



Ad-Hoc Query on Educational projects for immigrants

Requested by GR EMN NCP on 30th January 2015

Compilation produced on []

Responses from Austria, Belgium, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Ireland, Italy, Latvia, Lithuania, Luxembourg, Malta, Netherlands, Poland, Portugal, Romania, Slovak Republic, Slovenia, Spain, Sweden, United Kingdom plus Norway (29 in Total)

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1. Background Information

The GR EMN NCP, on the behalf of the General Secretariat for Lifelong Learning (Hellenic Ministry of Culture, Education & Religious Affairs), requests from Member States, their contribution on practices regarding the implementation of "educational projects for immigrants". In Greece, the project "Education of immigrants in Greek language, Greek history and Greek culture - (ODYSSEAS)" – addresses to EU citizens and third-country nationals, irrespective of their origin, from the age of 16 years of age, who are legally residing in Greece. The purpose of the course is to provide

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students with the necessary linguistic skills, as well as the practical social and intercultural abilities required for the integration of them and their families in the Greek society.

In this framework we would like member states' responses:

- (a) How projects on education for immigrants, carried out in your country, are structured?
- (b) Which method is applied for educational programs carried out for immigrants?
- (c) Which are the procedures followed for the certification of knowledge of the language and which is the competent administrative service?
- (d) Do you have any method for the evaluation of the teachers that participate in those educational programs for immigrants?

We would very much appreciate your responses **by 27th February 2015**.

2. Responses¹

	Austria	Yes	<p>(a) How projects on education for immigrants, carried out in your country, are structured?</p> <p>Projects in the field of education for immigration are diverse and therefore difficult to summarize comprehensively. The following therefore focuses on language projects as the one mentioned in the Greek context.</p> <p>In 2011, the Integration Agreement was introduced to facilitate the linguistic integration of migrants (third country nationals) who want to settle permanently in Austria. By signing the Integration Agreement, migrants commit to acquiring sufficient German language skills within two years.</p> <p>It is structured into two modules: For module 1 German skills at level A2 (Common European Framework of Reference for Languages) are required, whereas for module 2 German skills at level B1 are required.</p> <p>The Austrian Integration Fund offers four test formats for official proof of German language skills and to fulfill the Integration Agreement:</p>

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


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			<ul style="list-style-type: none"> - DTÖ (German Test for Austria) - New ÖIF Test - 2006 ÖIF Test - A1-Fit für Österreich <p>See http://www.integrationsfonds.at/en/individualfoerderung/top_services/oeif_practice_test/ for more details.</p> <p>Moreover, the Austrian Integration Fund offers a variety of specific German courses, such as for specific job-related sectors like health care or for imams or specifically for mothers of children in kindergarten. There are also projects for language support for children between 3 and 6 years.</p> <p>In addition, there are also language projects on city and Province level: the city of Vienna for instance provides in cooperation with qualified course providers an extensive offer in this regard and a curriculum specifying structures, methods, evaluation of teachers and quality standards, including specific offers for women needing child care. See for more details: http://www.wien.gv.at/english/social/integration/learning-german/</p> <p>Furthermore, there is, as mentioned above, a variety of educational projects offered by different institutions as well as NGOs which are not limited to language education alone. Examples are the "Mama lernt Deutsch" (Mum learns German) courses (see for more details: http://www.wien.gv.at/english/social/integration/learning-german/mum-lernt-german/) and the Basic education courses (German language, literacy, basic skills such as IT and maths – see for more details: http://www.wien.gv.at/english/social/integration/learning-german/basic-courses.html) funded by the City of Vienna and the Federal Ministry of Education and Women's Affairs and conducted by various course providers. Caritas and the BFI are for instance offering programs for adult migrants to obtain compulsory basic secondary schooling.</p> <p>Start coaching is a service offered by Municipal Department 17 - Integration and Diversity of the city of Vienna for all new inhabitants of Vienna who receive their 'confirmation of registration as EU citizens or receive their 'residence card' as third-country nationals and family members of EU citizens or received a certificate of registration for the purpose of family member, employee (ArbeitnehmerIn) or self employed. Employees of MA 17 who speak their native language or another language the immigrants feel comfortable with assist them in finding their way around Vienna. At the start coaching-appointment they will receive their Vienna education booklet. This is a booklet where all the language courses, information events, counselling services, and education and further training programmes that they attend are recorded. The education booklet contains vouchers from the City of Vienna for German Integration Courses. It also allows you to attend information events on various useful topics. See for more details: http://www.startwien.at/cms/view/content?locale=en</p> <p>(b) Which method is applied for educational programs carried out for immigrants?</p>
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		<p>The goal of the German Integration courses (up to level A2) is to improve German skills in a way that enables active participation in social, business, and cultural life in Austria.</p> <p>The tasks of the German Test for Austria (DTÖ, levels A2 and B1) are oriented toward the special communication needs of immigrants with a focus on practical and activity-based usage. The DTÖ factors in individual language learning processes and, in doing so, allows participants to demonstrate their actual language skills.</p> <p>The experts at the Austrian Integration Fund (ÖIF) have developed an abundance of teaching material: ÖIF has developed a wide range of teaching materials, many of which cover topics like the issue of prejudice and marginalization with the aim of fostering dialogue and cooperation, or raise different linguistic, social, and cultural challenges of migrants in Austria. The regional and social studies teaching material includes workbooks on public administration and on the Austrian political system, on the Austrian states and the European Union, as well as a collection of frequently required forms and documents.</p> <p>e.g. Literacy teaching material Exercise material “Herzlich Willkommen” Regional studies teaching material “Land der Lieder”: songbooks with CD Austria – audio stories See for more details: http://www.integrationsfonds.at/en/individualfoerderung/top_services/teaching_material/</p> <p style="text-align: center;">(c) Which are the procedures followed for the certification of knowledge of the language and which is the competent administrative service?</p> <p>The Austrian Integration Fund (ÖIF) offers German exams for the levels A1 to B2. (A1 - Fit für Österreich (A1), ÖIF-Test Neu (A2), DTÖ (Deutsch-Test für Österreich) (A2 and B1), B2-ÖIF-Test (B2)) All tests consist of a written (reading, listening, writing) and an oral part.</p> <p>The competent administrative service is the Austrian Integration Fund (ÖIF). As part of the Integration Agreement, the ÖIF certifies course institutes throughout Austria. These institutes offer literacy and German integration courses. German tests are offered throughout Austria by certified course providers and the ÖIF itself. See also for more details: http://sprachportal.integrationsfonds.at/?L=1</p> <p>Another state-approved examination and assessment system for German as a Foreign Language / German as a Second Language that is accepted as proof of sufficient language competence to apply for permanent residence (A1, family reunification), for fulfilling the Austrian Integration Agreement (A2 and B1) and for the granting of Austrian citizenship (B1) is the ÖSD (Österreichisches Sprachdiplom Deutsch)</p>
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			<p>diploma, which is offered in a large number of language schools. It is also offered for the levels B2, C1 and C2 which are required for access to Austrian universities (required level depending on the university).</p> <p>(d) Do you have any method for the evaluation of the teachers that participate in those educational programs for immigrants?</p> <p>The ÖIF guarantees course quality through regular nation-wide evaluation of course institutes providing German-integration courses. The ÖIF is carrying out quality assurance of the German courses by sitting in on classes.</p> <p>Sources: http://www.integrationsfonds.at/en/integration_agreement/what_is_the_ia/ http://www.integrationsfonds.at/iv/pruefung/ http://www.osd.at/default.aspx?SIid=37&LAid=2</p> <p>Regarding offers by the city of Vienna, course providers have to adhere to strict quality standards. For example, they have to get an accreditation from the adult education initiative and have to adhere to the curriculum "German as a second language & literacy classes" of the Municipal Department 17. MA 17 developed the curriculum in cooperation with the University of Vienna and the Vienna Adult Education Centres in 2005.</p>
	Belgium	Yes	<p>For Belgium we would like to make the distinction between educational possibilities and integration programs for immigrants.</p> <p>1. Educational possibilities a+b+c Asylum seekers have the possibility of taking a range of classes organised at the reception centres: there are classes, for example, in language, information technology, cooking and sewing. Asylum-seekers and other legally residing immigrants may also take classes outside the reception facilities for example in centres for basic education or adult education. These centres offer classes in Dutch for non-natives language training, literacy classes, French and English language courses, numeracy/ mathematics, general education (social skills trainings), computer trainings,</p> <p>d. The classes in the reception facilities are given by volunteers, there is no official method for the evaluation. The quality supervision of the centres for basic education and adult education is organised by the Education Inspectorate of the Ministry of Education.</p> <p>2. Integration programs</p>


