ALPHATRAIN project

HANDBOOK

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literacy & immigrants in europe

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PREFACE

The ALPHATRAIN project is co-financed by the European Commission within the framework of Socrates, Leonardo & Youth – Joint Actions.

The joint actions offer a possibility to encourage synergies between these programmes as foreseen in the decisions establishing the SOCRATES, LEONARDO DA VINCI and YOUTH programmes.

Overall, the aim of "joint actions" is to promote a Europe of knowledge and focus on themes that by their very nature do not belong to one single domain – education, training and youth. They call on reinforced cooperation between actors from different sectors and fields of knowledge. With the general objective of promoting a Europe of knowledge, joint actions aim to encourage the development of innovative approaches in the analysis and solving of problems which cut across several areas.

This handbook hopes to demonstrate the work which has been carried out by the project's partners during the project's life, in developing an innovative multi-disciplinary learning and motivation method in order to increase the interest of the immigrant population in reading and writing as well as to help

them integrate better in society. In addition, the handbook attempts to show that information and communication technologies can be used in immigrants' training as a motivational factor in improving their competencies.

The handbook contains eight chapters. The first chapter, which also constitutes the introduction, presents the project's philosophy, objectives and overview. In the second chapter a historical outline is presented concerning the issue of migration and mobility in Europe. The third chapter addresses the issue of immigrants' social integration analysing the role of civil society and language learning. The forth chapter is devoted to introduce how new technologies can be applied in immigrants training, examining the general prerequisites, the barriers toward the use of ICT as well as the reasons for implementing ICT in the specific target group. The fifth chapter deals with investigating each partner country's methods and policies on literacy training of the immigrant population, in order to acknowledge every country's situation on issues concerning immigrants from a social viewpoint. The next chapter gives analytical information on the project's implementation in the four countries including various details concerning the: target group, use of ALPHASPACE, methodology of implementation and transferability of the applied methodology to other contexts. The seventh chapter presents the general framework for the evaluation of the ALPHATRAIN project as well as the evaluation results. In the final chapter various conclusions are drawn mentioning issues such as social integration, life long learning and digital literacy in Europe.

1. INTRODUCTION

Migration is not a recent phenomenon. For centuries people have moved across borders for economic, political and social reasons. Today's magnitude of migration, however, means that it has become a topic of concern across the world. It is estimated that more than 120 million people live in a country other than their own. This includes refugees, migrant workers, permanent immigrants and others.

The table below gives an overview on the percentage of migrants in selected OECD countries:

Member State	*Nationals*	*EU Citizens*	*Third-country nationals*	*Part of the third- country nationals of all foreigners*	*Total part of foreigners*
Austria	90,6	1,1	8,3	88,3	9,4
Belgium	92,1	5,4	2,5	31,3	7,9
Denmark	98,2	0,8	1,0	56,4	1,9
France	93,8	2,5	3,7	59,8	6,2
Germany	91,1	2,8	6,1	68,6	8,9
Greece	98,5	0,2	1,3	87,0	1,5
Finland	99,3	0,2	0,5	69,7	0,7
Ireland	97,0	2,4	0,6	20,8	3,0
Italy	99,5	0,1	0,4	78,7	0,5
Luxembourg	61,0	36,2	2,8	7,1	39,0
Netherlands	96,1	1,7	2,2	56,4	3,9
Portugal	99,6	0,2	0,2	49,3	0,5
Spain	99,2	0,3	0,5	63,9	0,8
Sweden	95,9	2,0	2,1	50,7	4,1
United Kingdom	96,4	1,6	2,0	55,5	3,6
EU total	***95,3***	***1,7***	***3,0***	***62,9***	***4,7***

Source: OECD 2001 (SOPEMI 2000)

Furthermore, the globalisation of the economy has internationalised labour markets across the world. But, this process of globalisation has also been associated with a distinctive pattern of employment with migrant workers - also referred to as "guest workers" - being concentrated overwhelmingly in particular

occupations and industries. There is an especially high concentration of women migrant workers in the lowest paid and socially devalued occupations, the so-called 3D jobs: dirty, dangerous and difficult. This is the case for both documented as well as undocumented migrants. In addition to the often-appalling working conditions, migrants have also become the scapegoats for a host of social problems in the so-called "receiving countries." This is characterised by a raise in hostility and attacks on migrants as well as a global trend by governments to impose increasingly severe restrictions on the immigration processes.

Integration into the societies of “receiving countries” is exacerbated as migrants have language difficulties, or in many cases are illiterates or have problems in basic reading and writing.

One central barrier in this context is undoubtedly the language problem. Integration will probably never work without the competence to communicate. This applies equally to young migrants as to adults, whereas children are easier integrated in the school system and taught the corresponding language. However, a one-dimensional concentration on the prevailing language and the ignorance towards the immigrants’ might again lead to misunderstanding and eventually hinder a successful integration process. This might be overcome by an educational system which grounds on the concept of multi-culturalism and thus fosters a fruitful contact of different ethnicities (cf. Uzarewicz 2003).

Education and familiarity with the language of the “target-country” are all-important for successful integration and a prerequisite for the possibility that today’s immigrant and refugee children become tomorrow’s active citizens. One of the major tasks of integration policy is therefore to create a framework in which immigrants and refugees and their descendants manage better in the educational system and obtain good language skills. That is more than a vital door-opener to the labour market. It also increases their chances of participating in the social and democratic life as active citizens and of understanding and joining the society and community in which they live.

In general, immigrants have a lower educational level than the rest of the population. Furthermore they also have more problems finding a job than natives, which is definitely linked to the educational dilemma

first mentioned. Integration courses are installed to minimize disadvantages connected with education. Nevertheless literacy problems are probably not focussed on in an adequate way. The pre-knowledge of ICT is most probably at a very low stage determined by the lack of access to these technologies. The policy of socio-economic exclusion, and even more an educational exclusion, here again hinders participation. All in all, educational figures and figures of the labour market are evidence for the low level of qualification among immigrants, which must be dealt with adequate training measures.

The ALPHATRAIN project which will be presented in this handbook has focused on the issue of immigrants' language training since it contributes to immigrants' better social integration.

The ALPHATRAIN Project

ALPHATRAIN is a European project within the framework of the Socrates, Leonardo & Youth Programme - Joint Actions.

Four partners from four different countries participated in the project's run :

- **Ellinogermaniki Agogi (Greece)**

Ellinogermaniki Agogi is an educational organization of private law, officially recognized by the state. Since 1995, the organization has established a devoted department, the Research and Development Department for the design, development and implementation of the research activities in education, expanding the collaboration with Universities and pedagogical Institutions across Europe, as it provides the best test bed for research applications. The research work of the department focuses on the following areas: a) the development of methodologies and empirical research to investigate processes of learning and knowledge acquisition in various subject-matter areas, b) the collaboration with computer science departments and artificial intelligence labs for the development of computational models and Ambient Intelligence systems (wearable computers, embedded devices); c) the collaboration with Universities and private companies for the development and testing of educational software; and d) the design of technology-supported

learning environments. During the last years the Research and Development Department of Ellinogermaniki Agogi has coordinated and supported the participation of the organization in many European and National projects (more than 30 RTD projects).

- **Florida Centre of Education & Training (Spain)**

Florida is an education cooperative which provides secondary, university and post-graduate education and vocational training as well as continuous and occupational training. It has a wide range of pedagogical experience acquired over twenty-five years of activity in the area. Great attention also was paid to the need for our student s to integrate fully into society after their education and therefore have close links to our local business and unemployment associations and agencies.

- **Jugenddorf Christophorusschule (Germany)**

The CJD Jugenddorf Christophorusschule Elze was created as the first boarding school attached of altogether 8 Christophorusschulen of the CJD as High School with in the year 1951. Dr. Martin Freytag started it as training and a youth village leader in the school year 1951/52 with 92 pupils. Until today the school increased to approximately 800 pupils, with emphasis in the musical, information-technical and sporty training. Since 1996 there is a bilingual branch in Elze also. The CJD Jugenddorf - Christophorschule offers young and adult humans training, promotion and support in their current life situation.

- **Office for Continuing Education and Training South Tyrol Institute (Italy)**

The Continuing Education Office covers a wide range of activities and tasks. They include, above all, information on the continuing

education course offer in South Tyrol. This information is made accessible to all members of society by means of an online data bank, specific brochures and personal consultation via e-mail, telephone, fax, and direct contact. In addition to this, the office provides technical consultation on subjects related to continuing education to local organizations, institutions, and stakeholders. The office's main expertise lies in the promotion of the local continuing education organizations and their individual course offers by subsidizing their activities and infrastructures. Furthermore, it has played an outstanding role in the planning, realization, and coordination of 180 local Educational Committees all over South Tyrol. These committees guarantee an exhaustive and varied continuing education offer even in the most remote regions and places. For the qualification of the personnel employed in the above-mentioned organizations, the office provides general as well as well-aimed basic and advanced training. Language promotion is a major task of the Continuing Education Office. This promotion regards the acquisition of Italian as a second language in particular and of foreign languages in general.

The Project's duration was twenty-four months and lasted from the first of November of 2002 until the thirty-first of October of 2004.

The project ALPHATRAIN focuses on the design and development of an innovative multi-disciplinary learning and motivation method in order to increase the interest of the immigrant population in reading and writing as well as to help them integrate better in society. ALPHATRAIN highlights that language learning for immigrants is a very important asset as it contributes to their social inclusion and integration. Learning the language of their new community helps them communicate and establish relationships. However, problems of literacy sometimes impede progress in the learning of the target language.

Literacy skills are needed every day - at work, at home, at school, and in the community. These skills help people to take part in further education and training, as well as to find and keep jobs. They form the essential foundation upon which people can build additional skills, and they help people become more independent.

The ALPHATRAIN project was applied to groups of immigrants. This population is very heterogeneous, and includes students who range from situations of primary illiteracy in the mother tongue, to situations that can be described as of secondary illiteracy in the target language. The needs of these groups and the range of intermediate states vary considerably, and the learning activities that are most appropriate need to be selected carefully. The project focus was mainly on non-E.U. immigrants who wish to learn the language of the country they live, irrespectively of the literacy level of their mother tongue.

The **aims** of the ALPHATRAIN project were the following:

- Motivate immigrant population in literacy education
- Provide an opportunity for every willing immigrant in language learning
- Foster closer links between literacy training and employment
- Contribute to better integration of immigrants in society
- Contribute to immigrants' smooth transition from the classroom to the workplace and from job to job
- Promote personalisation of learning and student autonomy
- Provide quality literacy services that meet learners' needs
- To focus literacy services on those persons most in need of them
- Promote the use of ICT in immigrants training
- Create opportunities for life-long learning

The project partners aimed to develop a multi-disciplinary method which is applicable with different target groups of functional/secondary illiterate so that not only a regional but also a European added value is made by the transferability of the method. It was also important for the project team to put the concept of the gender-mainstreaming at all activities in connection with this project into a sensory context. By bringing the experiences of the partner countries in the project meetings together the conditions of the respective partner country are taken into account in the development of the applied methods. The project team intended to establish an open and free atmosphere by means of the use of new communication technologies which was an essential component of the project.

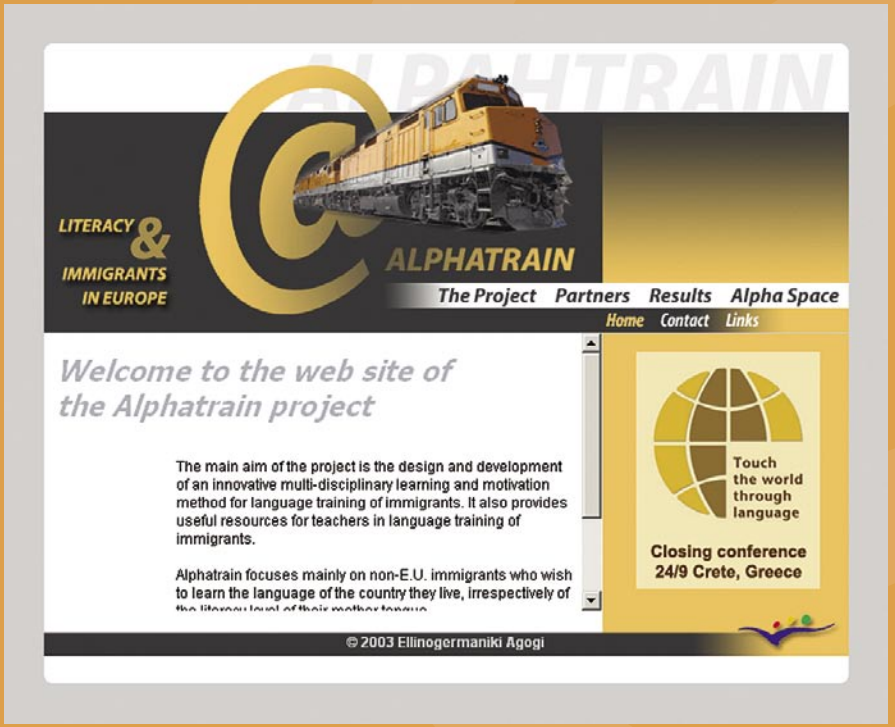
The overall aim of the project ALPHATRAIN was, in cooperation with the international partners, to develop an innovative learning and motivation method and its application with the target groups of the functional/secondary illiterates, in order to increase interest in reading and writing and to help them to integrate better in the society and additionally to improve competencies in using new media. Main attention concerning the composition of the project teams and at the development of the single project modules was put on the fighting of racism, xenophobia and violence.

The project developed a teacher resource and awareness space (ALPHASPACE) and a range of different activities with a variety of target groups, which included primary and secondary illiterates, both children and adults. ALPHASPACE provided teachers with a support area containing useful resources and links concerning language training for immigrants with a special focus on the difficulties caused by literacy problems. A discussion area was also offered to teachers for exchanging ideas, experiences and information on the subject. This space also served as a communication space for students which could be reached either from a specific institution or from home and provided a range of specific learning activities catering to a range of different student profiles.

ALPHATRAIN's methodology was applied in institutions which work on immigrants' language training, in the four partner countries. The outcome of the implementation is going to be an evaluation of the used

methodologies in order to develop an innovative multi-disciplinary learning and motivation method for the increase of the interest of the immigrant population in reading and writing.

The project was based on a close cooperation between immigrants' training experts, continuing education experts and ICT experts. The modules used during the project's implementation were designed within the project groups and through permanent exchange of the international partners. Great effort was made to ensure that the approach adopted would help teachers deal with illiteracy problems by means of ICT.



Language learning activities were implemented with the use of ICT in order to promote learners' autonomy. Nevertheless the aim of the project was not teaching computer literacy. All activities used were as simple as possible in their use for both teachers and students. The "innovation" of ALPHATRAIN's learning method lies on the way activities can be implemented through ICT. The "motivational" part of this project's method could be that the activities were based in their everyday needs and contribute to immigrants' integration in the society.

The tools and methodologies were tested with groups of migrants in different countries in order for the results to be transferable

to other groups of illiterates. (More details concerning the project's implementation can be found in chapter 6).

2. MIGRATION AND MOBILITY IN EUROPE: A HISTORICAL OUTLINE

For centuries, a central feature of Europe's political space has been the shifting nature of its borders. The German nationhood question, for example, was the single most important geo-political factor determining European international politics in the 19th and 20th centuries. In recent decades, borders

have changed marginally in Western Europe, dramatically and completely in Central and Eastern Europe.

Mobile or immobile, individuals are the human face of these macro-shifts of power and cartography. They have been the principles over which politicians and armies fight, the populations they have expelled, the soldiers and civilians they massacred. To be sure, their mobility as such is not a peculiarly modern phenomenon. Europeans have always moved, but modernization and industrialization led them to move more, and to move more frequently for basic economic reasons rather than inter-ethnic conflict and war (Moch 1992).

In the latter part of the 19th century and early years of the 20th century, however, this picture of mobility changed as the modern political order of European states and European populations crystallised out of the territorial fixing of previously mobile Europeans: either nationalising them as territorially defined citizens of a particular state or expelling minorities who fell within the state's newly constructed borders (Brubaker 1992, 1996). As the era of formally unfettered mobility ended, migration (or im-migration) became bureaucratised, directed, limited and defined: through passports, visas, border control institutions and sharp distinctions between the rights of citizens and those of non-members (Torpey 1999). The distinction between legal and illegal 'migration' (i.e., state-designated forms of mobility) thus became institutionalised, as a way of marking out state governance over the phenomenon.

This was dramatically the case in the extraordinarily free-moving years of empire preceding World War I (Olsson indeed points to it as one of the contributory causes of the war); but the economic demand has never gone away, even during the long years of Keynesian national self-sufficiency that followed. Hence, the anomalous presence of unstable cross-border populations has always been a feature of the more-or-less clear nation-state patchwork of contemporary Europe. Two disastrous European civil wars, the genocide of a (partially nomadic) religious population (the Jews), and massive forced internal migration (mainly of Germans), managed to resolve this question to the point that, by 1945, the political order of Europe was sufficiently re-drawn along strictly nationhood and welfare-state based lines to aspire to a new era of peace and prosperity (Mazower 1998). This new order was cemented by the divisions of the

Cold War. But economically, the newly fixed national population containers of post-war Europe – both West and East – were still no less dependent than before on cross-border economic integration, that would inevitably incur further population mobility down the road.

During the second half of the 20th century, the most obvious, brutal and uncompromising form of migration control was the iron curtain. The journey from Vienna to Budapest or Bratislava, to say nothing of East to West Berlin, had once been as natural and as uninhibited as the journey from Maastrict to Aachen. For forty years, however, it was all but unthinkable. One consequence of Europe's division was the isolation of the European Community's member states from possible East-West migration. The only meaningful form of 'immigrant' from the Soviet bloc was a 'refugee,' and a refugee was synonymous in Western eyes with a 'defector' (Loescher 1993). Welcoming the odd Soviet ballet dancer or sportsman was both financially costless and politically rewarding, an ideal means of emphasising the West's moral superiority over Communism.

In terms of East-West migration, the rest of the Europe's population, meanwhile, seemed remarkably fixed. The Eastern bloc enforced a dramatic immobility on its citizens, limiting their rights of movement from region to region even within nation-states. In the West, intraregional migration fell to record lows in modern times (Decressin and Fatas 1995), although south to north European labour migration (Italians, Spanish, Portuguese, Greeks) grew until the early 1970s, when it dramatically began to reverse (King, Black and Fielding 1997). Western states, instead, filled their need for outside temporary workers by turning to controlled, state-sponsored guest-worker and colonial immigration programmes (Castles and Kosack 1973): from peripheral states (Yugoslavia, Turkey, Morocco) and former colonies (Algeria, India, Pakistan, West Indies, Indonesia, South East Asia). These migrations did not yet undo state governance, remaining numerically under control, although many of the migrants refused to return home as planned.

With the broad migration 'stop' of 1973/1974 it was expected that European states would consolidate these migrations, by integrating those that stayed alongside strict new immigration controls towards any and all new migrations (Hollifield 1992). The end of immigration, and the triumph of the integrating

nation-state, however, did not quite occur. A small part of the reason for this lies in the respect of international human rights standards that preserved channels of family reunification and asylum seeking during those years (Hollifield 1992; Joppke 1999). But the bigger, broader reasons are economic. Global economic forces were pushing regional economic integration, represented in Europe by European integration, and the legal-political construction of the European Union. European integration is built on the growing encouragement of cross border mobility of all kinds and the giving up of state sovereignty over these processes in deference to the needs of an integrated market.

At the broadest level of abstraction, then, European integration began to reverse the two historical processes that had led to the exclusive formation of European nation-state population containers, and the geo-political isolation of East and West. Through the economic integration governed by the European integration process, the European nation-state's supreme early 20th century control over migration and population dynamics was being voluntarily dislodged. It is now being dislodged across all of Europe, including Central and Eastern Europe. Economic integration dictates that states must give up the discretion they once claimed to designate who is and is not a legitimate resident of their territory, and rather allow market forces to dictate supply and demand of migrant labour across economically interdependent territories. This is encapsulated in the idea of free movement as a market correction for asymmetric shocks and imbalances to the system. And, in return, as differentials and inequalities are reduced through the equilibrium mechanism across the continent, the spur to movement falls, and migration becomes controlled, only now through a market-based rather than a state-enforced mechanism. The implication is that migrants will not stay where the market does not want them, if it is the case that their opportunities and benefits are in fact better back home.

Membership in the EU, then, implies a radical shock to the nation-state's sovereign pretence to control and govern migration through its exclusive border controls and its inclusive citizenship and welfare rights. The institutionalising of the four freedoms is nothing new: it lay already at the heart of the first European treaties. Other member states may not have wanted to extend freedom of movement to persons, but already, in the Treaty of Rome (1956), Italy insisted with success on the right of Italian workers to move freely within the new European common market (Romero 1993).

By 1992 it was institutionalised as a full new political space of European integration, under the banner of European citizenship (Wiener 1997). The EU has thus in effect sanctioned that certain forms of European mobility can no longer be restrained or contained by national conceptions of citizenship and welfare-state closure; it has given power to the market to decide over who moves across borders and how they do it, where they live and work, and whether they bear any responsibility to the nation-state they happen to be resident in. As long as there is a demand for workers, the market-based reasoning for integration allows that the European labour market can draw on labour from throughout the European Union and beyond, orienting its demands to geographically proximate countries found in the periphery of Europe and in the newly opened East. This new logic represents an important challenge to the nation-state centred conceptions of immigration and citizenship on which the political control of migration had been premised during most of the 20th century.

Immigrants with work permits/residence permits on employment grounds in selected CEEs, 1995-1997

Country	***1995***	***1996***	***1997***
Albania	-	310	-
Bulgaria	331	300	779
Croatia	-	4,752	5,978
Czech Republic	52,559	71,046	69,367
Hungary	26,085	20,296	20,238
Latvia	598	855	849
Lithuania	410	535	754
Poland	10,500	13,668	14,046
Romania	694	678	1,031
Slovak Republic	2,686	3,686	6,652
Slovenia	22,642	25,232	26,236

Source: ICMPD Annual Questionnaires and OECD Annual Sopemi Reports

3. THE KEY ISSUE: "IMMIGRANTS AND SOCIAL INTEGRATION"

Over the last decade in particular, European societies, their public institutions and social organisations have come round to the idea that the majority of immigrants are bound to be integrated into their host societies. Up until the 1970s, the prevalent thinking was that migration was temporary: it was imagined that after a few years' work in the host country, all immigrants would go back to their countries of origin.

Some Member States gave practical expression to this idea with immigration laws and policies which provided exclusively for temporary stays, and immigrants were even described as "guest workers".

Over recent decades, however, an understanding that a substantial proportion of incoming migration to Europe is here to stay has been gaining ground. In line with this recognition, legislation on family reunification, permanent residence permits and social integration policies have been devised. Comparable developments have taken place regarding refugees, since the persistence of negative conditions in their countries of origin leads them too to settle permanently in host countries. This is, however, far from having been fully taken on board by European society. The right to family reunification or to a permanent residence permit is still not readily exercised; neither are civil, social and political rights on the same footing as for nationals, and equal opportunities and treatment are not a reality.

In addition, the anti-discrimination and prointegration policies vary widely: some institutions (local authorities, regional or national governments) have been practising them since the 1970s, while others have not even got round to thinking about them. What is clear is that civil society organisations (NGOs, trade unions, the churches, etc.) have done most to promote integration, by providing services making it easier for immigrants and refugees to access employment and public services, by drawing attention to instances of discrimination and so on. Some public bodies – especially local authorities – are actively involved in the initial reception of new arrivals, or to facilitate access to employment, education or housing for immigrants, refugees and ethnic minorities. But there is no overall scheme drawing together social integration policies, embracing national governments and regional and local authorities: what is more, the funds allocated to this area are (with some exceptions) very scanty. It can safely be said that social integration policies for immigrants and refugees in the Member States are far from keeping up with the real needs.

Another factor is that the concept of social integration itself does not mean the same thing to all, especially where it touches upon cultural aspects. The concept of integration upheld in some cases implies people coming from another country giving up their cultural patterns and fully assuming those

of the host country; in others, a form of integration is advocated in which individuals may retain their cultural or ethnic identity within a multicultural society.

The EESC (European Economic and Social Committee) has forged a view of integration in which cultural aspects take the back seat, with citizenship rights as the core element. It defines integration as "bringing immigrants" rights and duties, as well as access to goods, services and means of civic participation, progressively into line with those of the rest of the population, under conditions of equal opportunities and treatment" (Official Journal of the European Communities: C 125 of 27.5.2002).

This civic, rather than cultural, vision of social integration goes hand-in-hand with a positive appreciation of cultural diversity. According to the European Committee, cultural diversity is a characteristic feature of a democratic, pluralist Europe, and immigration further enriches such diversity. The Committee sees culture as constantly evolving, enriched by contributions from different sources, and consequently rejects all fundamentalist approaches from any quarter, whether couched in terms of "the risk of cultural contamination" and the need to "defend the essence of European culture from alien cultural traits", or reflected in attempts to justify law-breaking and human rights violations on cultural grounds. Cultural blending and interaction are of benefit to all, broadening our cultural options and enabling us to abandon culturally-determined patterns of behaviour which are damaging to human rights.

Turning to public policy-making on social integration, the EESC argues that this should be geared to removing obstacles and instances of discrimination facing immigrants and refugees in securing access to employment, goods and services, and means of participation. These policies therefore entail action not only (or even principally) aimed at immigrants and refugees themselves, but also at host societies. In other words, although immigrants and refugees do need certain specific services, the main aim of public measures should not be to corral them off into separate spaces but rather to open doors for them into the shared, ordinary areas of life.

The role of civil society

As indicated earlier, much of the work to uphold the rights and promote the integration of immigrants and refugees has been carried out by social organisations. This should continue to be the case: it is inconceivable that social integration processes could be taken forward without the deep involvement of organised civil society. But there must also be a closer mesh between the work of social organisations and that of public bodies.

Moreover, social organisations must be provided with greater resources to accomplish their tasks. The first point worthy of mention is the importance of the work of social organisations in the initial reception of immigrants and refugees. At the outset, people hope to find associations or communities of the same origin as themselves: they will be the first actors in the process of integration into the host society. Working alongside them are organisations providing backing and specific services (NGOs, trade unions, etc.). Such support is often seen by immigrants or refugees as a sign that not everything is against them in the host society, and makes them more likely to accept social integration. Organisations involved in initial reception must have official support, so that all arrivals have access to the services needed for the integration process: legal assistance, suitable language courses, housing where required, employment guidance, etc. It is worth remembering that if initial integration into a new society is botched, the results will be isolation and social exclusion, significantly slowing down the social integration process. Employment integration is another aspect of great importance, since work is the means by which individuals secure the resources they need to obtain other goods, and is also the

main link in social relations. The work of social actors in integrating immigrants and refugees in work terms is crucial to providing them with sound information and advice, and to ensuring that integration is realised under conditions of equality. The social partners should promote agreements and take action against the instances of discrimination in access to employment and in working conditions which currently arise. They must also be equipped with the necessary legal and material means to carry out this task. The EESC proposes social accords at all levels to improve working conditions and eradicate all forms of discrimination.

Access to housing and the way the urban environment is organised, in order to prevent discrimination and segregation, is a further fundamental element on which municipal authorities and social organisations must cooperate. Something very close to ghetto conditions have developed in many places, where a certain threshold of concentration of immigrants or refugees combines with a high level of urban and social decay. It is the responsibility of the public authorities to prevent such conditions occurring, by providing social housing and the necessary assistance, combating discrimination in access to rented accommodation and delivering proper services to areas with high immigrant populations. Neighbourhood associations have a key role to play here by inviting immigrants and refugees to participate, reporting cases of discrimination and promoting agreements with public bodies to improve neighbourhoods.

The children of immigrant and refugee families must enjoy equal access to the education system from the pre-school stage onward. Guaranteeing equality often means focusing attention on the proper schooling of minors, rooting out any form of discrimination, and providing extra resources for schools which are faced with cases of late entry to the school system or other special circumstances. Improvements are also required in educational material, fostering teaching on human rights and rooting out Eurocentric attitudes, especially in text books, which undervalue other ethnic groups or cultures, or which convey racist or xenophobic messages. Teachers' unions and associations, together with parents' associations, have a considerable responsibility here to open up to immigrants and refugees and promote public action to upgrade school conditions and teaching content.

Health and other social services must be fully accessible to immigrants and refugees. Access to them is frequently provided by NGOs or religious bodies who must consequently have the necessary resources. Furthermore, public services must establish arrangements to encourage their use by immigrants, including translation or mediation services, appropriate training for their staff, information campaigns on entitlement to services and how they work, etc. The cooperation of social organisations is also necessary for this purpose.

Religious institutions and organisations are of special importance in the process of integration, both because they provide community links to immigrants and refugees, and because they are able to promote humanitarian and solidarity-based values. For this reason, it is important that such bodies foster coexistence between people of different religious and cultural backgrounds, and counter extremist, rejectionist or intolerant tendencies which oppose integration.

Sports bodies also have a very wide reach and play an important part in social integration. Sports associations and teams must be open to immigrants and refugees, and root out discrimination. It is also important for mass-appeal sports to rid themselves of the racism and xenophobia which currently permeate some supporters' groups. Sports institutions, sponsors and associations should draw up agreements, cooperation arrangements and codes of conduct to clamp down on extremist groups' ability to disseminate their message, and foster patterns of behaviour conducive to integration.

The social integration of immigrant women presents specific features which must be taken into account. Discrimination against women is more acute than against men. They often experience greater difficulty in gaining access to employment, training, or in making use of public services. The role of women's organisations in promoting their rights is very important here, and should be vigorously backed by public institutions.

The media should also be mentioned, on account of their function in transmitting not only information, but also opinions and social values. The media do send out positive messages of solidarity, but there also others which stoke racism. Certain sensationalist approaches provide a breeding-ground for racist

attitudes: the media cannot evade their responsibilities here. Encouragement and support should be given to the work of many journalists and media to influence public opinion with positive messages about integration.

As has been seen, the role of civil society in integrating immigrants and refugees is of enormous importance. This work must, however, be supported by action in the same direction on the part of the public authorities. Little progress can be made if, while social organisations strive for integration, governments introduce asylum or immigration policies which criminalise, discriminate against or curtail the rights of immigrants and refugees. European societies must take on board that the best way to encourage social integration is to avoid any steps which generate social exclusion, entailing an overhaul of immigration and asylum policies.

The role of Language learning

The degree of integration of migrants into host societies largely depends on their command of the language of host countries, the availability of work generating a sufficient income, their legal status, their participation in civil and political life, their access to social services, and the possibilities for family reunification.

Far too many immigrants and refugees still live passive lives on the fringe of society, and many experience prejudices and differential treatment in their everyday lives. Most European societies are still not in step when it comes to the fundamental values of society: freedom, duties, rights and equality for everyone regardless of sex, colour and belief. The economic and human resources represented by the ethnic minorities must be used. It is not acceptable to alienate large groups of citizens from central parts of social life.

If we fail to make a targeted and innovative effort today, we risk being left with an economically,

socially and culturally divided society in a few years – a society not only with an increasing number of elderly people, which will lead to new challenges for the continued financing of our welfare and living standard, but also with an increasing number of foreigners receiving transfer incomes.

Immigration and the social integration of new ethnic minorities have become important policy challenges in all EU countries in recent years. The significance of migration is nothing new: all European states are the result of historical encounters between peoples of differing origins and characteristics. State formation in the pre-modern period took place through the territorial expansion of successful kingdoms, leading to the incorporation of the peoples of expanded areas.

One central barrier in this context is undoubtedly the language problem. Integration will probably never work without the competence to communicate. This applies equally to young migrants as to adults, whereas children are easier integrated in the school system and taught the corresponding language. However, a one-dimensional concentration on the prevailing language and the ignorance towards the migrants' might again lead to misunderstanding and eventually hinder a successful integration process. This might be overcome by an educational system which grounds on the concept of multi-culturalism and thus fosters a fruitful contact of different ethnicities (cf. Uzarewicz 2003).

For adults, on the other hand, it might be even more difficult to be integrated when looked at the language barrier. Although quite a number of programs and institutions focussing on language learning exist, the language learning process of adult immigrants often takes years, and some migrants never acquire the language competence needed to get a decent job. This language problem is probably directly linked to a political and economic exclusion of migrants. Integration here is unquestionably banned by the lack of participation, which consequently leads to segregation and in the end to social exclusion. Obligatory language courses for migrants, which were introduced in several countries, in order to support the integration process, might probably not be the right means to foster integration, as long as migrants are socially and economically excluded. They might even lead to more resentments on both the migrants' and the natives' side.

In general, immigrants have a lower educational level than the rest of the population. Furthermore they also have more problems finding a job than natives, which is definitely linked to the educational dilemma first mentioned. Integration courses are installed to minimize disadvantages connected with education. Nevertheless literacy problems are probably not focussed on in an adequate way.

Among some groups of first-generation immigrants, illiteracy is widespread and this group faces particular problems. Literacy programs are undertaken alongside general language courses and general labour market training to support these people's process of integration (Gültekin 2002), however, specific barriers like language and illiteracy of immigrants are closely linked with their lack of participation in the major institutions of society besides institutional discrimination. He furthermore deduces that immigrants are thus barred from higher educational facilities and from democratic decision making processes. Therefore, illiteracy among immigrants is at least partially "homemade" by a policy of exclusion.

Language is the main vehicular instrument and an essential tool to facilitate the integration of immigrants. For both social and economic reasons, language is a barrier that separates many immigrants from natives. On the social side, immigrants who speak English poorly are more visibly foreign than others. This may facilitate discrimination on the part of natives, and contribute to social isolation and ghettoization. On the economic side, weak language skills probably reduce productivity and therefore increase the immigrant-native earnings gap. Moreover, strong language skills almost certainly increase the range and quality of jobs that immigrants can get. This view is supported by numerous empirical studies which suggest a positive association between English-language ability and earnings (Schultz 1998, Borjas 1999, Friedberg 1993, 2000, Chiswick and Miller 1995, Angrist & Lavy 1997, Dustmann & van Soest 2002).

Education is the basic social service that is the most widely available to all categories of migrants and migrants' children. Education is also the sector that has made the most effort to address migrants' special

language and cultural needs. Often, lack of skills in the host country's official language, for example, English, may not prevent immigrants from finding a job or a residence at their destination, but it greatly reduces possibilities for promotion in their jobs and compromises possibilities of social mobility in the future.

Restriction to temporary jobs, a feature of current labour markets, is more likely when migrants do not have command of the language spoken by mainstream residents in host countries. Language skills can help the migrant to reach a wide range of information resources, extending beyond those available from newspapers written in, and social communication dependent on, the original language of the migrant.

In general, immigrants' children may have a better chance of achieving a command of the language of the host country than their parents. However, some studies point out that immigration, educational and labour policies are crucial for improving such chances. The degrees of successful assimilation vary across main destination countries. While the United States of America has historically been cited as a country that has fostered successful immigrant assimilation, the increase in economic inequality in the past 35 years has made the success of the last migration wave more controversial. It is argued that the age of school initiation and the type of job migrants seek in the host country play determining roles with respect to the risks incurred by migrants of being socially integrated.

4. IMMIGRANTS AND ICT TOOLS

ICT tools could be used to support migrants in many ways – starting from the offering of assistance as well as job finding or language learning. In the field of learning these technologies not only support but also expand literacy and instruction. As hardware becomes increasingly available, and software options diversify, educators are looking for effective ways to integrate these technologies into various types of literacy programs. The purpose of this chapter is to provide an overview of the types

of technologies that are currently available and the kind of learning they support, and to illustrate how they can be used with adult and youth immigrants.

The pre-knowledge of ICT is most probably at a very low stage determined by the lack of access to these technologies. The policy of socio-economic exclusion, and even more an educational exclusion, here again hinders participation. All in all, educational figures and figures of the labour market are evidence for the low level of qualification among immigrants, which must be dealt with adequate training measures.

