly

<sup>5</sup> Approved on a 22/04/2008, this reference is the result of a partnership between the DGIDC, the National Agency for Qualification (ANQ) and the Employment and Vocational Training Institute (IEFP, I.P.). And is intended for non-native adults and the language profile-communicative output corresponds to level A2 of the CEFR. This document is available (only in Portuguese) on this website [http://www.dgdc.minedu.pt/linguaportuguesa/Paginas/portugues\\_falantes.aspx](http://www.dgdc.minedu.pt/linguaportuguesa/Paginas/portugues_falantes.aspx).

**EMN Ad-Hoc Query: media use in language courses**

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			written materials are used with CD's for listening materials. They are applied to all immigrants that attend the courses of Slovene language. The new digital mass media are not used for learning Slovene language for the time being.
	<b>Spain</b>	<b>Yes</b>	<p>Learning actions related to languages of reception are basic to the Spanish integration policy in order for immigrants to reach a level of autonomy sufficient for accessing goods and services as well as exercising rights and fulfilling duties under the same conditions as the native population. These are included within the introductory programs to the reception society.</p> <p>In Spain, measures for learning languages of reception take place at on-site classes or through virtual classrooms or telematic learning platforms. In general, mass media (television, radio) are not used, though new technologies are.</p> <p>Different administrations promote the design of specific support curricular materials, whether on paper or audiovisual support formats, which promote, furthermore, the value of interculturality.</p> <p>In most cases, groups are organised according to the student's level of language proficiency.</p> <p>Two types of programs exist: those aimed at adults and those imparted to students at the compulsory education level.</p> <p>Language learning actions are carried out through a variety of organisations and institutions: learning centres, NGOs, foundations, universities and adult educations centres which organise groups according to the student's level of language proficiency.</p> <p>The regional authorities are responsible as regards integration and teaching, and most have formalised agreements with Instituto Cervantes, which has created the Aula Virtual de Español - AVE (Spanish Virtual Classroom). This didactic resource may be used as a tool on its own for Internet-based learning or integrated within already designed teaching courses (on-site or semi-distance). Spanish courses offered through the AVE follow Instituto Cervantes' curricular design and the guidelines of the Common European Framework of Reference for Languages and provide students with didactic materials in multimedia format, Internet-based communication tools and an automated follow-up system.</p> <p>In general, introductory programs to the reception society and courses specifically for learning languages, as well as school compensation and support programmes related with deficient language proficiency, are free of charge and - with the exception of those within the obligatory schooling scheme - voluntary in nature.</p>
	<b>Sweden</b>	<b>Yes</b>	<p>The municipalities are responsible for language courses for immigrants with residence permits. Swedish Migration Board has no knowledge about the use of media in the courses.</p> <p>When it comes to language courses for asylum seekers Swedish Migration Board is responsible. We do not use media but are very interested to learn about other countries experiences.</p>
	<b>United Kingdom</b>	<b>Yes</b>	There is no uniform use of 'new media' for language learning for immigrants in the UK. Individual tutors may choose to use these methods to support learning but there is no national requirement.

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		Wider Dissemination? <sup>6</sup>	How do you evaluate the success of the mass media application at the language courses for immigrants? Please describe shortly the results.
	<b>Austria</b>	<b>No</b>	The use of new media in language training / courses helps migrants to overcome their inhibitions of using modern technologies (i.e. PCs, the internet). Additionally, it encourages autonomous training. However, challenges might arise due to the limited or lacking experience of migrants with ICT (the inability to use a computer mouse for example).
	<b>Belgium</b>	<b>Yes</b>	<p>The answer below is from the <b>Flemish Ministry</b> of Education and Training:</p> <p>As diverse the projects are, as diverse their success is. Besides the quality of the projects (the lesson material and the coaching), also the personal characteristics of the students are important (motivation, learning attitude, digital skills, ..).</p> <p>Projects and activities of a more comprehensive nature (as for example the making of a newspaper) are well appreciated by the students. Reorientation activities are also well-received, especially by students who want to follow a professional training or have to catch up a skill due professional reasons.</p> <p>Distance learning is successful for more advanced students. Till now, no learning centre has succeeded to organize a successful distance/digital learning programme for the basic level. Often there is a lack of self-discipline for distance learning for this target group, however the same could be stated for Flemish speakers learning a foreign language.</p> <p>For what concerns the <b>French Community</b>, there is no centralized system to control the curriculum, the quality of the teaching, the teaching methods (e.g. use of ICT), although educational institutions tend to have higher standards than, for instance, small non-profit organizations with a social objective or migrants' self-organizations. The use of ICT can be encouraged through priorities in funding schemes and through the eligibility of equipment related costs. Little centralized information is available on the use of ICT in language teaching and its evaluation.</p>
	<b>Estonia</b>	<b>Yes</b>	The only way to monitor the success of various web resources is to monitor the number of visitors and their activity. It is also possible to specify different levels of language learning researches concerning how much and for what purpose language learners and teachers to use these resources. For example, site kutsekeel.ee studied the use of vocational schools.
	<b>France</b>	<b>Yes</b>	Without object
	<b>Germany</b>	<b>Yes</b>	See above background information

<sup>6</sup> A default "Yes" is given for your response to be circulated further (e.g. to other EMN NCPs and their national network members). A "No" should be added here if you do not wish your response to be disseminated beyond other EMN NCPs. In case of "No" and wider dissemination beyond other EMN NCPs, then for the Compilation for Wider Dissemination the response should be removed and the following statement should be added in the relevant response box: "This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that it is not disseminated further."