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		<p>a+b+c</p> <p>In Belgium, the integration policy falls within the competences of the Regions and the Communities. The Flemish Community, the Brussels Capital Region and the Walloon Region, each define their own vision and projects based on the experiences and perceptions of migratory flows as well as reception and social/cultural cohesion related issues. As a consequence, legal aspects, practices and budgets attributed to integration differ from one region to the other. The Federal Government has a number of instruments to support the integration policies of the Regions and Communities.</p> <p><u>Flanders:</u></p> <p>Flanders has an (mandatory) integration pathway for newcomers since several years, but the (civic) integration sector in Flanders is now subject to a structural reform laid down in the Civic Integration Decree of 7 June 2013. One of the goals of the reform is to get a more coordinated approach of the integration and civic integration sector. For this reason an external autonomous (civic) integration agency has been drawn up in November 2013. The policy implementation is left to this new agency. By way of derogation, the Flemish Government can decide to leave the policy implementation to a local administration (e.g. cities of Antwerp and Ghent). Until January 2015 the civic integration programme is organized by a “welcome office” (eight offices in Flanders and Brussels). After January 2015 the External Autonomous Agency Integration and Civic Integration will take over.</p> <p>The integration policy is intended for a range of <u>different target groups</u>. Persons who received an international protection status (recognised refugees) are part of the obligatory target group.</p> <p>Since 2012, there is no longer an obligation for applicants of international protection (asylum seekers) to follow the civic integration programme. However, they preserve their right to follow one or more components of the civil integration process, as from <u>four months</u> in the asylum procedure.</p> <p>The individual in question <u>signs a contract</u> regarding his or her integration program. The primary civic integration programme consists of a training programme that is underpinned by individual coaching and guidance efforts tailored to the individual needs of the persons integrating. The training programme consists of social orientation (standard 60 hours) to get acquainted with Flemish and Belgian society, Dutch language lessons and a career orientation. Persons integrating who have a civic integration obligation and fail to comply with it, as well as persons integrating who are entitled to integrate and fail to comply with the terms of their civic integration contract, can be subjected to an administrative fine of €50 to €5000. The civic integration obligation does not apply in Brussels, neither does the system of administrative fines apply in the Brussels Capital Region.</p> <p>Organisation & duration:</p> <p>Social orientation: organised by the ‘welcome offices’ (under the authority of the Agency for integration and civic integration), standard 60 hours</p> <p>Dutch language lessons: Low-skilled or ‘slow learners’ are referred to the centres for basic-education, a standard course consist of 240 teaching hours. Higher educated or ‘fast learners’ are referred to centres for adult education where the can follow a standard course of 120</p>
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		<p>hours. Persons integrating who want to follow higher education can link up to a course of max. 90 hours if they fulfil the admission requirements for higher education. These courses are organised by university language centres. For illiterate or very low-skilled persons integrating the Dutch language lessons consist of 600 hours organised by the centres of basic education.</p> <p>After successful completion of the first civic integration programme a certificate is awarded, and the person can move up to the secondary integration programme. During this programme the persons integrating can further shape the choice they made during the primary civic integration, whether it is to enter the labour market or to continue their education through the mainstream services</p> <p>Next to adults, foreign-speaking minor newcomers also belong to the target group of civic integration. Their civic integration takes place not by means of a civic integration programme but mainly by attending school. It concerns the same target group of children and youngsters who are eligible for welcome classes.</p> <p>d. The quality supervision of the centres for basic education and adult education and the welcome office is organised by the Education Inspectorate of the Ministry of Education.</p> <p><u>Brussels Capital Region:</u> A decree on the reception and integration pathways for newcomers in the Brussels Capital Region was approved on 18 July 2013. Beneficiaries are foreigners (older than 18 years) who have been legally staying in Belgium for less than three years, who are registered in the foreigners' register of a municipality of the Brussels Capital region and who are in possession of a residence permit of more than three months. The participation in the integration programme is optional.</p> <p>The integration pathway inter alia aims to increase beneficiaries' social, economic and cultural participation. The primary component of the integration pathway consists of a welcome session, social evaluation and linguistic assessment. The secondary component of the integration pathway consists of an individualized project translated into an agreement (contract), determining objectives to be achieved as well as rights and obligations of parties. Based on needs identified, beneficiaries are provided with administrative support and follow-up as regards housing, livelihood, healthcare, socio-professional integration and oriented towards training providers. Individualized training comprises language training (French language and literacy) and citizenship training. The implementation of the integration pathway is entrusted to welcome offices.</p> <p>The new integration pathway should allow better meeting newcomers' basic needs (accommodation, healthcare, education, etc.) and enable them to participate in social, cultural and community life. It should result in better knowledge of and compliance with social norms and common rules of life.</p>
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			<p><u>Walloon Region:</u> The Decree on the integration pathway for newcomers in the Walloon region was approved on 27 February 2014 by the Walloon Government. The reception and integration pathway consists of a personalized reception module, a French language training, a training in citizenship and a socio-professional orientation. The target group consists of foreigners who live since less than 3 years in Belgium and who hold a residence permit valid for more than 3 months (with certain exceptions such as EU-citizens, embassy personnel, foreigners younger than 18 and older than 65 years, ...). Eight regional integration centres will organise the integration pathway in the Walloon Region.</p> <p>The initial reception module is obligatory and consists at least of:</p> <ul style="list-style-type: none"> - information on the rights and duties of each person living in Belgium, - a social assessment (including a linguistic assessment) - assistance or orientation towards support services for the completion of various administrative procedures. <p>The social assessment aims to identify the needs of the newcomer based on his skills and personal experiences and aims to evaluate the achievements of the newcomer to enable him to valorise them. The newcomer is bound to follow the initial reception module within a period of three months from the date of his first registration in the commune. The Regional Integration Centre will issue a certificate of attendance that must be returned to the commune within a period of six months from the registration. If the newcomer fails to comply with this obligation he can be subjected to an administrative fine of €50 to €2500.</p> <p>To meet the needs of the newcomer, identified during the social assessment, the regional integration centre will conclude a hosting agreement (maximum 2 years – may be extended for another year- and on a voluntary basis) with the newcomer. The centre commits itself to propose to the newcomer, free of charge, and based on the social assessment:</p> <ul style="list-style-type: none"> - a personalized follow-up - a French language training : the newcomers will also have access to training organized today by the agencies accredited by the local integration initiatives and bodies recognized by the public authorities or by public services themselves. - a training module on citizenship: basic information will be made available on the functioning of the society in general, on social relations in our country and on the functioning of public institutions to be able to participate fully in the social, cultural and associative life - a social and professional orientation: the orientation will be coordinated by accredited organizations in the context of local integration initiatives, by organizations licensed by the public authorities and the public authorities themselves. <p>The Walloon Government expressed in 2014 its intention to make French learning mandatory in the future. This obligation will be gradually implemented according to the available budgetary resources.</p>
	Bulgaria	Yes	1. The projects are structured by activity and groups.