General Prerequisites

Computers and other electronic technologies offer special opportunities which could assist immigrants in integrating into target countries. On the one hand they can be seen as a powerful knowledge base, which could give migrants the possibility to easier integrate into an unknown surrounding. On the other hand special tools and programs can help to acquire language or job skills, which are central cornerstones to integration. However, without certain prerequisites these technologies remain useless in the integration process.

Programs and tools will miss their point if people addressed to are not aware of them. Therefore, a broad awareness for the opportunities behind these technologies has to be created amongst the target group. Moreover, it might not be really helpful if migrants are not given the opportunity to make use of their newly acquired skills because of a lack of social and economic inclusion. ICT programs will thus also have to include vocational training, which would assist migrants in gaining equal opportunities on the labour market.

On the educators' side it is important to keep in mind that ICT gives them a number of opportunities, and that to a large extent an educator's ability to choose, adapt, and use the technology effectively will determine its success. Therefore educators will have to be trained in order to successfully implement existing technologies and reveal their powerful potential.

There is a need for the development of a policy agenda that ensures the creation of a sustainable framework for the setting up of stimulating (language) learning environments: Handt (2001) gives some hints which steps would have to be taken towards the above mentioned aim:

- Intensify the cooperation between different subsystems of the educational system, especially in the field of general education, vocational training and adult education;
- Draw attention to the importance of intercultural competencies as a necessity on all levels of the educational system;
- Development of structure and organisation of curricula and course concepts according to the criteria set up by the general European reference framework for languages;
- Promotion of mobility of teachers in Europe by encouraging the use of the education and mobility programmes of the European Union, in order to have more teachers speaking the mother language of migrants;
- Promote standards on international approved certificates and diplomas as well as certificates from courses acquired outside school;
- Implementation of self-organised and self-directed learning of languages on all levels of the educational system; promotion of the European portfolio of languages;
- Measures for quality improvement like the setting up of criteria for learning software in order to enhance market transparency.

Barriers towards the use of ICT

Projects funded by the European Union, some national programs (very limited funds) and many individual initiatives, especially from NGOs, started projects and research in the last few years and want to acquire more information on the usage of ICTs, in order to implement them in their information systems for migrants as well as in their integration approaches. Nevertheless in many cases the prerequisites mentioned above are still missing and other factors outlined below have to be seen as major barriers.

Lack of familiarity with the technology

Many teachers try to, or are required to use technology without previous experience or adequate training. They lack an adequate understanding of the technology's potential and limitations, and they are unable to deal with even the minimum technical errors that will certainly occur. For these teachers, technology is a dream never realized and the feeling is one of frustration.

Lack of adequate planning

Technology is a tool to help teachers and students reach educational aims, and never a goal in itself. If the technology is not integrated within the overall lesson plan, the outcomes will not be successful.

Lack of access

The most powerful technologies, such as the Internet, are also the most expensive, in the sense that they require existing infrastructure, or a massive initial investment to build this structure (buy computer hardware and software, establish connectivity, pay for services, etc.). Less expensive technologies are also less powerful. For instance, radio is inexpensive to buy and can be used anywhere in the world. In places without electricity, solar-powered stations can broadcast radio programs to a relatively large audience. However, radio does not have the multimedia and interactive capabilities of the Internet, and requires an audience which must be present during broadcast time.

Reasons for implementing ICT in immigrants language training

The reasons for implementing ICT in the integration process and especially in acquiring a new language are manifold. The following aspects focus on the major advantages of an ICT learning environment:

- Seen in the framework of learning ICTs provide multi-sensorial stimuli – particularly television and computer-related technologies, have the capability to diversify the delivery of information using visual, auditory and kinesthetic stimuli. Students can see the words on the screen, while hearing them being pronounced by a native speaker. Movement adds interest to the scene, bringing enjoyment to a process that may be slow and arduous;

- Motivation – Research shows that students who use technology are likely to stay on task for longer periods of time. Even a simple technology, such as radio, offers a variety of strategies – music, drama-like plots, or comic situations – to attract and maintain the students' attention.

- Collaborative learning – The Internet opens new horizons for the foreign language student by facilitating communication with native speakers through e-mail and audio-digital conferencing. Television and radio programs also offer opportunities for students to be together and participate in common experiences.

- Cultural understanding – Radio, television, movies and the Internet bridge physical and cultural distances. Students get acquainted with the ways of life of people whose language they are learning. They can visit distant places without leaving their home. They see the landscapes, the people and their tradition, thus making learning the language part of a cultural experience.

- Self-expression – Through tapes or multimedia programs, individuals who are shy or insecure can practice the language in a safe environment, until they are confident to speak in public. Those who are creative, have venues to explore their talents and curiosity without the limitations of a classroom.

- As demonstrated by the Swiss project Pro Migrante focussed training on ICTs also helps to reduce the digital-divide:

  The project is focussing on older immigrants with Italian or Spanish mother tongue. In order to give migrants aged 55 and older access to new media and reduce fear of contact with ICT, cheap courses on the use of the internet are offered. In the long run of the project the Internet platform should also act as an information and communication channel for older migrants (cf. http://www.promigrante.ch.vu/).

Overall ICTs could help to improve the situation of migrants in two fields:

1. ICTs can help to improve the information system for migrants, for instance by the setting up of web resources in different languages that provide information and assistance.

Existing platforms like Ausländerin.AT (http://www.auslaenderin.at/) in Austria point out the possibilities, but still lack language support and an easy to navigate interface (developers have to bear in mind that many migrants only have limited ICT skills).

2. ICTs could play a major role assisting the integration of migrants, e.g. by language learning tools as already mentioned above or the implementation of different language interfaces in online-recruitment services. These two examples of ICT applications have been chosen because special regard has to be given to employment and access to the labour market as these are important corridors for social and economic inclusion in society, which of course also applies to migrants and ethnic minorities.

Technological standards and possibilities

As outlined above ICTs can be used in many ways (with respect to ICT skills). Most often there is only the necessity to provide fitting language interfaces or improve usability. So in general most ICT tools should be - with little adaptations - applicable for migrants having basic ICT skills.

Technologies can especially help to support the teaching and learning of language skills. These include the abilities to communicate effectively both orally and in written form, to think critically and reason logically, and to solve problems and make decisions. Such abilities are critical for people to function in different aspects of their lives, and most importantly, they help them to integrate into different societies, develop their knowledge and potential, and facilitate life-long learning.

For people with special needs regarding literacy or language skills, ICT-tools exist that can help them. The Leonardo project AITO (Improving Immigrants' Access to Language and Society http://europe.velay.greta.fr/en/index.php?voir=aito) and the Internet platform "New educational methods for an integration of migrants in the European Society" (http://www.imes.info/) give an overview on some possibilities of ICTs.

a) Software

There are three major types of instructional software: drill and practice programs, tutorials, and simulations. These programs usually specify a particular kind of content, as well as specific skills for the learner to practice, acquire, or apply. Instructional software can be an important tool for students building basic language and communication skills. Since this type of software is relatively self-contained, it offers teachers the opportunity to individualize instruction, and enables students to work on their own pace. One problem with this type of software is that there are very few programs available that are explicitly designed for adult learners. Software designed for children is often inappropriate for use with adults, because of the choice of vocabulary and the contexts in which activities are embedded.

Examples of tool software include word processors, databases, and graphic programs. They provide the user with a framework for writing, creating files, and combining graphic and textual materials. Depending on the instructional context in which tools are being used, they can support learning of a broad range of reading, writing, and communication skills, from the most basic to the most complex. Moreover, the use of tools also helps adult learners to acquire computer skills that are useful for the workplace. Unlike instructional software, these programs are content free, which makes them adaptable to a variety of purposes. While this affords the kind of flexibility which is often desired by educators, the adaptation of tools requires thoughtful preparation on part of the instructor. The effectiveness of tools is very often dependent on the types of resources and activities in which they are embedded. Tool software is readily available today, and several programs are available that are specifically designed for educational use. The flexibility of tools makes them adaptable to a broad range of adult literacy programs. However, since the menus and written directions of many software programs in this category are language-based, these programs may not be appropriate for students with very limited writing and reading skills.

b) Internet

More than these other technologies, the Internet provides people with the opportunity to access vast amounts of information stored electronically around the world. They can maintain electronic conversations with native speakers or other learners through e-mail and chat rooms, or join list-servers to obtain information. They can also join a distance education program to improve their knowledge, or learn a new language. To find good ideas and solutions, it is necessary to have an overview of the possibilities ICT and the world-wide-web can offer. There is still a need to identify useful ICT-tools for migrants and NGOs. The project S2net (http://www.europace.org/s2net/) lists advantages of learning via software or the Internet:

1. Learning at individual pace, speed
   1.1 Offer swift learners enriching and supplementary exercises, in order to keep up with the analogue peer group activities
   1.2 Well structured and cohesive content
   1.3 Coaching
      1.3.1 Progress, aims, programme adjustment
      1.3.2 Study skills, self confidence
      1.3.3 Assignment of complementary tasks
2. Multi media support
3. Interaction
4. Learning when and what you want
   4.1 Access to PC or the Internet at home or near by (or an open learning centre)
   4.2 Online coaching or experienced peers available
   4.3 Very comprehensive structure and content

c) Television

Television is the main-media in our European societies. But very different kinds of using TV exist between the non-migrants and the migrants. Migrants often are looking for news from their countries. And via satellite they have the possibility to see TV-programs directly from their home-countries. Consequences are that they have less contact to their living country, that they don't learn the new language, that they stay only in their home-culture and that they don't get the important information for migrants in their new countries. An example of a regional TV station for educational purposes can be seen at http://www.etv.nl/.

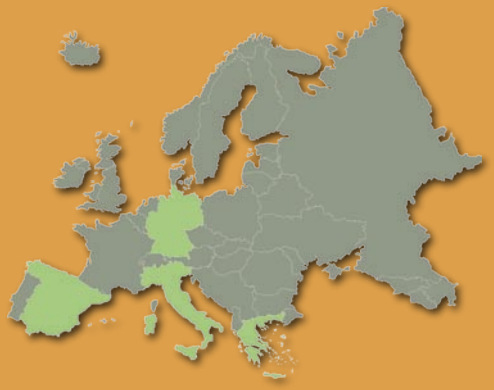
d) Video-technology

One possibility to change this TV-lack is to learn an active use of media. Here the video-technology is the most important technical tool. Video-producing can be an important help for migrants to express their opinions because it is easy to use in every language. And it is a good possibility to bring ideas to the public, via community-radios and –TV-Stations or via Internet. Internet today is getting faster and it is already able to integrate also video-clips.

e) Telecommunications – Telephone, fax, cell phones, and computer-related communication technologies ensure the rapid transfer of information over large distances.

All in all ICT can be seen as assistance which can be helpful, but is not per se the key to integration; but ICT can help to give access to society.

5. NEEDS ANALYSES RESEARCH



The following chapter contains information on immigrants' literacy training in the four participating countries of the project. The aim of this chapter is to acknowledge every country's situation on issues concerning immigrants from a social viewpoint.

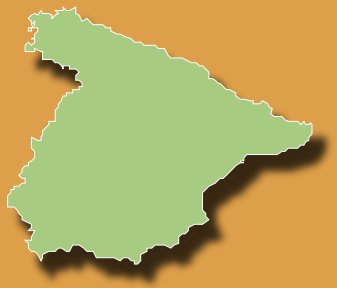
The various countries which are faced with a massive influx of immigrants follow different concepts and approaches towards integrating migrants, ranging from assimilation to multi-culturalism and equality (cf. Rudiger & Spencer 2003). Although all these concepts might differ substantially when looked at in detail, the countries behind the concepts are confronted with quite similar barriers preventing real integration.

Investigating each country's methods and policies on literacy training of the immigrant population can serve as a needs analysis on current situation for future developments on the specific field. In addition,

through each country's case studies, elements and criteria of success factors for language training could be clarified.

All partners by conducting their country's case study identified several institutions in which the innovative multi-disciplinary learning and motivation method of ALPHATRAIN can be applied. A brief description of all institutions identified follows, as well as background elements concerning literacy training.

Spain



Initial considerations

In the context of immigration in Spain it is necessary to distinguish between types of immigrant:

Four principal groups can be identified:

1. Northern Europeans, mostly retired, located on the Mediterranean coast

2. Foreign workers, who have come with the flow of capital from the EU, the US or Japan. This is a relatively qualified work force that has migrated as part of a structured personal career choice rather than for reasons of economic survival, and tend to locate in large cities and urban areas.

3. Economic refugees, usually working in low qualified agricultural and black economy sectors including services to their own group. In the labour market these jobs are precarious, and very often workers are covered only by short term work permits.

4. Illegal immigrants, usually unemployed with stints in the black economy; the working conditions tend to be bad, as do their living conditions and this group often live in charity accommodation, hostels etc.

The first two groups are completely different in characteristics from the last two, but make up an important percentage of the statistics especially on the Mediterranean seaboard. There is a large level of correlation between EU nationals in the first two groups, and non-EU nationals in the last two groups.

The existence of two types of foreigner is not just a legal distinction. There are important socio-economic differences between the two. The greater resources and the socio-economic status of the First World foreigner ensure "quality" integration. Their origins give them a certain prestige. Non-EU workers meanwhile are recognised to be needed but are less welcome. It is this type of immigration, not the presence of foreigners in general, which is described as a "social problem" in political discourse, the mass media and public opinion, although within this public opinion it must be noted that there are substantial differences in the levels of acceptance depending on origins, Latin Americans in general being more favourably viewed.

For the purpose of this chapter the last two groups are our focus. These are migrants who have come less by choice than by economic necessity, and who come to work in whatever they can find, rather than to live out their retirement or work in a job of their choosing, or a multinational company. The other groups rarely suffer the problems that this project addresses and are not therefore the object of this study.

Over the past 20 years Spain has changed from being a source of migrants to being a destination. There is a need for labour to sustain future development and with an increasingly old population this has increasingly to be supplied by immigrant populations, especially in less well–paid sectors. There is a need however for this immigration to be accompanied by efforts to facilitate the socio-cultural integration of these groups if the problems experienced in other countries are to be avoided, and a fundamental requirement in this context is that the immigrant population be able to speak and write the local language.

The question in this context is, what makes the immigrant different from other foreigners who come to Spain to learn the language. Perhaps the most important difference is that the immigrant does not generally conceive of language acquisition as a fundamental need. Rather they see it as a means to

an end, and the ends most commonly mentioned are to sort out their legal situation, find work, deal with health needs and children's schooling, among others. This means that the classes attended are of marginal importance, compared to other more urgent needs, and they tend to be dropped once the person reaches a level of proficiency that is high enough to allow them to find work.

The immigrant population in Spain is highly heterogeneous, not only in terms of the country of origin: the immigrant population is no longer made up of male adults, it now includes a diversity of different combinations: whole families, women alone, single mothers and unaccompanied minors. These differences are especially marked in the Latin American population, in which women represent 58%, while in other groups they are less than half, and in the case of minors; the fact that under 16s make up 10 % of the immigrant population which is a challenge to the education system and the low birth-rate in Spain. Of these 20% are Moroccan. The variety of backgrounds (age, sex, family context etc) is important, but of particular importance is the education they have received in their country of origin. There is wide variation. This will be explored in more detail later but it is important to note that many immigrants come from agrarian populations and are not fully literate in their own languages. All of these factors affect the way language and when necessary, literacy training must be approached. In many cases training initiatives must necessarily focus on primary needs - survival language, principally oral – very often with a rolling intake, which means that there can be little specific focus, in many cases, on the special needs of those who are illiterate in their own language.

Background statistics

Spain is traditionally a hospitable county, this was especially true when it was a net migratory country. The situation is changing, but figures indicate there is still a high level of tolerance in general, though recent xenophobic episodes arising in areas in which immigrants live in close proximity, and the extreme difficulty immigrants have in finding someone who will rent them a flat perhaps belie this general tendency. It is worthy of note that the highest levels of tolerance are reserved for Latin Americans, perhaps indicating the importance of language in this context.

The number of immigrants in Spain in official figures is around 1,2 million, some 3% of the population. In general however it is difficult to get a very clear idea of immigrant numbers in Spain, the statistics are complex, inexact and not of a very high quality. This is principally because they come from a wide variety of sources each of which uses different parameters. These include lists of fully registered EU residents, other nationalities with residence permits, registered foreign students, asylum seekers, the stateless, people on tourist visas, unaccompanied minors, people in the process of nationalisation, and lastly illegal immigrants. These lists are not coordinated, coming from a variety of different sources, employment offices, civil register, home office, social security, residential variation statistics from the INE which collects information from town hall registers and so on. The estimate for illegal immigrants is especially hard to evaluate as any kind of information gathering involves sensitive information that must be got from people under important influences (fear among them) that condition their responses. There is also a continuing tendency to underestimate the numbers of illegal immigrants, as each new amnesty has brought literally hundreds of thousands into the light. An amnesty in 200-2001 for example caused a sudden 23% increase in the figures.

Immigration figures by country of origin:

By continents, 37% are from the European Union, 27,4% from Africa, 26,9% from Latin America and 8% from Asia. Of these the most important regions are the Magreb, due to its proximity, and Latin America due to its cultural and historical connections. Taking the first twelve countries of origin, which are Morocco, Ecuador, Portugal, Germany, Colombia, France, Poland, China, Ireland, Peru, the Dominican Republic, Rumania, and the former USSR, what is most noticeable is the heterogeneity and the mixture of Occidental and "less developed" countries. This mix clearly affects the figures, though it is also important to note that these figures do not include estimates of the illegal immigrant figures.

Logically the largest areas of influx are the largest cities: Madrid and Barcelona followed by Andalucia and Valencia, where the principal activities are seasonal agriculture and tourism.

Lastly it is worth giving a brief idea of the range of organisations helping immigrants at national level. There is a great predominance of religious charity organisations which makes up 72% of the figures, private organisations mostly NGOs make up 22% of the actions involved and 6% is done publicly. These figures while giving an idea of the weight of religious organisations in the context, needs some interpretation, in that there are for example public bodies (Popular Universities, Escuelas de Adultos) which organise courses but do no enter the figures as this is not their principal focus. Our perception is that while much more can and should be done by public bodies, that they represent more than 6% of the effort, in terms of literacy and language training.

In the Valencian Community, as mentioned above, and in all the Mediterranean area of Spain, two different migratory movements come together. On the one hand the flow from central and northern Europe, which is composed basically of "residential" immigrants, and which in the case of Valencia has been taking place since the late 60's (these are the first two groups mentioned in the initial section above). On the other hand and flowing in the opposite direction the migration previously mentioned with regard to Spain as a whole, from North Africa and Latin America. The presence of these "labour" immigrants is much more recent, and it started at the end of the 80s. We therefore have two migration flows with two types of immigrant, a different historical background, and which changed their relative importance at the end of the 90s. The last decade has seen Spain consolidate as a country to which people migrate, a change from the past as mentioned earlier. There has been an important increase in the number of foreigners which is largely due to the increase in the number of "labour" immigrants, from outside the EU which are increasingly involved in permanent migration.

There are two causes of this increase. One is merely statistical: the amnesties mentioned earlier brought many illegal workers who were already in Spain into the official statistics. The other which is more important in the mid-term is the increase in the migration in recent years from countries that are not part of the European Union: Latin America, the Magreb and other non-EU immigrants from different sources as we have seen above.

This increase in the number of immigrants from outside the EU has been so strong that it has inverted the relationship between the number of EU nationals resident in the Valencian Community, and the non-EU nationals. In 1998 the former represented 68% of the total, they now represent only 36%.

	Total population	Foreign Population	%Foreign
Spain	40.847.371	1.572.017	3,84%
Valencian Community	4.162.776	217.673	5,22%
Alicante	1.461.925	126.157	8,62%
Castellón	484.566	23.995	4,94%
Valencia	2.216.285	67.561	3,04%

The Valencian Community has 14,5% of the total foreign population of Spain. In November 2001, 5,2% were foreign, which is higher than the national average. The percentage of immigrants is especially significant in the provinces of Alicante and Castellón, where as we shall see there are different types of immigrant. In the provinces of Castellón and Valencia, the immigration is basically "labour", and comes from the Third World and other non-community countries (84% in Castellón and 75% in Valencia) This is similar to the type of immigration we see in Western Europe, in Catalonia and in Madrid.

Only Alicante has a high presence (51%) of EU residents, "residential" immigrants that conform to a leisure and tourism model. Approximately half of the foreign population residing in Alicante are European Union nationals. And these represent 75% of the EU nationals population of the Valencian Community. Most are retired. English, German, Dutch, French and Belgian are the main nationalities represented, although there are also sizeable colonies of Swiss and Norwegians. They have not required any kind of integration strategy, because they do not need to. On the contrary, often what has occurred is a voluntary

segregation in urban developments and other residential spaces, more or less organised by nationality, with a limited but fairly complete range of services. The relationship with the rest of the surrounding society is basically commercial and apart from that characterised by courteous indifference. Though this group of immigrants is not the focus it is important to bear in mind that for a long time they have affected the figures, increasingly however their relative importance in the figures is decreasing.

In the first half of the 90s , non- EU immigration in the Valencian Community was principally a question of young Magrebis working in agriculture with some, not many, Latin American women in domestic service. There was also a very reduced number of Chinese working in their own economic niche. The situation is now very different. The change has been similar to that occurring throughout many parts of Spain as described in general terms above, but with some differences.

The first thing to mention is the important increase in the number of Latin Americans. Ecuadorians and Colombians, 21,000 of each group have displaced Moroccans as the largest group of non-EU immigrants. Moroccans (18,000 in the 2001 census) are now the third largest group, though they continue to occupy a central symbolic position in the discourse about immigration. Immigration from Eastern Europe has also increased and there are now important groups, such as the Rumanians, half of whom are in the province of Castellón. We also find, in smaller numbers, Poles, Bulgarians and Ukrainians. This internal diversification is also happening among Asian immigrants. The Chinese are still the most numerous but there is a presence of other nationalities such as the Pakistanis.

The current tendency in the Valencian Community then, is to a greater heterogeneity of countries of origin but with majority groups of Ecuadorians Colombians and Latin Americans. Immigration from the Magreb and, more in general, Africa, remains an important a group though its relative importance is decreasing with the increase of immigrants from other geographical areas, particularly eastern Europe (for many reasons including the future entry of many countries into the European Union). On the other hand there is a modest but constant rise in the level of Asian immigrants, mainly Chinese but also Pakistanis and Indians and so on.

Other aspect that has changed in recent years in the gender balance in the immigrant population. While in 1995 non-EU immigration could basically be described as masculine, this reality has now changed radically. Many more women have joined the process of migration in many cases as the first migrant, in other cases to rejoin the family. In general terms, with reference to the whole non-EU immigrant population there is a balance between the sexes. Although there are different distributions depending on the sector, as can be seen in the following table:

	Women	% of total	Men	% of total
EUROPE	56.568	48,37%	60.389	51,63%
Great Britain	13.824	50,02%	13.814	49,98%
Germany	9.866	50,86%	9.533	49,14%
France	4.813	52,99%	4.269	47,01%
Low Countries	3.129	50,13%	3.113	49,87%
Other EU	7.889	47,29%	8.792	52,71%
Rumania	4.664	41,63%	6.540	58,37%
AFRICA	8.808	28,38%	22.226	71,62%
Morocco	5.541	29,70%	13.114	70,30%
Algeria	1.448	20,96%	5.462	79,04%
Senegal	134	11,11%	1.072	88,89%
AMERICA	33.092	53,16%	29.154	46,84%
Colombia	11.870	54,99%	9.715	45,01%
Ecuador	10.149	48,00%	10.993	52,00%
Argentina	2.947	50,21%	2.922	49,79%
ASIA	2.830	39,29%	4.372	60,71%
China	1.885	43,37%	2.461	56.63%
Pakistan	56	6.15%	855	93,85%

The non-EU groups are those with the largest imbalance. In general terms, the North African, Sub-Saharan and Middle eastern groups are mainly masculine, especially in the initial stages of settlement. Although the number of Moroccan and Algerian women has increased, these groups are 70 and 79% male respectively. An extreme example is the case of Senegal, a group that has been present since the start of the 90s in which only 11% are women.

Another aspect to be considered is location. The non-EU immigration is concentrated along the Mediterranean coast, where the vast majority of the population , economic activity, wealth and communications are located. From Valencia to Castellón the coastal districts form this axis, a succession of industrial, services, and urban areas, combined with areas of intensive agriculture and residential zones. From the south of Valencia to Alicante this axis divides one continues along the coast, with agricultural , tourist and tertiary activity, and the other goes inland linking the La Costera, L'Alcioa, and the Vinalopó valleys districts and towns. Here the specialization is in textiles, footwear, toys and other industrial activity.

Al the demand for labour is centred on this axis, particularly in agriculture and domestic service sectors which usually constitute the first step in terms of work for recently arrived men and women. Furthermore the economic diversity in these districts means that various different jobs may be found during the year, and this is important when so many are seasonal and unstable jobs. Lastly this axis is also where all the communications between the Southern Mediterranean and Europe via Catalonia are located and this is one of the main migratory routes of the Western Mediterranean. However it should also be pointed out that non-EU immigration is not only a coastal phenomenon. Immigration of this kind is present throughout the Valencian Community, albeit at different levels. Immigrant workers work in the grape harvest in Utiel Requena (90% illegal 2003) and other inland agriculture. There are also immigrants in the inland industrial towns like Alcoi, Crevillent and Elda, but they can also be found in the least developed districts

In the Horta Sud district the number of foreigners present has grown by 253% in the last 27 months, and the range of countries of origin has reached 117 different nationalities. These figures reflect the need to find ways to deal with this expansion which is complex and in constant flux.

Between January 2001 and April 2003 the total population of the district rose by 7%, the Spanish population rose by 3,8%, while the foreign population grew by 253% So this is a district with substantial differences in the growth rate between the two populations. Of interest is the preponderance in the area of Africans (29%) which is higher than the other groups. And this relative presence is also much

higher than in other areas, and is much higher than the provincial average of 18% or the Valencian Community average of 14%

This is probably due to the demand for low qualified agricultural workers, and construction workers which last is due to the expansion of housing in the area in recent years, part of the demographic movement of the population to the outskirts of the city of Valencia. Another interesting factor is the low presence of Latin American immigrants. The province of Valencia has a rate of 43% which is similar to the figures for the whole of Spain (40%). The Horta Sud however only reaches 26%, a figure which has changed on the last two years. The Latin American group are more recent arrivals than the Africans and they tend to arrive and consolidate first in the major cities before moving to smaller towns.

Lastly, it is worth pointing out that already in 2001 the groups originating from non EU European countries were important, as much at district level as at provincial and Community level. This although in the Spanish state as a whole their relative weight is lower.

The most important transformations taking place recently have been that recently in 2003 the Latin American group has grown without precedent to the point that they now represent 40% of immigrants in the district, and the non-EU European countries now represent 20%

49% of the total of foreign immigrants come from 5 nations: Colombia, Ecuador, Morocco, Rumania y Algeria, of a total of 117 present in the district. Though 80% are in 15 nationalities and 93% in 30.

However in the capital, this relationship is different, the number of SubSaharan, asian and Eastern Europeans is growing fast along with Latin Amercian countries in crisis – Argentina, Venezuela, Cuba.....

Courses

The focus of this project is particularly the non-EU immigrant groups which in general terms correspond to the third and fourth types described above, those whose principal reason for migration is economic

necessity. The process of adaptation and integration for these groups is hindered by a series of basic problems they face, principally their legal situation, finding a job and housing. All other needs are subordinate to these.

In many cases language is a basic factor that can contribute to the problem. Not knowing the language can hinder their access to certain resources, their integration and cause social isolation. It is therefore perhaps important to distinguish between Latin Americans who speak Spanish, and other immigrant groups. It is these other groups that tend to attend training in the language and this training can include literacy training. Though there are members of the Latin American groups that are illiterate, usually secondary, we have not found many examples of these groups attending this kind of training. There are however differences between those with higher qualifications and a full knowledge of the language (generally Argentineans, Venezuelans, Cubans) and others who though they have a good oral knowledge of the language (it may not always be their mother tongue) whose educational level is primary or secondary, or lower. Their oral skills mean that language is not an obstacle initially, though some might be in need, they are not usually the focus of these kinds of initiative. Furthermore it is important to note that Valencia is a bilingual region and to find work in many smaller towns an ability to speak Valencian is an asset. For many of the people form the Latin American group this is the priority.

Given the nature of their predicament, with accentuated primary needs, it is perhaps unsurprising that this training is considered merely functional by these immigrants. It is mainly seen as useful for finding a job, and these jobs are not usually well-qualified jobs and literacy is not therefore a primary issue. The primary objective in many cases is to acquire oral competence which will allow them to communicate and establish relationships. There may also be a motivation to acquire sufficient skills to read a contract. There is however a secondary motivation to learn to read and write which plays a part which is that it appears that in many cases the educational background of the students leads them to place importance on the written word and even to suffer a kind of block to learning unless this is part of it. This means that literacy actions have to be incorporated in many cases even though the primary needs of the students might lead us to adopt a purely oral based approach.

Obviously there is an enormous variety of backgrounds. And the combinations of these affect the kind of training that is needed and that can be undertaken. Starting with the original education of the immigrant there is an enormous range of levels from those with fundamental literacy difficulties in the first language to university graduates, then there is the question of the first language, obviously those with a different alphabet will need much more tuition to be able to learn Spanish than those who do not. The experience of learning a second language previously can also be of importance, for example Moroccans who have been through secondary school will usually have some knowledge of French and more importantly of its alphabet. There is an identifiable group of immigrants with previous language learning knowledge that ensures that the alphabet is not an important obstacle, such as sub Saharan Africans and Eastern Europeans. Similarly, though more tentatively, there have been several comments about the relative capacity of Eastern Europeans for learning, they are seen by some trainers as having better meta-cognitive skills than for example Magrebis. While this kind of statement may be seen as loaded, there may be a correlation between this observation and the educational culture and the country of origin. Moroccan education has been described as very focussed on memorization, for example, which may not be the best way to develop the ability to learn.

Within this range of backgrounds however, and while noting that it is dangerous to generalise, we do encounter a group of immigrants that is characterised by a lack of knowledge of Spanish and which is furthermore illiterate in the mother tongue, it is also true that often these are from the Magreb. A profile emerges of a male Magrebi 25-40 years with low knowledge of Spanish and a low level of literacy in his L1 , though this is very tentative. What is very clear from our investigations is that a clear demographic profile is at best tentative, and that the salient element is heterogeneity, due to the wide variety of educational backgrounds, mother tongue literacy, previous language learning experience, learning capacity, cultural issues and previous knowledge of Spanish. The range of combinations makes it difficult to achieve homogeneous classes and this is a fundamental issue in the adoption of an appropriate training methodology. Different approaches will be needed for all the backgrounds.

A further caveat needs to be introduced at this point, many of those providing training see literacy as the key issue and focus on this. Those who are illiterate in the second language's alphabet are trained using

literacy techniques, when perhaps what they are actually doing is language training, since the learners in these cases know a code already. This affects obviously the approach and literacy methodologies arguably should not be used. The inadequacy of much ELE material remains relevant however.

Private initiatives

With respect to the different actions that have been adopted in this context in the Valencia area two groups of solutions can be identified; these are institutional, or public initiatives, which include Popular Universities and Adult Education centres, and private initiatives usually run by non-governmental organisations of different types. Within the private sector there are also two basic groups, organisations that have been working in the field for some time, often since immigration of non-EU nationals began to rise in the late 80s, and organisations that have begun to organise training much more recently in reaction to the much steeper rise in recent years.

It should be noted that the principal data here comes from face to face and telephone interviews with organisation coordinators, and questionnaires that have been filled out by teachers in the activities. The nature of their activity has made it difficult for questionaires to be distributed and returned in the short time available since the start of their autumn activity, which has reduced the number of responses. Further information will be added to the report as it becomes available.

Established NGOs

Of the organisations who have been providing language and literacy training for some time the most well-known in the area (for this activity) are the Red Cross (Cruz Roja), an organisation that perhaps neds little introduction, which coordinates actions all over Spain, though it organises this kind of activity principally on a local level, and Valencia Acoge, a small NGO located in a neighbourhood in the north of Valencia, which has been active for 15 years. Valencia Acoge is a very horizontal voluntary organisation which as its name suggests aims to provide a welcome and help immigrants acclimatise. Many of the voluntary workers there are consolidated immigrnats themeselves, and the philosophy of the organisation focusses very much on work at grassroots. This focus has led them from the start to help

people with the language and they now have a considerable baggage of experience, which they use to help train language and literacy trainers.

Both these organisations, have a certain prestige in the area thanks to their experience and professional approach, and though very different in size and structure, share similar approaches to this kind of training.

In general this more consolidated group, though it offers a variety of solutions, tends to be characterised by a structured but highly pragmatic approach and a flexible methodology which is adapted to the particular needs of each group they train. In one particular case they have been using new technologies for some time and have developed a complete methodology for their use.

The common characteristics of the course provided by these organisations is the heterogeneity of the groups, in terms of countries of origin, age, gender, education, mother tongue literacy and so on. However it is vital to note that this heterogeneity is not seen as a disadvantage because it allows the teachers to work on intercultural issues thus favouring the integration of the students.

In all cases, students of these courses show considerable interest in acquiring oral skills in Spanish. The interest in the written language however varies substantially, and tends to be higher in basic level groups for obvious reasons. These groups tend to be the largest due to the already mentioned tendency for students to drop out once the basic competence that allows minimal integration and helps them find a job has been achieved.

All the "classes" given in these organisations attempt to include the daily problems faced by the target groups as a way of contextual sing the training and giving it content, by focussing on the students' areas of interest and associated vocabulary.

The classes are usually taught by volunteers that come from a wide variety of backgrounds. These may be retired primary school teachers, university teachers, social teachers and social workers, other

established immigrants and so on. Full professionalisation is very rare in this context. However, this is not to say that there is not a will to do things professionally and several of these established organisations offer training and sensitisation activities for these volunteers.

Another characteristic is that the class times are fairly rigid, though morning and afternoon classes are available to deal in part with this problem, and thus involve greater numbers of people. It is however evident that those who are in work can have difficulties attending.

The didactic resources used tend to be based on published materials that are adapted (often substantially – comments on the inappropriacy of much ELE material for this context were frequent) to the characteristics and needs of the group. As examples we can mention flashcards and exercises used in the literacy training of Spanish adults, Official language school materials, primary school readers, and so on.

The methodology tends to be highly flexible and adapted to the needs of the group at each moment. This methodology tends to alternate conversation activities, group activities and reading and writing tasks as well as work on numbers. In general these organisations place emphasis on the idea that these are not traditional language classes that their focus is rarely on grammar, and that the aim is to develop communicative competence above all else, which is why much of the publishes ELE material is not appropriate.

A different approach that could be seen as a logical extension of what we see here is that used by Caritas, a large religious charity which is very widely involved in work with immigrants. Their approach is for the teacher to go to the flats they provide for homeless immigrants and give the training on a one-to-one basis.

Use of ICT

In general, however, most organisations, often due to a lack of resources, are forced to continue to use paper and blackboards their principal technologies. ICT is found only here there is substantial funding of

some kind, except for basic introduction to computers training which can be done with fairly outdated donated computers, and sometimes a free access room for preparing CVs etc. There is however an organisation in Valencia which received European funding some years ago to do precisely this. This is the Vicente Ventura adult education centre, which is run by the trade union Commissiones Obreras and has been using ICT as a tool for not just language and literacy training, but also for developing self-esteem, personal autonomy, social integration and other types of adult education.

This organisation has developed a programme of social integration for immigrants which includes an initial "welcome " stage which lasts around 4 months, in which the use of ICT is a basic tool for language learning, during this period students acquire a range of basic language skills both written and oral that permit them to move on later to a higher level of adult education (this may be of any level , secondary, vocational, occupational, even university) but in groups not specifically aimed at immigrants.

This plan takes place for 4 months with two hours of training a day and one voluntary hour of tutored multimedia study. This is divided into 12 subjects related to the most important areas of interest to the students and is aimed to give them a basic level of autonomy. If they then wish to continue their training they can do it within normal adult education initiatives. ICT are present throughout the process.