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	Latvia	Yes	In a framework of the project “Educational activities for successful integration in Latvia” were organised regular presence sessions with an aim to check practical achievements of students.
	Netherlands	Yes	<p><b>4. How do you evaluate the success of the mass media application at the language courses for immigrants?</b></p> <p>As the regards the Civic Integration Act: as explained above the content of the courses is not fixed by the central government. There has not been an evaluation of the mass media application at the integration courses.</p> <p>In June 2010 there has been an evaluation of the civic integration Act. The overall conclusion is that the results of the integration courses are satisfactory. In 2009 75% of the participants have passed the civic integration exam the first time. More than 70% of the municipalities is satisfied with the providers of the integration courses.</p> <p>As regards the Civic Integration Abroad Act the evaluation in May 2009 concludes the following:  <b>The Civic Integration (Preparation Abroad) Act was implemented without major problems</b>  In 2006 and 2007, the implementation of the Civic Integration (Preparation Abroad) Act was monitored by a House monitoring committee, which raised a number of issues to be addressed concerning the implementation of the examination at Dutch missions abroad.<sup>7</sup> The Regioplan study also looked at the examination’s implementation by questioning mission staff in a written survey and telephone interviews, visiting four missions, and questioning examination candidates in a written survey and interviews.</p> <p>The Supervisory Committee notes that the Civic Integration (Preparation Abroad) Act was implemented at the missions largely problem-free, without affecting other tasks or working processes. Mission staff members said there was no significant fraud. There were occasional complaints about administrative processing and the quality of the examination room. <b>The computer equipment used in the examination generally worked satisfactorily.</b></p> <p>Regioplan’s survey of examination candidates found no serious complaints about the examination room or preparation facilities. The candidates experienced hardly any problems with the examination’s implementation at the missions and were satisfied with the provision of prior information. <b>Nor did they generally have any complaints about the computer equipment used for biometric identification and in the examination.</b> They did however generally find the Spoken Dutch test much more difficult than the Knowledge of Dutch Society test. <b>They were able to use the facilities available for preparing for the examination. They mainly used the preparation packages, local language training providers, and the internet. The candidates found that the preparation package <i>Naar Nederland</i> corresponded well to the requirements of the Knowledge of Dutch Society test. As to the Spoken Dutch test, the candidates found the preparation package less satisfactory, because it contained no specific method for teaching Dutch.</b> Those who attended Dutch courses said that their quality was sometimes unsatisfactory. This was also noted by some participants in the expert meetings. The Dutch Government is not currently responsible for providing such classes.</p> <p><b>The expert meetings recorded the impression that information provision in some areas could still be improved. The existing public</b></p>

<sup>7</sup> Parliamentary Papers II, House of Representatives, 2006-2007, 29700-38 reprint and 29700-40

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			<p>information channels – the various websites and telephone helplines of the Ministry of Housing, Spatial Planning and the Environment, the Ministry of Foreign Affairs, and the Immigration and Naturalisation Service – are mainly only accessible to candidates’ partners in the Netherlands. Less information is available in the countries of origin themselves or via the embassies. In addition, the information provided comes from several ministries, which can make it less accessible.</p> <p>Finally, it is worth noting that it had initially been planned to conduct a fourth component study to examine the technical operation of the biometric equipment and the examination computers. The survey at the missions found hardly any complaints in this area so no further research will be conducted into it. The practical concerns that emerged from the survey are, wherever possible, being dealt with immediately.</p>
	<b>Portugal</b>	<b>Yes</b>	<p>Since PPT doesn’t have specifically any kind of mass media application at the language courses for immigrants, this question doesn’t apply for Portugal.</p> <p>What we can evaluate is the use of the <i>media</i> to disclosure the programme. As result of this, PPT has had in the first year more than thirty six hundred trainees, reaching more than forty hundred in the second year. On the one hand, the increase of calls made to the SOS Immigrant Phone Line since June 2008 shows the increase in the search for the Portuguese language course by the immigrant community. On the other hand, ACIDI’s services, such as the National and Local Immigrant Support Centres also provide information about language Portuguese courses and forward immigrants to the publics schools or training centres where the courses take place.</p>
	<b>United Kingdom</b>	<b>Yes</b>	<p>There is no uniform use of ‘new media’ for language learning for immigrants in the UK. Individual tutors may choose to use these methods to support learning but there is no national requirement.</p>

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