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			<p>2. Individual method – Individual training, supporting refugee children in learning Bulgarian in accordance with the opportunities and age and encouraging the potential of the children who are seeking and have been granted international protection.</p> <p>Group method – Acquiring basic skills in Bulgarian language as an obligatory condition and necessity in order to be enrolled in the Bulgarian educational system. The objective is to acquire skills in communication, listening, speaking, reading and work with tests.</p> <p>3. The procedures which are followed in order to certify refugees' knowledge of the Bulgarian language are in accordance with Ordinance № 3 of the Ministry of Education and Science dating from 27 July 2000. This ordinance establishes the rules on admission of refugees to the state and municipal schools of the Republic of Bulgaria.</p> <p>A commission of the Education Inspectorate at the Council of Ministers takes care of the referral and admission of refugees. The Commission is determined by an order of the head of the Education Inspectorate and includes experts at the Education Inspectorate as well as representatives of the State Agency for Refugees. The Commission is convened upon request by a representative of the State Agency for Refugees, who hands in the applications of the candidates together with certificates for completing a Bulgarian language course.</p> <p>The Commission conducts an interview, checks the refugees' level of knowledge and determines the general educational minimum for a particular class. The referral to a specific class and school is done by issuing an official note, taking into consideration the persons' address, preference, opportunities, age and health condition.</p> <p>We have no method for the evaluation of the teachers.</p>
	Croatia	Yes	<p>In pursuance with the Asylum Act, the Ministry of Science, Education and Sports has adopted a series of regulations enabling the learning of Croatian language and history for the benefit of asylum seekers, asylees, and foreigners granted temporary and subsidiary protection, which are being included into the educational system of the Republic of Croatia, including:</p> <ul style="list-style-type: none"> - Ordinance on conducting the programmes and testing knowledge of asylum seekers, asylees, and foreigners granted temporary and subsidiary protection, for the purpose of accessing the educational system of the Republic of Croatia (Official Gazette, No. 89/2008); - Programme of Croatian Language, History and Culture for Asylum Seekers and Asylees (Official Gazette, No. 129/2009); - Croatian language programme for preparatory classes for elementary and secondary school pupils without or with insufficient knowledge of Croatian language (Official Gazette, No. 51/2011); - Croatian language curriculum for asylum seekers, asylees and foreigners granted subsidiary protection over 15 years of age to enable access to the secondary school education system and the adult education system (Official Gazette, No. 100/2012); - Ordinance on conducting preparatory and supplemental classes for pupils without or with insufficient knowledge of Croatian language and classes of mother tongue and culture of the pupils' country of origin (Official Gazette, No. 15/2013). <p>As from this year, learning of Croatian language, history and culture for adult asylees and foreigners granted subsidiary protection who are not being included in the education system will be carried out in accordance with the Programme for learning Croatian language, history and culture for asylees and foreigners granted subsidiary protection for the purpose of their inclusion into the Croatian society (Official Gazette, No. 154/14).</p>

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			<p>In addition to intercultural competence, the aim of learning Croatian as a second language is to equip one for verbal and written communication in Croatian for the purpose of living and working in the Republic of Croatia. The completion of this programme does not presume a previously attained level of education. The attendance of the programme does not guarantee the attainment a CEFRL defined knowledge level. With the completion of the programme, therefore, one acquires H1.0 level, which enables the very basic communication in Croatian. This means that the level of the presumed knowledge attainable upon the completion of the programme would approximately match the CEFRL level A1.0. It is possible that some programme participants (e.g. those mastering cognate European languages) would attain a higher-than-envisaged (A1.1) level. The expected programme duration ranges between four and nine months, depending on the weekly hours attended and other circumstances. Therefore, the 0.1 cannot specify the number of hours the programme attendees would require to learn Croatian. Minimum number of hours stands at 280 in total, i.e. at least 30 hours a month under a nine-month programme. It is recommended that classes are delivered at least three times a week with no less than two hours each. This would total 6 to 7 hours of learning Croatian as a foreign language a week.</p> <p>Worth noting is that the programme does not resemble the usual language courses. The knowledge of language firstly serves one to acquire new knowledge sets required to navigate in the new surroundings. Hence, verbal communication is the starting point of the programme. The Programme for learning Croatian language, history and culture for asylees and foreigners granted subsidiary protection for the purpose of their inclusion into the Croatian society may be conducted by persons who meet the requirements for delivering classes of Croatian language in elementary and secondary schools, in keeping with the Ordinance on the level of education and pedagogical-psychological education of teachers and expert associates in elementary education system (Official Gazette, No. 47/1996 and 56/2001) and the Ordinance on the level of education and pedagogical-psychological education of teachers in the secondary education system (Official Gazette, No. 1/1996 and 80/1999). Evaluation criteria based on the described outcomes need to be developed to evaluate the level of language knowledge under this programme.</p> <p>Given that professional training represents an important factor in teaching processes by which teachers and lecturers grow to be readier to respond to all challenges of their profession, the Education Agency and the Vocational and Adult Training Agency systematically carry out professional training programmes, conduct expert-pedagogical supervision and deliver seminars/workshops for the education system personnel, including teachers and lecturers working with immigrants.</p> <p><i>Source: Ministry of Science, Education and Sports</i></p>
	Cyprus	Yes	
	Czech Republic	Yes	<p>(a) Pupils with migration background have right given by the law to attend free Czech language courses provided by their school. Next to this right several integration projects of schools and NGOs try to support this important target group. The most important NGO in this field is called META (http://www.meta-ops.cz/en/) and provides mainly qualified social counselling focused on education and consequent job opportunities, conceptual activity in the field of education of foreigners, the counselling for teachers and the implementation of educational activities. Immigrants can also attend free Czech language courses provided mainly by</p>