The materials used are developed by experts in teaching and e-learning and were funded by the European Union. The methodology has been presented to the Insitituto Cervantes , it received a chilly reception however. The centre intends to continue to use ICT in this context however.

Newer initiatives

The group made up of more recent arrivals on the scene is highly varied, both in terms of their approach and how professionally they view this activity. A lack of experience is evident in certain cases where ELE materials are being used for example with little or no adaptation. The courses they offer in many cases depend entirely on circumstances at the time so that there is not a continuous training activity. Sometimes there is more will than resources, and since these are often younger organisations there are less possibilities for teachers to get hold of other better resources or become aware of other ways

of approaching the task. This should not be taken as a general comment on all recent arrivals but some responses have given this impression. Others have better approaches, and in some cases it is contact with the more established actors that has allowed them to become more professional. In terms of the types of student, groups etc there is no difference with the other group of more established organisations, what differs is the methodological approach and the skill level of trainers. There also sometimes attitudinal problems in this context.

Solutions in CV (Public actions)

The principal state-run initiatives are the Popular Universities, in the City of Valencia, and the Adult Education Centres run by Town Halls in the different cities and towns.

Unfortunately, at this time Valencia City Council has left the Popular Universities without finance for the rest of the calendar year, officially due to a budgeting error. All these organisations apparently offered language and literacy training last year for immigrants, among others. It has not however been possible to discover more since the teachers and administrators are not available to answer questionnaires at this time. Comments by the organisations indicate that the range and type of approaches was much along the same lines as what is offered by NGOs but it has not been possible to confirm this.

The other public organisations involved in this are the Adult Education Centres, (Escuelas de Adultos) These are run by Town Councils and each one decides on the courses it will offer. This means that some do and some don't offer courses aimed at immigrants. In the Horta Sud area there are few that do this, and they have little uptake, principally according to the school directors because the schools charge a small fee, which though very low is still too much for this group. In general however those that do offer training do not differ much from what has been mentioned for the NGO context in terms of approach, there is a great variety. What differs is the demographic makeup of groups form town to town as we have seen but the heterogeneity remains a dominant characteristic.

The Official School of Languages offers language training, but does not attempt literacy training. Those students that need it are redirected to organisations such as Valencia Acoge.

There is also a public/private initiative, created fairly recently called the CEIM Foundation– Centro de Estudios para La Integracion Social y Formacion de Inmigrantes. This is partly financed by the Valencian Government and partly by the Fundacion Bancaja (the largest savings bank of the region) CEIM works in three main areas within the field of Social Integration and Training for Immigrants. It undertakes research and publishes monographs on the subject, it organises cultural activities, which include intercultural training and basic training for immigrants. Lastly it is involved in various kinds of occupational training and job-finding activities. Within all this literacy and language training for immigrants takes place.

The general situation in this kind of training is not dissimilar from the other organisations we have talked to, according to the organisers- Questionnaires form teachers have not yet been returned. CEIM however has more resources, such as a relatively well-equipped computer room for computer training, and a self- access computer room for job-finding, CV writing and so on.

In terms of diffusion possibilities the organisation has potential due to its links with the Valencian Government.

Generalitat de Catalunya/ Alinea project

The ALINEA project was financed by the European Commission to explore the use of new technologies to fight illiteracy in Europe. One of the partners was the European Lyceum in Barcelona and the methodology has now been adopted by the Regional Government in Catalonia. It is aimed at a variety of target groups, immigrants among them. The approach to illiteracy has won UNESCO prizes. It is used throughout Catalonia in 125 public centres and 200 grant assisted centres. The unification of the system has brought efficiency and advantages.

The methodology is based on daily, individualised, self paced learning. Each student constructs their own portfolio of materials. The main support is paper but multimedia are used to consolidate and give practice. There are three levels and this allows students to move at their own pace. When these are finished, students receive a certificate which will allow them to enter other educational programmes such as vocational training or higher education.

There is constant contact within centres about the progress of the program with weekly meetings to discuss different issues and reports have to be sent to the regional government as well.

The impact of the technology is clear.The use of new technologies in this context requires an initial phase of acclimatisation, in which the student is taught about the different elements of the tool, software, the mouse etc. After this phase student are usually very content with the program as it reinforces their self-esteem to be working with computers like other students. This facilitates learning and improves attendance. But there is a need for constant attention and support to avoid difficulties and rejection of the tool. There is constant contact within centres about the progress of the program, with weekly meetings to discuss different issues, and reports have to be sent to the regional government as well.

The use of ICT cases various changes

- Use of the computer is something they talk about at home with their children
- They feel a little superior to others with perhaps more qualifications but less used to the computer
- The machine gives an immediate reply, which gives a sense of security, and thus motivates
- Those who have some difficulties with speaking in public learn to become more expressive through the use of chats and forums.
- The excitement of communicating through the use of e-mail is almost unimaginable for some.
- They increase their network of acquaintance by talking to people they do not even know

The use of ICT as one more tool in the range. It is difficult to ascertain effect on the immigrants target group as the results are more general.

MEC FAEA Zaragoza- Metodo contrastes

An approach to literacy training for immigrants developed by the Federation of Adult Education Associations, was supported by the Ministry of Education and Culture. The approach uses elements of communicative language teaching approaches and of literacy training, but with important adjustments. The approach is based on a series of premises; first, that the transmission of a language is never neutral; second that democracy is about attention to minorities as well as majorities; third that integration is not a question of assimilation of minorities into the majority, nor simply adaptation to the society, rather it is the process of making a person feel an active part of the society. This gives rise to the need to focus on intercultural issues, which involves reassessing stereotypes, reference to the immediate daily life and culture that is present outside the classroom, and the re-examination of students culture and history and the target culture and history to find other ways of seeing.

There is a contrast with the conventional ELE communicative approach etc. which is aimed at a different population (and is focussed exclusively on Western cultural values).The immigrants who use these materials do not identify with those situations. Other considerations inform the approach:

- Language is culture a way to understand the target society, and act within it, for this purpose significant learning is needed in real situations rather than grammar transmission
- Learning needs to be global (interdisciplinary), significant (based on real needs and experience of participants) and functional (useful for daily life)
- Focus on dialogue: communication and intercultural respect and cooperation
- Integral development means taking into account affective factors that will help the communicative participative organisational transformative and other capacities of the learner need to be developed

- Exercise in the four basic skills favours development of student autonomy

The approach to literacy is based on ideas of Freire, but conventional methods such as Generative Word do not function as well for people who don't know the language well, as their lack of knowledge of the language does not allow them to generate vocabulary.

So the fundamentals of the approach are:

- Priority to oral language as this is necessary if they are to understand what they read. Parallel processes though oral moves faster
- Global approach that focuses on the sentence (oral) to extract elements, words and syllables, and use them
- A vocabulary that is relevant, significant and contextualised.

The structure is intended to be adaptable to different contexts, each element is fully developed in terms of its description concept map, objectives , content, assessment criteria etc so that it can be used independently or adapted. It should be noted that there has been some criticism of the method because, athough the method purports to be a litercay training approach it is perhaps closer to language learning than to literacy training.

Greece

Initial considerations

For almost a century Greece was a country from which many people were leaving as immigrants for other countries. The last ten years, however, the picture has dramatically changed and the reverse phenomenon is being observed. Nowadays, Greece is a country of immigrants' reception.

There has been a large and rapid influx of immigrants into Greece since the early 1990s. The reason for most of the immigrants' entry is to find a job. The majority of the immigrants were unemployed in their country of origin. Their entry in Greece was very difficult for most of them.

Ensuring their access to the official labour market and social integration has become an important political priority. A language training initiative has helped almost 7,000 immigrants to learn Greek, increasing their chances of finding permanent and secure employment.

It is observed that immigrants who have a high level in language knowledge feel well adapted in Greek society, whereas those who cannot speak Greek feel isolated. Looking the matter of social integration in terms of the country of origin, Albanians seem to be more adapted together with the Eastern-Europeans. Arabs, Africans and Asians on the other hand have feelings of exclusion from the Greek society. The feelings of the societal inclusion or exclusion can also be related to immigrants' life satisfaction. More

satisfied are again Eastern-Europeans and Albanians and generally speaking those who live in Greece for more than 10 years and are over 45 years of age. Less satisfied from the way of life are Asians, Arabs and Africans, young immigrants and those who live in Greece for less than five years.

The biggest problem that immigrants in Greece face is Greek people's racism toward them. Immigrants' participation in literacy educational programs as well as the improvement of their education can contribute in their future integration in the workplace and the society in general. Greece has developed a plan for immigrants' social integration which aims at fighting off social exclusion phenomena.

Background Statistics

More than half of the immigrants in Greece are Albanians and the rest are Eastern-Europeans, Balkans, Asians, Arabs and Africans. In the total number of immigrants, 52% are Albanians, 22% Eastern-Europeans, 14% Asians and 12% Arabs and Africans.

The majority (70%) of the immigrants belong in the age group of 25 to 45 years. Most of them come to Greece mainly to work but eventually they are incorporated in the Greek society. A quite high percentage, mostly Albanians, state that they wish to settle in Greece permanently.

As far as it concerns gender differences, 65% of the total numbers of immigrants are men and 35% are women. This ratio applies also in the Albanian population but regarding the Eastern-Europeans women outnumber men, 60% & 40% respectively. In Asian, Arab and African populations men are the majority (around 80% - 88%).

The mean age group in almost half of the immigrants in Greece is 25 to 34 years old. Quite a few of the immigrants belong in the 35 – 44 age group. These percentages however differ greatly according to immigrants' country of origin. Albanians come to Greece very young contrary to Eastern-Europeans who most of them are around the age of 45.

65% of the immigrants in Greece live with their family and a 44% have children who live with them. 81% of the Albanians have households in Greece but on the other hand, 70% of the Asian immigrants are single.

Almost half of the immigrants spend at least 6 to 10 years of their life in Greece. One out of three stays in Greece less than 5 years whereas one out of six stays more than 10 years (mostly Arabs and Africans belong to this last category).

92% of the immigrants consider that they made a right decision coming to Greece. 36% of them wish to stay for the rest of their lives, 15% would like to stay for up to 10 years and a 8,7% want to stay for more than ten years.

Regarding the language matter, a 62% report that they have a very good knowledge of the Greek language. Language knowledge relates closely to each immigrant's number of years of residence in Greece. However, many immigrants who live in Greece for most than six years do not speak Greek well. This picture does not apply to their children, who more than 70% speak Greek either fluently or very well.

Language Courses

It was back in 1996 that the Ministry for National Education and Religious Matters laid the foundations of a system designed to meet the educational needs of social groups with a particular social, cultural or religious identity. The Ministry adopted cross-cultural education - a new form of education in Greece - as part of this policy.

The aim of cross-curriculum education is to set up and run primary and secondary classes that provide education to young people with a specific educational, social or cultural identity.

In cross-cultural schools, the standard curriculum is adapted to meet the specific educational, social or cultural needs of the students attending them.

Cross-cultural schools

A total of 26 cross-cultural schools have been set up throughout Greece since 1996. These schools, which will continue to increase in number, guarantee equality of opportunity to every student in the country, while the cutting-edge approaches to teaching and learning utilised in these schools have a positive knock-on effect on the Greek educational system as a whole.

1. Of the 26 schools, 13 are primary schools, while there are 9 junior high schools and 4 senior high schools.

2. A school can only be described as cross-cultural when repatriated Greek and/or foreign students account for at least 45% of the total student body.

3.The educators in these schools receive special training, and are selected on the basis of their knowledge on the subject of cross-cultural education and teaching Greek as a second or foreign language.

IPODE

IPODE is a qualified institution of the Ministry for National Education, which is responsible for matters of cultural variation in education and responds to the needs and support of cross-cultural dimension in Greek education.

Among other things IPODE instructs, supervises, reinforces and evaluates educational programs regarding the smooth integration of immigrants in schools all over the country. In addition, IPODE produces appropriate material supporting the teaching of the Greek language and develops training material for teachers training.

Hellenic Culture Centre

Another institution which deals with literacy training of immigrants in Greece is Kentro Ellinikou Politismou (Hellenic Culture Centre). HCC organises Modern Greek language courses every year since 1995. The courses take place in Arethoussa, a small village in the picturesque island of Ikaria, as well as in Athens. The courses are intended for:

- Adults of any nationality wishing to learn Greek or to improve their Greek while acquiring a deeper acquaintance with Greece and its culture;
- interpreters and translators;
- students and teachers of Modern and Ancient Greek;
- foreign residents of Greece.

The Centre offers in Athens: A) Intensive Greek Language courses B) Special courses:1) literature, 2) legal terminology, 3) Greek language courses for interpreters and translators 4) Three months' language perfection programme for translators and interpreters 5) Private lessons 6) Teachers' training. The core of the programme is the teaching of the language (4 hours daily - 40 hours in two weeks).

The intensive study course in Athens consists of 4 hours of lessons in small groups of 4-10. Meetings for students with native Greek speakers (including professionals, association representatives and members of voluntary organizations) are arranged by the Centre. Also the school organizes conversation classes with native speakers, film projections, and cultural presentations, accompanied visits to museums, galleries, and performances. The above activities in Greek language are arranged 2 or 3 times per week (20 hours in total per two week course)

HCC's staff consists of young but specialized and experienced Greek teachers. The teaching method is based on developing all the language skills (listening, speaking, reading and writing). Material from the outside world - such as songs, newspapers, the radio, literary and other original texts - are used in the courses, according to the students' levels. Textbooks written by our teachers and other school materials are also used. A good grounding in grammar is provided through guided and communication exercises.

Greek Council for Refugees

Greek Council for Refugees is a non profit organisation which has created a special department responsible for literacy training for immigrants. The name of the department is called "Compass – Cross-Cultural centre" and is situated in Athens. Compass offers Greek language learning courses to immigrants and aims to the opposition of racism and xenophobia as well as to the promotion of equal rights.

The majority of the immigrants belong in the 25 – 35 age group and most of them are men. Students' countries of origin vary. Many of them are from Iraq, Iran, Afghanistan and Kurds, others are from countries of Africa such as Sudan, Ethiopia, Nigeria, and there are also students from Pakistan and Bangladesh.

The majority of the immigrants who apply to the "Compass – Cross Cultural Centre" do not know Greek reading and writing.

Teachers in Compass are volunteers of both sexes. It is preferred that volunteers who work on teaching Greek language to be professional teachers nevertheless this is not always the case. There is however, a high percentage of immigrants who can speak Greek in basic – survival level. Those who belong to this last category usually happen to work.

Compass' educational material includes texts relevant to immigrants' everyday issues and dialogues i.e. greetings, job related subjects, family, relationships, entertainment etc. The books which are used are

produced by the University of Athens – Centre of Intercultural Action. ICT tools in language training are not being used. Immigrants are not familiar with the use of ICT and more specifically PCs.

Greeks Abroad

The General Secretariat for the Greeks Abroad organizes during the year 2004 a "Training – Touring program of the Hellenic Language and Civilization" for 180 young people of the Greeks living abroad from the countries of Oceania, Africa and Latin America.

The Program aims at:

A) The widening of the cognitive level of the Greek langauge and civilization. Of young people of Greek descent irrelevantly of the field of studies they follow and their occupation in general.

B) The development of bonds of friendship and possible future professional cooperation of young people of Greek descent from various countries of descent, but with common cultural root, both among them and with young people from Greece.

C) The strengthening of their Hellenic cultural identity and at their development as good ambassadors of Greece in their place of residence for the development of bonds of friendship and cooperation with the other nations.

The program's duration has been determined totally to 23 days and it will be held in Athens.

Training branch of the Program:

a) Courses of training lessons of the Greek language and literature.

   Teaching will be based on methods destined for foreigners, will be assigned to specialized tutors and relevant auxiliary material will be distributed for its strengthening.

b) Seminars with subjects of various interests for which simultaneous interpretation has been provided.

c) Artistic workshops of traditional dances, theatre and song at groups respectively to the wishes the participants will express.

d) All the above will be realized in cooperation with an educational carrier.

Touring branch of the Program:

a) Excursion to islands of the Sea of Argosaronikos.

b) Touring in Nafplion, Mycenes, Delfi, Trikala, Meteora, Tempi, Dion and Thessaloniki.

c) Visits to various sights and facilities of general interest.

d) Visits of acquaintance to cultural, student and other associations and carriers in order for the participants to be offered the potentiality to communicate, to exchange views and to form a spherical concept for the modern Greek reality.

All the above are covered with expenses of the General Secretariat for the Greeks abroad.

Italy

Initial Considerations

Bolzano-South Tyrol is an Autonomous province where two languages, German and Italian, have a legal status and are both used in official circumstances. Basically, any person in South Tyrol has the right to use her/his own mother-tongue in all public sectors, i.e. administrative bodies, public services, etc. The situation is even more complex in two valleys, where Ladin, a third official language, is used by around 20,000 active speakers. This language is of raeto-roman origin and could be compared to the Swiss "Rumantsch".

Basically, any person who would like to apply for a post in the public sector or a so-called semi-official job has to sustain a combined German/Italian language exam on one of four possible levels which certifies the required knowledge.

During the summer 2002, the project "Sprach- und Kulturvermittlung an ImmigrantInnen – Mediation of language and culture to immigrants" was realized by the Continuing Education Office of the German Culture Department of the Autonomous Province of South Tyrol.

The project aimed at analyzing both the situation of immigrants and the didactic and methodological approaches of language mediation DaF (German as a foreign language) in South Tyrol in order to provide a solid basis for the planning and realization of well-aimed language courses for immigrants.

The target group of immigrants is much more heterogeneous than ever imagined. Immigrants from about 98 countries of origin have settled more or less permanently in South Tyrol. At public schools with Italian teaching language, there are immigrant children from 51 different countries of origin, at those with German teaching language 41.

Most of the immigrants in South Tyrol originate from ex-Yugoslavian countries and Albania, followed closely by Morocco and Pakistan. As their primary motivation, most of these immigrants claim employment chances, family reunion, and marriage. For men, employment chances range above any other motivation, whereas women state that their primary reason is family reunion.

According to the variety of countries of origin, even the background of immigrants is very complex. It includes a variety of mother tongues, differences in culture, religion, education, and their individual needs with regard to further education and training.

Their knowledge of the German language is rather basic. Up to two thirds of all immigrants have stated that they do not know – and are not able to use – the German language.

Background statistics

"The situation of immigrants in South Tyrol":

Four new and very special target groups among immigrants have emerged: women, unaccompanied minors, parents of school-age children, and seasonal workers. All of these groups have very individualized needs.

Women

40% of all immigrants are women. The majority of them live in the three major towns of South Tyrol, Bolzano, Merano, and Bressanone. Most of them are low-income workers employed in the cleaning and nursing care sectors. It comes to no surprise that these persons would like to improve their economic situation. Women from Pakistan, Bangladesh, Morocco, and Tunisia have migrated to South Tyrol for reasons of family reunion. They are not employed and live with their families in the suburbs and the countryside. Although German language courses are provided for those people, most of them are not able to participate because of religious and social reasons. Since they could not take part in a course for men and women alike, special courses for women only should be offered. Especially in the countryside, where a German dialect is used among the native population, this would ease their integration into society. Language course organizers should bear in mind that courses for women only should always provide children care, too.

Unaccompanied minors

This special group of immigrants consists of people who would like to settle permanently in South Tyrol. Their educational level being rather low, unaccompanied minors face a situation where they are either doing not qualified work or are not able to find a job at all. Subsequently, about 50% of these people have stated their interest in being provided with German courses to improve their general situation.

Parents of school-age children

The number of school-age immigrant children has increased enormously because of family reunion over the last three years. In order to smooth communication between teachers and parents, but primarily to enable parents to help their children with their homework, these people would appreciate an adequate offer of language courses. For the time being, this need has not been satisfied.

Seasonal workers

In the Trentino-South Tyrol region, 95% of all seasonal workers in Italy are employed. The majority of them are from Eastern Europe and Ex-Yugoslavia. These seasonal workers have very special needs with

regard to timetables and course places on behalf of their long working hours. Until now, no continuing education or language course offer has been provided for this target group, though the knowledge of German and Italian would be required especially in the hotel and restaurant industry.

"Contribution to the organizational and didactic realization of target-oriented courses for immigrants"

80% of all German courses take place in Bolzano, the capital town of South Tyrol

Immigrants live all over South Tyrol, in the towns, the suburbs, and the countryside. Nevertheless, 80% of all German courses take place in the capital town. Accordingly, German courses ought to be provided all over South Tyrol.

Customary language didactics cannot be applied to multicultural courses

The new immigrant situation cannot be approached by customary language didactics. The basis of all multicultural courses should be the mediation of German as a foreign language (DaF), sustained by a multilingual approach. Furthermore, the multilingual approach should be combined with encounter-pedagogy.

Dropout-rates ranging between 60 to 80%

With language courses, a dropout-rate of 60 to 80% has been acknowledged. In addition to that, course attendance is very irregular. In order to avoid dropout and attendance irregularity, course planning should take depend on the objective and individual needs of the target groups, such as the socio-cultural background, child care, course hours, public transport, and course fees.

Neither course planning nor content themes, and materials are designed according to the needs of this target group

Needful contents for general language courses would be themes taken from the daily life of immigrants. With regard to vocational training, contents should be based on social themes and labour legislation.

Usually, relevant subjects are highly motivating, since their input can be transferred from theory into practice. The specific South Tyrolean context could be dealt with through applied geography. Applied geography should combine elements of intercultural studies as well as themes related to customs and ways of life, cultural and social peculiarities, differences, and things in common. Up to the present moment, local language schools predominantly use materials and books from Germany. These materials do not mirror the local situation and – for quite obvious reasons – do not include aspects of the local dialect and culture. Furthermore, they lack information on the Italian law system the local job market.

The South Tyrolean dialect is not taken into consideration

In order to be able to communicate with the local population and, subsequently, to achieve the goal of integration in the local society, the knowledge of the German dialect used in South Tyrol is a precondition. 100% of informal and most of formal communication in South Tyrol are done by means of the local dialect.

No specific formation for language teachers

In order to contribute to the qualification of the teaching personnel of language schools, teachers should be provided with a wide range of formation offers. These courses could be regarded as a basic qualification and empowerment, since language mediation to immigrants is a delicate and very demanding task.

No offer for illiterate immigrants

Although a number of illiteracy cases have been discovered among participants in courses provided by local language schools, there does not exist an adequate offer for this target group. (In the meantime, the Continuing Education Office has planned and in part realized a German course for illiterate immigrants.

Intercultural mediators are not integrated into language courses

Since immigrants form a rather heterogeneous group, no common makeshift language or lingua franca can be used in language courses. Intercultural mediators could function as a "linguistic" bridge between participants and teachers as well as between the heterogeneous group of participants themselves. For the time being, there are only 17 intercultural mediators with an official working licence. Since these few people are needed everywhere, in hospitals, at schools, etc., they are used only very sporadically in language courses for immigrants.

No network-brochure as language course-guide

A language course-guide is much needed by immigrants who face the task of searching for an adequate course offer but do not know where to get the information from. (In the meantime, an office of the municipality of Bolzano has designed an information folder on the language course offer for immigrants.

Attendance certificates as well as bilingual exam certificates are handed out only in 45% of all cases

For immigrants, a certificate is not only a motivational factor, but also a basic requirement for finding an adequate job and for their social and economic improvement.

Courses

From the research done within the frame of the project "Sprach- und Kulturvermittlung an ImmigrantInnen – Mediation of language and culture to immigrants", as mentioned above, has emerged the need for special courses for illiterate immigrants. The target group of illiterate people, whether on a primary or secondary level, is in itself a challenge for the organizations in the field of continuing education.

The Continuing Education Office has reacted to this newly emerged situation by developing a piloting project which could be handed over to the local continuing education organizations after the conclusion of a positive evaluation.

Characteristic features of the project „Re/Alphabetisierung von ImmigrantInnen", a literacy course for immigrants

In April 2003, the Continuing Education Office was informed by the European Social Fund (ESF) that the project had been accepted.

The project was developed in cooperation with KAOS Bildungsservice, a local organization in the field of continuing education. On one hand-side, this organization has already planned and realized numerous projects for immigrants as a target group. On the other hand-side, immigrants have proven by their attendance of courses that they do not have threshold fears with regard to this organization.

The project is divided into four stages: planning, publicity, realization, and evaluation.

Basic criteria of the course system: differentiated, flexible, and modular.

The structure of the course takes into consideration the characteristics of this special target group: illiterate people on a primary or secondary level, whose reading and writing skills are either non-existent or extremely basic, and who have not yet had any opportunity of acquiring the competence of socialization in class or among peers. As a consequence, these people probably have difficulty with studying, and they will have to learn how to learn. In addition to that, they will have problems with a couple of requirements for standard courses bound to the Western world, such as punctuality, attention in class, concentration, dedication, determination, and staying power.

The course is organized in four modules of 70 hours each. The 70 hours per module are divided into two hours per day on five days per week within a time-span of seven subsequent weeks.

Basically, there are two parallel courses with six pupils each. The two-course system should level all requirements by the target group: primary versus secondary illiterate people, threshold versus intermediate level, minors versus adults, women versus men, etc.

This system has proven reliable: The courses have been divided into one heterogeneous group of women from various countries of origin and one homogeneous group of Rom nomads. The first course takes place at KAOS, the second one at the Rom-settlement. In order to include subjects and themes which are relevant and important to the participants, the courses are not only scheduled to take place in the actual classrooms, but even as excursions in town, etc.

To improve the motivation of the participants, the courses are organized as "open" groups: The participants can switch in and out of classes, new participants are allowed to join the groups, etc. That means hat within each course there is a very strong differentiation and individualization according to the actual needs of the participants. Insofar, this approach takes into consideration the concept of learner autonomy and self-reliance.

The most basic of all concepts is the team-teaching one. Accordingly, two teachers are present in one class at the same time: one language teacher and one socio-pedagogical expert. Both of them are involved in the planning, realization, and evaluation of the lessons. This method enables the teachers to differentiate and individualize their lessons according to the specific needs and learning abilities of the participants. In order to avoid any kind of absences among teachers, two plus two teachers are responsible for one course.

The team-teaching method can guarantee the highest quality of participant care imaginable.

The language teachers have a special qualification for the teaching of German as a second or a foreign language (DaF or DaZ) in addition to some relevant teaching experience in the field of adult education. They are responsible for all aspects of language mediation, from literacy training to the mediation of German as a standard language and the South Tyrolean version of German dialect.

Even the socio-pedagogical experts have a special socio-pedagogical formation in addition to some relevant teaching experience in the field of adult education. They are responsible for all socio-

pedagogical aspects as well as for the participants' care. Basically, they are social workers who work also on the motivation of the target group.

An intercultural mediator is employed as a "linguistic" bridge between teachers and participants and among participants only. Predominantly, the intercultural mediator offers her services especially during the first weeks of the four modules. She is some kind of cultural shock absorber and is responsible for keeping the threshold low.

Since team-teaching is no easy job and bears various sources of conflict, even the teachers need to be accompanied along their literacy training experience.

Numerous evaluation periods have been planned, which should clarify content issues and ease group dynamic processes.

A supervisor is at the teachers' disposal whenever they feel the need to get professional aid.

As an expert of literacy training for immigrants, Petra Szablewski-Cavus, who has been working for the Deutsche Sprachverband e.V. in Germany for ages, could be interested in this project. Basically, she is the scientific advisor of the whole project.

In addition to that, Irene Cennamo, who already had worked for the project ""Sprach- und Kulturvermittlung an ImmigrantInnen – Mediation of language and culture to immigrants", is going to evaluate the whole project, especially all the factors which contribute to the motivation of the participants. Cennamo's evaluation report is going be the basis for her thesis, which she is doing with university professor Dr. Dietmar Larcher from the University of Klagenfurt in Austria.

As scheduled, the courses have started on the 27th of October 2003.

During the second module from January to February, the use of ICT-tools as motivational factors are going to be tested in these groups.

Germany

"In Lower Saxony every ninth school beginner hardly knows the German language".
Headline in local newspaper, 25-10-2004

Initial considerations

The government started to test all 5 year old children before starting with school. This test discovered unsatisfactory language knowledge. The consequence: Those children must be supported by extra lessons; other lessons such as mathematics are cancelled.

But not only have the primary schools realized the problem, even the pre-schools are engaged in teaching the German language in playful ways.

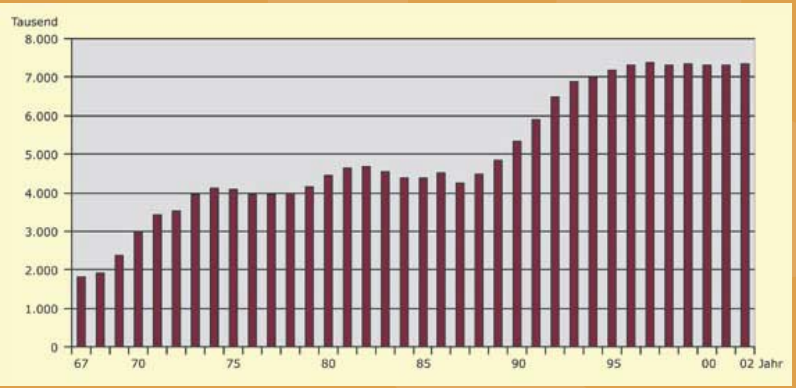
Another article found in the regional part of the newspaper described a project started for adult-learners; "East-West Integration". The focus of this project is the integration of primarily Russian speaking people who often avoid contact with Germans.

Among several lectures was a woman who has been living in Germany for a long period of time. She summarized her experiences in the sentence:"Speak German as often as possible in Germany – even at home."

Background statistics

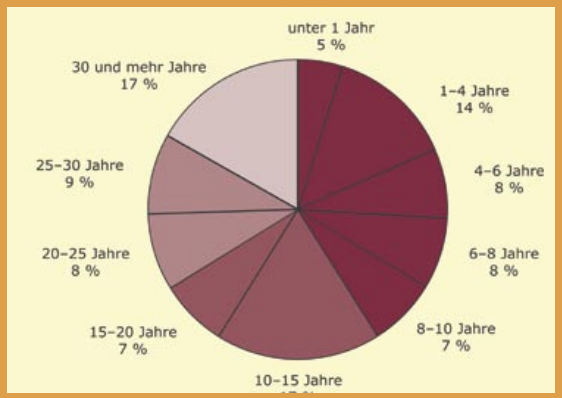
As of 2003 there are 7.347.951 immigrants living in Germany, that's 8,9 %. About 1,1 Million people accepted as refugees are applying for permanent residence in Germany. A short historical survey gives www.nbeb.de/nbeb/Neues/Jahrestg2003_Yildiz.pdf, a homepage specially designed for immigrants could be find at: www.digitale-chancen.de/content/sections/index.cfm/secid.8

One specific factor is the movement of immigrants of German origin from Eastern European states such as Russia, Poland or Rumania. Because of their historical ties with Germany 4,2 Million people have been coming to Germany since 1950, peaking in the 1990's. A requirement of admission is the knowledge of the German language, but due to accompanying relations with missing linguistic competence integration is getting more and more difficult.



Immigrants in Germany from 1967 to 2002

In Lower Saxony, a federal state of the federal republic of Germany, there are 538.051 immigrants living among 7.980.472 (= 6,7%) (31.12.2002) inhabitants. Most of them come from Turkey, the former Yugoslavian states, Italy and Greece and are living here for a long time as foreign workers. In the last 10 years 200.000 emigrants from Eastern Europe have become German citizens but only about 20% are able to communicate in German. About 9.000 immigrants from Russia and other Eastern European countries come to Lower Saxony yearly.



Duration of residence of foreign nationals in Germany

The problem of integration is even more evident in small municipalities rather than in large cities. To prevent violence and racism Gronau, a municipality with about 14.000 inhabitants (5 % Emigrants from Eastern Europe), created an office to coordinate the interests of children and young people, especially of Russian origin.

The government of Lower Saxony recognizes the problem of language as a central problem of integration and that faulty language knowledge is a hindrance for a successful school career. Therefore language acquisition is a fundamental need (www.nbeb.de/nbeb/Neues/Jahrestg2003_Runge.pdf).

Courses

Counting about four million illiterate people in Germany special literacy training in contrast to ordinary language courses has become more and more evident.

There are probably about 14.000 illiterate people living among 300.000 inhabitants in the surrounding area of Hildesheim.

Distributed to various municipalities inland the administrative district there are some charities (half government organisations) which offer courses to different target groups. For example there is a course especially for foreign women concerning integration and language coordinated by the church (social welfare work). One of the most experienced associations is the adult education centre (www.vhs-hildesheim.de/programmbereiche_frame.html). Because of immigrants from the former Yugoslavian

countries during the 1990's they have installed several courses to improve the language at a central place. Although the refugees' situation has changed, the necessity of offering such courses remains constant.

Most of the members taking part in literacy courses are interested in everyday life support. Because of that the teaching methods concentrate on improving conversational skills. The use of ICT especially of computers hasn't been given priority. This has its roots in a lack of hardware technology and missing teacher's knowledge.

In contrast to those specific conversation groups the Federal Association of Literacy (Bundesverband Alpabetisierung e. V.), a nationwide organisation with 25 years of experience, brings together all different groups with a common interest. Teachers and persons interested in illiteracy get information via newsletters, published books and newspapers, a trainer's portal and further education at their home page (www.alphabetisierung.de with links to all other important sites concerning illiteracy in Germany).

Although several publishing houses and associations have developed software to support language knowledge only a few programmes are specialized in training illiterate people. Either the software has been provided for language courses, or it is developed for improving grammar knowledge in the (German) mother tongue or it's target group consists of pupils with different learning levels (an overview is given at www.lernsoftware.de). ICT material that considers about various conditions like the target group's age, the level of knowledge and last but not least an aesthetic design is difficult to find. Most of the software has used the teaching methods from a typical classroom environment. Sometimes the contents of activities are not close to the immigrant adult's way of life leading to a lessening of motivation.

A well designed example for interactive software is rosettastone (www.rosettastone.com) which offers many languages to learn at school or individually at home.

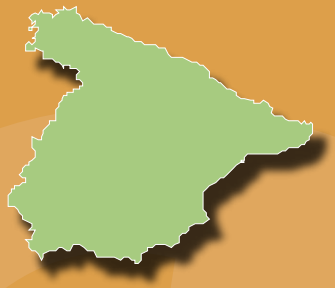
6. ALPHATRAIN' S IMPLEMENTATION

The present chapter presents the implementation of the immigrants' training in the four participating countries of the ALPHATRAIN Project (Spain, Italy, Greece, Germany). The common implementation period for all institutions who took part in the Project started in April 2004 and ended in July 2004.

Each partner organisation describes the work done in its country in a field report, which was written after the completion of the implementation period. Although each field report has its unique format depending on the training methodology used, they all include various details concerning the:

- Target group
- Use of ALPHASPACE
- Methodology of implementation
- Transferability of the applied methodology to other contexts

SPAIN



Target Group

Florida Institute worked with four different external nongovernmental organisations that specialise in literacy and emigration.

The characteristics of the participants in the project were very heterogeneous, to a certain extent these were linked with the nature of the organisation where they were receiving training. These are the characteristics of the different participating organisations and their students.

- ***AVAR - Associació Valenciana d'ajuda al Refugiat - Valencian association for refugee aid***

This association specialises in integrated care for immigrant minors who have requested asylum or refugee status. A total of seven students participated from this organisation. The majority were 17 years old except for one participant of 16. All were male.

Five of the students were from Ghana and two from Morocco. Half of them were living in flats provided by the organisation and receive literacy and Spanish classes.

- ***VALENCIA ACOGE***

This non-governmental organisation was founded in 1989. The literacy classes they provide are for people over 18. Five students with ages ranging between 21 and 45 participated in this pilot experience. The students in this organisation come from a wide range of countries: 21 from Morocco and the rest from Romania, Nigeria and Liberia.

- ***ASOCIACIÓN LA CASA GRANDE***

This organisation provided 13 participants. The organisation focuses on immigrants who waiting to legalise their situation, as well as other groups with special difficulties in the context of employment.

In this case two different groups were able to participate in the project as the dates coincided. Unfortunately this was only possible in the case of this organisation.

The first group was very heterogeneous. A total of nine students participated and these were from a variety of countries: Ecuador, two from Morocco, two from Nigeria, two from Romania, two from Armenia. The ages ranged from 23 to 72.

The second group was made up of four students from a Training and Job Finding Workshop for construction work aimed at immigrants. The group was fairly homogenous. Ages ranged from29 to 37 years old and the students had an intermediate level of knowledge of Spanish (both written and read) and of information technology. The students were from the Democratic Republic of Congo and two from the Ivory Coast. This was the groupwith the highest level of literacy and all were receiving Spanish classes which they attended regularly.

• ***CENTRO DE COMUNICACIÓN Y SERVICIOS INTERCULTURALES (C.C.S.I.) – Centre for communication and intercultural services***

Like the other associations they provide help for students who are trying to legalise their situation in Spain. Students from this organisation were receiving individual literacy training. Their ages ranged between 18 and 43 years old and three were from Algeria, two from Morocco,and one from Russia.

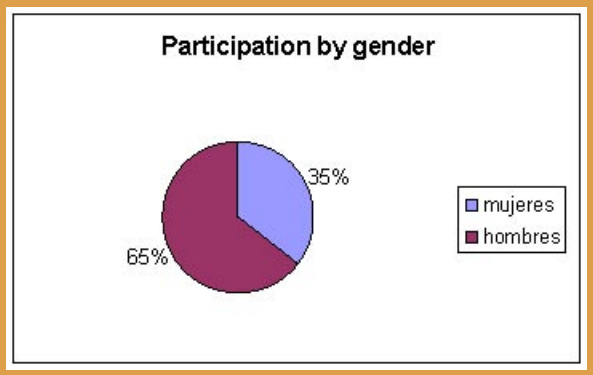
Altogether a total of 31 students have participated in the project. Of these 35% of women and 65% of men. These figures coincide with studies of immigration in the Valencian Community,which indicates that although the number of male immigrants is higher than the number of female immigrants, an increase is now taking place in the percentage of female immigrants. In many cases these women are arriving as the second immigrating family member and are rejoining their families.

According to the participating organisations women tend to have problems attending classes regularly, either because they're looking for jobs or because of family "obligations".

As regards their knowledge of their mother tongue only 3% had high level reading skills, and 39% had basic knowledge of the language. As far as writing is concerned 51% were at a basic level.

As far as the oral skills and Spanish are concerned the diagram shows that very few students had high-level knowledge of the language. In fact as many as 42% of the students had very basic knowledge of the language.

Knowledge of reading and writing was distributed, with a number of students who had no knowledge at all of the written language and a large number and some basic knowledge since they were already receiving literacy and Spanish classes.



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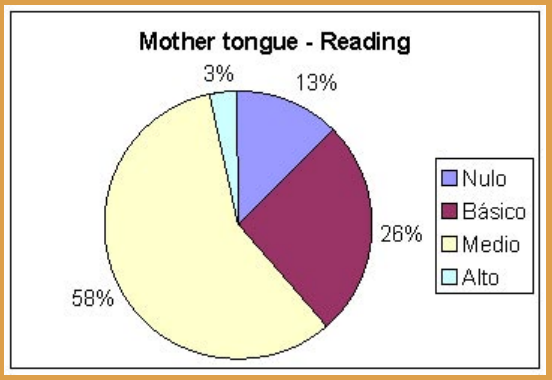

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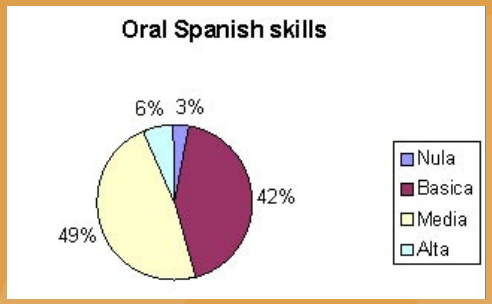

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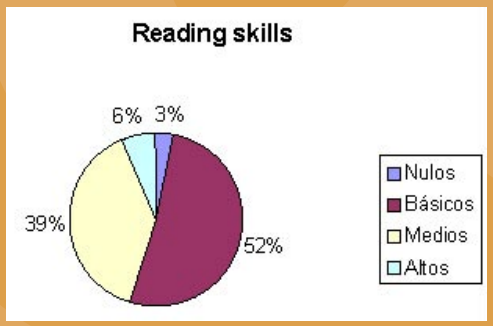
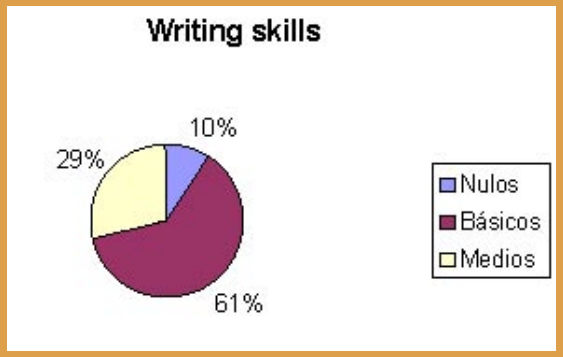
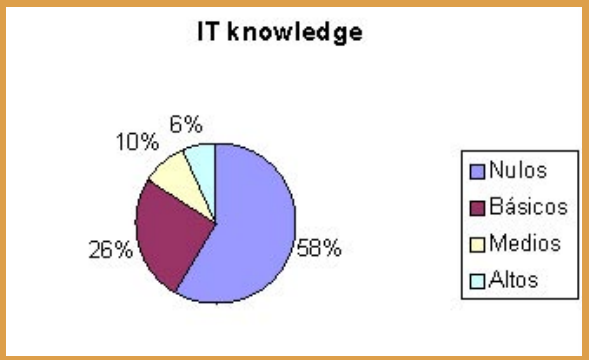
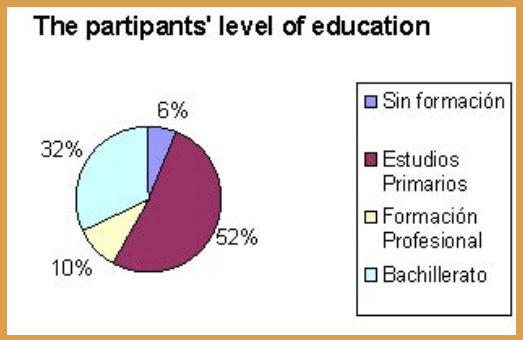






The level of qualifications of the students was very varied since there were students who had never received any kind of education in their mother country and others with a high level. It is worth commenting here at above all in the case of political refugees these are students who have been able to escape their country thanks to this level of education.



ALPHASPACE

In Spain ALPHASPACE has been used as a tool for consultation by trainers in the organisations and by volunteers. This tool has given access to up-to-date material related to immigration, literacy and new technologies.

The volunteers and coordinators in the different organisations have expressed interest in information that had been placed on the platform by the countries of participating in the programme and in discovering later the results of the experience in order to adopt them in their daily work if possible.

As it will be commenting later in the section on methodology, the principle communication tool used was a free webmail tool: Hotmail. This tool was selected thanks to its user-friendliness, an absolutely vital consideration when the level of previous IT literacy among the students is taken into account, and also because of other possible future uses of the tool by students such as communication with family members. The second reason was frequently given as a justification for preferring to use Hotmail along with the fact that it is seen as a ubiquitous tool.

After conversations with the collaborating organisations it was decided to use Hotmail since it was clear that they considered it more practical and useful for students to use this tool. Furthermore they felt that the use of a generally available tool would guarantee the possibility of continuing the programme in the long-term beyond the project lifespan, and extending it to other contexts.

The need for the immigrant to achieve priority objectives such as finding a job are considered useful by the organisations for the purposes of persuading them of the importance of literacy (both linguistic and digital) and this was an important factor in motivating students to participate.

Training

All students who participated in the project were receiving literacy classes in their respective collaborating organisations. The training the students receive in their organisations provides material that is appropriate to their needs. For this reason the objective was to use new technologies to complement the training already being received, and to help to bridge the gap between the controlled world of the classroom and the unpredictability of real life communication, where few concessions are made to the fact that an immigrant may be only partially literate, or have problems communicating in Spanish.

It was however necessary to provide individual training in the use of new technologies at the start of the pilot experience for the participants, since in this area, their lack of knowledge of new technologies would have proved otherwise to be an obstacle to participation.

Furthermore, it was necessary to provide the collaborating organisations with the necessary IT equipment since otherwise they did not have the necessary resources to participate in the project. The process of installation of this equipment and a series of difficulties encountered such as the need to wire some of the premises, lack of space to put the equipmentof the need to install an Internet connection caused delays in the start of the pilot experience. These meant that in some cases, particular students, groups and even in one case an organisation, were unable to participate.

Once these logistics problems were solved, a team of volunteers was created, some of whom were from the collaborating organisations and others from Florida and these volunteers were the IT tutors of the students during their participation in the programme.

The first thing students had to learn was the basic functioning of the hardware (switching on the computer, switching it off) and basic familiarisation with the keyboard and wordprocessing. They were then introduced to Internet and taught the basic functions of the Web mail tool (creating an account, sending messages) and how to search for information.

The role of the volunteer in the acquisition of this knowledge was indispensable in the project. Volunteers in the collaborating organisations spent a considerable amount of time helping students to acquire this knowledge.

Methodology

- ***Description of the activities***

The methodology used was derived from the study of the different literacy programmes that are available in the Valencian community, the needs of students and an analysis of the ICT tools that were to be used in the project.

The results of the initial report made it clear that the use of multimedia tools to create appropriate training content for literacy and language training for immigrants was not an urgent need since a variety of and accessible and appropriate materials of this nature already exist in Spanish. However, it did appear that there were opportunities for the use of new technologies to carry out activities that occupy the frontier between the classroom and wider society.

New technologies, used in the context of training are principally of benefit because they offer opportunities to provide greater flexibility in terms of geographical and temporal access to training. In this way they provide access to people who otherwise would not be able to participate. Furthermore research in this field indicates that appropriate uses of new technologies in training contexts – uses that place social interaction at the centre of the learning process – could give rise to a qualitative improvement in learning.

In addition to this, one of the great barriers for this target group is that in many cases their training difficulties are linked to certain difficulties that have to do with traditional educational environments. As well as this, one of the key difficulties in language learning is the transfer of the language acquired in the predictable and controlled environment of the classroom to real life use in communication with people

who are not teachers. It seemed possible that the use of new technology in this context might provide new solutions that would reduce or avoid these difficulties.

It was therefore decided to propose an activity for this project that would use new technologies to provide opportunities for the participating groups of immigrants to bridge the gap between the classroom and the real world, and additionally to give them opportunities to interact with people with whom they might not normally come into contact, in order to practise their writing and communication skills with native speakers.

The activity consisted of the exchange of messages via Internet with volunteers. These volunteers were not language or literacy teachers and there were people with whom students would not normally have come into contact. Each student was paired with a volunteer who became a kind of mentor, or virtual friend. The use of ICT in this context (instead of for example simply arranging to meet them for conversation practice) has two principal advantages. First, it facilitates the process of contact, since there are no limitations in terms of difficulties in finding a time and place to meet as the exchange of messages is asynchronous. Participation can take place at any time in the students' day and in addition from the volunteers for interview participation is simpler the conversation can be accessed from any computer with an Internet connection. Secondly, these are written messages and important opportunities and therefore afforded to practice writing the language. This is something that is very important that it tends to be a secondary objective for these immigrants whose primary need is to achieve oral competence. Also, the fact that the communication is asynchronous reduces the pressure on the student to perform, they have time to plan and reflect on their answer to each message, which is important especially in the initial stages of learning.

From the point of view a volunteer at the objective is to respond to their messages and maintaining conversation and; a volunteer is not a substitute teacher but a friend, and for this reason the volunteers were not asked to correct the students or teach them the language but rather to interact with them as naturally as possible (although they were asked to ensure that they provided appropriate models of use of the language without spelling or grammatical mistakes)

However, many of the students were not ready either to use the IT tools or to exchange complex messages. For this reason the theoretical objective of complete naturalness was conditioned by the need to facilitate the appropriate development of the conversation. It was therefore in many cases necessary for the volunteer to limit the complexity of the language they used to make it appropriate to the skill level of their student. Some were absolute beginners either in the language or in literacy skills and we therefore preferred at least at the start of the conversations to run the risk of oversimple conversations. It was preferable that they should find it easy than to have problems of de motivation due to over complex messages. This adaptation to the student has involved the need for "active listening (or reading)" on the part of the volunteer.

All of this has meant that the activities provide a semi-structured framework for the conversations and that is conversations have been less "free" than was initially intended. However the reaction to these activities on the part of the students has been highly positive. The students place a high value on the opportunity to practise the language outside the classroom environment. The activity serves as a bridge that helps the move towards completely free use of the language, since although there has been some mediation on the part of the teacher (advice regarding skills levels of students and subject matter that they are able to talk about) it has been indirect and reduced.

It is also important to point out that the use of new technologies for these activities has also made it possible for students to learn to use the Digital tool of such fundamental importance as e-mail. The indications are that this has been a major motivational factor for many of them.

It is also worth reflecting here on the selection of appropriate technology for each target group. In this case the use of a Web mail tool such as Hotmail was an appropriate decision. The forums in ALPHASPACE could have served this purpose, however, stations with teachers and coordinators in the participating organisations indicated that the project team the need, in this case to use the most simple and accessible technology at least in the first pilot experience. The conclusion is that in this case and in most the use of appropriate technology is a key success factor.

- ***Actors involved in the pilot experience:***
  - Students. See target group characteristics
  - Virtual volunteers. Some of these came from the participating organisations, but the majority of those involved were Florida staff. They have been kept informed of the progress of the project throughout by internal e-mail. This channel was also used to give them information about the level complexity they were expected to use with their students.
  - Volunteers from the collaborating organisations. These acted as tutors throughout the programme to ensure that the students acquired the basic IT knowledge they needed to participate in the project. They were especially important for students without previous knowledge of new technologies although once the students had acquired this knowledge they became support staff who were used for higher level questions.
  - Collaborating organisations. Florida's role in this project was as an expert in the use of new technologies. The collaborating organisations role was as local experts and workers in the field of literacy training for immigrants (the chosen target group of the project)

- Florida Institution coordinated the activity in two ways:

  a) Student-virtual volunteer coordination. At intervals the volunteers forwarded the messages received and sent during their exchanges with their students which allowed us to monitor whether the messages were appropriate to the students level or whether it was necessary to simplify content, or alternatively make it more complex.

  b) Contact with collaborating organisations. This channel gives information about the level of involvement of this students in the programme as well as information about their level and the language they had studied so far.

- ***Motivational Aspects***

Conversations with the students have revealed that the following elements of the project are of particular importance to them:

- ICT training. For many of them this has involved a change in their routine. Apart from the training in new technologies itself it is also being a way of improving their self-esteem since the use of computer tends to be something that is seen as limited to people with higher qualifications than theirs.

- Access to computers. The organisations that have collaborated on the project have very limited resources which is why the majority of them do not have computers available for their students. Furthermore, in some cases there was not even physical space in which to place the computer if they had had access to one. The students did not have the opportunity to own a computer eitherdue to their personal situations, although after finishing the project they have expressed a desire to buy one in the future and have it in their homes so they can spend more time online.

- Access to Internet has provided them not only with the possibility of exchanging messages with native speakers but also the possibility of viewing news in the target language or about their own country and to maintain contact with family members (in the case of students with a greater level of knowledge of new technologies)

- Contact with native speakers. Many of the participants spoke of the difficulties and complications they have encountered in trying to get know native speakers, and valued the project because it provides opportunities to do this. One of the suggestions that they have madeis that it would be interesting to be able to get to know more than one volunteer at a time. They have also expressed an interest in getting to know the persons involved in the project directly.

- ***Learning in terms of:***

a) Reading and writing skills

The limited duration of the project has not allowed to detect a substantial change in reading and writing skills, but there was evidence of greater motivation on the part of students to improve the skills and to make them a priority objective for their social integration.

Some of the teachers have commented that the chance to using keyboard as a learning tool has given some students a sense of greater maturity, especially since some of the material used in-class is designed for children which makes them feel ridiculous.

In the case of advanced students, they have not only used e-mail tool to exchange messages with volunteers but they have also made use of it in their search for a job which has encouraged them to make efforts to look for job offers and send their CVs.

b) Computer literacy

Among the different skills that were assessed the least developed before the start of the programme was IT skills.

The project has had the secondary result of providing a way of becoming familiar with new technologies and losing one's fear of them, and it has also provided students with new opportunities (getting to know people, ,job finding etc)

While volunteer IT tutoring has been available throughout, many students expressed the view that they have developed in the knowledge and are now they are more independent and at the start of the programme.

c) Integration in society

The exchange of messages with native speakers has provided a link to the customs and behaviour of the new society that the students want to become part of. Volunteers also pointed out that they have learned from students about their mother countries and their customs and traditions. This process helps to raise awareness of immigration issues in society.

Transferability of the applied methodology to other contexts

This objective it was one of the reasons why it was decided to use free Web mail rather than the digital platform for the activities. Web mail is accessible to any student or centre and has a computer and access to the Net, and the basic skills required are the bare minimum. This means that any group with similar characteristics to this initial group of participants can use this methodology was top

Furthermore it is a methodology that can be used with a wide range of agesand as we have commented previously in this pilot experience students ranging from 16 to 72 years old have participated.

It can also be adapted to any level and type of literacy including Digital literacy, although it is true that the greater level of illiteracy the greater the need for support from volunteers in the organisations.

There could be very interesting results if the methodology were employed with other target groups with important needs: for example, people over 45 with linguistic and digital literacy difficulties. The lack of access to training that this generation faced due to historical circumstances means that they have substantial knowledge gaps that cause them considerable problems with respect to integration in society and their relationships with younger generations all of which creates problems of self-esteem and difficulties in the context of access to occupational and continuous training.

Additional information

The data obtained leads to the conclusion that important improvements in the level of literacy and the other objectives could be achieved, if the programme continues using the applied methodology.

The collaborating organisations are interested in continuing to participate in the programme and in increasing the number of participants. The logistical problems are the principal barrier to this given that these are organisations with very low budgets. Collaboration channels with the Spanish organisations have been created with a view to encouraging the maintenance of the programme and solving this problem (campaigns for the exchange of old clothes and toys etc).

GREECE

In Greece, the implementation was carried out in two institutions, each one located in a different city: Athens and Heraklion, Crete.

Greek Council for Refugees, "Compass – Cross Cultural Centre" - Athens

The Greek Council for Refugees implemented ALPHATRAIN's methodology in Athens. GCR is a non profit organisation which has created a special department responsible for literacy training for immigrants. The name of the department is called "Compass – Cross-Cultural centre" and is situated in Athens. Compass offers Greek language learning courses to immigrants and aims to the opposition of racism and xenophobia as well as to the promotion of equal rights.

Target Group

The target group was divided into three sub-groups. In specific, the main feature of the target group was the diverse ethnic background, as the program of the ALPHASPACE was implemented with a group of refugees living in Greece. However, each of the sub-groups was formed on the basis of age. As a result the three groups were addressed to children, adolescents and women. The total number of learners was 15. More specifically, the range of the children's group was between 9 – 13 years old, 15 – 17 years old for the adolescents group and 22 – 32 years old for the women's group. In terms of literacy level,

both children and adolescents had already been attending the greek school, while the women had completed their basic education back at their country of origin. Consequently, in terms of working language, children and adolescents have already acquired a relatively high level of greek language skills while the group of women has a hardly basic knowledge of the greek language. All three groups had low – medium level of computer literacy.

ALPHASPACE

All three sub-groups consented on the user-friendly layout of the main page and the links including general design, colors and fonts. However, a general difficulty in downloading, which was attributed to the software used, kept on emerging both at the beginning and during the application. Regarding navigation, the menu system was clearly arranged, links were easy to access and the page provided clear orientation to the contents. The learning experience of using the ALPHASPACE was pleasant and it should be noted that in many cases the trainees were eager to extend the training session. In terms of documentation, after the learners were given the initial orientation regarding the use of the ALPHASPACE, they became more familiarized and in no case did they ask for extra help except for help regarding basic computer literacy. The vast majority of the learners reported that the presence of trainers was of great help for them. Communication tools were the part of the ALPHASPACE that the learners, regardless of age, enjoyed the most. The "chat room" and the "send a message" tools were used in almost every session while the "send a message" tool was their highest preference. At this point, it has to be mentioned that a secondary but important outcome of the project was the familiarization of the target group with new technologies and especially with new communication tools, as an alternative means of communication. Finally, as the communication tools were a joyful experience for the learners, they facilitated the learning process.

The learning materials consisted of imaginative exercises as crosswords, matchings and a variety of word games, vocabulary and grammar exercises of greek language. All materials were easy accessible, however, the learning superiority of the materials, according to the learners, was the imaginative structure which was combined with the learning outcome. Although the exercises seemed to be

addressed to younger age groups, it is notable that the feedback provided by adult women was equally positive as the one provided by children and adolescents.

Apart from the general applicability of the project regarding acquisition of greek language skills most of the learners, especially adults, commented on the practical applicability of the learning outcome. For example, exercises on the use of greek language for every day communication satisfied one of the pre-given needs of the target group.

Training

The initial schedule of the training provided fewer hours of training for children compared to those planned for adolescents and adult women. However, the amount of training hours was increased for children as well, responding to their demand. It is worth noting that many children and women insisted on continuing the project. More specifically, children attended a two-hour session twice a week, while the other sub-groups attended a three-hour session twice a week, but gradually all sessions became three-hour classes lasting for three months.

As the age of the target group ranged from 9 to 32, differences in feedback regarding training schedule were reported. For example, for the sub-group of adolescents non pre-arranged classes were preferred, as they stressed the informal/innovative nature of the project.

The hardware and software were accommodated in a specific classroom, which was gradually identified with the project and the particular learning experience. As noted before, all sub-groups had little familiarization with computers; therefore difficulties in using them were reported.

As the learning sub-groups were unofficially pre-formed, no problems regarding composition of the groups were mentioned. However, as the material was quite new for learners, many of them required more personal approach.

What is of great importance for the quality of the material is the ethical sensitivity with which it was designed, especially since the project was applied to a group of refugees. Lack of biased references made the learning process a fruitful experience and facilitated neutrality of learning atmosphere.

Methodology

All five learners of each sub-group used a set of computer each. Instructions were simultaneously given to all members of the sub-groups, while they were written on conference board by the trainer. The trainer himself/herself devoted a short period of time for each learner in person, so as to secure the appropriate application of the instructions. A 10 – 15 minutes time was provided for each exercise for the learners to be occupied with, while a 5 minutes time focused on feedback on the exercises. At the beginning of each session, revision on last session exercises was taking place, while at the end of each session communication tools were mostly used combining learning with leisure.

The nature of the exercises in combination with the neutral atmosphere and the informal character of the session motivated participation and gradual increase of the interest. In addition, what kept interest of the learners increasing was the applicability of learning outcome to every day life (especially for adults) or for entertainment (e.g. "send message" for children). As a result, a clearly learning process was perceived by the learners as an entertaining and yet applicable experience.

In terms of learning outcomes, it would be risky to refer to the extent to which reading and writing skills or computer literacy were improved, as specific indicators would be needed for such a measurement. However, we could safely say that the most important outcome of the project was familiarization with new learning processes, which transform learning to entertainment.

The diversity among the sub-groups, especially regarding age, proves the transferability of the project, as it meets same needs of different groups.

Additional Information

Some proposals for further consideration were made by the learners regarding broadening of the practical outcomes of the project. For example, proposals included use of communication tools for exchanging information on special interests for job seeking.

The most important outcome as experienced by both trainers and learners would be the ability to always transform teaching and learning to a joyful and yet fruitful and useful experience with practical implications.

Crete & South Aegean Regional Development Centre

ALPHATRAIN's users were approached through several Immigrants' offices in Crete and NELE which is the Heraklio Prefectoral Committee for Citizens' Training.

NELE offers organized education, aiming at the free development of personality of the citizens, independent of educational level, age and sex, as well as at his active attendance in social, economic and cultural life of the country.

Immigrants' offices help people who come to Greece to smoothly integrate into the local community. They offer information about local society and they also help immigrants find a job and a place to live.

ALPHATRAIN's users were able to choose between two different languages: Albanian and Russian. As a result there were two different groups of users depending on the language they speak.

Russian speakers' lessons lasted from 25/6/2004 to 25/7/2004 and

Albanian speakers' lessons lasted from 20/7/2004 to 10/8/2004.

The frequency of lessons was two per day. One message each morning and one each afternoon.

Target Group

121 different users took part in the ALPHATRAIN project and they were divided into two groups:

Russian language speakers were 68

Albanian language speakers were 53

ALPHATRAIN project's learners were between 22 and 60 years old, coming from different countries such as Russia, Ukraine, Poland, Georgia, Bulgaria, Serbia and Albania.

Two different languages were considered as mother tongues of most learners, Russian and Albanian.

Users were involved in different kinds of professions such as private employees, employees of tourist offices, workers, domestic assistants, exclusive nurses etc.

ALPHATRAIN's target group is mainly constituted of immigrants whose main concern is work finding and the improvement of living conditions.

An important element of learners' profile constitutes their wish for smooth integration in the local society and this can be better achieved with the knowledge of Greek language.

Immigrants were approached through several Immigrants' offices and NELE which is the Heraklio Prefectoral Committee for citizens' training.

In these places applications of registration were given out, which were filled in by the immigrants. That was the way users' personal data were collected and stored so that they could finally take part in the ALPHATRAIN project.

Methodology

ALPHATRAIN's main activity is sending SMS messages to users containing basic Greek phrases in order to improve the way they communicate with people in Greece where they live and work (all SMS are included in the Appendices section). Lessons in ALPHATRAIN project were related to various situations of the life of an immigrant.

Certain examples are:

- Authorities and Public administration
- Simple dialogs
- Greetings
- Questions
- Shopping etc

ALPHATRAIN's lessons were sent through SMS messages to users' mobile phones. Because of this fact certain compatibility problems were reported. Users had different phone models which support different fonts and that was the main reason why only Latin characters were used in the SMS messages.

Additional Information

Social inclusion

Social inclusion is the hardest part of the life of an immigrant. It is really difficult to successfully integrate in a community when people face you with suspicion and fear. It is much easier for immigrants to take part in social life in Greece when they are able to speak Greek. They can communicate better with natives and understand better the culture, the manners and the customs in Greece.

Job finding

Job finding is much easier for immigrants who can adequately speak Greek. They could communicate better with other employees and their employers and make them understand that they had given a hard try to be adapted in their society. It is much better also for immigrants, to understand what other people around them talk about. They could feel safer which is really important in the working environment.

Psychological factors

Users of the ALPHATRAIN project were not in all cases immediately willing to register. Some of them were hesitant to give their mobile number because they were afraid of being charged or being located by the authorities. In one or two cases they were a bit bothered with the large number of SMS messages they received.

Learning material

Lessons were divided into thematic units with various objects.

Paradigms of lessons which were sent to users are included in the appendices section.

ITALY

The ALPHATRAIN's methodology was implemented in Italy in the Office for continuing Education and training which covers a wide range of activities and tasks. They include, above all, information on the continuing education course offer in South Tyrol. Language promotion is a major task of the Office. This promotion regards the acquisition of Italian as a second language in particular and of foreign languages in general.

Target Group

For the implemenation of the ALPHATRAIN project, the target group consisted of primary, functional and secondary illiterates. Ten persons actively took part in the ALPHATRAIN project, while others unfortunately were absent from the ICT units for different reasons.

The age group of the participants varied between the age of 22 and 42 and they have emigrated from the following countries: Iraq, Yugoslavia, Albania, FYROM, Moldova, Serbia and Thailand.

ALPHASPACE

Classroom

The teachers and participants had a total of two rooms at their disposal at KAOS, the main course location in Bolzano. These consisted of one larger room, a smaller room, a bathroom and a balcony. In the larger room there was a table that formed a large rectangle in the room. Chairs were arranged around this table. On the walls behind the chairs there were pin boards. Unfortunately, freedom of movement was very limited around the table: because of a few plants, a stack of chairs, and the proximity of the walls there was little space. At the other end of the room there was a flip chart, further pin boards, a TV set with video recorder, a shelf and a hallstand.

In the second room, there were tables grouped in rectangular form. Further tables were placed along one wall with 3 computers (older models) without internet access. Along another wall there were shelves in which the institution could place the instruction materials. Under the window there was another small desk. In this room there was also very little freedom of movement due to lack of space.

There were no separate teachers' and students' rooms. Both rooms were used for classes and / or meetings according to necessity. Due to the group-internal differentiation in lesson material, the participants often separated. Thus, sometimes both rooms were used for classes at the same time by small groups. The PC's were mainly used to familiarize the participants with the hardware and to perform first writing exercises in the form of word processing (with the Word program).

Computer room at the Continuing Education Office

Since the computers in the classrooms did not have internet access, it was necessary to make use of a computer room at the Continuing Education Office for the ICT-activity 'Employment Agency registration'. This surely had the advantage that the participants experienced a certain break from the 'normal' course. Some of them spoke with real pride about having attended a 'computer course'. The participants were especially impressed by the 'highly modern', technologically fitted PC room at the

Office and felt like they were at a 'real' school. Specifically, they felt that they were being taken very seriously as learners, just like at a 'normal' further education course.

As however the room at the Office was by no means reserved exclusively for use by the ALPHATRAIN course, a fixed schedule had to be kept to. Most of the participants expressed the opinion that they would have liked to practice there much more often.

The Office course room consisted of two rows of tables facing each other with one computer per seat. A total of 14 PCs was in place. A view of the central computer's screen could be projected onto a large screen that was easily visible from all seats, making it possible to follow all the single steps and work processes of a given task.

There was a flip chart at the front end of the room. In May and June, the room was also greatly appreciated by everyone for its air conditioning.

Methodology

Structuring the lessons of the ALPHATRAIN courses became a complex matter as early as autumn 2003 due to the participants 's heterogeneity, and did not seem to truly accommodate the real-life necessities of the participants , an impression culled from several lesson observations and meetings with the institution.

Until then, the methods and subject matter specific to teaching immigrants had been implemented very sparsely, as for instance *'a familiarity with the target group / the participants, the reflection of one's own culture and identity, a consciousness for existing stereotypes and for one's own ethnocentric patterns of behaviour, the clarification of one's own attitude towards the Foreign, the promotion of motivation by means of immigrant-adequate subject matter, the application of language teaching techniques specific to a multilingual context, awakening interest for and joy with communicative, active language learning, fostering the ability to act and communicate within the South Tyrolean context, reflecting culture-specific language*

rituals and communication strategies'. By means of the ICT activities, the institutions also planned to promote the mentioned themes.

The expectations of an adult illiterate largely exceed the mere learning of reading and writing. This was deduced both from the recorded admission talks as well as from conversations with single participants during lessons.

The goals

Task-based classes:

task-based lessons are to be counted to the forms of autonomous learning available to foreign language teaching. Learners work on a clearly defined task. It is important that they either leave the classroom or that local experts be invited into the classroom to complete their project. In fulfilling their task, they have to deal with real-life issues, are in contact with the outside world, and independently acquire strategies of coping with and influencing it. In the course of the project, there are sessions dedicated to the reflection of partial and end results. The acquisition of working techniques can also be part of a project assignment: for example the summarization of texts, different kinds of publication (bulletin boards/collages), or interviewing. By didactic means the institution challenge the participants to learn other skills beyond the acquisition of subject matter, and the tasks have a direct relevance to real life. Task-based learning further is useful in promoting the ALPHATRAIN - goal of independent learning.

The practical orientation

of the language course towards the foreign employees' everyday needs of being able to orientate themselves here in this country and to communicate with the local people was a further focal point of the ICT activities. In intensive language training, i.e. within the language course model, the requirement of rapid learning progress and practical applicability is of essential importance.

Transcultural communication learning

was to be implemented by means of ALPHATRAIN activities as a way of including 'cultural education' in courses for immigrants, whereby 'culture' is to be understood primarily as everyday culture, focusing on everyday dealings with the world. Our cultural understanding is gradually formed by the enactment of seemingly trivial everyday actions. In this way, a specifically orientated view and value system is formed, through which we subsequently filter our impressions and perceptions. By slipping into roles that are foreign to us, we experience a change of perspective that allows us access to the world of the other person on an emotional level. This experience gives us the opportunity of expanding our habitual understanding of the world and to thus create a new basis of cultural perception.

An internal differentiation of learning phases

was necessary to take the heterogeneity of the course group's previous knowledge into account. Since there were two instructors, a LT and a SE, and occasionally a third person, the CM, per course group with a maximum of 6-8 participants , it was possible to plan and implement individua lized and participant-orientated lessons.

The following goals were set in terms of literacy training: repetition and consolidation of already learned reading and writing skills in Italian, practical application of the Italian written language learned an introduction first to the oral and then to the written language of German, contrastive / multilingual use of oral language, contrastive, German-Italian application of the Latin alphabet.

For this target group, according to the admission talks and interviews, relevant subject matter was: getting around in the city of Bolzano (bilingual), cell phone: writing and reading SMS, job search/ application: being able to understand and fill out a printed (bilingual) registration form, working with a concrete example at the computer, getting to know the Employment Agency's website and to practice registering online.

Interactive tasks:

The interaction between learners was focused upon, and the activities were directed towards student centred communication (instead of student reactions to teacher impulses).

Communicative tasks:

The enjoyment of communicative, task-based language training was promoted, and confidence in one's own abilities was fostered. By means of intercultural communication tasks, the ability to perceive the foreign cultural reality from a variety of perspectives was to be developed. Empathy and critical tolerance towards the foreign culture and its people were the subject of several activities.

The planned duration of the course was two months. First, approximately 3 weeks of in-class preparation are planned, followed by 4-5 meetings outside the classroom in the old city centre and 3-4 meetings at the computer room of the Continuing education Office. At the last meeting, a 'treasure hunt' lead the participants to a little 'coffee klatsch' with coffee/tea and cake at a city coffee house. Speakers from the job centre were invited and interviewed by the participants . A total of 70 hours of classes was necessary. The course was evaluated during the task-based lessons by means of accompanying and sitting in on lessons. The project was directed in terms of theoretical background and of content by the lesson plans, a direct participation in the treasure hunt and the computer registration.

- *Reading and writing SMS*

As a first step, during lesson time teachers investigated whether all participants have a cell phone, what role it plays in their private and possibly also professional lives, since when they own one. How do they use it? What typical phrases do they already make use of by SMS, which would they like to be able to use? These phrases are first to be collected orally and then to be written down. It was recommended to first find out what the participants already knew and in which language(s). Then, SMS were formulated in Italian and after that in German. The expressions were practiced phonetically and spoken in the group

within the context of the conversation and then singly, in conjunction with different pronunciation exercises.

As a second step, a discussion took place concerning the instructions for using the different cell phones present in class. Since all the participants owned different cell phones, each set of instructions was checked individually. The participants also gave a review of the use of their own cell phone. Before this, the institution had already used a toy cell phone to describe and name the cell phone buttons. The participants could make a stencil or a drawing to acquaint themselves with the single cell phone menus and display.

Finally, there was the need of a practical exercise: first communications by SMS in the classroom. To minimize costs the Institution's cell phones were used for sending the SMS.

The introductory activity, with the intension of an intercultural knowledge of the area, was to make a 'personal map of South Tyrol'.

The participants filled out an empty outline of South Tyrol with items (places, things, people, occurrences, dates, etc.) that relate them to the area. Of course, in this case it was not important for the cities to be placed with geographical accuracy, but they should instead represent an expression of each person's individual experiences and images of South Tyrol. The maps fashioned in this way were hung up, viewed, and talked about in the group. Drawing such a personal map of South Tyrol brought the following to light: that the image of a country or other culture is formed by means of several personal and collective experiences, encounters, traditions. Further, that the image of a country is not always coherent, but in many ways rather ambivalent. And, finally, that images of foreign lands are often already within us, and that it is helpful to become conscious of them. With this simple activity, institution and participants alike experienced that perception is always an interpretation of what has been seen within the context of one's own experiences, one's own cultural knowledge. It could be helpful to have authentic picture material (cut-outs from South Tyrolean magazines, i.e., in German, Italian, Ladin) of people, places, landscapes,

buildings, traditions, etc. at hand. The participants could also paste these pictures like collages into their maps.