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			<p>Integration Centers (you can gain more information in this publication: http://www.cizinci.cz/images/pdfka/Spolu_a_lepe.pdf , second part is in English language) and NGOs. Most attend courses are A1 (third-country nationals have to pass the language test A1 if they apply for the permanent residence permit) and B1 (language test for citizenship).</p> <p>Integration Centers provide socio-cultural orientation courses mostly based on topics demanded by immigrants (for example health insurance, education system, tax system, cultural traditions). NGO Slovo 21 has developed in close collaboration with the Ministry of the Interior, IOM, Integration Centres and other NGOs one day course “Welcome to the Czech Republic” (you can find more information here: http://www.mvcr.cz/docDetail.aspx?docid=21786075&doctype=ART).</p> <p>(b) Several methods, including low-threshold courses, are applied. Use of method depends mostly on provider.</p> <p>(c) Immigrants are certified by providers or by independent certified institutions. Tests for permanent residence permit (A1) are provided by certified language schools. Tests for the citizenship are provided by Charles University in Prague.</p> <p>(d) Evaluation of teachers is not centralized and mostly depends on providers of education.</p>
	Denmark	Yes	
	Estonia	Yes	
	Finland	Yes	<p>A) How projects on education for immigrants, carried out in your country, are structured?</p> <p>Employment and economic development offices refer immigrants, who are registered as unemployed job seekers, to integration training provided as labour market adult education or to seek self-motivated studies.</p> <ul style="list-style-type: none"> - Integration training for adult immigrants as labour market training <p>The Act on the Promotion of Integration (1386/2010) provides that migrants past compulsory education age are to be provided with integration training including instruction in Finnish or Swedish language and, where necessary, instruction in reading and writing literacy as well as other types of instruction geared towards promoting access to employment and further studies as well as civic, cultural and life skills. Integration training is usually implemented as labour market adult education. Integration training may also be arranged as self-motivated studies.</p> <p>Integration training implemented as labour market trainings promotes and supports students’ opportunities to participate in Finnish society as active members. The objective of the training is for migrants to achieve functional basic proficiency in the Finnish or Swedish language. The content areas of the training are Finnish or Swedish language and communication skills, civic and working life skills, and guidance counselling. Integration training for adult migrants is provided in compliance with the National Core Curriculum adopted by the Finnish</p>


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		<p>National Board of Education. Each training provider is expected to draw up its own curriculum on the basis of this National Core Curriculum.</p> <p>National core curriculum for integration training for adult migrants 2012: http://www.oph.fi/download/140755_national_core_curriculum_for_integration_training_for_adult_immigrants_2012.pdf</p> <ul style="list-style-type: none"> - Literacy training for adult immigrants; labour market training <p>The Act on the Promotion of Integration (1386/2010) provides that migrants past compulsory education age are to be provided with integration training including instruction in Finnish or Swedish language and, where necessary, instruction in reading and writing literacy as well as other types of instruction geared towards promoting access to employment and further studies as well as civic, cultural and life skills. Literacy training is usually implemented as labour market adult education.</p> <p>The objectives of literacy training as defined by the National Core Curriculum are following: --- Students to learn elementary Finnish or Swedish language skills and the basics of reading and writing skills. They should be capable of communicating in simple everyday situations and receive other integration capabilities. In order to function and manage in Finnish society, students also need arithmetic skills, competencies relating to everyday life in Finland and knowledge of society, culture and the world of work, as well as language skills. After completing the training, students may move on to integration training, basic education for adults, or activities provided by the third sector, for example. Objectives suitable for students are assessed individually for each student as part of placement testing and as their studies progress. The training involves developing such vocabulary and areas of language skills that are required for social integration. In terms of language skills, the focus is on oral language skills and communication skills. Students' oral language skills generally develop faster than their written skills. Instruction should be as functional and relevant to students' individual circumstances as possible. Studies should support students' self-esteem, development of their study skills and active efforts to become engaged citizens in their new home country.</p> <p>National Core Curriculum for Literacy Training for Adult Migrants 2012 http://www.oph.fi/download/140756_national_core_curriculum_for_literacy_training_for_adult_immigrants_2012.pdf</p> <ul style="list-style-type: none"> - Self-motivated studies <p>Immigrants can also take part in self-motivated studies; e.g. Basic and general upper secondary education for adults, vocational education, liberal adult education.</p> <p>Immigrant engaged in self-motivated studies is entitled to labour market support if certain requirements are met, e.g. an employment and economic development office has determined that the immigrant is in need of training and the office is of the view that self-motivated</p>
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		<p>studies support the immigrant’s integration and employment prospects and the studies have been agreed upon as part of the integration plan.</p> <p>Municipalities may provide integration training and refer immigrants to the integration training that they provide or to self-motivated studies offered by other providers. Many municipalities organize language courses for immigrants who are not heading to labour market immediately (for example mothers taking care of children at home and elderly). Also some NGO’s and volunteer organizations organize language teaching.</p> <p>B) Which method is applied for educational programs carried out for immigrants?</p> <p>The National Core Curriculum for Integration Training for Adult Migrants is based on a socio-constructivist conception of learning. Learning is the result of a student’s active and goal-oriented action, where a new topic being learnt is linked to prior learning. Learning is an interactive process between a student and his or her environment. Adults are cast in the role of learners in instruction, which places emphasis on taking students’ prior experiences into account. The significance of the topic being learnt and its connection to the surrounding world are important to adult learners. Learning opens up new opportunities to understand the meanings involved in a culture and to participate in society. One of the key objectives of integration training is to increase students’ own initiative and learning-to-learn skills.</p> <p>C) Which are the procedures followed for the certification of knowledge of the language and which is the competent administrative service?</p> <p>Adults may test their language proficiency in Finnish or Swedish by participating in the National Certificates of Language Proficiency (YKI). For more information see: www.oph.fi</p> <p>D) Do you have any method for the evaluation of the teachers that participate in those educational programs for immigrants?</p> <p>Integration training for adult immigrants and literacy training for adult immigrants and self-motivated studies are provided by different education institutions (general upper secondary schools, vocational education institutions, liberal adult education institutions).</p> <p>The qualification requirements for teacher and trainers in adult education are the same as in general basic and secondary education i.e. a Masters’ degree. In vocational education teachers should have a Masters’ degree or a Bachelors’ degree. Teacher training can be either concurrent, with pedagogical training integrated into the Masters’ degree, or consecutive, with the pedagogical training completed after the initial degree. The latter is the case for example in vocational teacher education. At most levels teachers are required to participate in in-service training each year. The parties responsible for in-service training for teaching staff are the teachers themselves and their employers (most commonly the municipalities). The state also funds in-service training programmes, primarily in areas important for</p>
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			<p>implementing education policy and reform, for instance, in integration education. The teaching profession is regulated in Finland in the Teaching Qualifications Decree 986/1998.</p> <p>Sources: Ministry of Employment and the Economy, Ministry of Education and Culture</p>
	France	Yes	<p>a-The Code of Entry and Residence of Foreigners and the Right for Asylum (CESEDA) which governs the law applicable to foreign nationals in France stipulates that foreign people admitted to stay in France, or who legally enter France for the first time between the age of sixteen and eighteen, and who wish to reside here, must prepare for their integration into the French society. The foreign national will sign an Accommodation and Integration Contract (<i>Contrat d'accueil et d'intégration</i> - CAI) with the Government. It is compulsory since 1 January 2007 and is free of charge for the beneficiary. The contract is concluded for one year but may be extended for an additional year in some cases.</p> <p>The French Immigration and Integration Office (OFII) is in charge of organizing the sessions under this contract. Concretely, the Accommodation and Integration Contract is presented to new migrants at the half-day information session held in the OFII regional departments.</p> <p>This contract includes civic training, information session about life in France and language learning/training.</p> <p>If the foreign national does not respect the conditions of the contract, when he/she applies for the renewal of his/her residence permit, the police authority will appreciate the reasons for not respecting the contract.</p> <p>Moreover, the Code also mentions the fact that some foreign nationals can benefit from an assessment of French language and value of the French Republic knowledge in their home or residence country (spouses of French nationals under 65 and beneficiaries of family reunification from 16 to 65).</p> <p>b- The civic training is a one-day session held in the administrative centre of the department. It is always translated into the main languages of the home countries. The course teaches beneficiaries about the French institutions and the values of the Republic (gender equality, secularism, compulsory and free access to education) and the political and administrative organization in France. The information session about life in France, adapted to the needs of the migrant, lasts 1 hour (within the OFII) or 6 hours (session with a body chosen by the OFII). This session informs newly-arrived migrants of the formalities of everyday life.</p> <p>If the foreign national applies for family reunification for his/her children, he/she has to attend a session on parents' rights and duties and on compulsory access to school.</p> <p>A skills assessment is also possible for certain categories of foreign nationals (except those with a work contract, scientists and artists, as well as those aged over 55 or students).</p> <p>Migrants will also attend a medical examination as a preventive measure.</p> <p>c- During the individual meeting, the interviewer assesses oral and written proficiency in French.</p> <p>If the new migrant's level is judged sufficient, a certificate of exemption from language learning/training is granted on the same day. This document certifies their satisfactory level of French language proficiency.</p>