In another lesson, a city map of the inner city of Bolzano with bilingual street name designations was used, accompanied by writing and reading tasks. How does one ask for directions? Once again, first it should be established whether to do this lesson in Italian, in German, or in simplified form in both languages. The communicative situation should again be enacted orally first by planning simulations and role games. The game 'blind man's buff' was also very good for practice, for example to add variety to the lesson.

In preparation for the final 'real' treasure hunt by SMS, simple instructions for a hypothetical treasurehunt in the inner city were practiced.

- *Treasure Hunt by SMS*

Materials needed were an inner city map of Bolzano, a vocabulary list of useful specific terms & phrases that have been discussed in class, and a few activated cell phones. SE and CM should find out whether there was a café that could be used as ending point, and which the participants would otherwise, perhaps out of 'insecurity', not go to themselves.

Each participant worked alone, unless someone needed the help of another participant or an institution. Initial meeting point was the course location, from where everyone went to a central point that was familiar to all, and that would be the starting point of the hunt (in the case of Bolzano: Theatre at the Verdiplatz). Each participant needed a cell phone and a city map. The institutions accompanied their participants. As soon as all participants had arrived at the starting point, they wrote an SMS to a teacher who has not come along. As soon as the O.K. sign had come from a participant, the teacher replied the participants with one of the SMS that were practiced in the classroom. E.g., "Go to Waltherplatz No. 8." "What is the store's name there?""Go to Laubengasse No. 120!""What can I buy at that shop?"

As soon as the participants answered by SMS, the next place was passed through. The last instruction took the PART to the afore-mentioned city café. Arriving there, all the participants could sit together comfortably and celebrate their success.

- *Computerized registration at the Employment Agency*

Teachers explained to all participants that the ICT activity was not meant to be a computer course, but that they would learn specific PC skills that would enable them to register at the Employment Agency's job marketplace. This task was meant to foster the participants ' self-confidence and give them the satisfaction of already being able to practice writing at the computer in the midst of their literacy training.

Similarly to the cell phone lessons, as a first step the machine was introduced didactically. What do the participants know, what are they afraid of? First there should be a very general explanation of the hardware. What are the single parts' names, how does one write them? All this again was first to be accomplished by means of drawings and pictures, then using the computers at the course headquarters and finally those of the Office's computer room. The participants were shown how to turn on the computer, how one must wait for the system to load, and were familiarized with the desktop containing a few symbols. It was enough to have only a few symbols visible, Word, Excel, Internet. It was also advisable to practice using the mouse separately. It would be better to work with a print-out of the registration page before making use of the real online Employment Agency's registration page. The task to be accomplished was to fill out a form. Firstly, practice on paper, then a few times at the computer at course headquarters, and then at least once in the Office computer room. Probably the presence of all the teachers was not necessary at this point. An in-class appointment with a speaker of the Employment Agency was to be made only after the participants had learnt the whole process and think they have mastered the ICT activity. Then, the participants could tell them which difficulties they had as former illiterates with registering, and ask questions.

The next step was to go to the agency office itself. Another possible suggestion for task-based lessons was to depict one's own or others' experience with official authorities, possibly also using photographs. Participants were to describe people and authorities, recount stories from their lives, and talk about different institutions, their organizations, and how they work.

Implementation of the pilot activities

Sending SMS was practiced by 4 participants. One of the participants, who had demonstrated great interest in the course, left the course. The other participants practiced getting around town on paper instead of by SMS. At the same time, further tasks, such as shopping / ordering / reading fairy tales were implemented during classroom times. The participants who joined the group later seemed to have acquired the ability to use cell phones and write SMS. The computer-based activities, on the other hand, were extended time-wise as well as content-wise. Interest in this area was so large, that several lessons were used to accommodate these activities. It was the participants' explicit wish that this be so.

Revisions of the planned course subject matter thus apply to practicing within the Word program, and mainly word processing. The participants were logged into a specific website quite a few times: http://iprase.gfl oriani.it/abc/abcmenu.html, in order to practice writing in Italian. A total of more or less 10 participants took part in the task of Employment Agency registration via internet. Unfortunately, teachers only began using computer application in the fourth project month.

Single, advanced participants wanted to make use of the lessons at the computer room to write their CVs. Others became aware of their spelling mistakes due to the computer's spelling correction feature. Thus, their own autonomous 'editing' abilities were promoted: "where is the mistake?" "Why is the word on the screen underlined in red?"

The last change involved the visit to the Employment Agency itself. Most of the participants had already been there, they knew the offices and people better than the teachers themselves, and thus were well-informed about the function of the Agency. The guided tour, which was undertaken by an agency

employee, unfortunately did not correspond to the participants' linguistic abilities, as the expressions used were too elaborate for the participants' understanding. Although the participants' listened intently to what was being said, they could grasp little of the tour's content due to the linguistic complexity used. In part, this is to be ascribed to the fact that the interview was not sufficiently prepared beforehand by the teachers, and that the guide had not been better informed of the characteristics of the group. In any case, the participants did not pose any questions. Of the two terminals which were in place there, one was out of order, and the other was being used by other visitors.

As is documented by the instructor questionnaires and the participants' interviews, the ICT activities, nevertheless, achieved their goal: towards the end of the course, both the participants and the teachers were strongly motivated to continue, and more intensely, to work on ICT activities. It is also of great importance that after carrying out the exercises the teachers recognized that they should have planned work at the computer better and that they should have immediately recognized the participants' interest.

Transferability of the applied methodology to other contexts

The ICT activities suggested in Bolzano were successful in terms of content and method for the specific local target group. It is interesting to examine the question in how far these activities can be transferred to other target groups by means of the following sub-aspects, since these (certainly for courses with adult immigrants, but not exclusively) are of great relevance and hopefully will be taken into account in future courses.

Thus, the transferability of the ALPHATRAIN project is summarised under the following aspects:

The creation of awareness of problems connected to illiteracy The ALPHATRAIN project has made a significant contribution towards the 'creation of awareness of problems connected to illiteracy, especially in terms of sensitizing the institution. Reality often supersedes one's expectations. One could conclude that learning progress would have suffered under these circumstances.

A more conscious consideration of the specific requirements of literacy training in methodology and teachers training is an essential element of every future course. This can only be achieved if instructors truly allow participants to learn in self-managed ways. For example, autonomous learner groups could be created to assist new participants.

Temporal perception

The participants' perception of time during the course did not match that of the institution: the former wished to acquire a maximum of knowledge in a short time, in contrast to which they often perceived the teachers' pace as too slow.

Group dynamics

One should pay due attention to the target group's dynamics. That also means 'educational work' for the teachers. They should structure learning units and schedule social forms of class work for each activity. In this way, they could also reduce the sometimes unnecessary, strong individual demands of single participants on their attention. To allow for pace of learning of each participant, the original suggestion of a modular curriculum is nonetheless valid.

Modular curriculum

This teaching suggestion is based upon a communicative, task-based approach. The curriculum, in which the modules build upon each other in terms of content and structure, and in which consolidation and reinforcement are included in cycles, is just as valid for other course groups. After dealing with certain steps of the course, each participant advances to the next module, while if they are in need of further practice, they remain in the first module. This system is also indicated because not all participants are in truly constant attendance. Upon their return, some had simply missed a week, or even a whole month, of class time. Some participants also criticized not having learned much new subject matter for a while because the course program kept repeating itself.

Applicability of the Bolzano ALPHATRAIN's ICT activities

The ICT activities in themselves are applicable to all further course types and target groups. They represent two lesson plans that are complete in themselves and which can both be simplified or extended in terms of content by means of adequate adaptations. The everyday use of the cell phone, the computer and the internet are relevant to all of us, since these new technologies play an important role in our (western) societies.

GERMANY

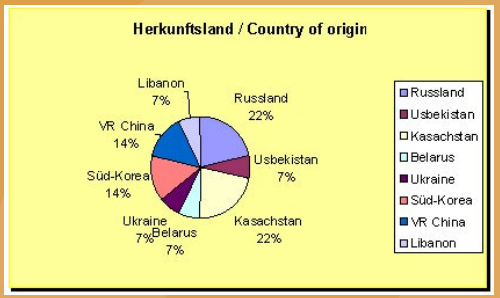
The German field report contains a description of the training module's use and its methodology. It conveys both the training managers' purpose as well as the students' experience. The students' opinions have been ascertained by questioning.

The interviews with the students took place when the ALPHATRAIN module ended; from the 21st till the 29th of June. Carsten Soeffker-Ehmke and Susanne Memmert, the ALPHATRAIN managing directors CJD-Elze, conducted the interviews.

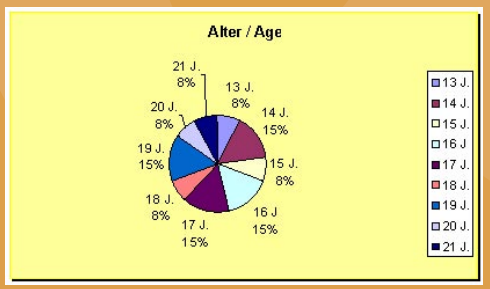
No serious problems occured, neither in convincing students to participate in the interviews, nor in implementing the questioning. In dependence on the level of language knowledge it was nessecary for the tutors to explain the posing of some questions more or less detailed. Difficulties occurred because of the different levels the questions refer to (i.e. identical or similar questions referring to ALPHASPACE, Training and Methods), but it was always possible to clarify the context. In case of group interviews, in this connection it is of particular relevance putting together groups in which teachers have not observed severe conflicts. Awareness of the teachers for social processes within the learner groups become a decisive success criterion; teachers have to be instructed in this sense and the possibility of exchange of experience has to be created.

Target Group

The target group consisted of thirteen learners, five female and eight male. Nine of the learners come originally from former Soviet Republics (five from Russia, one from Kazakhstan, one from Belarus and one from Ukraine) and are Russian-German immigrants. Two learners come from China, two from South Korea, and one from Lebanon.



The ages of the participants varies greatly, from thirteen to twenty-two years of age



Two of the students have just begun to learn the German Language within the last year, three within the last three years, and four within the last four years. One learner has spoken German for five years and two for over six years. Up to now Language acquisition has taken place primarily in school in regular lessons and not in separate language courses. Forty-six percent of the learners came to Germany without any prior knowledge of the target language. Linguistic proficiency, even of students who learned German in their home countries, wasn't sufficient for school or professional training.

Two thirds of the students learned English as a foreign language, five students learned French, and two learned Latin. Due to their place of origin, nine students speak Russian and are taught this subject. Some have similarly knowledge of Kazakh and Polish.

Ten students live in the CJD boarding school and three live in the area with their families. The thirteen students are familiar and comfortable with working with computers: all have used the Internet to research topics and send emails. Some were familiar with forums and chat rooms. Three were able to do programming and design homepages. The typical Microsoft Office programs weren't depended on, more than half of the students used only Microsoft Word. All of the students occasionally used the computer for games.

One fourth of the participants thought that the size of the groups was appropriate. Five of the students would have preferred smaller groups, and two students ask for larger groups. It was suggested that students with the same level of knowledge should be brought together to ensure more effective lessons. The different nationalities were expressly appreciated: it made it possible to get to know other cultures and made it more difficult to use one's own native language. Three quarters of the participants had no difficulties with mixed gender groups. Three female students, who had had no resentments to begin with, had negative experiences. They felt offended by male students who believed they had better language skills, which kept the girls from participating. Dividing the conversation courses into male and female groups, creating a new, more intensive learning atmosphere, solved this problem.

The course participants expressed different opinions on the topic of gender mainstreaming resp. gender equality. The female learners of this group were all on an advanced beginners level, the male students on an advanced intermediate level of language knowledge. So the male part of the course considered it less important to divide the group; it was even difficult for them appreciate that a specific problem exists. The majority was apparently indifferent to the suggestion to divide the group. Maybe the female students felt ashamed to admit that they felt dominated by the male students.

During grammar lessons and work on texts, problems did not occur in a serious way. Conversation lessons were much more successful particularly for the female learners after having divided the group.

If the possibility exists under certain circumstances it might be very convenient to divide the group in order to create a "protective sphere" for female course participants. At the same time one has to keep in mind that this measure gives female students a special status that might have a negative influence on the aim to integrate into society under "normal" conditions. Teachers and directors have to find out the possibilities of the institution and to evaluate the pros and cons of a division of the group.

ALPHASPACE

The ALPHASPACE as a part of the ALPHATRAIN homepage has been used mainly for communication.

Furthermore, there has been a specific language training unit designed, called "activities" in the future. Although the construction of Elze's activities had been finished they did not get implemented into ALPHASPACE activities gallery before collecting the learners' experiences. The training manager decided to include the corrections in order to present workable activities that are fit for use.

The way to let the students use those activities was to burn them on a CD-ROM with which the students worked.

Learners' opinions

Although the colour scheme was described as flat, the design of ALPHASPACE as part of the ALPHATRAIN homepage was seen as attractive by most of the participants. The individual components of the logo, the train which drives through the @ symbol, were recognized by half of the participants. Five students managed to make the association between the train, training and e-learning. Two students would have preferred a set off menu, which emphasized the purpose of each function. The font size was also seen as confusing and thus criticized as well as the need for some English knowledge. In isolated cases the students were completely taken aback by the difficulty in navigation especially the connection between forum and the activities gallery.

Two students expressly saw the entrance into the German part of ALPHASPACE by way of a map as positive by two others as negative. Some students felt it would have been better to use flags of the given language instead of assuming that participants would know the location of the country of their needed language. Also strongly suggested were increasing the size of the map and a more animated presentation. Two thirds of the participants believe in principle that the use of ALPHASPACE would not be difficult if guided by a trainer.

The need for guidance was for all participants an important factor because in ALPHASPACE there is no "help" function. A help-function with different language settings would be necessary. But nobody felt helpless at the end of the learning unit.

Only two students needed help with using emails, because most of the target group was familiar with its use. Students had to be helped with the use of the other communication tools: forum and chat room. Because the ALPHASPACE chat room was not functioning a different chat room was used for training.

All participants evaluated the use of those communication tools as very helpful for the learning process. The possibility of correcting each other or being corrected by a trainer was highly appreciated. While two students saw it as a learning barrier to have to look up words in a dictionary, six students expressed this experience as an increase in their vocabulary base.

They especially enjoyed the chance of exchanging information with unknown people.

They also liked to be able to set their own learning pace. The forum allows students to solve their tasks at their own pace contrary to ordinary classroom situations where there often is not enough time to complete one's task. In our module in Elze we paid particular attention to this aspect. All students agreed on having enjoyed working with this module also because of the possibility to set their own time frame.

Getting to the learning materials was usually no problem. Some links could not be opened because the original homepage had been changed. That irritated those students who were less familiar with the Internet. Two students were unable to open up pdf files because of the technical settings.

The users were all satisfied with the contents. All understood the way of increasing the level of difficulty. The topic "school" was always liked because of the use of familiar vocabulary stemming from communication among students and teachers. Those links that dealt with thematic topics and grammar were always evaluated as very helpful and solidifying previous knowledge.

The learning materials, especially the pictures, were always seen as up to date, meaningful and without prejudice. The instructions were clear and concise; only two students would have preferred more detailed instructions.

Finally all participants agreed that the successful combination of text, picture and sound increased their concentration. Some students loved the logical structure of the program.

Methodology

Settings of the training module

Four trainers were involved in putting the module into practice. Dependent on the individual level of literacy and specific needs, the students attended 2 - 6 lessons a week. The lessons were taught in units of 90 minutes over three days (Monday, Tuesday, Thursday). In addition to that, the module was used by the trainers flexibly in appropriate situations within other school lessons. The lessons were coordinated to some extent via the project manager. As far as work on texts is concerned, only students of the 11th grade participated in those lessons. The teacher got

a) a shortlist of types of texts that are obligatory for writing class tests (for example: description of scientific experiments; summary; interpretation of literary texts; description of paintings etc.) and

b) materials that contain instructions to write a certain kind of text (including structural elements).

The lessons took place in different locations: Basically they were held in the media-room of CJD Jugenddorf-Christophorusschule in Elze, that consists of 15 work stations (Pentium 2). Furthermore the whole school area was used as a learning area, real life situations took place in the centre of Elze.

Needed hardware: PC, microphone, earphones; a digital camera is necessary if the exercise pool shall be extended.

Needed software: HotPotatoes (shareware), Internet Explorer 6, Real Player, MS Power Point, camera software; an audio recorder is necessary if the exercise pool shall be extended.

Learners' opinion

The students judged the duration of the individual lessons very differently. Primarily the majority of the learners felt the 90-minute lesson was appropriate. Four learners would have preferred shorter lessons taking place more often in the week, which would have helped to solidify the learned information. One student could imagine having a four-hour compressed lesson at the weekend.

In fact there was one student who could occasionally attend weekend lessons. One third of the students were strongly against this idea. Three students also saw evening lessons as meaningful and two would only take part unwillingly. They had no difficulties to concentrate during the lesson times 15:00- 16:30. Three students could imagine having started directly after the mid-day break at 14:30. From the other students this was seen as not possible due to schedule conflicts as well as weariness.

Two students would have preferred having ALPHATRAINing integrated into the normal school plan, which after checking this possibility was found to be unrealistic.

All students would have preferred changing classrooms in general adding variety. Most of the students viewed the used classrooms as acceptable in the morning, although one student didn't feel comfortable due to the lack of cleanliness. All except two students liked the media-room the best.

Half of the target group was satisfied with the set-up of the media-room in general. The lack of headphones to hear the audio files was a point of complaint. One student also complained about a mouse that didn't function properly. Otherwise the hardware was termed as satisfactory. Concerning the software two thirds of the students criticised having to use Internet explorer 5, where the map did not come up. Three students thought the computers were to slow.

In addition to the module, the following materials were used:

"German as a foreign language" internet resources; print media (texts, grammar exercises, work books etc.); blackboard; beamer; songs; video.

Each of the three 90-minutes units met specific demands of students on different levels of literacy and in different age-groups:

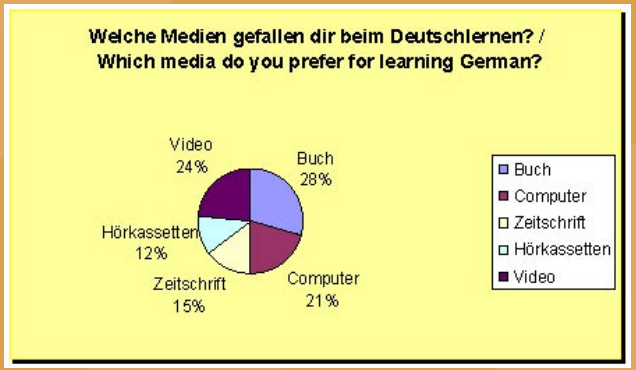
1. grammar & communication
2. conversation
3. thematic text work

The heterogeneous learner group made the use of computers convenient in order to give each student the possibility to choose exercises and topics that correspond to individual needs and prior knowledge. Nevertheless books, photocopies and OHP transparencies were used in order to meet learning customs of students with a minor level of computer literacy.

Text based conversation as well as free conversations were implemented. Because of the group's heterogeneity obligatory texts for all course participants caused difficulties. Optimal results were achieved by giving an impulse (verbal or written) and then varying tasks. This implicates that, especially on the beginner level, a balance between providing the students with the linguistic material as texts etc. and giving them the possibility of free communication has to be found. Principally the text material was used to initialise communicative processes, and its extent was reduced to a minimum. Real life situations play an important role. Preparatory classroom exercises are helpful to avoid frustration.

Learners' opinion

Besides electronic media students also worked with traditional teaching material, books and exercise books, also videos, newspaper clips and music. This is preferred by some students from GUS countries.



Acquisition of grammar is considered a necessity by all learners. Half of them would prefer a combination of

a) common exercises and

b) individually chosen materials.

Common exercises offer the possibility to solidify grammar knowledge orally, what is considered convenient by half of the group after sufficient training in written form; oral training is seen as a good way to internalize grammar knowledge. On the other hand individually chosen materials were liked because they allow students to choose appropriate exercises and to work at a pace that is adequate to individual disposition and prior knowledge.

Conversation lessons were valued because of their pleasant atmosphere: they were considered free from pressure to speak grammatically correct, as far as the teacher is concerned. In general, the possibility of free conversation was appreciated particularly by learners who are unsteady in speaking German.

Two thirds of the students liked the close interlocking of text analysis and current teaching material. This refers especially to students of the 11th grade, who are obliged to write class tests that principally do not correspond to their proficiency in German. After all, writing class tests successfully is a basic requirement for moving up to the next class.

Except for one, all students agreed that the content was informative and up to date. Two students still had difficulties understanding though they were interested in the selected topics. Combining visual and audio material was highly appreciated. Two students noted that they liked singing German songs.

In addition:

It is convenient to create a pool of fitting material. It should be clearly organized in order to find tasks and exercises quickly with a maximum of correspondence to learners' needs and knowledge. The more specific the offered categories are (and the more precisely the needs of the target group are defined), the bigger the chance to put convenient exercises quickly to the learners' disposal.

Description of activities

Literacy training that understands communication (verbal as well as in writing) as an instrument of integration into society, has to offer a variety of methods and locations. An aspect of major importance is to realize, that the individual needs of the course participants may differ from each other, so that the importance of certain fields (as for example grammar) can be considered relative. In this sense the module provides teachers and learners with a selection of exercise material, which can be integrated into literacy training. The module does not claim to be a course and it cannot replace a course!

By combining

- e-learning
- classroom-exercises and
- communicative practice/real life situations

the effectiveness of the learning process can be increased. The transfer of guided communicative activities into everyday situations is a vital element of the program.

The inclusion of school related topics into the program increases the learners' motivation because it coincides with their daily communicative needs leading to their leaving certificate.

Having to do with migrants in the range of school education, a common problem is the one of excessive demands. Principally asking too much of them, they have to acquire a basic knowledge of text work that does not correspond their linguistic proficiency. In this stress ratio teachers' instruction becomes a decisive success criterion: In order to keep frustration as low as possible, teachers

a) themselves have to understand the problem of the situation,

b) constantly have to encourage students not to give up and

c) shall offer appropriate support.

Concerning conversation lessons one has to overcome the following difficulty: On the one hand learners should neither be limited in their will to express themselves about any topic they consider important. Nor should they be held back using the target language in a grammatically incorrect way. In the first place the teacher has to ensure that communication is successful in the sense, that the recipient of a message does not misconceive the intention of the sender:

This should be

a) the main criterion and

b) the methodical approach

for the need of further grammar training.

On the other hand free conversation (including the claim of making progress) cannot be successful without offering new linguistic material. If the aim is to integrate juvenile immigrants into society, a certain level of correctness in linguistic usage has to be achieved.

Within this stress ratio a balance has to be found: Confronting learners with new linguistic material (insisting on a certain degree of grammatical correctness; new vocabulary; new topics etc.) can affect the learning process in either way: It can help as well as hinder success. In this sense teachers' background knowledge and instinct play a decisive role in the pedagogical process.

By maximising motivation it is possible to achieve integration through the learners' identification with the school.

Motivating factors are: Teachers' ability to assist students' efforts

- Within the structure of the program the students progress at their own pace.
- Selection of appropriate exercises and grammar instructions that refer to the students' needs
  Use of ICT (e-mails, forum, chat) to prepare students for communication in real life situations and to increase the interest in dealing with the German language

Learners' opinion

The chosen blended-learning methodology in Elze was enriched by practical lessons and conversational lessons, and met the learning objectives of the majority of the students.

They all agreed that combining different methods is very effective.

Real life situations, e.g. visiting different shops in town and fulfilling specific tasks, were much liked by all students. Using communication skills outside the classroom is important because many students still use their native language in their environment. Communicating in real life situations with "unprepared" communicants allows learners to experience a feeling of success. Preparatory exercises are, nevertheless, helpful: The need for preliminary practice is considered important in inverse ratio to the level of literacy and language knowledge.

Asked what they did not like at all, three students mentioned having problems with e-learning. They were missing the feedback from a trainer, whose corrections they trusted more than those from the computer-learning program. It should be mentioned that especially one student had many problems with the system of e-learning.

Learning outcomes

In consideration of the specific difficulties immigrants are facing at school, our course participants made good progress especially in their writing skills. At the same time it can be noticed that students themselves undervalue their progress.

The phenomenon that students at a certain point of the learning process underestimate their progress can be observed in any purposeful pedagogical process with a clear-cut aim (here: command of German language). According to the motto "The more you know the clearer it gets what you don't know", students with a developed ability to reflect their situation and experience with learning processes consider this problem a temporary state that can be overcome. The role of the teacher is decisive: encouraging learners

to accept frustration as a transitional phase can already diminish frustration. In any case teachers have to become aware of arising frustration within the learning group. This can only be achieved by constant contact with the students and free work climate.

Nevertheless a positive development is recognizable by experienced trainers.

Learning progress was ascertained in several ways: Since our target group completely attends the CJD Christophorusschule, the project managers were able to keep contact with the specialist subject teachers. Some of the students attended a tutor group in which one of the project managers held lessons himself. Therefore observation was an important and convincing instrument to measure the learning progress. In addition to that the "Elze modul" contains HotPotatoes- and online-exercises that allow to check the percentage of correct answers (a sample of the module is included in the appendices section). Thirdly class tests were written. They proved, that all students made progress, some to a large, others to a lesser extent.

Improvement of computer literacy can definitely be noticed; the degree is dependant on the level of IT literacy before the beginning of the course. It was a positive criterion that links lead to concrete exercises, especially for students with a minimal practical experience with e-learning. The multi media character of the module guarantees a high degree of concreteness, vividness and motivation.

The language training definitely helped students' integration into society. Students on the one hand got in contact with other migrants, with whom they could share some of their difficulties: This is an important factor in order not to individualize the language problems of migrants. The intersubjective character of the problem area should be stressed; at the same time teachers definitely should appeal to the self initiative for personal interests and the integration into society.

Learners' opinion

Students profited in different ways from this learning program, although they didn't always notice: some improved their writing skills, others their oral skills. Having gone through a thematic or grammatical

topic sufficiently, the students liked the possibility to use the acquired material in a free way. So those learners, who were familiar with ICT tools, found it a good chance to increase their linguistic competence by communicating via email, forum and chat. The minority of learners, who had difficulties in using ICT tools, expressed their opinion that this method was not suitable for them, at least at that point in time.

Computer literacy on a basic level that is sufficient to use the core area of the ALPHASPACE activities could be noticed by 12 out of 13 learners. One student still has difficulties to work on his own with the computer. In his self-assessment he judges his progress as significant.

The assumption that the ALPHATRAIN module encourages migrants to put effort into integration within society can be verified by the statements of the course participants. Here are different levels at which integration can take place: All members of the learning group got in contact with the other course participants via the German language. A large majority of the peer-group affirmed that the module helped them to participate actively in school lessons. Especially the real life situations helped to evolve a feeling of self-confidence and to relieve anxieties.

Half of the students wish to use more material from regular lessons like writing essays and dictations. One third of the learners expressed the opinion, that the exercises should pay more attention to the vocabulary used for topics like hobbies and leisure activities.

According to statements from course participants the module is suitable to improve reading and writing skills at different levels. Especially the possibility of skipping back and forth is considered convenient. The fact that many exercises can be managed with ease is valued. Many students expressed satisfaction that helpful hints are given and corrections can be requested. Apart from this teachers as well as students find it a big advantage that in comparison to accessible Internet portals each given link directly leads to concrete exercises.

Transferability of the applied methodology to other contexts

The chosen methodology can be transferred over to many target groups, especially to juvenile migrants with an affinity to ICT. Using computers and ICT tools is motivating. For elder migrants the use of computers might rather be an additional difficulty than a helpful instrument. The method in general is transferable: Course participants, in cooperation with their teacher; can set up a framework of exercises pertaining to their environment, using the program Hot Potatoes and their own photo materials. In this way the interests of each individual or group can be met.

Learners' opinion

For most of the students it was difficult to verbalize their point of view referring to meta-cognition. They all said that it would be worth while to give the method of blended-learning a trial because of the variety of possible activities. Some of the students had doubts that computer based learning might not be suitable for elder migrants without an affinity for new technologies. Those group members who had attended a language course before, admitted that the ALPHATRAIN method is better and more effective.

Generally, the learners felt that the methodology had integrating abilities. In this context they mentioned reduced apprehension in situations in public offices, stronger interaction during lessons, and being more outgoing with strangers. CJD-Elze as the learning environment, the high school as well as the boarding house, was especially held in a positive light. Because of the close contact to German students in mixed classes the learners felt not only linguistically closer but also socially closer. One of the students even gained a deeper interest for the German language.

7. EVALUATION

The overall aim of this chapter is to present the general framework for the evaluation of the ALPHATRAIN project as well as the evaluation results.

The evaluation approach for the ALPHATRAIN project was based on the description of the project, the project goals and objectives, target groups, stakeholders and the intended outputs which were described the respective chapter.

At the core the evaluation is targeted at providing informed feedback on the literacy training of migrants in different European countries. A second focus is put on the evaluation of the specially developed web-platform ALPHASPACE which will act as a communication and information resource for the trainers and training managers as well as the learners. It will

be of special interest to what extent information and communication tools like the ALPHASPACE can be used for literacy training of migrants.

The evaluation concept outlines the general framework and the rationale for each evaluation task. All the questionnaires used in the evaluation are included in the Appendices section.

Parameters of the evaluation

Intended outputs

1. Learning and motivation methods

   One of the most important outputs of the project was the encouragement of the participating learners. Through the dialogue and interchange of migrants, pedagogues and trainers, the improvement of migrants computational skills and their language and literacy training a climate of hope and confidence should be created that gives learners the self esteem to continue their training by themselves and helps them to integrate into society.

   The learning and motivation modules are designed within the project groups and are permanently exchanged with the transnational partners

   The process- and project oriented learning and motivation methods within the modules developed by the partners in Germany, Italy, Greece and Spain should be applicable to other groups of functional/secondary illiterates from different social and cultural origin and help to reduce social marginalisation.

2. ALPHASPACE

   The ALPHASPACE is a set of information and communication tools, adapted to the needs of the target groups, that is intended to support the learning process of the target groups as well as to

improve communication among the project partners and trainers in the different countries. It is divided into a teachers and a students room:

Teachers room	Student room
• Language learning resources / links	• Visual Support activities such as pictures, photos, power-point exercises. • Synchronous communication facilities • Use of Forum activity. • Internet Search Facility.

Furthermore the project intended the following outputs:

- Transferability of the applied methodology to other groups of functional/secondary illiterates across Europe.
- Creation of awareness of problems connected to illiteracy, e.g. discrimination, racism, xenophobia and violence, among the public and decision makers.
- Increase interest of functional/secondary illiterates in reading and writing and therefore improve their chances to get access to processes of life long learning and enhance their ability for integration in society.
- One training course is conducted in every participating country, each including 10 functional/secondary illiterates.
- Development of a broad transnational network involving persons and institutions.

- Improve the role of alphabetisation in pedagogical methods and training.
- Results of the project, description of the applied methods and resulting recommendations will be published in different ways, e.g. handbook, CD-Rom, website, in order to disseminate the outcomes to a broad public and guarantee the sustainability of the project.

Evaluation design - general considerations

An over-all evaluation was undertaken, which incorporated the following issues

- analysis of costs
- achievement of project outcomes
- documentation of un-anticipated outcomes
- inventory and description of materials produced
- types of training provided and number of people involved in each type of training.
- number of learners served in literacy programs that were enhanced through the project
- constraints experienced in implementing the project
- conclusions resp. factors contributing to project successes

Further issues which were identified as desirable are:

- cost effectiveness including both direct and indirect contributions

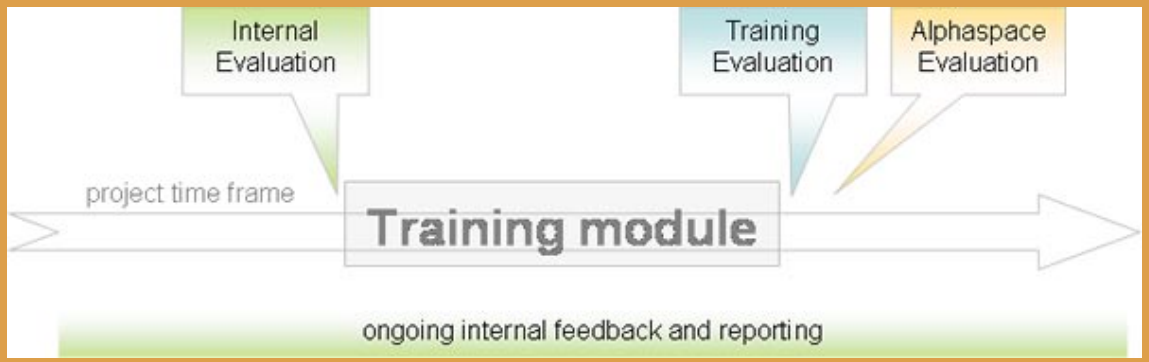
- evidence on the effects of using ICT in literacy programmes
- modelling based on data collected in order to project the impacts if the pilot were to be implemented on a large scale basis in other European nations.

Therefore the overall evaluation of the project was split up in three parts (cf. graphic below) :

1. The evaluation of the migrants training, including the applied modules and methods.
2. The evaluation of the ALPHASPACE.
3. Internal evaluation tools were implemented to measure efficiency of management and organisation of the project (internal evaluation is not included in this handbook).

The evaluation incorporated a formative element as well as a summative element, to be approached very much on a team basis.

Evaluation design:



Evaluation results of migrants training

The purpose of the evaluation was to get relevant data and information on the following topics:

- Relevant contextual factors at the national, institutional and local levels, such as profile data about the local project centres and the lead stakeholder institutions.
- Relevant input factors such as data on local trainers, learners, technicians, the hardware and software located in local centres, help facilities available and so on.
- Relevant process variables relating to setting up the local centres, the day-to-day operational running of the pilot project and the training processes.
- Relevant outcome variables in terms of achievement data on individual reading and writing skills and knowledge acquired related to use of ICT, instructional delivery to literacy teachers, management of learning centres, support to illiterate and semi-literate participants in literacy training programmes.

The evaluation of the training and training modules has to find a coherent framework that takes into account the different contexts and methodologies as applied by the partners.

Data have been gathered in two ways:

1. Training institutions (project partners) interviewed their learners on the basis of a semi-structured questionnaire provided by the evaluator. Results of these interviews were analysed by the partners who sent a field report in a preset format (defined by the evaluator) to the evaluator.
2. Trainers of the participating institutions were invited to fill in a questionnaire which focused on their impression of the training methods and outcomes.

Both means of evaluation took place after the training module, in order to identify any significant changes of attitudes, the effectiveness as well as opinions regarding literacy training through ICT.

Evaluation procedure

• *Information source and sampling*

- Learners: All learners involved in the project.
- Trainers: All trainers involved in the project.

This target could not be met due to the following circumstances:

- shifts in learners participating in the project;
- changing training personnel;
- different institutions (partners of project members) taking part.

• *Instruments*

- Interviews: have been conducted by the participating training institutions following a semi structured questionnaire provided by the evaluator. A guideline for conducting the interviews can be found in the Appendix as well.
- Field reports: The training institutions collected the information gathered by the interviews, analysed the relevant data and documented their findings in a field report. These reports have been structured according to a preset format defined by the evaluator. Training institutions could send their field reports in word-format (or compatible standard) or submit them to an online form (which was set up by the evaluator).

- Questionnaire for trainers: Trainers have been asked to fill in a questionnaire focussing on their perception of the training module. The questionnaire was intended to function as a supportive tool for retrieving information on the experiences of the trainers in their daily work with the learners and helped to identify strength and weaknesses of the applied method(s).

• *Data collection procedures and schedule*

This evaluation-task started at the end of the training module (different duration in the partner institutions). The project partners conducted the interviews with the learners and the trainers and filled in the questionnaire. It was planned that the survey of trainers would last for two weeks and would be finished at the end of June. Because of several difficulties it took about two months more till all data was sent to the evaluator in form of the field reports.

• *Analysis process*

The interviews with the learners were analysed by the project partners, according to the preset format for the field reports. The field reports have been collected by the evaluator and synthesized in this report taking into account as well the results of the interviews and the survey of trainers.

During the project run it became obvious that a direct comparison of the different methods applied in the participating institutions is not possible as the methods, target groups, institutional circumstances etc. are too different. Therefore it is only possible to concentrate on each method and highlight most important aspects of the application of each of them. Furthermore general results of the evaluation that apply to all methods will be outlined.

- *Results*

Detailed descriptions of the applied methods can be found in the previous chapter where each country's field report is presented. Here most important findings are categorized following the criteria set up in the evaluation concept.

Contextual factors

The contexts in organisational terms in the participating countries differed a lot: The German partner provided equipment and infrastructure at the local department. The other partners cooperated with external institutions in order to get access to the target group and use the available resources of these institutions; e.g. Florida has worked with four different external non-governmental organisations that specialise in literacy and immigration, since in their centre they do not have students of the characteristics and needs that were required to participate in the project. In the case of the Greek partner the training has been implemented at two sites: the Centre for the Promotion Of Refugee Integration "PYXIS" at the mainland of Greece and NELE which is the Heraklio Prefectoral Committee for Citizens' Training inCrete.

The Italian partner cooperated with "KAOS", the main course location in Bolzano.

It was intended that all the rooms and the equipment used during the training module should support the learning process; Hard- and software should be fitting to the training needs and be easy usable by the target group. The partners had to deal with a series of difficulties with respect to the available equipment to fulfil the requirements outlined above, e.g. the Spanish partner had difficulties to install basic hard- and software at the participating institutions and other project partners had to deal with bad equipment or infrastructure as well.

During the project run the situation could be much improved in all participating institutions. Nevertheless it became quite obvious that still much work has to be done on the very basic level of fitting infrastructure in terms of rooms, hard- and software, internet connections, etc.

Input factors

• Local trainers and technicians

The project partners made very different experiences with trainers and technicians. In most cases the partners had staff at hand that fulfilled the requirements as imposed by the project. The local trainers and technicians had the appropriate knowledge of the subject matter and had the pedagogical and social skills to work with groups compromised of persons of different sex, age, ethnical origin, and different language and literacy skills.

Nevertheless difficulties have been encountered especially in Southern Tyrol: Some trainers left during the project and new trainers had to be hired. Thus they were not all informed about the efforts of the project coordinator to create an instructor team from single language teachers and social educators. The introduction to the ICT activities unfortunately only occurred by means of the evaluator, who was supported by the cultural mediator, who had been with the project from the beginning and was highly committed to the project's realization. As described in detail in the field report the communication between the 'old' and the 'new' instructors did not work well which made transmission of the aims and goals of ALPHATRAIN rather difficult. Based on this experience the Italian partner put forward the importance of continuity of the instructors.

The Spanish partner made very good experiences with volunteers some of whom were from the collaborating organisations and others from Florida. These volunteers were the IT tutors of the students during their participation in the programme. According to the Spanish partner the role of the volunteers was indispensable in the project. They spent a considerable amount of time helping students to acquire knowledge. For other projects and initiatives in the field this might be an example of integrating more people in the project and save money as well.

• *Learners*

Institution	Male	Female	Total participants
Ellinogermaniki Agogi, Athens	10	5	15
Ellinogermaniki Agogi, Crete	88	33	121
CJD Christophorusschule Elze, Ger	8	5	13
Florida Centre de Formació, E	20	11	31
Office for Continuing Education and Training, I	1	9	10
Total			196

Overall 196 learners took part in the ALPHATRAIN project. The number of the target group has been reported as adequately. The trainers had more problems in relation to the irregular attendance of the participants in class. This aspect will be referred more in detail further below.

The heterogeneity of the target group is enormous which is to a certain degree linked with the nature of the organisations where they were receiving training: They come from very different national, social, religious, cultural contexts; cf. list of countries the participants came from: Russia, Kazakhstan, Belarus, Ukraine, China, South Korea, Lebanon, Thailand, Morocco, Iraq, former Republic of Yugoslavia, Albania, Macedonia etc.

As highlighted by the German partner the different nationalities were expressly appreciated: it made it possible to get to know other cultures and made it more difficult to use one's own native language.

Although no direct comparisons can be made on the basis of the small sample size the figures of male and female participation coincide with studies of immigration which indicate that although the number of male immigrants is higher than the number of female immigrants. Nevertheless an increase is now taking place in the percentage of female immigrants as in many cases women are arriving as the second immigrating family members and are rejoining their families.

As regards their knowledge of their mother tongue only very few had had high level reading skills (in Spain 3% of the participants) and basic knowledge of the language was below average (39% in Spain) had. As far as writing is concerned 51% (data from Spanish partner) were at a basic level. The level of computer literacy has been low in all participating countries. Especially the Greek partner pointed out to the hardly basic language knowledge of women. Other partners reported lower levels of literacy amongst women as well.

The partners made the experience that this heterogeneity influenced the learning program to a large extent. What is easy for one participant (e.g. reading SMS) is a great challenge to others. As pointed out by the Italian partner an internal differentiation of task difficulty becomes more necessary than ever to avoid overtaxing one participant while others are not sufficiently challenged. In the case of the Italian partner this difficulty also added 'didactic' insecurity to the teaching of single instructors and thus influenced the effectiveness of course implementation. The German partner suggested that students with the same level of knowledge should be brought together to ensure more effective lessons.

• *Gender issues:*

Difficulties in mixed learner groups were reported by all partners ranging from the expression of different opinions on the topic of gender mainstreaming resp. gender equality to the extreme that men and women did not talk to each other and men insulted women.

Some statements made by trainers:

- Sexist behaviour is endemic in some cultures. Certain students are biased against female trainers;
- The females in the group didn't speak freely;
- Male participants: lack of respect and acceptance for girls;
- … for example [name] had difficulties with the arrival of a man [name] as well as with some of the new participants from the Roma group

Besides problems during the courses women tend to have problems attending classes regularly as well, either because they are looking for jobs or because of family "obligations".

• *Help facilities*

Help has been identified as a crucial element in the training module and has to be offered on different levels: With respect to the literacy levels of the learners help was predominately provided orally by the trainers and training institutions. Due to the relatively small group sizes in most cases the trainers could spend enough time for every individual learner.

In the evaluation concept it was pointed out that it is necessary to keep in mind other situations that might occur when learners need help in other forms (e.g. easy texts, use of symbols, sound features etc.). Unfortunately very low data could be gathered about help facilities that cover these aspects.

• *Process variables*

- Schedule

  It is impossible to give any feedback on the appropriateness of the applied schedules, i.e. whether the duration of training units, the overall amount of training units, and the scheduling of the

whole training module were fitting to the needs of the learners. Comments given by trainers and learners highlight specific aspects but do not give a coherent framework. In some cases trainers rated duration appropriate whereas other had a very different impression. As some of the trainers have only been partly working on the project and others worked on a voluntary base the data bases is very incoherent.

- Learning material

  As far as data was accessible by means of the field reports and feedback by the trainers learning materials have been fitted to the needs of the target group. The chosen methods of the partners and the materials developed accordingly demonstrate the carefulness in the design of the learning materials. Special attention has been given to the information presentation and the level of difficulty by all partners. The use of ICT proved to be a good solution as it gave each student the possibility to choose exercises and topics that corresponded to individual needs and prior knowledge. This was helpful for the trainers as they could offer targeted materials for their heterogeneous learner groups.

  Nevertheless the project partners used books, photocopies and OHP transparencies as well in order to meet learning customs of students with a minor level of computer literacy. The Greek partner highlighted the importance of ethical sensitivity in the development of the materials, especially since the project was applied to a group of refugees in Greece. As a result of the good preparation (lack of biased references) a stimulating learning atmosphere could be created.

- Method

  As the project partners applied very different methods the evaluation no overall evaluation could be carried out. Instead specific experiences made by the partners will be outlined here and where possible general conclusions are presented.

The **German partner CJD Christophorusschule Elze** chose a blended-learning methodology which was enriched by practical lessons and conversational lessons, and met the learning objectives of the majority of the students. A full ICT based learning module has been developed by this partner, by using the free software "Hot Potatoes" (by Half-Baked Software). As described more in detail in the field report the students attended 2 - 6 lessons a week, dependent on the individual level of literacy and specific needs. The lessons were taught in units of 90 minutes over three days (Monday, Tuesday, and Thursday). In addition to that, the module was used by the trainers flexibly in appropriate situations within other school lessons.

The **Provinz Bozen-Südtirol, Amt für Weiterbildung** applied two methods: Participants could take part in a treasure hunt by using SMS; the second method was the computerized registration at the Employment Agency.

- Treasure Hunt: Participants in the ALPHATRAIN project were provided with mobile phones to learn how to use the cell phone as an address book or as a means of communication, how to dial numbers or press buttons in general, the application of the alphabet, how to write SMS, send and read SMS, understand SMS.

- Job-Search on the Internet: The target of the Italian partner was to familiarize immigrants to work with the job database (accessible via website) provided by the local Employment Agency in Bolzano. The Italian partner highlighted the importance of this activity which is extremely relevant to immigrants, since several participants are searching for a workplace and were not able to check the job offers listed on the Employment Agency's website themselves.

The **Spanish partner Florida Centre de Formació** provided all participating students with literacy classes in their respective collaborating organisations. The training the students received in their organisations provided material that was appropriate to their needs. For this reason Florida used new technologies to complement the training already being received which also

helped to bridge the gap between the controlled world of the classroom and the unpredictability of real life communication.

In the case of the **Greek partner, Ellinogermaniki Agogi**, two different methods have been applied.

At the Greek mainland learners were divided in sub-groups of five learners each (according to their age and gender), which used a set of computer each. Training was organised according to standard training programs: Instructions were simultaneously given to all members of the sub-groups, while they were written on conference board by the trainer. As stated by Ellinogermaniki Agogi the trainer himself/herself devoted a short period of time for each learner in person, so as to secure the appropriate application of the instructions. At the end of each session communication tools were mostly used combining learning with leisure.

At the site in Crete ALPHATRAIN's main activity was sending SMS messages to users containing basic Greek phrases in order to improve the way they communicate with people in Greece where they live and work. Learners could choose between two different languages: Albanian (53 learners) and Russian (68 learners. They were sent two messages per day which were chosen in order to cover basic phrases needed: One message each morning and one each afternoon.

The short messages sent during the training module are outlined in the appendix.

- Motivation

The project partners defined motivation as one key element in each of their specific methodology. Feedback given by trainers and learners indicates that the different methods used, with a strong focus on the use of information and communication technologies (ICT), engaged the learners and made fun and, as a consequence, facilitated learning processes. The use of ICT had very different effects on the learners (as stated by different project participants):

- facilitates transfer in daily life situations
- motivated the learners to get better and learn more about Greek language and customs
- each learner was able to choose his own level and work at his own tempo
- interactivity of exercises
- great variety of material
- the use of familiar objects added a sense of security and ease of recognition
- applicability of learning outcome to every day life
- proud to be able to work with a computer
- improving self esteem

A majority of the trainers stated that the orientation of learning materials and methods to "real life" situations was one of the most important motivating elements.

• *Variability in class attendance*

One problem that was reported by different partners was the irregular attendance of the participants which has to be taken into account in the planning of the training courses. As stated by the Italian partner "… the irregularity makes a progression in content more difficult. As soon as this is recognized, it is necessary for the instructors to overcome it by nevertheless continuing the planned activity.".

This was demanding for trainers as they had to adapt themselves and the lesson's contents to the number of participants who were attending the training unit. Trainers put forward some possible reasons for the changing attendance, e.g. social and economic circumstances, that did not allow attendance; women had to work at home; students did not recognize the importance of continuity in attending the training; no interest in specific topics, etc.

Overall no general reason, resp. solution, for irregular attendance can be given, however attendance will probably remain an objective hindrance to carrying out lesson plans.

• *Use of ICT*

For many of the participants the use of ICT has involved a change in their routine. Access to Internet has provided them not only with the possibility of exchanging messages with native speakers but also the possibility of viewing news in the target language or about their own country and to maintain contact with family members (in the case of students with a greater level of knowledge of new technologies). Some of the statements given by the trainer highlight this:

The learner group was very interested in the exercises that were interactive, as never before in the past they have done anything similar. They were excited because they were using a computer. The specific learning method motivated them to enlarge their skills and knowledge about computers. Most of them had many questions about the function of the computers.
The learners had the opportunity to be taught how to use the computer and at the same time to improve reading skills and grammar knowledge.
* A great variety of material * Very flexible * Useful internet links * Real life situations were good
Blended learning offers a variety of material to individual needs
In the communicative part of the module was flexible and easily modified
Combination of classroom situation, use of ICT tools and real life situations is good and flexible

Apart from the training in new technologies itself it is also being a way of improving their self-esteem since the use of computer tends to be something that is seen as limited to people with higher qualifications than theirs. Some of the instructors in Spain commented that the chance to using

keyboard as a learning tool has given some students a sense of greater maturity. The same was stated by learners in Italy who preferred the keyboard above the pencil for writing. Their explanation was that they could recognize the letters on the keyboard more easily and thus could write more quickly. This was especially true of primary illiterates. For several learners, especially functional illiterates, the ICT activity was useful for practicing their writing skills. For yet others, it created a new understanding of the alphabet: i.e., on screen some learners more impressively recognized that they were actually producing written texts. This may be due to the media effect of the screen itself. But the fact that one presses keys and thus 'creates' a text that can even be printed immediately to be taken home, impressed most of them enormously.

The Italian partner had to accommodate several lessons to make the use of ICT possible as the interest of learner was so large. The computer-based activities were extended time-wise as well as content-wise.

• *Transferability of the applied ICT tools and methods*

Transferability applies to different aspects: to other groups of migrants with different (social, ethnical, religious etc.) backgrounds as well as to other social groups of (functional/secondary) illiterates (e.g. prisoners). In general all partners put a strong focus on the transferability in the development of the applied methods and tools and promising solutions and ideas were put forward. All of the applied methods should be transferable to other groups of migrants. Nevertheless in any case specifications have to be made in case of any transfer as only targeted solutions can address the needs of specific individual and groups of learners. Trainers and institutions that want to adapt the applied methods have to put special attention to the level of Digital literacy as the greater the level of illiteracy the greater the need for support from trainers.

Two other aspects have been put forward by project partners:

1. A free web-based mail system (Hotmail was used by the partner but other systems are free available as well) was a very helpful tool and can be recommended to others as well. According

to the Spanish project partner this tool was selected thanks to its user-friendliness, an absolutely vital consideration when the level of previous IT literacy among the students is taken into account, and also because of other possible future uses of the tool by students such as communication with family members. As stated by the project partner the web-based mail system is accessible by any learner or centre that has a computer and access to the Internet, and the basic skills required are the bare minimum.

2. The applied methodologies could be used with little alterations for the training of people over 45 with linguistic and digital literacy difficulties. The lack of access to training that this generation faced due to historical circumstances means that they have substantial knowledge gaps that cause them considerable problems with respect to integration in society and their relationships with younger generations all of which creates problems of self-esteem and difficulties in the context of access to occupational and continuous training.

Some oft the comments given by trainers point out to other target groups as well:

Except of adults refugees groups it could be used to children and adolescents as well, and generally to every person who learns the Greek language.
To any group that learn a foreign language.
As long as it is adapted to learners' background and aims, it could be applied to a wide range of users.
for every user groups
* heterogeneous target groups * groups that don't need specialized knowledge of one's subject * people who want to improve different literacy skills
This method, using realism and the environments of the learners can be transferred to any target group
To most of possible target groups

• *Scalability*

Scalability of the methods is limited as the demands, especially for training personnel, are high. In terms of costs of materials and tools the used tools are very cheap or freely available, e.g. the web-based mail system or the software Hot-Potatoes for the development of course contents. The Spanish partner has proved that with the assistance of volunteers it is possible to help more learners and reduce costs as well.

• *Outcome variables*

- Achievement data on individual reading and writing skills

One major aim of the ALPHATRAIN project was to increase the reading and writing skills of the learners. Unfortunately the limited duration of the project did not allow detecting a substantial change in reading and writing skills. Nevertheless evidence of greater motivation on the part of learners to improve their skills and to make learning priority objectives for their social integration were reported by project participants. Others became aware of their spelling mistakes due to the computer's spelling correction feature. Thus, their own autonomous 'editing' abilities were promoted.

Trainers in general had a positive impression on the learning outcomes, which is demonstrated by the following comments given:

I think the training course contributed to improving reading and writing skills very much, as the learners both consolidated their knowledge in the Greek language, and learned new things.
The learner hat the chance to form dialogues, complete grammar and vocabulary exercises and improve both writing and reading skills.
Significant progress given the time span
There were noticeable increases in grammar usage
The module helped the students to focus on specific reading or writing tasks, there were noticeable increases in their writing skills.
Reading skills: strongly increased; writing skills: medium

- Acquired ICT-skills

  Among the different skills that were assessed before the start of the programme the least developed were IT skills. Therefore the results of the training courses are very promising: Improvement of computer literacy could definitely be noticed; the degree is dependant on the level of IT literacy before the beginning of the course. Trainers as well as learners had a very positive impression of the acquired ICT-skills during the project run.

  Question 32 (trainers questionnaire): Did the training module improve skills of the learner in using information and communication technologies?

The learners became much more familiar with the communication technologies than they were before.
YES
Indeed. very good progress for most users
For some of them
For some of them
Yes, because of the appropriate material
Yes, it did
Yes

Progress was made especially in getting acquainted to Microsoft Windows and using Microsoft Office (Word), e.g. for writing CV's.

The project has had the secondary result of providing a way of becoming familiar with new technologies and losing one's fear of them, and it has also provided the learners with new opportunities (getting to know people, job finding etc). Many students expressed the view that they have developed their knowledge and are now more independent than at the start of the programme.

- Integration into society

One important objective of the ALPHATRAIN project was to help migrants to better integrate into society. As this could not be evaluated in the limited framework of the project, the learners and trainers were asked to express their opinions to what extent the training module and the

applied methods have been helpful for integration. Overall the communication with native speakers has provided a link to the customs and behaviour of the new society that the students want to become part of in all participating countries. The language training helped learners to integrate into society more easily.

Volunteers in Spain also pointed out that they have learned from the learners about their mother countries and their customs and traditions. This process helps to raise awareness of immigration issues in society.

Learners got in contact with other migrants as well, with whom they could share some of their difficulties.

Question 33 (trainers questionnaire): To what extent does the course help the learner to better integrate into society, e.g. finding a job, communication with native speakers, access to information in German, etc?

The programme mostly helps the learners to learn better the language and improve their skills in using information and comunication technologies. Macroskopically and in the future it could help them integrate better in the society as it allows them to become "users" of the technology world.
This is an element that has to be noticed in long terms. However, in short terms, it seems that the method can give the learners the motivation to integrate into society.
no data available
Through increased grammar knowledge the learners gained confidence to communicate
* It motivated shy students to actually the speak language * Help with specific tasks in their classes * Easier to communicate in a small group first and then in class
job, communication with native speakers, access to information in German, etc? The improvement of literacy skills made them more self-confident, even shy students dared to communicate (real-life or IT) with their colleagues in German.
It helped students' confidence through role play

Evaluation results of the ALPHASPACE

Background

The purpose of the evaluation was to get relevant data and information on the following aspects: Contextual factors, design of the website, the quality of content and the overall functionality. A special focus was put on the communication tools and the usefulness in sharing information and acting as a supportive tool for learning. Due to changes in the project targets and difficulties in the development of the ALPHASPACE, the tool has not been fully functional for a long period. All tools and functionalities have been set up during the duration of the training module. Nevertheless most project partner did use the ALPHASPACE for communication purposes only. As a result only limited information could be gathered about the effectiveness and usefulness of the ALPHASPACE.

The questionnaire has been delivered at the end or shortly after finishing the training course (different in participating countries) in order to allow the trainers to work at least for some time with the tools provided.

Evaluation procedure

- Information Source and Sampling

Trainers and training managers of the ALPHASPACE.

- Instruments

An online questionnaire with closed questions and six open questions on overall functionality and critics was accessible via the ALPHASPACE. The questionnaire was distributed in word-format as well for people that preferred to fill in the questionnaire on paper. The complete questionnaire can be found in the Appendix.

- Data collection procedures and schedule

All trainers and training managers making use of the ALPHASPACE were invited to fill in the online questionnaire at the end of the training module. Only three trainers submitted the questionnaire online, all other trainers filled in the questionnaires on paper. These results have been analysed by the project partners and have been presented in detail in the field reports.

Evaluation results

As already outlined above, ALPHASPACE has been used as a communication tool and a resource for material related to immigration, literacy and new technologies by most partners. Participants in different organisations expressed interest in information that had been placed on the platform by the countries participating in the programme and adopt them in their daily work if possible.

In general learners consented on the user-friendly layout of the main page and the links including general design, colours and fonts. Nevertheless some learners stated that the font size was too small and criticized as well the need for some English knowledge.

As reported by the German project partner in isolated cases the students were completely taken aback by the difficulty in navigation especially the connection between forum and the activities gallery. The individual components of the logo, the train which drives through the @ symbol, were recognized by half of the participants (data from German project partner).

Trainers liked the idea of separate pages for the different project partners and highlighted the usefulness of the country map as an entry point which facilitated the navigation for the learners. Some students felt it would have been better to use flags of the given language instead of assuming that participants would know the location of the country of their needed language.

Some of the links could not be opened because the original homepage had been changed, which was irritating for students less familiar with the Internet. In relation to the available software it was mentioned

that two students of one project partner had difficulties in opening pdf-files because of the technical settings. Despite these problems getting to the learning materials in general was no problem.

The Spanish project partners put forward the idea of creating a pool of fitting material which should be clearly organized in order to find tasks and exercises quickly with a maximum of correspondence to learners needs and knowledge. The importance of defining the needs of the target group and the specification of the offered categories accordingly was acknowledged, as these procedures raise the chance to put convenient exercises quickly to the learners disposal.

The Greek partner made the most use of the ALPHASPACE. Results by this partner suggest that the learning experience of using the ALPHASPACE was pleasant, as trainees were eager to extend the training sessions. The level of difficulty to use the ALPHASPACE was appropriate: Participants were given an initial introduction and subsequently became more familiarized with the ALPHASPACE. Nevertheless the presence of trainers is needed while working with the ALPHASPACE as there is no "help" function. In those cases the presence of trainers was of great help for them. A help-function with different language settings would be necessary. This is also the reason why some of the trainers argued that the ALPHASPACE should only be used as a supportive tool in traditional teaching. Furthermore two thirds of the participants believe in principle that the use of ALPHASPACE would not be difficult if guided by a trainer (data provided by German project partner).

Communication tool have been identified as being very helpful for the learning process:

The learners appreciated the possibility of correcting each other or being corrected by a trainer. In the case of the German project partner they especially enjoyed the chance of exchanging information with unknown people. Trainers stated that chat-rooms and message-boards fulfilled the requirements for communication and no additional communication tools were needed.

Nearly all participants were annoyed by the amount of time it took for pages to appear and the duration of downloading files.

Despite the aspects mentioned above it has to be mentioned that a secondary but important outcome of the project was the familiarization of the target group with new technologies and especially with new communication tools, as an alternative means of communication.

Overall achievement of project goals

Project goals

The ALPHATRAIN project had the objective to develop a multi-disciplinary method which is applicable with different target groups of functional/secondary illiterate so that not only a regional but also a European added value is made by the transferability of the method. It was also important for the project team to put the concept of gender-mainstreaming at all activities in connection with this project into a sensory context. By bringing the experiences of the partner countries in the project meetings together the conditions of the respective partner country were taken into account in the development of the applied methods. The project team intended to establish an open and free atmosphere by means of the use of new communication technologies which will be an essential component of the project.

The overall aim of the project ALPHATRAIN was, in cooperation with the international partners, to develop an innovative learning and motivation method and its application with the target groups of the functional/secondary illiterates in order to increase interest in reading and writing and to help them to integrate better in the society and additionally to improve competencies in using new media. Main attention concerning the composition of the project teams and the development of the single project modules was put on the fighting of racism, xenophobia and violence.

Furthermore the project aimed at the following objectives:

- Transferability of the applied methodology to other groups of functional/secondary illiterates across Europe.

- Creation of awareness of problems connected to illiteracy, e.g. discrimination, racism, xenophobia and violence, among the public and decision makers.
- Increase interest of functional/secondary illiterates in reading and writing and therefore improve their chances to get access to processes of life long learning and enhance their ability for integration in society.
- One training course is conducted in every participating country, each including 10 functional/secondary illiterates.
- Development of a broad international network involving persons and institutions.
- Improve the role of alphabetisation in pedagogical methods and training.
- Dissemination of the project outcomes to a broad public and taking care of the sustainability of the project.

Achievement of goals

Overall the project succeeded well in the development of multi-disciplinary methods for functional/secondary illiterates. In the end the project partners had developed not one but four different methodologies. Therefore very different aspects and issues could be addressed by the partners and the different approaches were well suited to the specific target group in every country. The data that could be gathered in the project is very promising resulting in the following general aspects:

The training modules that have been developed by the project partners are applicable to further course types and target groups. They are complete in themselves and can be simplified or extended in terms of content to adapt them to specific target groups. In order to meet the expectations of the target groups and ensure positive learning outcomes they have to be adapted carefully to other specific contexts. An identification of relevant subject matter is a precondition for training success: It became quite clear

through the project run that one important reason for the success of the trainings was the orientation towards the needs of the target groups of being able to orientate themselves in their new countries and to communicate with the local people. In intensive language training, i.e. within the language course models, the requirement of rapid learning progress and practical applicability are of essential importance as well.

ICT offered possibilities that allowed to bridge the gap between the classroom and the real world, and additionally to give the learners opportunities to interact with people with whom they might not normally come into contact, in order to practise their writing and communication skills with native speakers.

Furthermore the use of ICT allowed the learners to repeat and consolidate already learned reading and writing skills and practically exercise the written language learned. While using ICT for learning trainers have to take care about the provision of feedback and assistance to the learners. Some of the learners missed the feedback from a trainer, whose corrections they trusted more than those from the computer-learning program. It has to be mentioned that some learners had problems with using ICT (ALPHASPACE) for learning purposes. Other positive aspects in relation to the use of ICT for learning:

- broadening of computer skills!
- improvement of writing skills through practice at the PC
- an incentive towards self-correction on-screen (spelling correction feature)
- in the case of possible deficits in fine motor activity, a de-stressing of difficulties in writing by hand by means of keyboard use
- a starting point for further courses, computer courses included
- a promotion of self-confidence in general.

Besides ICT based training the implementation of training in real life situations, e.g. visiting different shops in town and fulfilling specific tasks, has to be seen as an important aspect of migrants training: Using communication skills outside the classroom is important because many students still use their native language in their environment. As stated by project members communication in real life situations with "unprepared" communicants allowed learners to experience a feeling of success.

Project partners identified the need for an internal differentiation of learning phases to take into account the heterogeneity of the different participants in the training courses. Here again the use of ICT was very helpful. It has to be noted as well that group size should be kept small, as the demand of the learners for assistance is very high. The groups in the training modules by the partners consisted of 5-10 persons on average. As pointed out by the trainers this seems to be a reasonable number, as it was possible for the trainers to plan and implement individualized and participant-orientated lessons. This is of special importance as project participants reported that the learners demanded the unlimited readiness and undivided attention of each trainer and engaged them for their own cause. As a consequence some of the instructors felt overtaxed, since that was truly strenuous, physically as well as mentally.

The applied methodologies in the different countries taking part in the project also supported the communication among the target group resulting in the raise of awareness of the needs of other ethnical/religious groups. The intercultural communication tasks implemented in the training modules offered the possibility to learners to perceive the foreign cultural reality from a variety of perspectives.

In terms of pedagogy task-based lessons have been proven to be a valuable form of autonomous learning available to foreign language teaching. It is important that they either leave the classroom or that local experts be invited into the classroom to complete their project. In fulfilling their task, learners have to deal with real-life issues, are in contact with the outside world, and independently acquire strategies of coping with and influencing it.

Several aspects of the ALPHASPACE have to be improved in the future. The selection of the tools available was good: Learners had different, easy to use, communication tools at hand.

Most important aspect from the evaluators' point of view is the increase in self-esteem through the acquisition of new qualifications and the promotion of self-confidence in general, which was reported by all project partners. As a project partner stated: "Through the dialogue and interchange of migrants, pedagogues and trainers, the improvement of migrants computational skills and their language and literacy training a climate of hope and confidence could be created that gave learners the self esteem to continue their training by themselves and helped them to integrate into society." This is a good starting point for taking up the challenges imposed by the demands of lifelong learning!

Recommendations

The present report could not take into account all of the methodological-didactic, social education and intercultural or trans-cultural aspects of the different training courses for immigrants. A more detailed analysis of these areas, however, would be especially interesting for follow-up projects of this kind. Therefore one of the most eminent recommendations is to do further in depth testing of the developed methods.

Other aspects that have to be taken into account in the further development of the different training methods or application in practice include the following:

- Instructors and trainers need to be more careful about one's own culture and identity. They have to get conscious of existing stereotypes and one's own ethnocentric patterns of behaviour. Furthermore they need to clarify their own attitude towards the Foreign and reflect culture-specific language rituals and communication strategies. As a result a training course or introduction of trainers and instructors is strongly recommended.

- Gender issues have to be addressed more clearly before the starting of the training modules. If some of the participants have difficulties in learning together with learners of different gender this has to be addressed before any training measure taking place. Difficulties that occurred during several trainings in the project have to be avoided in the future. Special attention has

to be given to the needs of female learners: Often their cultural background imposes a series of difficulties on them, if they want to attend training units. Under certain circumstances it might be very convenient to divide the learning group in order to create a "protective sphere" for female course participants. At the same time one has to keep in mind that this measure gives female students a special status that might have a negative influence on the aim to integrate into society under "normal" conditions. It will be the task of teachers and training managers to identify possible solutions before the training starts.

- Experience made by the Italian partner point out to the necessity of continuity of trainers to participate in all planning meetings, trainings etc. from the beginning and stay with the course until its end. The Italian project partner made the experience that it is not so easy to pass on the didactics, subject matter, social pedagogy and socio-cultural aspects discussed in the preparatory phase, which caused the continuity of the agreements to be lost along the way. The intention of the pilot course, the project goals, the conviction of the necessity of certain contents, the practical implementation of the learners' expectations, should not be constantly endangered by the appearance of new trainers.

- In terms of pedagogy a more conscious consideration of the specific requirements of literacy training in methodology and trainer training is an essential element of every future course. This can only be achieved if instructors truly allow the students to learn in self-managed ways. For example, autonomous learner groups could be created to assist new learners.

- Differences in the age of the target group resulted in difficulties in the training schedule (e.g. 9 to 32 years old learners in Greece). For example, for the sub-group of adolescents non pre-arranged classes were preferred, as they stressed the informal/innovative nature of the project.

- A precise attribution of roles between the trainers, the instructors and the evaluator, is vital to the success of the activities. The final responsibility for the realization or non-realization of goals developed and agreed upon together should be clearly decided upon. Training staff should

be kept small, yet large enough to fit the needs of the user groups: Too many teachers lead single ones of them to regard the distribution of tasks in a rather superficial manner; they do not feel directly responsible and then easily leave the implementation of certain tasks to their colleagues.

– The limitation of the available communication tools available via the ALPHASPACE was a good idea. Trainers and learners perceived the available tools as good communication facilities and the level of difficulty was appropriate. More, resp. different tools, e.g. video chat etc. would not add significantly to the project but impose a series of difficulties, e.g. training of trainers, hard- and software requirements, etc. More attention has to be given to the specific needs of secondary/ functional illiterates: The comments given by the participating learners give some very useful hints that should be considered in future development, i.e. entry page in different languages; flags instead or together with country maps as orientation point; improved speed of downloads; clearly arranged navigation menu; etc.

– The integration of volunteers has had a great impact in the training of the Spanish partner: It did help to reduce costs but more important it helped to raise consciousness among the immigrants as well the local inhabitants. Many of the participants spoke of the difficulties and complications they have encountered in trying to get know native speakers, and valued the project because it provided opportunities to do this. They also expressed an interest in getting to know more volunteers and the persons involved in the project directly. Therefore where possible the integration of volunteers has to be seen as an important contribution to the integration of immigrants.

Future evaluations should focus more specifically on one training method: The evaluator could only partly address the broad approach of the project (four different training methodologies; ALPHASPACE, internal evaluation). Furthermore difficulties in the evaluation approach concerning the familiarity of migrants to technology have been experienced. In the case of Southern Tyrol participants rejected to let record their interviews. Critical comments were expressed rather unexpectedly but spontaneously

in different situations. Even during the final course party hints were given to the trainers or training managers, meant to help improve certain aspects in future courses. The Italian project partner made the valuable suggestion to note these inputs afterwards in the form of a diary.

8. CONCLUSIONS

The ALPHATRAIN project succeeded in the development of multi-disciplinary methods for immigrants' language learning. Four different methodologies were developed and tested by the project partners. Therefore very different aspects and issues could be addressed by the partners and the different approaches were well suited to the specific target group in every country. Summing up all the data gathered during the project's life the following conclusions can be drawn.

Although, a substantial change in reading and writing skills could not be detected due to the limited duration of the project, evidence of greater motivation on the part of students to improve the skills and to make them a priority objective for their social integration, was present in all partner countries. The use of ICT was the most important factor which comprised the motivational aspect included in all methodologies.

Practicing language learning activities with the use of ICT makes the educational procedure more amusing and at the same time it gives the learner a sense of being autonomous in the learning course. This autonomy can increase the learner's self-confidence and self-esteem to continue training as well as

to develop an attitude of a "non-illiterate" person in society. Self confidence is a necessary tool in order for the learners to move forward in work or further study. The target group of immigrants face major barriers such as cultural and settlement issues, poverty, racism, foreign credential recognition issues, and poor language skills which all together can often lead to an internalization of low self-esteem.

In addition, it is very important to mention the fact that using ICT facilities in immigrants' education, learners have the possibility of acquiring a second skill at the same time that of digital literacy. Learners in all four countries were acquainted with new technologies facilities using them during the educational procedure. The use of ICT allowed the learners to repeat and consolidate already learned reading and writing skills and practically exercise the written language learned. Practicing ICT can be another factor of increasing the learner's self esteem, helping in the process of social integration.

ICT offered possibilities that allowed to bridge the gap between the classroom and the real world, and additionally to give the learners opportunities to interact with people with whom they might not normally come into contact, in order to practise their writing and communication skills with native speakers.

Besides ICT based training the implementation of training in real life situations, e.g. visiting different shops in town and fulfilling specific tasks, has to be seen as an important aspect of migrants training: Using communication skills outside the classroom is important because many students still use their native language in their environment. As stated by project members communication in real life situations with "unprepared" communicants allowed learners to experience a feeling of success.

Project partners identified the need for an internal differentiation of learning phases to take into account the heterogeneity of the different participants in the training courses. Here again the use of ICT was very helpful. It has to be noted as well that group size should be kept small, as the demand of the learners for assistance is very high. The groups in the training modules by the partners consisted of 5-10 persons on average. As pointed out by the trainers this seems to be a reasonable number, as it was possible for the trainers to plan and implement individualized and participant-orientated lessons. This is of special

importance as project participants reported that the learners demanded the unlimited readiness and undivided attention of each trainer and engaged them for their own cause.

The applied methodologies in the different countries taking part in the project also supported the communication among the target group resulting in the raise of awareness of the needs of other ethnical/religious groups. The intercultural communication tasks implemented in the training modules offered the possibility to learners to perceive the foreign cultural reality from a variety of perspectives.