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			<p>If the new migrant's level is judged insufficient, he/she is referred to a language course of 400 hours maximum. After this course, beneficiaries will take an exam for the First-level Diploma of French as a Foreign Language. The diploma is equivalent to level A1.1 according to the Common European Framework of Reference for Languages and certifies their satisfactory level of French language proficiency.</p> <p>d- The OFII, acting on behalf of the Ministry of the Interior, funds both operations. The provision of training for each department is provided by service providers selected through a national public procurement procedure. Their mission is to implement the provision of training in accordance with the specifications of the OFII, particularly as regards the duration and pace of training. The OFII director will interview each service provider and will decide whether they can issue accreditations for the programme. Moreover, the OFII officers regularly visit the locations of training to verify that the content of the contract and ministerial directions are respected.</p>
	Germany	Yes	<p>(a) The integration course consists of two parts: the language course (duration 600 hours) and the orientation course (duration 60 hours). The general language course includes six modules with the aim to reach level B1. Furthermore, there are five different integration course types for special target groups: illiterates, young adults, parents, women and a course for persons with special pedagogical needs, each comprising up to 960 hours. The intensive course corresponds to the general integration course but with a short-term focus (duration 430 hours). There are also German courses for professional purposes supported by the European Social Funds and the Federal Office for Migration and Refugees (ESF-BAMF-program) which comprise German lessons, professional training and internship and are a specific offer for persons who have finished the integration course or have obtained B1 by other means and would like to acquire a job-related higher language level.</p> <p>(b) The methods are based on the principles of adult education which are aligned to the needs and interests of the participants and which are characterized by the use of action orientated teaching and learning as well as the cooperative interaction between the participants.</p> <p>(c) The certification of knowledge of the language is ensured via curricula, concepts (created by BAMF) and tests like the “German Test for immigrants” (DTZ) for the language course and the test “Life in Germany” (LiD) for the orientation course (created by BAMF and Goethe Institute). The DTZ is scaled, which means that it can show both language skills in A2 and in B1. Moreover, course providers, teachers and learning material need to be approved by BAMF.</p> <p>(d) The teachers who participate in the integration courses and the ESF-BAMF-program have to correspond to a set of criteria for their approval. If they do not fulfil the criteria, they can participate in an advanced training measure in order to obtain additional qualifications. A further evaluation of the teachers is therefore not necessary.</p>



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	Greece	Yes	<p>(a) The Training Program “ODYSSEAS” is structured in levels: A1 (duration 125 hours), A2 (duration 175 hours), B1 (duration 185 hours) and B1 emphasizing on understanding and speaking skills (duration 195 hours).</p> <p>(b) The methods proposed through training sessions at the beginning and throughout the project are based on the philosophy and principles of adult education and aim at the active participation of learners in the learning process.</p> <p>(c) The General Secretariat for Lifelong Learning (Hellenic Ministry of Culture, Education & Religious Affairs), implementing policies to eliminate social exclusion, designs and implements procedures for the certification of knowledge in Greek language.</p> <p>(d) Evaluation of teachers is not provided by the program “<i>Odysseas</i>”.</p>
	Hungary	Yes	<p>a) In Hungary, language and citizenship/integration courses are not automatically provided to third country nationals. Nevertheless, several educational projects have been implemented in the framework of the European Integration Fund (EIF) co-financed by the Ministry of Interior over the period 2007-2013, including Hungarian language trainings which were structured in a way to address the needs of legally staying third country nationals, as well as the special needs of vulnerable groups (women and seniors whose training also covers basic computer studies). For instance, the project of the Tudomány Nyelviskola language school “How to find your way in Hungary?” provided practical training courses to 154 third country nationals to facilitate their integration into society and the labour market. The project consisted of 120 hours and offered two options; an intensive course of 6 weeks and a normal course lasting 20 weeks.</p> <p>b) The methods used in training sessions during the projects are based on the principles of intercultural education as a pedagogical tool/strategy.</p> <p>c) In Hungary, the Educational Authority is responsible for the certification of Hungarian language exams.</p> <p>Projects financed by the European Integration Fund include a brief evaluation (by the participants) of the project and the contributors, in this case, the participating Hungarian language teachers.</p>
	Ireland	Yes	
	Italy	Yes	<p>(a) <i>Language Education</i> Projects (often proposed with <i>Civic Education</i> programmes) are implemented at national, regional and provincial levels by public and private organizations. The projects are based on the “Guidelines for Developing Italian Language Programmes”, worked out by the <i>Ministry of Education, University and Research</i>. According to these Guidelines, Italian Language Programmes are required to consist of 200 hours of tuition (20 hours of induction, 100 hours for Level A1 and 80 hours for Level A2). However, Permanent Territorial Centres, schools and other authorized bodies may organize shorter courses (40, 60 or more hours, depending on the TCN’s entry level).</p>



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			<p>(b) The teaching method is based on the principles of adult education and aims at the active participation of learners in the learning process in Italy as well.</p> <p>(c) Proficiency in Italian, level A2 (the level required to obtain an EU long-term residence permit), may be certified in a number of ways, usually by taking an Italian course at a Permanent Territorial Centre. However a TCN may also prove their proficiency in Italian as follows:</p> <ul style="list-style-type: none"> - with a certification issued by one of the four <i>Certification Bodies</i> recognized by the <i>Minister of Foreign Affairs and International Cooperation</i> and the <i>Ministry of Education, University and Research</i> (<i>Perugia University for Foreigners, Siena University for Foreigners, "Roma Tre" University, and Dante Alighieri Society</i>); - with an educational qualification obtained in Italy (Lower Secondary School Diploma, Upper Secondary School Diploma or Degree); - proving attendance at a course of an Italian state or non-state legally recognized university, a doctoral course or a university master's course; - passing an Italian A2 proficiency test, according to Ministerial procedures. <p>(d) Evaluation of teachers is essentially based on their CVs. The main criteria for the purposes of teachers' evaluation are: (i) university courses or master's courses on teaching Italian as a foreign language (available at the Universities of Siena, Perugia, Venice and Rome), and (ii) relevant experience.</p>
	Latvia	Yes	<p>(a) In the programme of the European Fund for the Integration of Third-Country Nationals, the Latvian Language Agency has developed a project "Support for Third-Country Nationals prior to Arrival and during Adaptation Period". Considerable attention in the project is given to development of materials for levels A1, A2, B1, B2*, which will ensure the project sustainability and accessibility to all representatives of the target group. Various measures were also offered for integration of pupils and language learning, such as contests and camps. 96 persons attended language training and integration courses at levels A1, A2 (120 hours) and 26 persons participated in naturalization and language courses (120 hours).</p> <p><i>*The level of knowledge of Latvian according to the CEFR guidelines, noting that C2 is the highest level (Proficient User) and A1 is the lowest one (Basic User).</i></p> <p>(b) Language learning is based on non-formal education methodology with special emphasis on the educatee taking an active part, and methodology of language learning.</p> <p>(c) The Latvian Language Agency, on the basis of requirements for language attestation, offers language tests helping to determine the language knowledge level. Employees of the Latvian Language Agency attend the language courses and evaluate them. At the National Centre for Education of the Republic of Latvia (directly subordinated to the Ministry of Education and Science), it is possible to take a test of the state language proficiency, aimed at assessing individual's proficiency level of the state language</p>