The training modules that have been developed by the project partners are applicable to further course types and target groups. They are complete in themselves and can be simplified or extended in terms of content to adapt them to specific target groups. In order to meet the expectations of the target groups and ensure positive learning outcomes they have to be adapted carefully to other specific contexts. An identification of relevant subject matter is a precondition for training success: It became quite clear through the project run that one important reason for the success of the trainings was the orientation towards the needs of the target groups of being able to orientate themselves in their new countries and to communicate with the local people. In intensive language training, i.e. within the language course models, the requirement of rapid learning progress and practical applicability are of essential importance as well.

In terms of pedagogy task-based lessons have been proven to be a valuable form of autonomous learning available to foreign language teaching. It is important that they either leave the classroom or that local experts be invited into the classroom to complete their project. In fulfilling their task, learners have to deal with real-life issues, are in contact with the outside world, and independently acquire strategies of coping with and influencing it.

Several aspects of the ALPHASPACE have to be improved in the future. The selection of the tools available was good: Learners had different, easy to use, communication tools at hand.

ALPHATRAIN project facing the challenge of developing innovative methodologies in immigrants' language learning, using the means of motivation in order to promote social inclusion and integration, meets the European priorities of "active citizenship" and "lifelong learning".

Acquiring and continuously updating and upgrading a high level of knowledge, skills and competencies is considered a prerequisite for the personal development of all citizens and for participation in all aspects of society from active citizenship through to labour market integration. Lifelong learning has emerged as an overarching strategy for enabling citizens to meet new challenges. The Lisbon European Council (March, 2000) set the strategic goal for Europe, of becoming by 2010 "the most competitive and dynamic knowledge based economy in the world, capable of sustainable and economic growth with more and better jobs and greater social cohesion".

Lifelong learning is an overarching strategy of European co-operation in education and training policies and for the individual. The lifelong learning approach is an essential policy strategy for the development of citizenship, social cohesion, employment and for individual fulfilment.

The concept of European citizenship was originally connected to a formal and economic view upon citizenship, which emphasised the internal free market and free consumers. Later European texts express a vision of a more active citizenship. Thus from being based mainly in a liberal/neo-liberal notion of citizenship, where citizens are passive receivers of individual rights, recent analyses point towards an aim of a more active citizenship, stressed in the republican/communitarian tradition. To achieve this aim, the concept of EU citizenship can thus be interpreted as a factor in the promotion of a 'sense of belonging' to Europe and in the creation of a "European identity".

Appendices Section

SMS MESSAGES SENT TO IMMIGRANTS FROM CRETE & SOUTH AEGEAN REGIONAL DEVELOPMENT CENTRE

Russian lessons

ΕΛΛΗΝΙΚΑ

Συγχαρητήρια για τη συμμετοχή σας στο πρόγραμμα Alphatrain ! Τις επόμενες μέρες θα αρχίσετε να λαμβάνετε στο κινητό σας απλά μαθήματα ελληνικής γλώσσας.

ΕΛΛΗΝΙΚΑ – ΛΑΤΙΝΙΚΑ

Sighartiria gia ti simmetohi sas sto programma Alphatrain! Tis epomenes meres tha arxisete na lamvanete sto kinito sas apla mathimata ellinikis glossas

ΡΩΣΙΚΑ

Поздравляєм вас с участиєм в программє “ALPHATRAIN”. В ближайшиє дни начнётє получать на ваш мобильный тєлєфон простыє сообищєния грєчєского языка

ΡΩΣΙΚΑ – ΛΑΤΙΝΙΚΑ

Pozdaravleaem vas s utsiastem v programme “ALPHATRAIN”. V blijaishie dni natsiniote polutsiati na vash mobilinii telefon prostie soobscenia gretseskovo iazika.

POLICE

ΡΩΣΙΚΑ	ΡΩΣΙΚΑ – ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ
Как тєбя зовут?	Kak tebia zovut?	Pos se lene	Πως σε λένε
Мєня зовут ….	Menea zovut …..	Me lene …	Με λένε ….
Откуда вы?	Otkuda vi?	Apo pu ise;	Από πού είσαι;
Я из ….(страна)	Ea iz ……(strana)	Ime apo …….	Είμαι από ……
Даи мнє твой пасспорта	Dai mne tvoi passporta	Dose mu to diavatirio su	Δώσε μου το διαβατήριο σου
Пожалуйта	Pojaluista	Oriste parakalo	Ορίστε παρακαλώ
У мєня нєт пасспорта	U menia net passporta	Den eho diavatirio	Δεν έχω διαβατήριο
Я потєрял пасспорта	Ea patereal passport	Ehasa to diavatirio mu	Έχασα το διαβατήριό μου
Мой пасспорта дома	Moi passport doma	To diavatirio mu ine sto spiti	Το διαβατήριό μου είναι στο σπίτι
Покажи мнє твои доксумєнты	Pokaji mne toi dacumenti	Dixe mu ta hartia su	Δείξε μου τα χαρτιά σου
У мєня нєт доксумєнтов	Yjmenea net dacumentav	Den eho hartia	Δεν έχω χαρτιά
Я потєрял свои докумєнты	Ea patereal sfoi daccumenti	Ehasa ta hartia mu	Έχασα τα χαρτιά μου
Мои докумєнты дома	Moi dacumenti doma	Ta hartia mu ine sto spiti	Τα χαρτιά μου είναι στο σπίτι
Можєшь принєсти свои докумєнты?	Mojeshi prinesti sfoi documenti?	Boris na feris ta hartia su	Μπορείς να φέρεις τα χαρτιά σου;
Можно позвонить домой и сказать чтоб мнє их принєсли?	Mojno pozvoniti domoi i skazati tsciob mne ih prinesi?	Boro parakalo na tilefoniso sto spiti na ta ferun?	Μπορώ να τηλεφωνήσω στο σπίτι παρακαλώ να μου τα φέρουν;

Гдє ты живёшь?	Gde ti jiveoshi?	Pu menis?	Που μένεις;
Я живу на улицє ….. (vi) номєр …….	Ea jivu na ulitse ……. (vi) nomer …..	Meno stin …. (odo) , arithmo …….	Μένω στην …… (οδός) στον αριθμό ….
Гдє работаєшь?	Gde rabotaeshi?	Pu dulevis?	Που δουλεύεις;
Я работаю на …(в) …..	Ea rabotaiu na ……(v)…	Dulevo sto ……	Δουλεύω στο ……..
Я бєзработник (ница)	Ea bezrabotnik (nitsa)	Ime anergos	Είμαι άνεργος
Ищу работу	Ishtciu rabotu	Psahno dulia	Ψάχνω δουλειά
Простой рабочий	Prastoi rabotscii	Ime ergatis	Είμαι εργάτης
Простым строитєлєм	Prastoi stroitelem	Ime ikodomos	Είμαι οικοδόμος
Простой домработницєі	Pastoi domrabotnitsei	Ime ikiaki voithos	Είμαι οικιακή βοηθός
Ухаживаю за больными	Uhajivaiu za bolinimi	Ime apoklistikh nosokoma	Είμαι αποκλειστική νοσοκόμα
Работаю в туристичєком офисє	Rabotaiu v turistitceskom ofise	Ime ipallilos turistiku grafiu	Είμαι υπάλληλος τουριστικού γραφείου
Сколько врємєни ты в Грєции?	Skoliko vremeni ti v Gretesi?	Poso kero menis stin Ellada	Πόσο καιρό μένεις στην Ελλάδα;
Нахожусь	Nahojusi …..	Vriskome	Βρίσκομαι …. (μένω ……..)

BASIC FRASES - GREETINGS

ΡΩΣΙΚΗ	ΛΑΤΙΝΙΚΗ –ΡΩΣΙΚΩΝ	ΕΛΙΝΙΚΑ - ΛΑΤΙΝΙΚΗ	ΕΛΛΗΝΙΚΑ
Здравствуйтє	Zdravstvuite	kalimera	Καλημέρα
Доброе утро	Dobroe utro	Kalispera	Καλησπέρα
Добрырй вечєр	Dobrii vetcer	Gia sas	Γειά σας
Спокойной ночи	Spokoinoi notci	Kali nihta	Καλή νύχτα

BASIC FRASES - WISHES

ΡΩΣΙΚΗ	ΛΑΤΙΝΙΚΗ –ΡΩΣΙΚΩΝ	ΕΛΙΝΙΚΑ - ΛΑΤΙΝΙΚΗ	ΕΛΛΗΝΙΚΑ
Будь Здоров	Budi zdarov	Na ise kala	Να είσαι καλά
Стчастливого пути	Stciastlivogo puti	Kalo taxidi	Καλό ταξίδι
Добро пожаловать	Dobro pojalovati	Kalos irthes	Καλώς ήρθες
Хорошей работы	Horosei raboti	Kali dulia	Καλή δουλειά
Хорошего лета	Horoshego leta	Kalo Kalokeri	Καλό Καλοκαίρι
С рождеством	S rojdestvom	Kales diakopes	Καλές διακοπές
С Пасхой	S Pashoi	Kalo Pasha	Καλό Πάσχα
Выздоравлиивай	Vizdoravlibaite	Perastika	Περαστικά
Хорошо погулять	Horoso poguleati	Kala na perasete	Καλά να περάσετε

CONVERSATIONS

Как дела ?	Cac dela?	Ti kanis?	Τι κάνεις;
Хорошо	Harasho	Ime kala efxaristo	Είμαι καλά Ευχαριστώ
Мне плохо	Mne ploha	Ime arostos	Είμαι άρρωστος
Мне не хогошо	Mne ne xarasho	Den ime kala	Δεν είμαι καλά
У меня много проблем	U menia mnoga prablem	Exo pola provlimata	Έχω πολλά προβλήματα
Куда идёшъ	Cuda idiosi	Pu pas – pu pigenis?	Που πας – Που πηγαίνεις;
Иду в ….	Idu v ….	Pigeno sto ……	Πηγαίνω στο …..
Хочу пойти в …..	Hotsu poiti v …	Thelo na pao sto …	Θέλω να πάω στο ….
Иду на работу	Idu na rabotu	Pigeno sti dulia	Πηγαίνω στη δουλειά
Что хочешъ?	Tcito hotcesi	Ti thelis	Τι θέλεις;
Хочу выучить греческий язык	Hotciu viutciti gtetcescii iazic	Thelo na matho elinika	Θέλω να μάθω ελληνικά

QUESTIONS

ΡΩΣΙΚΑ	ΛΑΤΙΝΙΚΑ –ΡΩΣΙΚΑ	ΕΛΛΗΝΙΚΑ - ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ
Где эта улица	Gde eta ulitsa	Pu ine afti i odos	Που είναι αυτή η οδός
Как пойти в Димархио	Kak poiti v dimarhio	Pu ine to Dimarhio?	Που είναι το Δημαρχείο
Как пойти в Номархию	Kak poiti v nomarhio	Pu ine i Nomarhia?	Που είναι η Νομαρχία;
Скажите пожалуйста где больница	Skazjte pajalusta gde balnitsa	Pite mu parakalo pu ine to nosokomio	Πείτε μου παρακαλώ που είναι το νοσοκομείο
Скажите пожалуйста где автостанция	Skazite pazalusta gde aftostantsia	Pite mu parakalo pu ine to KTEL	Πείτε μου παρακαλώ που είναι το ΚΤΕΛ
Где здесь супер маркет	Gde zdesi super market	Pu ine to super market	Που είναι το super market
Хочу киллограмм хлеба	Hotsu kilogram hleba	Poso kani ena kilo psomi	Πόσο κάνει ένα κιλό ψωμί;
Сколько стоит киллограмм хлеба	Skoloko stoit kilogram hleba	Poso kani ena kilo psomi	Πόσο κάνει ένα κιλό ψωμί;
Сажите пожалуйста где иаходится лаики агора	Skajite pajalusta gde nahoditsia laiki agora	Pite mu parakalo pu ine i laiki agora	Πειτε μου παρακαλώ που είναι η λαϊκή αγορά;
Хочу пойти в какую-то гостиницу?	Hatsiu paiti v kakuiu to gastinitsu?	Thelo na pao se kapio xenodohio	Θέλω να πάω σε κάποιο ξενοδοχείο
Хочу пойти в дешёвый ресторан?	Hatsiu paiti v deshiovii restaran?	Thelo na pao se ena ftino estiatorio	Θέλω να πάω σε ένα φτηνό εστιατόριο
Хочу выпиты грєчєснй кофє пожалуйста	Hatciu vipiti gretceskii kofe pojalusta	Thelo na pio ena kafe parakalo	Θέλω να πιω έναν καφέ παρακαλώ.
Хотєла бы взять одну пицу	Hatela bi vzeati odnu pitsu	Thelo na paro mia pitsa	Θέλω να πάρω μια πίτσα

Пожалуйста хочу один шашлік (котлету, гиро)	Pojalusta hotciu adin shashlik (kotletu, giro)	Parakalo thelo ena suvlaki (bifteki, giro)	Παρακαλώ θέλω ένα σουβλάκι (μπιφτέκι, γύρο)
Пожалуйста хочу один шашлік с питои	Pojalusta hotciu adin shashlik c pita	Parakalo thelo ena suvlaki me pita	Παρακαλώ θέλω ένα σουβλάκι με πίτα
Можете дать мнє одну тиропиту (сранакопиту, мнитаропиту) ?	Mojete dati mne adnu platsindu s tyrogom (sospinatom, c gribami)?	Mu dinette mia tiropita (spanakopita, manitaropita) ?	Μου δίνετε μια τυρόπιτα (σπανακόπιτα, μανιτταρόπιτα);
Датйтє мнє, пожалуйста одну кока колу? Сколько стоит?	Daite mne, pojalusta, adnu koka – kolu? Skoliko stoit?	Mu dinette parakalo mia koka – kola? Poso kani	Μου δίνετε παρακαλώ μια κόκα –κόλα; Πόσο κάνει;
Приготоьтє мнє, пожалуйста, один тост.	Prigotovite mne pojalusta adin tost	Mu ftiaxnete parakalo ena tost?	Μου φτιάχνετε παρακαλώ ένα τοστ

SHOPPING

ΡΩΣΙΚΑ	ΛΑΤΙΝΙΚΑ – ΡΩΣΙΚΑ	ΕΛΛΗΝΙΚΑ - ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ
Хочу … …пол килограмма макаронов? … пол килограмма рнса? …пол килограмма сыра брынзы Сколько стоит?	Hotsu … …pol kilograma makaronov … pol kilograma risa …pol kilograma sira, brinzi Skoliko stoit?	Thelo … …ena kilo makaronia. … ena kilo rizi. … ena kilo tiri Poso kani?	Θέλω … …ένα κιλο μακαρόνια. … ένα κιλό ρύζι. … ένα κιλό τυρί Πόσο κάνει;
Хочу …. ...пол консєрву тушёнки …рыбную консєрву …овошную консєрву Сколько стоит?	Hotciu …. …konservu tushonki …ribnuiu konservu …ovoscinuiu konservu Skoliko stoit?	Thelo …. …mia konserva zabon …mia konserva psari …mia konserva lahanika Poso kani?	Θέλω … …μια κονσέρβα ζαμπόν …μια κονσέρβα ψάρι …μια κονσέρβα λαχανικά Πόσο κάνει;
Хочу … …малєнький пакєт чая …купить килограмм сахара …200 гр кофє … килограм фасоли, факєс Сколько стоит?	Hotciu … …malenikii paketik tciaia …kupiti kilogram sahara …200 gr kofe …kilogram fasoli, fakes Skoliko stoit?	Thelo … …ena mikro paketo tsai …;ena kilo zahari …200 gr kafe …ena kilo fassolia, fakes Poso kani?	Θέλω … …ένα μικρό πακέτο τσάι …ένα κιλό ζάχαρη …200 γρ. καφέ …ένα κιλό φασόλια, φακές Πόσο κάνει;
Сколько стоит эта колбаса?	Skoliko stoit eta kalbasa?	Poso kani afto to salami	Πόσο κάνει αυτό το σαλάμι;

LAWYERS – Entry and Residence in Greece

РΩΣΙΚΑ	ΛΑΤΙΝΙΚΑ – РΩΣΙΚΑ	ΕΛΛΗΝΙΚΑ - ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ
Скажитє пожалуйста гдє находятся кабинєты адвокатов?	Skajite pojalusta gde nahodeatsa kabineti advokatov?	Pu ine ta grafia tou dikigoriku silogu parakalo?	Που είναι τα γραφεία του δικηγορικού συλλόγου παρακαλώ
Мнє нужєн адвокат: …для офромлєния докумєнтов …чтобы открыть визу …для лєгализации докумєнтов о нахождєнии в грєции	Mpe nujen advocat: …dlea afarmlenia dakumentav …tstobi atkriti vizu … dlea legalizatsii dakumentav a nahajdenii v Gretsii	Thelo ena dikigoro gia na: …ftiaxo ta hartia mu …anixo th viza mu …vgalo prasini karta	Θέλω ένα δικηγόρο για να: …φτιάξω τα χαρτιά μου …ανοίξω τη βίζα μου …βγάλω πράσινη κάρτα
Kak называєтя служба Ответственная за чужєстранцєв в Грзции?	Kak nazivaetsea slujba atfetstenaia za ciujestrantsev n Gretsii?	Pia ine i ipiresia allodapon stin Ellada?	Ποια είναι η αρμόδια υπηρεσία αλλοδαπών στην Ελλάδα;
Kak мнє свяаться с этой служсбой?	Kak mne sfeazatsea s etoi slujboi?	Pos tha epikinoniso me aftin tin ipiresia?	Πως θα επικοινωνήσω με αυτήν την υπηρεσία;

Как мнє свяаться с Дэпартамєном Министєрсва Внутрєнних Дєл (М.V.Д.) или с Управлєнием по вопрокам чужєстранцєв?	Kak mne sfeazatsea s departamentom ministerstfa Vnutrenih Del (M.V.D.) ili c Upravleniem pa vaprosam tsiujestlrantsev?	Pos boro na epikinoniso me ti diefthinsi Alodapon ke Metanastefsis tu Ipurgiu Esoterikon?	Πως μπορώ να επικοινωνήσω με τη διεύθυνση Αλλοδαπών και Μετανάστευσης του Υπουργείου Εσωτερικών;
Какиє докумєнты нужны чтобы остаться в Грєции?	Kakie dokumenti nujni tstobi astatsa v Gretsii?	Pia engrafa hriazome gia na mino stin Ellada?	Ποια έγγραφα χρειάζομαι για να μείνω στην Ελλάδα;
Гдє нужно взять номєр форологику мєтру?	Gde nujna nzeati nomer forologiku metro?	Pos tha vgalo arithmo forologiku mitrou?	Πως θα βγάλω αριθμό φορολογικού μητρώου;
Хочу взять разрєшєниє на работу (или сєзонную)	Hotsiu vzeati razreshenie na rabotu (monimi) (ili sezonnuiu)	Thelo na paro adia ergasias (monimi) (i epohiaki)	Θέλω να πάρω άδεια εργασίας μόνιμη ή εποχιακή
Хочу открыть малєниький магазин	Hatsiu atkriti malenkii magazine.	Thelo na anixo ena mikro magazi.	Θέλω να ανοίξω ένα μικρό μαγαζί.
Как снять квартиру?	Kak sneati kfartiru?	Pos tha nikiaso ena spiti?	Πως θα νοικιάσω ένα σπίτι;
Хочу снять вашу квартири. За сколько вы єё даєтє?	Hatsiu sneati vashu kfartiru. Za skoliko vi eio zdaiote?	Thelo na nikiaso to diamerisma sas. Poso to nikiazete?	Θέλω να ενοικιάσω το διαμέρισμά σας. Πόσο το ενοικιάζετε;
Хочу заключить контракт по вопросу элєктричєского тока в моєм домє	Hatsiu zakliutsiti kantrakt pa vaprosu elektritseskobo toka v maiom dome.	Thelo na kano simvoleo gia ilektriko revma sto spiti mu	Θέλω να κάνω συμβόλαιο για ηλεκτρικό ρεύμα στο σπίτι μου.
Хочу помєнять свой мобильный тєлєфон	Hatsiu pameneati sfoi mobilinii telefon.	Thelo na alaxo to kinito tilefono mu.	Θέλω να αλλάξω το κινητό τηλέφωνό μου

Где находится (чєрный) рынок города?	Gde nahoditsea (tseornii) rinok gorada?	Pu vriskete i agora tis polis ?	Που βρίσκεται η αγορά της πόλης;
Где находится остановка городского автобуса?	Gde nahoditsea astanofka garatskova aftobusa?	Pu ine i stasi tu astiku leoforiu?	Που είναι η στάση του αστικού λεωφορείου;
Октуда могу взять такси?	Atkuda magu vzeati taxi?	Apo pu boro na paro taxi ?	Από πού μπορώ να πάρω ταξί;

ADDRESSES & TELEPHONE NUMBERS OF IMMIGRANTS SERVICES

ΡΩΣΙΚΑ	ΡΩΣΙΚΑ – ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ – ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ	ΤΗΛΕΦΩΝΑ
Адвокат для зашиты гражданских прав	Advakat dlea zastciti grajdanskih prav	Sinigoros tu politi	Συνήγορος του πολίτη	210 7292120
Європєйский адвокат	Evrapeiskii advakat	Evropeos sinigoros	Ευρωπαίος συνήγορος	(33)388172313
		Instituto katanaloton (IN. KA)	Ινστιτούτο Καταναλωτών (IN. ΚΑ.)	1721/ 2103632443 210 363397
		Kentro Prostasias Katanaloti (KE.P.KA)	Κέντρο Προστασίας Καταναλωτή (ΚΕ. Π.ΚΑ.)	8011117200
Милиция (полиция) – Для чужєстранцєв	Militsia (politsia) – Dlea tciujestrantsev	Asfalia – Diefthinsi alodapon	Ασφάλεια – Διεύθυνση αλλοδαπών	2810222597 2810302274
Инжєнєр – Мєханик (права)	Injener – Mehanik (prava)	Mixanologiko (adies odigisis, adies aftokinitu..)	Μηχανολογικό (άδειες οδήγησης, άδειες αυτοκινήτου, κ.τ.λ.)	2810284577 2810334470 2810334478
		Epitheorisi ergasias	Επιθεώρηση εργασίας	2810220242

(О.А.Є.Д.) Мєстныє улиги в разє Ираклио Ул Пєдьядос 3 Площадь Свободы	(O.A.E.D.) Mestnie uligi v raze Iraklio Ul Pediados 3 Ploshciadi Sfoboti	Organismos Apasholisis Ergatiku Dinamiku (O.A.E.D.) Topiki Ipiresia Irakliu Pediados 3 Platia Eleftherias	Οργανισμός Απασχόλησης Εργατικού Δυναμικού (Ο.Α.Ε.Δ.) Τοπική Υπηρεσία Ηρακλείου. Πεδιάδος 3 Πλατεία Ελευθερίας	2810285512
Ул Архиєписора Масариу и Фєтаси	Ul Arhiepiskopa Makariu & Fetaki	Kentro Periferiakis Anaptijis (K.P.A.) Irakliu Arhiepiskopu Makariu & Faitaki	Κέντρο Περιφερειακής Ανάπτυξης (Κ..Π.Α.) Ηρακλείου Αρχιεπισκόπου Μακαρίου & Φαϊτάκη	2810342095
Иродту 150	Irodotu 150	Kentro Periferiakis Anaptijis N. Alikarnasu Irodotu 150	Κέντρο Περιφερειακής Ανάπτυξης (Κ.Π.Α.) Ν. Αλικαρνασσού Ηροδότου 150	2810225145
Страховка (И.К.А.) Ул Лєвину 77	Straxofka (I.K.A.) Ul Levinu 77	Idrima Kinonikon Afaliseon (I.K.A.) Lebinu 77	Ίδρυμα Κοινωνικών Ασφαλίσεων (Ι.Κ.Α.) Λεβήνου 77	2810283294
Управлєниє сосояния больных чужєстранцєв и вєжєнцєв	Upravlenie sostoiania bolinih tciujestrantsev I bejentsev.	Diefthinsi Astikis Katastasis & Alodapon & Metanastefsis	Διεύθυνση Αστικής Κατάστασης & Αλλοδαπών & Μετανάστευσης	2810371342 2810371343 2810371344

Общєстєнноє Управлєниє по Устроиству на Работу Ул Трифицу и Сумєрли	Obcestrenoe Upravlenie Po Ulisroistfu na Rabotu Ul Trifitsu i Sumerli Iraklio	Diefthinsi Ergasias & Kinonikis Entaxis Trifitsu & Surmeli Iraklio	Διεύθυνση Εργασίας και Κοινωνικής Ένταξης Τριφίτσου & Σουρμελή Ηράκλειο	2810246083
Консульстово Русской Фдєрации на Критє и Двєнадцати октровах	Konsulistba Ruskoi Federatsii na Kriti i dvenadtsati ostravah	Proxenio Rosikis Omospondias Krıtı & Dodekanisa	Προξενείο Ρωσικής Ομοσπονδίας Κρήτης και Δωδεκανήσων	2810280787 2810281456
Посольство Болгарии	Pasolistfa Balgarii	Presvia Vulgarias	Πρεσβεία Βουλγαρίας	2106748105
Посольство Польши	Pasolistfa Polishi	Presvia Polonias	Πρεσβεία Πολωνίας	2106778260
Посольство Румынии	Pasolistfa Ruminii	Presvia Rumanias	Πρεσβεία Ρουμανίας	2106728875
Гєнєральноє консульсво Рєсспублики Болгарии	Generalinoe konsulistfa Respubliki Bolgaria.	Proxenio Geniko tis Dimokratias tis Vulgarias	Προξενείο Γενικό της Δημοκρατίας της Βουλγαρίας	2310829210
Гєнєральноє консульсво Сєрбии и Чєрногория	Generalinoe Konsulistfa Servii i Tsernogoria	Proxenio Geniko Servias & Mavrovuniu	Προξενείο Γενικό Σερβίας & Μαυροβουνίου	2310244265
Посольство Боснии и Хєрцєговины	Pasolista Bosnii I Heertsegovini	Presvia Vosnias & Erzegovinis	Πρεσβεία Βοσνίας & Ερζεγοβίνης	2106410788
Бальница Вєньзєлио Бульвар Кносу	Bolinitsa Venizelio Bulivar knosu	Venizelio & Pananio Nosokomio Leoforos Knossu	Βενιζέλειο & Πανάνειο Νοσοκομείο Λεωφόρος Κνωσού	2810368000 2810368001

Бальница Вєньзєлио (Отдєлєниє обслуживаниє граждан) Бульвар Кносу	Bolinitsa Venizelio (Atdelenie abslujivanie grajdan) Bulivar knosu	Venizelio & Pananio Nosokomio (Grafio Ejipiretisis tu Politi) Leoforos Knosu	Βενιζέλειο & Πανάνειο Νοσοκομείο (Γραφείο Εξυπηρέτησης του πολίτη) Λεωφόρος Κνωσού	2810231670
Бальница Вєньзєлио Запись к Врачу Бульвар Кносу	Bolinitsa Venizelio Zapisi k vratsiu Bulivar knosu	Venizelio & Pananio Nosokomio (Rantevu) Leoforos Knosu	Βενιζέλειο & Πανάνειο Νοσοκομείο (Ραντεβού) Λεωφόρος Κνωσού	2810368193
Университєткая Бальница (ПА.Г.Н.И.) Ул Вутєс	Universitetskaia Bolinitsa (PA.G.N.I.) Ul Vutes	Panepistimiako Geniko Nosokomio Irakliu (PA. G.N.I.) Vutes	Πανεπιστημιακό Γενικό Νοσοκομείο Ηρακλείου (ΠΑ. Γ.Ν.Η.) Βούτες	2810392111
Университєткая Бальница (ПА.Г.Н.И.) Запись к Врачу Ул Вутєс	Universitetskaia Bolinitsa (PA.G.N.I.) Zapisi k vratsiu Ul Vutes	Panepistimiako Geniko Nosokomio Irakliu (PA. G.N.H.) (Rantevu) Vutes	Πανεπιστημιακό Γενικό Νοσοκομείο Ηρακλείου (ΠΑ. Γ.Ν.Η.) (ραντεβού) Βούτες	2810542107 2810542108 2810542109

Albanian lessons

GREEK

Συγχαρητήρια για τη συμμετοχή σας στο πρόγραμμα Alphatrain ! Τις επόμενες μέρες θα αρχίσετε να λαμβάνετε στο κινητό σας απλά μαθήματα ελληνικής γλώσσας.

GREEK - LATIN

Sighartiria gia ti simmetohi sas sto programma Alphatrain! Tis epomenes meres tha arxisete na lamvanete sto kinito sas apla mathimata ellinikis glossas

ALBANIAN

Përgezime për pjesmarjen tuaj në programin Alphatrain! Në ditët e arolhshme dofilloni të mernii në telefonin e dovës mësime të thjeshta të giuhës greke.

ALBANIAN - LATIN

Pergezime per piesmarien tuai ne programin Alphatrain! Ne ditet e ardsme dofiloni te merni ne telepfonin e doves mesime te tiesta te giuhes grecce.

QUESTIONS – SIMPLE CONVERSATIONS

ΑΛΒΑΝΙΚΑ	ΑΛΒΑΝΙΚΑ -ΛΑΤΙΝΙΚΑ	ΕΛΛΗΝΙΚΑ ΛΑΤΙΝΙΚΑ
Si të quajnë?	Si te quajne ?	Pos se lene ?
Me quajnë …	Me quajne …	Me lene ….
Nga je ?	Nga je ?	Apo pu ise ?
Jam nga …	Jam nga …	Ime apo …
Me jep pashaportën	Me jep pashaporten	Dose mu to diavatirio su
Urolëro, të lutem	Urolero te lutem	Oriste parakalo
Nuk kam pashaportë	Nuk kam pashaporte	Den eho diavatirio
Humba pashaportën time	Humba pashaporten time	Ehasa to diavatirio mu
Pashaporta ime është në shtëpi	Pashaporta ime este nie stepi	To diavatirio mu ine sto spiti
Më trego dokumentat e tua	Me trego documenta e tua	Dixe mu ta hartia su
Nuk kam dokumenta	Nuk kam documenta	Den eho hartia
Humba dokumentat e mia	Humba documenta e mia	Ehasa ta hartia mu
Dokumentat e mia janë në stëpi	Documenta e mia jane ne stepi	Ta hartia mu ine sto spiti
Mund tï sjellësh dokumentat e tua?	Mund te sjellesh documentat e tua?	Boris na feris ta hartia su?
Mund të telefonoj në shtëpi të lutem të m' i sjellin ?	Mund te telephonoi ne shtepi te lutem te m' i sjelin?	Boro na tilefoniso sto spiti parakalo na mu ta ferun
Ku banon?	Ku banon?	Pu menis?
Banjo në ….. (rruga) …. (në numër) …	Banjo ne …..(ruga) …..(nie numer)..	Meno stin …. (odos) … (arithmos) ….
Ku punon?	Ku punon?	Pu dulevis?
Punoj në …	Punoj ne …	Dulevo sto …..
Jam i papunë	Jam i papune	Ime anergos
Kërkoj punë	Kerkoj pune	Psahno dulia
Jam punëtor	Jam punetor	Ime ergatis

Iam murator	Jam murator	Ime ikodomos
Jam nolihmës shtëpïake	Jam nolihmes sthepiake	Ime ikiaki voithos
Jam punonjës në zyrën tyristike	Jam pynjes ne zyren turistike	Ime ipalilos se turistiko grafio
Jam nolihmës intermiere	Jam nolihmes intermiere	Ime apoklistiki nosokoma
Sa kohë (banon) jeton në Greci ?	Sa kohe (banon) jeton ne Grecce	Poso kero menis stin Ellada?
Ndodhem …. (Banon …….)	Ndodhem …. (Banon …)	Vriskome …

GREETINGS

AΛBANIKA	AΛBANIKA –ΛATINIKA	EΛΛHNIKA –ΛATINIKA
Mikmëngiesii	Mikmengiesii	Kalimera
Mirmdrëmai	Mirdremai	Kalispera
Tungjatjetai	Tuntgjajetai	Gia sas
Natën e mirëi	Naten e mirei	Kali nihta
Të jesh minë	Te jesh minei	Na ise kala
Udhë te mbarë	Unte te mpare	Kalo taxidi
Mirë se erdhe	Mire se endhe	Kalos irthes
Punë të mbarë	Pune tie mbare	Kali dulia
Verë të mbarë	Vere te mbare	Kalo Kalokeri
Pushime të mbara	Pushime tie mbara	Kales diakopes
Pashke të mbarë	Pashke te mbare	Kalo Pasha
Të shkuara	Te shkuara	Perastika
Pia kaloni mirë	Pia kaloni mire	Kala na perasete

CONVERSATIONS

AΛBANIKA	AΛBANIKA –ΛATINIKA	EΛΛHNIKA –ΛATINIKA
C’ bën	C’ bien?	Ti kanis?
Jam mirë faleminderit	Jam mire faleminderit	Ime kala efharisto
Jam sëmurë	Jam semure	Ime arostos
Nuk jam mirë	Nuk jam mire	Den ime kala
Kam shumë probleme	Kam sume probleme	Eho pola provlimata
Ku shkon – ku vete?	Ku shkon – Ku vete?	Pu pas – Pu pigenis?
Shkoj tek në …	Shkoj tek ne …	Pigeno sto …
Dua të shkoj në	Dua shkoj ne …	Thelo na pao sto …
Shkoj në punë	Shkoj ne pune	Pigeno sti dulia
□farë do?	Tsfare do?	Ti thelis?
Dua të mësoj greqisht	Dua te mesoj grecisht	Thelo na matho ellinika

QUESTIONS

AΛBANIKA	AΛBANIKA –ΛATINIKA	EΛΛHNIKA –ΛATINIKA
Ku është kjo rrugë …?	Ku este ruge …?	Pu ine h odos …?
Ku është Bashkia e qytetit	Ku ieste Bashkia e qutetit	Pu ine to Dimarhio?
Ku është Bashkia e rrithit?	Ku este Bashkia e rrethit	Pu ine i Nomarhia
Më thoni ui lutem ku është agjensia e autobuzave?	Me thoni ui lutem ku eshte agjensia e autobuzave?	Pite mu parakalo pu ine o stathmos leoforion?
Ku është dyqani I përgjithshëm?	Ku este dukiani i pergjthshem	Pu ine to super market?
Sa bën një kile bukë ?	Sa njie kile bukie ?	Poso kani ena kilo psomi ?
Më thnoi ui lutem ku është tregu?	Me thnoi ui lutem ku este tregu?	Pite mu parakalo pu ine i laiki agora ?
Dua të shkoj në ndonjë hotel.	Dua te shkoj ne ndonje hotel	Thelo na pao se ena xenodohio
Dua të shkoj në një testorant të lirë	Dua te shkoj ne nje restoran te lire	Thelo na pao se ena ftino estiatorio
Dua të pi një kafe të lutem	Dua te pi nje te lutem	Thelo na pio ena kafe parakalo
Dua të marr një pice	Dua te marr nje pice	Thelo na paro mia pitsa
Ju lutem dua një suvlaqe (byftek, gjiro)	Ju lutem dua nje suvlace (biftec, giro)	Parakalo thelo ena suvlaki (bifteki, giro)
Ju lutem dua një pitë me suvlaqe (byftek, gjiro)	Ju lutem dua nje pite me suvlake (biftek, giro)	Parakalo thelo ena suvlaki (bifteki, giro) me pita
Më jepni një pitë me djathë (pitë me spinaq, pitë me kërpudha)	Me jepi nje pite me djathe (pite me spinak, pite me kerpudha)	Mu dinete mia tiropita (spanakopita, manitaropita)
Më jepni iu lutem një koka kola? Sa bën?	Me jepni iu lutem nje koka kola? Sa ben?	Mu dinete parakalo mia koka – kola; Poso kani;
Më përgatisni një tost iu lutem	Me pergatisni nje tost iu lutem	Mu ftiahnete parakalo ena tost?