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			<p>(Latvian). Passing the test, a person obtains a certificate of state language proficiency. Testing of the state language proficiency is laid down in the Cabinet of Ministers Regulation No 733 of 7 July 2009.</p> <p>(d) Currently, there is no procedure laid down for evaluation of teachers working with third-country nationals. In the project, teachers are undergoing additional education, acquainted with learning and methodological materials, as well as the changes of testing procedures of the state language proficiency.</p>
	Lithuania	Yes	<p>Lithuania does not provide educational courses for foreign nationals on a centralized state level. These courses are provided by NGOs implementing integration projects as it is expected that they better understand migrants needs than government institutions. Therefore the structure of the courses, the methods applied, the certification and the evaluation varies depending on the project. For instance, one of the NGOs providing such courses (Lithuanian Red Cross) offers language classes of 190 hours; the aim is to achieve level A2 and to pass the language exam. There are very few migrants who are interested in these courses, their motivation is low, and the dropout rate is high. The teachers at the Red Cross do not have to fulfill any official requirements (however, it is preferred that they have a degree in philology). The Red Cross does not issue any certificate upon finishing the course.</p>
	Luxembourg	Yes	<p>1. The Welcome and Integration Contract (Contrat d'accueil et de l'intégration - CAI) is open to any foreigner who is at least 16 years of age, resides legally on the territory of Luxembourg and wishes to remain on a permanent basis. It targets as much European Union citizens as third country nationals, the new arrivals as well as the people who have been living in Luxembourg for many years. The general aim of the CAI is the integration of the target population in the Luxembourgish society. The CAI is concluded for a maximal duration of two years (art. 4 of the grand-ducal regulation of 2 September 2011). The services offered by the CAI are :</p> <ul style="list-style-type: none"> ● A language training course, ● A citizenship training course, ● An orientation day. <p>The language training course (30-180 hours) aims to enable the signatory of the CAI to reach at least Basic User Level A.1.1 of the Common European Framework of Reference for Languages in one or more of the three administrative languages of Luxembourg – i.e. Luxembourgish, French, or German.</p> <p>The 6-hour citizenship training course aims to provide an insight on integration and on the basic conditions of a harmonious cohabitation in a plural Luxembourg as well as on the history of Luxembourg, its political organisation, and its mores and customs.</p> <p>Organised twice a year, the orientation day will take place during a half day at the weekend. It will include various partners and is aimed at enabling the signatory candidate to have better knowledge of Luxembourg's official establishments and organisations, in a friendly atmosphere.</p>


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			<p>Language courses and citizenship training courses are offered under the responsibility of the Ministry of Education, who has within its responsibilities adult and continuous education through contracted providers which have a convention with the Department of Adult Education of the Ministry. The organization of the orientation day is covered by the Luxembourg Reception and Integration Agency (OLAI) / Ministry of Family, Integration and the Greater Region.</p> <p>2. The language courses attended by the signatories of the CAI are part of the general language training provision for adults offered under the responsibility of the Ministry of Education. The programme addresses the diversity of all the foreigners in Luxembourg.</p> <ul style="list-style-type: none"> • There are special courses for illiterate persons. • For certain courses, a working language adapted to a specific public is used (i.e. French is used as a working language in German courses, Portuguese and English as working languages in a French course, German or French as working languages in Luxemburgish courses). An administrative meeting with the candidate to the CAI is held to determine the linguistic skills of the candidate and to orient him/her in the language training that is best adapted to his/her personal/professional needs. • If the candidate reaches the introductory level A.1.1 either in Luxemburgish, French or German, he/she can, in accordance with his/her personal/professional needs, develop his/her competences in one of the languages in which he/she had approved the introductory level A.1.1. (In case of need, the language training can be completed with literacy courses). <p>3. The performance of the signatory is evaluated by the OLAI after two years at the end of the contract (art. 22 of the grand-ducal regulation). The verification is made by the OLAI. It is important to mention that the student must sign an attendance list every time s/he assists a course (language, orientation or citizenship course). The courses are proven by a certificate and introduced into a database. The language skills acquired at the end of a course are evaluated through a descriptive skills assessment issued by the training organization.</p> <p>Evaluation of teachers is not provided. However, the teachers holding the language courses and the civic education are accredited by the Ministry of Education. The accreditation is based on the teacher's expertise in the language (bachelor or master required) or in the citizenship training (a special national teacher training course is offered) and on his/her pedagogical competences.</p>
	Malta	Yes	
	Netherlands	Yes	<p>a) Since 1 January 2013, all migrants to the Netherlands are required to choose and pay for their own civic integration courses. Within three years after arriving in the Netherlands, all third country nationals are obliged to have passed the civic integration exam. This exam tests knowledge of the Dutch language on an A2-level. Furthermore, the exam requires knowledge of Dutch society, history and culture, and the TCN has to prove that he/she has oriented themselves on the Dutch labour market.</p> <p>b) As said, migrants can choose in what way the prepare for the exam. This means they have free choice of courses.</p>



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			<p>c) As said, migrants will have to pass the civic integration exam in the Netherlands within three years of their arrival in the Netherlands. The exam tests on language skills (A2, all four aspects of language skills are tested), knowledge of Dutch society and orientation on the Dutch labour market. For more information on the test, please go to http://en.inburgeren.nl/. The exam is carried out by DUO, an implementing agency which is part of the ministry of Education, Culture and Science.</p> <p>Migrants are free to choose any language course or civic integration course, because they pay for it themselves. However, courses can obtain a certification mark. Whether they are eligible for this certification mark depends on customer satisfaction rate and success rate.</p>
	Poland	Yes	<p>1. Poland does not conduct educational or linguistic programs for all foreigners, however there are few examples of activities focussed on providing foreigners with educational or linguistic courses which put emphasis on understanding skills [of written and listened text], listening, writing and speaking skills. As part of the individual integration programs of foreigners beneficiaries of international protection in Poland are required to learn the Polish language (in accordance with the Act of March 12, 2014 on social welfare, Journal of Laws of 2015 item 163). Foreigners, however, are not directed to specific courses, may use any form of education.</p> <p>Apart from that, for several years the Ministry of National Education in Poland announces a competition for public tenders for non-governmental organizations to carry out public tasks "The support to educational initiatives for refugees, minorities national / ethnic minorities living in Poland with the purpose of teaching or cultivating Polish language, traditions and culture of minorities national / ethnic", aimed in particular at intensive trainings of Polish language and better integration between refugee's and Polish children, limiting violence and pathology, the development of cooperation with parents refugees (preparation for school relationships - parent) and ensuring various forms and methods of individual and community support for the adaptation of school children of refugees.</p> <p>Simultaneously, Polish universities supervised by the Ministry of Science and Higher Education conduct preparatory courses for foreigners who wish to study in Polish and are of insufficient knowledge of Polish language. Also the Ministry of Science and Higher Education is funding three and four-weeks Polish language courses in the framework of the Summer School of Polish Language and Culture for Foreigners.</p> <p>Notwithstanding with the abovementioned, the provisions of the Act of 7 September 1991 on education system and implementing Regulations stipulate that foreigners, subject to the obligation of compulsory schooling or training (those minors between 6 and 18 years, or until the completion of secondary school), who do not speak Polish or know it at level that is insufficient to use, have the right to additional free Polish language classes of at least 2 hours per week conducted by school or other authority. The abovementioned classes shall continue as long as the foreigner is in need. In addition to that a minor may be supported for 12 months by an assistant teacher speaking foreigners language and a child may use additional compensatory classes to better his/her knowledge in different subjects.</p> <p>2. Pursuant to the Regulation of the Minister of National Education of 18 February 2011 on the framework programme of Polish language courses for foreigners (Journal of Laws of 2011 No. 61 item 306) the aforementioned framework programme is the basis for the development of programs, Polish language courses for foreigners, adjusted for age, origin, needs and abilities of</p>



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			<p>participants. Here, foreigners` education may be conducted at any level, the regulation defines the skills that a foreigner should have after completing courses at A1, A2, B1 and B2 level.</p> <p>In case of courses organized by external contractors [ngos or other entities carrying out public tasks] educational programs carried out for immigrants follows always standards presented by the State Commission for the Certification of Proficiency in Polish as a Foreign Language and the abovementioned framework programme of Polish language courses for foreigners. In general terms these courses are structured in 6 levels [A1, A2, B1, B2, C1, C2].</p> <p>The methods proposed through training classes are based inter alia on eclectic, communication and task approaches.</p> <p>3. After the completion of the courses, no certificate or diploma are issued that would be recognized as a state document, only the credentials of the Polish language course may be issued [very often on students petition]. The student does not receive grades for additional classes, and no official exams are foreseen. However, any foreigner shall obtain a state certificate on knowledge of the Polish language independently taking the state exam organized by the State Commission for the Certification of Proficiency in Polish as a Foreign Language.</p> <p>4. Any organization that conduct Polish language courses for foreigners shall evaluate the effectiveness of internal control of the work of teachers, however there have not been determined yet common methods of conducting such assessment by other units. In case of Polish language courses provided by schools introducing provisions of the Act of 7 September 1991 on education system and implementing Regulations, here classes are conducted by teachers employed at the school as part of their duties and evaluation is done by the Headteachers. In case of courses organized by external contractors [ngos or other entities carrying out public tasks] evaluation of the course and methods used is provided by the Project coordinator by internal competence test as well as internal participant` satisfaction surveys.</p>
	Portugal	Yes	<p>In order to improve the educational success of the immigrant children recently arrived in the Portuguese educational system, the Ministry of Education and Science is implementing educational policies of support regarding the acquisition of the Portuguese language, as an object of study and as a language of schooling, through the offer of the school subject Portuguese as a non-native language (Português Língua Não Materna - PLNM).</p> <p>The intention is therefore to assure to all children that are non-native Portuguese speakers equal conditions to achieve the school curriculum and educational success, no matter their mother language, culture, social background, origin and age.</p> <p>The immigrant children placed in the A1, A2 and B1 language levels, according to the <i>Common European Framework of Reference for Languages</i>, can benefit from specific PLNM classes for the development of the Portuguese language. These students can also benefit from specific assessment criteria as well as final exams in the Portuguese subject adequate to their language level. The immigrant children</p>


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			<p>placed in the B2 and C1 language levels follow the national curriculum of Portuguese subject and can benefit from language support classes. Furthermore, these students can also use dictionaries to support them during examinations of other school subjects.</p> <p>The implementation of this educational measure can promote, directly or indirectly, the social integration in the community of the immigrant children and their family.</p> <p>Regarding the improvement of this educational policy, a national study focused on its impact assessment and on the prospective measures for the PLNM was conducted.</p> <p>The Portuguese Ministry of Education and Science is also developing a project of educational innovation that consists on the offer of online PLNM language courses to students, from ISCED 1 to ISCED 3.</p>
	Romania	Yes	
	Slovak Republic	Yes	<p>a) In 2014, LLP programme was substituted by Erasmus+. Within this programme, there is no specific structure regarding provision of Slovak languages courses and courses of cultural orientation. However, there are certain options for foreigners studying via this programme to take Slovak language courses along with cultural orientation offered by various institutions such as:</p> <p>Center for Continuing Education of the Comenius University in Bratislava organizes various types of language courses including intensive 5 and 10-month-courses of the Slovak language as a foreign language, evening courses for foreigners in general, evening courses for members of diplomatic missions as well as individual courses “tailor-made” according to the clients’ requests. The courses can be attended by all foreigners irrespective of their nationality, age, level of education. Students can sign up for an exam for assessment of their language proficiency.</p> <p>Studia Academia Slovaca – The Center for Slovak as a Foreign Language at the Faculty of Arts of the Comenius University in Bratislava organizes courses of the Slovak language at two levels (A1 and A2). Apart from regular course, it also organizes a Summer School of Slovak Language and Culture.</p> <p>Moreover, Slovak Academic Association for International Cooperation (SAAIC) in the framework of the Erasmus programme organises Erasmus Intensive Language Course (EILC) for Erasmus students coming to the Slovak Republic. The EILCs, an initiative supported by the European Commission, are intended to enable Erasmus students to function socially and academically in a host country whose language is not widely spoken or taught abroad. The EILCs take place before the start of the winter or the summer term.</p>