SHOPPING

Dua… …një kile makarona …një kile oriz …një kile djathë. Sa bën ?	Dua … …nje kile makarona. …nje kile oriz. …nje kile djathe. Sa ben?	Thelo… …ena kilo makaronia …ena kilo rizi …ena kilo tiri. Poso kani?
Dua… …një konservë me mish …një konservë me peshk …një konservë me perime. Sa bën?	Dua … …nje konserve me mish. …nje konserve me peshk. …nje konserne me perime. Sa ben ?	Thelo… …mia konserva zabon …mia konserva psari …mia konserva lahanika. Poso kani?
Dua… …një paqetë të vogël caji …një kile sheqer …200 gr kafe …një kile fasule, thjerëza. Sa bën ?	Dua … …nje pakete te vogel caji. …nje kile sheger. …200 gr. Kafe. …nje kile fassule, thjereza. Sa ben?	Thelo… …ena mikro paketo tsai …ena kilo zahari …200 gr kafe …ena kilo fassolia, fakes. Poso kani?
Sa bën ky sallam ?	Sa ben ky sallam?	Poso kani afto to salami?

USEFUL INFORMATION

Ku është zyra e këshillit të avokatisë së qytetit?	Ku este zyra e keshillit te avokatise se qutedit?	Pu ine ta grafia tou dikigoriku silogu parakalo?
Dua një avokat për të : …rregulluar dokumentat emia …nxjerr vizën time …të nxjerr kartën jeshile	Dua nje avokat per te: …rregulluar dokumentat emia. …nxjerr vizen time. …te hxjerr karten jeshile	Thelo ena dikigoro gia na: …ftiaxo ta hartia mu …anixo th viza mu …vgalo prasini karta.
Ali është shërbimi kompetent itë huajve në Greqi?	Ali este sherbimi competent ite huajve ne Greci ?	Pia ine i ipiresia allodapon stin Ellada?
Si mund të komunikoj me atë qendër ?	Su mund te komunikoj me ate gender?	Pos tha epikinoniso me aftin tin ipiresia?
Si mund të komunikoj me drejtorinë e të huajre dhe emigrantëre të Ministrisë së brendshme?	Si mund te komunikoj me drejtorine e te huaire dhe emigrantere te Ministrise se brendshme?	Pos boro na epikinoniso me ti diefthinsi Alodapon ke Metanastefsis tu Ipurgiu Esoterikon?
C' dokumenta duhen të qëndroj në Greqi?	C' dokumenta duhen te gentroj ne Greci?	Pia engrafa hriazome gia na mino stin Ellada?
Si mund të nxjerr numër themeltar të taksave?	Si mund te nxierr numer themeltar te taksave?	Pos tha vgalo arithmo forologiku mitrou?
Dua të marr lege të (zakonshme) ose (sezonale).	Dua te marr lege te (zakonshme) ose (sezonale).	Thelo na paro adia ergasias (monimi) (i epohiaki)
Dua të hap një dyqan të vogël.	Dua te hap nje dycan te vogel	Thelo na anixo ena mikro magazi.
Si mund nigas një shtëpi?	Si mund nigas nje shtepi	Pos tha enikiaso ena spiti?

Dua të niqas hyrjen tuaj. Sa është qeraja?	Dua te nigas hyrjen tuaj. Sa este geraja?	Thelo na enikiaso to diamerisma sas. Poso to enikiazete?
Dua të bëj një marreshje për korrentin elektrik në shtëpinë time.	Dua te bej nje marreshje per korrentin elektrik ne shtepine time.	Thelo na kano simvoleo gia ilektriko revma sto spiti mu.
Dua të nolryshoj telefonin tim të dorës.	Dua te nolryshoj telefonin te dores.	Thelo na alaxo to kinito tilefono mu.
Ku ndodhet tregu i qytetit?	Ky ndodhet tregu I gytetit?	Pu vriskete h agora tis polis?
Ku është stationi autobuzit të qytetit ?	Ku este stationi autobuzut te qytetit ?	Pu ine i stasi tu astiku leoforiu ?
Ku mund të marr taksi ?	Ky mund te marr taxi ?	Apo pu boro na paro taxi?

ADDRESSES & TELEPHONE NUMBERS OF IMMIGRANTS SERVICES

Avokat i qytetarit 2107292120	Avokat i qytetarit 2107292120	Sinigoros tu politi 2107292120
Avokat evropian (33)388172313	Avokat evropian (33)388172313	Evropeos sinigoros (33)388172313
Institute i konsumimit. (IN.KA.) 1721/ 2103632443 210363397	Institute i konsumimit. (IN.KA.) 1721/ 2103632443 210363397	Instituto Katanaloton (IN.KA.) 1721/ 2103632443 210363397
Qendra mbrojtëse e konsumatorit (KE. P.KA.) 8011117200	Qendra mbrojtese e konsumatorit (KE. P.KA.) 8011117200	Kentro Prostasias Katanaloti (KE. P.KA.) 8011117200
Sigurimi – Dejtoria e të huajve (Irakliu) 2810222597 2810302274	Sigurimi – Dejtonia e te huajve (Irakliu) 2810222597 2810302274	Asfalia – Diefthinsi Allodapon (Irakliu) 2810222597 2810302274
Dejtoria e qarkullimit rrugor (leje edvejtimit të aytomjetit, leje e automietit) (Irakliu) 2810284577, 2810334470, 2810334478	Dejtoria e qarkullimit rrugor (leje edvejtimit te aytomjetit, leje e automietit) (Irakliu) 2810284577, 2810334470, 2810334478	Mihanologiko (adies odigisis, adies aftokinitu (Irakliu) 2810284577, 2810334470, 2810334478
Inspektim i punës 2810220242	Inspektim i punes 2810220242	Epitheorisi ergasias 2810220242
Organizata e punës së fuqisë punëtone (O.A.E.D.) të shërajonal të Iraklios 2810285512 Pediados 3 Seshi Eleftherias	Organizata e punes se fuqise punetone (O.A.E.D.) te sherajonal te Iraklios 2810285512 Pediados 3 Seshi Eleftherias	Organismos Apasholisis Ergatiku Dinamiku (O.A.E.D.) Topiki ipiresia Irakliu 2810285512 Pediados 3 Platia Eleftherias
Qendra vajonale e zhvillimit (K.P.A.) Iraklio 2810342095 Kryeпeshkopi Makariu – Faitaki	Qentra vajonale e zhvillimit (K.P.A.) Iraklio 2810342095 Kryeпeshkopi Makariu – Faitaki	Kentro Periferiakis Anaptixis (K.P.A.) Iraklio 2810342095 Arhiepiskopu Makariu – Faitaki
Qendra vajonale e zhvillimit (K.P.A.) N. Alikarnosu 2810225145 Irodhotu 150	Qentra vajonale e zhvillimit (K.P.A.) N. Alikarnasu 2810225145 Irodhotu 150	Kentro Periferiakis Anaptixis (K.P.A.) Iraklio 2810225145 Irodotu 150

Qendra sigurimeve shoqërore (I.K.A.) 2810283294 Levinu 77 Iraklio	Qendra sigurimeve shoqerore (I.K.A.) 2810283294 Levinu 77 Iraklio	Idrima Kinonikis Asfalisis (I.K.A.) 2810283294 Levinu 77 Iraklio
Drejtoria e gjrntjes civile të huajve dhe emigrant ëve 2810371344, 2810371342, 2810371343	Drejtoria e gjrntjes civile te huajve dhe emigrant eve 2810371344, 2810371342, 2810371343	Diefthinsi Astikis Katastasis & Allodapon & Metanastefsis 2810371344, 2810371342, 2810371343
Dejtoria e punës dhe esistemit shoqëror 2810246083 Trifitsu – Surmeli Iraklio	Dejtoria e punes dhe esistemit shoqeror 2810246083 Trifitsu – Surmeli Iraklio	Diefthinsi Ergasias ke Kinonikis Entaxis 2810246083 Trifitsu – Surmeli Iraklio
Konsullata e Federatës së Kretës dhe dymbëdhjetë ishujve 2810280787, 2810281456	Konsullata e Federates se Kretes dhe dymbedhjete ishujve 2810280787, 2810281456	Proxenio Rosikis Omospondias Kritis ke Dodekanison 2810280787, 2810281456
Ambasada e Bullgarisë 2106748105	Ambasada e Bullgarise2106748105	Presvia Bullgarias 2106748105
Ambasada e Polonisë 2106778260	Ambasada e Polonise 2106778260	Presvia Polonias 2106778260
Ambasada e Rumanisë 210672875	Ambasada e Rumanise 210672875	Presvia Rumanias 210672875
Konsullata e përgjithshme e Demokratisë së Bullgarisë 2310829210	Konsullata e pergjithshme e Demokratise se Bullgarise 2310829210	Proxenio Geniko tis Dimokratias tis Bulgarias 3210829210
Konsullata e përgjithshme e Serbisë dhe e Malittëzi 2310244265	Konsullata e pergjithshme e Serbise dhe e Malittezi 2310244265	Proxenio Geniko Servias & Mavrovuniu 2310244265

HOSPITALS

Venizelio dhe Pananio Spital 2810368000 2810368001 Leoforos Knosu	Venizelio dhe Pananio Spital 2810368000 2810368001 Leoforos Knossu	Venizelio ke Pananio Nosokomio 2810368000 2810368001 Leoforos Knossu
Venizelio dhe Pananio Spital (zyra e shërbimit të qytetarit) 2810231670 Leoforos Knosu	Venizelio dhe Pananio Spital (zyra e sherbimit te qytetarit) 2810231670 Leoforos Knosu	Venizelio ke Pananio (grafio exipiretisis tu politi) 2810231670 Leoforos Knosu
Venizelio dhe Pananio Spital (Takime) 2810368193 Leoforos Knosu	Venizelio dhe Pananio Spital (Takime) 2810368193 Leoforos Knosu	Venizelio ke Pananio Nosokomio (Randevu) 2810368193 Leoforos Knosu
Universitet përgjithshëm i Spital të Iraklios (PA.G.N.H) (Takime) 2810542107, 2810542108, 2810542109 Vutes	Universitet pergjithshem i Spital të Iraklios (PA.G.N.H) (Takime) 2810542107, 2810542108, 2810542109 Vutes	Panepistimiako Geniko Nosokomio Irakliu (PA.G.N.H) (Randevu) 2810542107, 2810542108, 2810542109 Vutes

Alphatrain

CJD Elze, Germany

In der Schule:

Buchstaben	Level 1: Buchstabe & Buchstabe & Buchstabe = Wort
	Level 2: Was heißt wie?
	Level 3: Selbst schreiben!
Worte	Level 1: Ganze Wörter schreiben
	Level 2: Noch mehr Wörter!
	Level 3: 1 & 1 = Plural
Einfache Sätze	Level 1: Welche Farbe?
	Level 2: Was ist dort?
	Level 3: Wo ist was?
Komplexe Sätze	Level 1: Ich suche ... – Gegenstände finden
	Level 2: Unser Herr Böckelmann
	Level 3:

Zum Schwierigkeitsgrad:

Level 1: für Anfänger und zur Wiederholung
Level 2: für fortgeschrittene Anfänger und zur Vertiefung
Level 3: für Fortgeschrittene mit Übungserfahrung

Inhalt

Buchstaben/ Level 1

Übungen: Buchstabe & Buchstabe & Buchstabe = Wort

Links: http://www.passwort-deutsch.de/lernen/band1/lektion1/aktivitaet06-01.htm
http://www.lehrerweb.at/gs/projekte/d/abc/abc.htm

Inhalt

Buchstaben/ Level 2

Übung: Was heißt wie?

Links:

Inhalt

Buchstaben/ Level 3

Übungen: Selbst schreiben!

Links:

Inhalt

Worte/ Level 1

Übung: Ganze Wörter schreiben!

Links: http://schubert-verlag.de/aufgaben/zga/arbeitsblatt009.pdf
http://schubert-verlag.de/aufgaben/xg/xg02_04.htmInhalt

Inhalt
Worte/ Level 2

Übung: Noch mehr Wörter!

Links: http://schubert-verlag.de/aufgaben/zga/arbeitsblatt020.pdf
Passwort Deutsch 1 - Lektion 2 - Aktivität 10

Grammatik-Hilfe: http://www.languagelab.at/PDF/LLDaFMsArtikel.pdf

Inhalt
Worte/ Level 3

Übung: 1 & 1 = 2: Plural

Links: http://www.interdeutsch.de/Uebungen/Wortrix/wortrix3.html
http://www.passwort-deutsch.de/lernen/band1/lektion2/aktivitaet05.htm
http://www.hschwab.com/quizzes/plural1.htm
http://www.hschwab.com/quizzes/plural2.htm

Grammatik-Hilfe : http://www.deutschonline.de/Grammatik/Artikel.htm
Quia - Plurals of Nouns (School Vocabulary)

Inhalt

einfache Sätze/ Level 1

Übung: Welche Farbe?

Links: http://www.iik.com/uebungen/uebungsseite/sonstiges/farben/html
In der Schule

Grammatik-Hilfe: HILFSVERBEN -> SEIN

Inhalt

einfache Sätze/ Level 2

Übung: Was ist dort?

Links: Passwort Deutsch 1 - Lektion 4 - Aktivität 1

Grammatik-Hilfe: http://www.edition-deutsch.de/buecher/pdf/wir1-120.pdf

Inhalt

einfache Sätze/ Level 3

Übung: Wo ist was?

Links: http://www.iik.com/uebungen/uebungsseite/uebliches/akkusativ3.htm
Wo ist alles in der Schule?

Grammatik-Hilfe: Präpositionen

Inhalt

komplexe Sätze/ Level 1

Übung: Ich suche... – Gegenstände finden

Links: *Akkusativ oder Dativ?* "Wo" und "Wohin" Was tun diese Leute?
Carl Spitzweg: "Der arme Poet"
Adjektive deklinieren: Auf dem Bauernhof Adjektive
Relativsätze: Der Relativsatz

Grammatik-Hilfe: Adjektive

Inhalt

komplexe Sätze/ Level 2

Übung: "Unser Herr Böckelmann"

Links:

Useful links in general:

Forum Deutsch als Fremdsprache - Deutsch lehren und lernen mit dem Internet
Deutsch für Anfänger – menue
Michis Übungs-Site DaF
Language Teaching Resources: German Exercises

Other useful links:

Kooperative Migrationsarbeit Niedersachsen KMN
Felix Bubenhofer: E-mail-Projekte im DaF-Unterricht
Zeitschrift für Interkulturellen Fremdsprachenunterricht
..\BLK-Gutachten, Heft107.pdf
BeBiS: DaZ Lehr- und Lernwerkstatt Berlin: Lehr - und Lernwerkstatt Berlin

The module used in Germany during the implementation of Alphatrain, can be extended and new material can be added. Also, contents can be changed. The module can be downloaded to a computer and the necessary software (MS Power Point, Adobe Acrobat Reader, IE 6, Real Player) has to be accessible.

Anyone interested in working with the module could refer to the following address:

Susanne Memmert

CJD Elze

Dr.-Martin-Freytag-Str. 1

D- 31008 Elze

or:

smemmert@cjd-elze.de

Brief Characteristics of the Module

I. Literacy Training & Immigrants in Europe – starting point "School"

- The starting point of literacy training has to be chosen in accordance to the individual situation and the needs of the learners.
- As an example the CJD Elze, a boarding school, chose the issue "School" as a starting point.
- School education is a basic element of individual development in European countries.
- School/boarding school has to serve the purpose of operating as:

  a) an institution in which juvenile migrants have to meet the demands of society in the form of abilities referring to school subjects;

  b) an area, where the process of socialization (secondary) takes place.

II. Motivation

- The module is extendable and by that it offers course participants the possibility to take influence on the learning material.
- The exercise pool can be enriched by creating visual and linguistic material, which could be integrated into the given framework easily (see: Teachers' Instruction!)
- Within the structure of the program the students progress at their own pace in order to avoid frustration.

- The selection of appropriate exercises and grammar instructions should refer to the students' needs and interests.
- ICT-tools (e-mails, forum, chat) are used for preparing real life activities.
- Teachers have to be instructed in order to be able to assist students' efforts (see: Teachers' Instruction!).

III. Methodology

- Effectiveness of the learning process can be increased by "Blended Learning" (see: Teachers' Instruction), i. e. combining
  - E-learning
  - Classroom exercises and
  - Communicative practice/real life situations.
- The transfer of guided communicative activities into everyday situations is a vital element of the program.
- The inclusion of school related topics into the program increases the learners' motivation while it coincides with their daily academic needs, leading to their leaving certificate.
- By maximizing an individual's motivation we hope to achieve integration through the learners identification with the school surroundings.

- Extendability of the module gives course participants the chance to integrate new learning material constantly.

IV. Teachers' Instruction

- An introduction to Hot Potatoes 6 (shareware) has to be given to the teachers.
- Teachers should be able to take photos with a digital camera and to change picture size and resolution (72 dpi).
- The teacher either has to be informed about the learners specific situation and needs, or has to find a way to get ahold of to determine/to ascertain this information himself in order to be able to assist students' efforts.
- The teacher should unterstand the sense of „Blended Learning" and always keep in mind that the transfer of guided communicative activities into everyday situations is a crucial factor of success.
- Learners should be both encouraged to progress and be faced with specific demands of society; emphatic abilities can help teachers to find a balance in this stress ratio.

V. Outlook & Prospects

- Implementation of literacy training in order to obtain that the support of juvenile migrants should become a constant task.

- Networking I: The module and methodology is offered to NGO´s, welfare services, charity organizations etc..
- Networking II: Scientific cooperation with vocational college gives us the possibility to get feedback and to use trainees as multipliers.
- The importance of literacy training shall be imbedded in CJD School´s Quality Management Process.
- Dissemination I: contacts to regional newspapers and journalists, several newspaper articles.
- Dissemination II: CJD wide (via Headquarter, PR department, intranet).

ALPHATRAIN EVALUATION QUESTIONNAIRES

Learners questionnaire
(interviews by trainers)

The structure of question proposed in this document is intended as a supportive instrument for the interviews of learners conducted by the trainers. Please keep in mind that the following questions should give you a general framework for your interviews but have to be adapted to your training institution / training module (not all question might be applicable in your specific context). As training modules are very different in the participating countries it will be necessary to add questions on the training-module and the applied methods in your country.

Further below you can also find a short guideline for conducting interviews. If you are not used to this method please have a look at it before you start your interviews.

General data:

Fort he field reports please try to get and provide all information about the setting of the module. Such as

- Date: [When where the interviews undertaken]
- Name of interviewer: [Who was doing the interviews]
- Data on the interviewed persons:
- number of persons

- origin
- age
- sex
- level of literacy (before the training course)
- language knowledge (native language, other language skills)
- level of computer/technological literacy

Alphaspace

- Design:
  - Do the learners like the colours / images / lay-out of the Alphaspace?
  - Any further remarks by the learners about the design.
  - Did the homepage appear quickly on screen – time for downloading the page. If specific pages were difficult to download please specify.
- Navigation:
  - Is the menu system clearly arranged.
  - Did the learners sometimes feel lost in the Alphaspace? e.g. Did he/she have the feeling to be on a webpage he/she should not be?

- Are the contents easy accessible (e.g. no more than three clicks away from the starting page)
- Are the contents clearly arranged?

• Ease of use:

- Any problems learning to use the Alphaspace.
- Did the learners feel exhausted after using the Alphaspace. If so, why?

• Documentation

- Did the leaner sometimes need help?
- Did the learners know where he/she could find help? e.g. help function in the Alphaspace, contact system administrator, trainer or other learners via the Alphaspace communication tools etc.
- Did the learners experience situation where he/she was not helped by any person/tool?

• Communication tools

- Usage of communication tools (which tools, how often)
- Did the learners have difficulties learning to use the communication tools?
- Any technical problems using the communication tools.
- Did the use of communication tools make learning more fun?

- Did the use of communication tools facilitate learning processes / Did the learners think that the use of the tools helped them to learn?

- Materials
  - Access to materials
    - Did the learners encounter any problems in finding and accessing the materials?
  - Understand ability
    - Any language / literacy problems experienced in using the materials?
    - Level of difficulty of texts and images fitting to the needs of the learners.
    - Did the materials contain extraneous vocabulary, difficult expressions, scientific terms etc.
  - Information
    - Did the materials contain the necessary information?
    - The given information was interesting.
    - Any topics, aspects the learners would have (more) information on.
    - Was the given information up-to-date?
  - Different media
    - Were different media, e.g. sound, pictures, videos, etc. used in the materials?

- Did the used media make learning materials more interesting?
- Did the learners encounter any problems in using the different media?

o Download of materials

- Reasonable file-size – download did not take too long
- Files for download were easy to find.
- Did the learners encounter any problems in saving and opening the materials on the local computer?

o Ethical correctness

- Did the material contain any bias or stereotyping, any religious offensive texts etc.

o Availability of further information

- working link is provided to a contact person or address for further information
- Links to other useful Web sites are provided

Training:

- Settings of the course – What opinions does the interviewed person have on the

o Schedule

- amount of training hours

- duration of training units
- hours in the afternoon
- classes on weekends / during the week / afternoon / evening (which one preferred)

o Training room(s) / space / other training locations used during the training course

o Hard- and software

- Are the provided resources suitable for the learners?
- Did the learners encounter problems related to the use of hard- and software
- Did the learners lack any hard-/software?
- Any positive/negative experiences made with hard-/software?

o Learner group

- Was the size of the training group appropriate?
- Did the learners encounter any problems because of different ethnical origin of learners (problems with different cultures)?
- Any difficulties with mixed (men and women) groups?

- Learning materials:

Depending on the amount of materials that you used in your training via the Alphaspace you can shorten the following questions:

- Understand ability
  - Any language / literacy problems experienced in using the materials?
  - Level of difficulty of texts / images / sound / videos fitting to the needs of the learner.
  - Did the materials contain extraneous vocabulary, difficult expressions, scientific terms etc.
- Information
  - Did the materials contain the necessary information?
  - The given information was interesting.
  - Any topics, aspects the learners would have (more) information on.
  - Were the given information up-to-date?
- Different media
  - Were different media, e.g. sound, pictures, videos, etc. used in the materials?
  - Did the used media made learning materials more interesting?
  - Did the learners encounter any problems in using the different media?

- Ethical correctness

Specific aspects added by the local training institution:

Methods

- Motivation
  - Did the methodology chosen make fun?
  - Any problems encountered using this method?
  - What should be improved?
  - What did not you like on the chosen methodology?
  - Were the learning materials appropriate to the chosen methodology?
  - Would you recommend the chosen methodology to other user groups?
  - Is it possible to use the chosen methodology in other areas, e.g. training ?
- Learning outcomes
  - To what extent did the training course contribute to improving reading and writing skills of the learners?

- Did the training course improve skills of the learners in using information and communication technologies?

- To what extent does the course help the learners to better integrate into society, e.g. finding a job, communication with native speakers, access to information e.g. in German, etc?

Specific aspects added by the local training institution:

Interview Guidelines

If you do not have any experiences in conducting interviews please have a look at this document before you start your interviews. It is intended to point out some aspects you should bear in mind for your interviews.

Preparation for Interview

1. Choose a setting with little distraction. Avoid loud lights or noises, ensure the interviewee is comfortable (you might ask them if they are), etc. Often, they may feel more comfortable at their own places of work or homes.

2. Explain the purpose of the interview.

3. Address terms of confidentiality. Note any terms of confidentiality. (Be careful here. Rarely can you absolutely promise anything. Courts may get access to information, in certain circumstances.) Explain who will get access to their answers and how their answers will be analyzed.

4. Explain the format of the interview. Explain the type of interview you are conducting and its nature. If you want them to ask questions, specify if they're to do so as they have them or wait until the end of the interview.

5. Indicate how long the interview usually takes.
6. Tell them how to get in touch with you later if they want to.
7. Ask them if they have any questions before you both get started with the interview.
8. Don't count on your memory to recall their answers. Ask for permission to record the interview or bring along someone to take notes.

Types of Topics in Questions

One can ask questions about:

1. Behaviours - about what a person has done or is doing
2. Opinions/values - about what a person thinks about a topic
3. Feelings - note that respondents sometimes respond with "I think ..." so be careful to note that you're looking for feelings
4. Knowledge - to get facts about a topic
5. Sensory - about what people have seen, touched, heard, tasted or smelled
6. Background/demographics - standard background questions, such as age, education, etc.

Note that the above questions can be asked in terms of past, present or future.

Sequence of Questions

1. Get the respondents involved in the interview as soon as possible.
2. Before asking about controversial matters (such as feelings and conclusions), first ask about some facts. With this approach, respondents can more easily engage in the interview before warming up to more personal matters.
3. Intersperse fact-based questions throughout the interview to avoid long lists of fact-based questions, which tends to leave respondents disengaged.
4. Ask questions about the present before questions about the past or future. It's usually easier for them to talk about the present and then work into the past or future.

5. The last questions might be to allow respondents to provide any other information they prefer to add and their impressions of the interview.

Wording of Questions

1. Wording should be open-ended. Respondents should be able to choose their own terms when answering questions.
2. Questions should be as neutral as possible. Avoid wording that might influence answers, e.g., evocative, judgmental wording.
3. Questions should be asked one at a time.
4. Questions should be worded clearly. This includes knowing any terms particular to the program or the respondents' culture.
5. Be careful asking "why" questions. This type of question infers a cause-effect relationship that may not truly exist. These questions may also cause respondents to feel defensive, e.g., that they have to justify their response, which may inhibit their responses to this and future questions.

Carrying Out Interview

1. Occasionally verify the tape/mini-disc recorder (if used) is working.
2. Ask one question at a time.
3. Attempt to remain as neutral as possible. That is, don't show strong emotional reactions to their responses. Patton suggests to act as if "you've heard it all before."
4. Encourage responses with occasional nods of the head, "uh huh"s, etc.

5. Be careful about the appearance when note taking. That is, if you jump to take a note, it may appear as if you're surprised or very pleased about an answer, which may influence answers to future questions.

6. Provide transition between major topics, e.g., "we've been talking about (some topic) and now I'd like to move on to (another topic)."

7. Don't lose control of the interview. This can occur when respondents stray to another topic, take so long to answer a question that times begins to run out, or even begin asking questions to the interviewer.

Immediately After Interview

1. Verify if the tape recorder, if used, worked throughout the interview.

2. Make any notes on your written notes, e.g., to clarify any scratchings, ensure pages are numbered, fill out any notes that don't make senses, etc.

3. Write down any observations made during the interview. For example, where did the interview occur and when, was the respondent particularly nervous at any time? Were there any surprises during the interview? Did the tape recorder break?

Further readings:

Bortz, J. and Dφring, N.: Forschungsmethoden und Evaluation fór Human- und Sozialwissenschaftler (3., óberarb. Aufl.). Berlin, 2002.

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Scheme for field reports

The training institutions will collect the information gathered by the interviews (with the learners), analyse the relevant data and document their findings in a field report. These reports will be structured according to the preset format defined in this scheme.

Please describe the training module conducted in your country and add the summarized opinions of the learners (information gathered in the interviews) according to the following topics. Please note that some topics might not be applicable and feel free to add information on your specific context or additional information which might be important from your point of view.

Training institutions can send their field reports in word-format (or compatible standard) or submit them to an online form (which will be set up by the evaluator).

1. Target group

Please describe the learner group in your training module taking into account the following points: number of learners; sex; origin (which countries do the learners come from); age; level of literacy (before the training course); language knowledge (native language, other language skills); level of computer/ technological literacy; specific information you would like to add.

2. Alphaspace

Please indicate how the Alphaspace was used during the training module and summarize the opinions of the learners on the following topics:

- Design of the Alphaspace
- Navigation / menu system of the Alphaspace
- Difficulties in using (learning to use) the Alphaspace
- Help functions in the Alphaspace
- Communication tools
- Learning materials

3. Training

Please describe the following aspects and add the summarized opinions of the learners:

3.1. Settings of the training module

(number of trainers, day to day operational running, schedule, training room(s), hard- and software, …)

3.2. Learning materials

(description of materials, understand ability, use of different media, ethical correctness, ...)

3.3. Specific aspects you would like to add

4. Method

Please describe the following aspects and add the summarized opinions of the learners:

4.1. Applied method(s) – description of activities

4.2. Motivational issues (what aspects of the method were valued motivating, how was this perceived by the group of learners, etc.)

4.3. Learning outcomes in terms of

- o reading and writing skills
- o computer literacy
- o integration in society

4.4. Transferability and scalability of the applied methodology to other contexts (other user groups, European level, etc.)

4.5. Specific aspects you would like to add

5. Additional information you would like to add:

Questionnaire for trainers

Trainers will be asked to fill in a questionnaire focussing on their perception of the training module. The questionnaire is intended to function as a supportive tool for retrieving information on the experiences of the trainers in their daily work with the learners and will help to identify strength and weaknesses of the applied method(s).

The questionnaire will be provided as an online form accessible via the Alphaspace.

1. Name:
2. Institution:
3. Please specify your involvement in the training module (training manager, full time trainer, etc):

Learners

4. Do you think that the size of the learner group was appropriate? Yes No NA

   if No – please specify

5. Did you experience any problems because of different ethnical origin of learners? Yes No NA

   if Yes – please specify

6. Did you experience any difficulties with mixed (men and women) groups? Yes No NA

   if Yes – please specify

7. Did you experience any problems because of different age of learners? Yes No NA

   if Yes – please specify

8. Did you experience any problems because of the heterogeneous level of pre-knowledge of the learners? Yes No NA

   if Yes – please specify

Training context

9. Do you think the amount of training hours was appropriate? Yes No NA

   if No – please specify

10. Were learners satisfied with the duration of training units? Yes No NA

    if No – please specify

11. Were learners satisfied with the schedule of the training module? Yes No NA

    if No – please specify

12. Did you experience any problems in relation to the training rooms? Yes No NA

    if Yes – please specify

13. Were the provided hard- and software suitable for the learner? Yes No NA

    if No – please specify

14. Did you have difficulties in using the available hard- and software? Yes No NA

    if No – please specify

15. Did the learners have difficulties in using the available hard- and software? Yes No NA

    if Yes – please specify

16. Please add any other comment you would like to make on the training:

Learning materials

18. Did you experience any language / literacy problems in using the materials in your group of learners? Yes No NA

    if Yes – please specify

19. Do you think that the level of difficulty of the learning materials was fitting to the needs of your group of learners? Yes No NA

    if No – please specify

20. Did any person of your group of learners complain that the materials contain extraneous vocabulary, difficult expressions, scientific terms etc.? Yes No NA

    if Yes – please specify

21. Did the learning materials contain the necessary information? Yes No NA

    if No – please specify

22. Did any person of your learner group feel (ethically, religiously, sexually) offended by the learning materials? Yes No NA

    if Yes – please specify

23. Please add any other comment you would like to make on the learning materials:

Method

25. Did you encounter any problems using this method? Yes No NA

    if Yes – please specify

26. Please add comments on the strengths of the chosen method(s):

27. Please add comments on the weaknesses of the chosen method(s):

28. Were the learning materials appropriate to the chosen methodology?

29. Would you recommend the chosen methodology to other user groups?

30. What should be improved on the overall methodological level?

31. Please add any other comment you would like to make on the applied methods:

32. Did the chosen method(s) motivate the learners? Yes No NA

    if Yes – please describe motivating elements

    if No – please comment why the method did not motivate learners

33. To what extent did the training course contribute to improving reading and writing skills of the learner?

34. Did the training module improve skills of the learner in using information and communication technologies?

35. To what extent does the course help the learner to better integrate into society, e.g. finding a job, communication with native speakers, access to information in German, etc?

Questionnaire for Alphaspace evaluation

The evaluation of the Alphaspace is intended to get relevant data and information on the following aspects: Contextual factors, design of the website, the quality of content and the overall functionality. A special focus is put on the communication tools and the usefulness in sharing information and acting as a supportive tool for learning. All trainers and train managers are invited to fill in the questionnaire.

The questionnaire will be provided as an online form accessible via the Alphaspace.

Q 1. Name

Q 2. How often did you visit the Alphaspace during the training module?

Every day

Several times a week

About once a week

This is my first visit here

Q 3. Estimate how much time you spent working with the Alphaspace: hours

Please mark your opinion on the following statements.

You can indicate whether you:

3 = strongly agree

2 = somewhat agree

1 = somewhat disagree

0 = strongly disagree

or the statement is not applicable (e.g. you did not use communication tools etc.)

NA = Not Applicable

Q 4. The screen design of the Alphaspace is attractive.

Q 5. It was easy to navigate within the Alphaspace.

Q 6. The Alphaspace provides sufficient help functions.

Q 7. The menu system is clearly arranged.

Q 8. It is easy to access all needed resources.

Q 9. I could understand the meaning of all the words used in the Alphaspace.

Q 10. All parts of the Alphaspace worked the way they should.

Q 11. The teacher forum of the Alphaspace provides valuable references to other resources.

Q 12. It was tiring to work with the Alphaspace.

Q 13. The Alphaspace provides sufficient tools for communication. YES NO

Q 14. If NO, please specify communication tools that you would like to have implemented into the Alphaspace:

Q 15. Did you experience any technical problems whilst using the site? YES NO

Q 16. If YES, please indicate which problems you encountered:

Q 17. Overall, the Alphaspace is useful for sharing information.

Q 18. Please add any comments on question number 17:

Q 19. Overall, the Alphaspace is useful for communication with other learners/trainers.

Q 20. Please add any comments on question number 19:

Q 21. Overall, the Alphaspace is useful for literacy/language training.

Q 22. Please add any comments on question number 21:

Q 23. Which improvements would you suggest?

Questionnaire for internal evaluation

The internal evaluation serves the purpose to understand and improve the management and progress of the project, i.e., the planning, organisation, administration, execution and control of all activities.

Besides the continuous internal feedback this questionnaire will be delivered to the project partners during the project run which will focus on selected topics which seem vital for the ongoing project. The questionnaire will be provided as an online form accessible via the Alphaspace.

Introduction

Dear colleagues,

After one year of project work and collaboration please provide us with your opinion, taking into account

- the project's results so far,
- collaboration and communication
- project meetings,
- international character of the project.

It will be of high value for all of us, for the work organisation and project management in the 2nd year of our project, and for the success of Alphatrain.

Thank you.

Questions

In your opinion which of the objectives have been addressed by the work conducted thus far?

- Which have been dealt with but not completely addressed?
- Which have not as of yet been dealt with?

What do you value as "good" in terms of the results so far?

What do you value as "unsatisfactory" in terms of the results so far?

In your opinion which of the project objectives will not be adequately addressed (justify your answer)

What should be improved?

Please grade the following from 1-5 (5 for a very positive impression, 1 for a very negative impression – please add comments):

Example:

very bad			x			very good
	1	2	3	4	5	

1) Management

1.1) Please grade the quality of the management of the project?

very bad						very good
	1	2	3	4	5	

Comments:

2) Communication: How effective do you think the following are?

2.1) Information flow among partners

not effective						very effective
	1	2	3	4	5	

Comments:

2.2) Communication during the project meetings

not effective						very effective
	1	2	3	4	5	

Comments:

2.3) Project communication via e-mail

not effective						very effective
	1	2	3	4	5	

Comments:

2.4) Project communication via Alphaspace

not effective						very effective
	1	2	3	4	5	

Comments:

3) Project meetings

3.1) How well informed do you feel about what you should do in preparation for the project meetings?

not informed						very well informed
	1	2	3	4	5	

Comments:

3.2) How easy do you find it to express your ideas effectively using English as the project language?

very difficult						very easy
	1	2	3	4	5	

Comments:

3.3) How easy do you find it to express your ideas in general?

very difficult						very easy
	1	2	3	4	5	

Comments:

4) The international character of the project

4.1) How far do you feel the context in your own country has influenced the plans for the e-tutor course?

not at all						very much
	1	2	3	4	5	

Comments:

4.2) Looking forward from now how relevant do you think the final outcome of the project will be to the needs of your own country?

not relevant						very relevant
	1	2	3	4	5	

Comments:

What is your overall opinion about the project? Please grade from 1-10 (10=best grading; 1= worst grading). Give reasons for your grading.

1	2	3	4	5	6	7	8	9	10

Please feel free to comment on anything else you think should be included in the internal evaluation.

Name: Name: Date:

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