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			<p>Last but not least, Migration Information Centre of International Organisation for Migration (MIC IOM) offers free public courses of the Slovak language for third country nationals with permanent, temporary or tolerated stay in the Slovak Republic along with courses of cultural orientation.</p> <p>– d) N/A (There is no centralised system – see 1.)</p>
	Slovenia	Yes	<p>Q1. Republic of Slovenia provides free courses of so called "Initial Integration of Immigrants Program" for third country nationals only. Before 2012 Program contained two separate courses: language course and course of "Introduction to the Slovenian history, society and constitution". Since 2012 both courses had been united in the "Initial Integration of Immigrants Program" with duration of 180 hours. Persons with international protection status will be introduced to this programme in fall of 2015. Since they are entitled to a course in duration of up to 300 hours, the remaining difference of 120 hours will be still implemented as 'exclusively language course'. Children and young adults attending the school are provided with additional assistance in learning Slovenian language which complement to the regular Slovenian language classes by their respective schools and are often exempted from grading during the first year, especially in subjects which demands good knowledge of Slovenian language. Since minors up to 15 are legally obligated to attend primary school they are not included in free courses.</p> <p>Q2. The educational programs for immigrants usually combine frontal instruction and inquiry-based learning.</p> <p>Q3. Certificate of knowledge of language can be gained in 2 ways. First by passing the Slovene Language Exam on either Basic, Intermediate or Advanced level at the authorised institution. Ministry of Interior enables to third countries national who holds permanent residence permit and their family members, holders of a temporary residence permit on a basis of a family reunification, to sit first Slovenian language exam on a basic level free-of-charge if they were present on the course up to 80% out of entitled 180 hours. And secondly by finishing education in Slovenian school at any level. The competent administrative service for issuing Certificate is the Examination centre at the Centre for Slovenian as a Second/ Foreign Language run by Faculty of Arts of Ljubljana University.</p> <p>Q4. No. Teachers are expected to hold appropriate education. Possible complaints are addressed on the level of institutions.</p>
	Spain	Yes	<p>(a) Notwithstanding the work of training in Spanish language and culture can be developed from the Spanish education system, the Ministry of Employment and Social Security annually subsidizes NGOs and international organizations programs to the same end. The funding dedicated exclusively to the teaching of language that have been executed during the 2014 programs is 0.7 million euros. Besides teaching Spanish classes, the official language corresponding to the Autonomous Community where the program execution takes place are taught. Furthermore, in various employment programs subsidized NGOs and international organizations, language courses are offered within the pre-training or pre-employment activities aimed at finding employment.</p>

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			<p>(b) There is no common method prescribed in subsidized NGOs and international organizations programs, although some of them common European reference framework continues regarding the organization and classification of levels.</p> <p>(c) Nor is there a common system of certification of language attainment, predetermined in subsidized programs.</p> <p>(d) Nor is there a common established method for teacher evaluations.</p>
	Sweden	Yes	<p>In Sweden the right to Swedish tuition for immigrants is for those who are resident in Sweden, and who from the second half of the calendar year have reached the age of 16. And who also lack the basic knowledge in Swedish which the education aims to provide.</p> <p>A. The education consists of three different study routes 1, 2 and 3, and is intended for persons with different backgrounds, preconditions and goals. Study route 1 comprises the courses A and B, study route 2 the courses B and C, and study route 3 the courses C and D. The four courses show the progression in the education. Study route 1 is intended in the first instance for persons with little experience of studying, and study route 3 for those accustomed to studying. Although a student can complete Swedish Tuition for Immigrants after the respective courses or study routes, the intention is that all students have the opportunity to study up to course D. It is not stipulated a number of hours, instead there are specified knowledge requirements for each route.</p> <p>B. The education should take as its starting point the needs of the individual, be capable of combining with employment or other activities such as orientation to working life, validation, work practice or other forms of education. It must be flexibly designed in terms of time, place, content and working forms to enable students to take part.</p> <p>C. The education “Swedish for immigrants” are given by the local governments within their responsibility for adult education. The Syllabus is, as for all other education, decided by the Swedish National Agency for Education.</p> <p>D. The teachers are evaluated in the same way as all other teachers in the Swedish school system.</p> <p>For more information please see the Syllabus for Swedish Tuition for Immigrants which can be found here in English: http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FRecord%3Fk%3D2910</p>

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	United Kingdom	Yes	<p>(a) How projects on education for immigrants, carried out in your country, are structured?</p> <p>There are not uniform minimum language requirements for all migrants to the UK, and there are not compulsory educational programmes for all immigrants. The points based visa entry system (whereby people apply for visas to enter on different routes, e.g. to work or study) has minimum English language requirements that individuals must meet in order to be granted leave to enter the UK. Individuals coming as partners of a British citizen or someone already settled in the UK are required to have a basic level of spoken English. Individuals seeking to live permanently in the UK or naturalise as British citizens are required to demonstrate knowledge of language and life in the UK. Since 28 October 2013 individuals are required to have speaking and listening skills at B1 on the Common European Framework and pass the Life in the UK test.</p> <p>The Government has provided £6 million to support 24,000 isolated adults learn English over 18 months. This is targeted at those who have not previously engaged with mainstream provision in 29 English language target areas which include East and North London; Birmingham, Manchester, the “M62 Corridor”, Slough, Luton and Bristol.</p> <p>b) Which method is applied for educational programs carried out for immigrants?</p> <p>The methods for educational programmes will vary, reflecting the fact that they are carried out by different providers with groups of people from varying backgrounds.</p> <p>c) Which are the procedures followed for the certification of knowledge of the language and which is the competent administrative service?</p> <p>English language requirements for the points based system and for family members are satisfied by one of the secure English language tests specified for this purpose. Inclusion on the list of secure English language tests is via a procurement exercise. A procurement exercise has recently concluded and the new test list will be announced shortly.</p> <p>For citizenship or settlement, a wider range of qualifications are accepted provided they are regulated by one of the UK’s examination regulation authorities – OFQUAL or the Scottish Qualifications Authority.</p> <p>A list of the levels and testing authorities can be found at this link: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368123/Approved_secure_English_language_tests_-_updated_November_2014.pdf</p>
	Norway	Yes	<p>a: Please consult http://www.vox.no/English/Immigrant-integration/#ob=9125,9649&Lawsandregulations4</p> <p>Immigrants’ right and/or obligation to free Norwegian language tuition and social studies are determined by residence permit and age.</p>

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		<p>Immigrants who want to apply for residence permit and subsequently, for Norwegian citizenship, must complete 600/300 hours of tuition in Norwegian language and social studies depending on certain criteria. The training ends with final examinations. 50 of the 600/300 hours are set aside for social studies taught in a language the participant can understand. The municipality should provide such tuition within three months of the immigrant's arrival. The 600/300 hours must be completed within three years. It is possible to be exempted from the obligation if the immigrant can document sufficient knowledge of the Norwegian or Sami language.</p> <p><u>Who gets free language tuition?</u> Newly settled refugees, their family members and persons who have been granted family reunification with a Norwegian or Nordic citizen are given 600 hours tuition free of charge. Immigrants who come from outside the EU/EFTA area with a work permit are entitled to take part in 300 hours of tuition, but they have no legal right to get the courses for free. EU/EFTA citizens, students and au-pairs have to pay for their tuition and for the Norwegian language test.</p> <p>Additional training Participants who need more than 600 hours of tuition can get up to 2 400 hours in addition to the initial 600. The municipalities have an obligation to offer additional training. The tuition must be completed within five years. Read more on the web page of The Ministry of Children, Equality and Social Inclusion.</p> <p>Read more on the web page of The Introduction Act.</p> <p><u>(b) Which method is applied for educational programs carried out for immigrants?</u> Teachers are free to choose their own teaching methods, but we do adhere to the Common European Framework of Reference for Languages (we use an adaptation to Norwegian) and the theoretical base of the framework does regulate the pedagogical approach, in the sense that it needs to be based on communicative skills.</p> <p><u>(c) Which are the procedures followed for the certification of knowledge of the language and which is the competent administrative service?</u> Se om testing: http://www.vox.no/norwegian-language-test/</p> <p><u>(d) Do you have any method for the evaluation of the teachers that participate in those educational programs for immigrants?</u> No, we don't have systems for teacher evaluation, but the teachers have university degrees and Vox, in cooperation with the municipalities, organizes schemes for Continuous Professional Development of teachers.</p>
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