



AD HOC QUERY ON 2019.15 Early language support

Requested by UK EMN NCP on 29 January 2019

Responses from EMN NCP Austria, EMN NCP Belgium, EMN NCP Bulgaria, EMN NCP Croatia, EMN NCP Cyprus, EMN NCP Czech Republic, EMN NCP Estonia, EMN NCP Finland , EMN NCP France, EMN NCP Germany, EMN NCP Hungary, EMN NCP Ireland, EMN NCP Italy, EMN NCP Latvia , EMN NCP Lithuania, EMN NCP Luxembourg, EMN NCP Netherlands, EMN NCP Poland, EMN NCP Portugal, EMN NCP Slovakia, EMN NCP Spain, EMN NCP Sweden, EMN NCP United Kingdom plus EMN NCP Norway (24 in Total)

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1. Background information

On arrival to the UK, resettled refugees enter the mainstream English language provision offered to all immigrants. The UK is currently exploring if there would be a benefit of offering an early, intensive language course for refugees, and what the objectives and delivery model of such a course would be. As part of this we are keen to seek Member States' views and experiences.

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2. Questions

- 1. Do refugees and other migrants attend an intensive language course on arrival in your country?**
- 2. Is this mandatory or optional?**
- 3. If not, is this something you have considered?**
- 4. If yes, is this course the same for all refugees/migrants or is it differentiated to meet differing integration needs?**
- 5. What is the content of this course? Topics, skills, vocabulary, grammar...?**
- 6. What is the delivery model? (e.g. Length of course? Number of hours per week? Face to face/digital/blended? In the community/schools?)**
- 7. What lessons have you learnt from your early intensive language provision?**

We would very much appreciate your responses by **15 April 2019**.

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3. Responses

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		Wider Dissemination ²	
	EMN NCP Austria	Yes	<p>1. After being granted international protection status, beneficiaries of international protection must immediately attend integration counseling. Beneficiaries of international protection are notified of this duty simultaneously with the granting of their protection status. During these consultations, an integration declaration is signed and German language courses as well as values and orientation courses are booked. The federal government facilitates German courses for beneficiaries of international protection from the age of 15, in order to reach a language level of at least A2 of the Common European Framework of Reference for Languages (CEFRL). During these German courses, knowledge of values and orientation is also conveyed. The Foreigners' Rights Amendment Act 2018 (FrÄG 2018) stipulates that asylum seekers with a high probability of being granted asylum can also receive support for a German course in accordance with § 68 para. 1 Asylum Act. Depending on the available resources, funding may be provided in this respect in accordance with the funding guidelines. In general, other migrants are expected to already have knowledge of the German language at level A1 of the CEFRL upon arrival. They are obliged to acquire German language skills at level A2 of the CEFRL as well as knowledge of the fundamental values of the legal and social systems of the Republic of Austria within two years of the first time they were granted a residence permit (the so-called "Integration agreement"). ---Source: Ministry of the Interior</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.

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

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			<p>2. Since 2017, language courses up to the level A2 of the CEFRL are mandatory for persons with international protection status aged 15 and older. This target group is obliged to fully participate in, to cooperate and to complete the courses offered to them. When other migrants are granted certain residence permits for the first time, they are obliged to acquire German language skills at the level A2 of the CEFRL and to obtain knowledge of the fundamental values of the legal and social systems within two years. However, the attendance of language courses is not mandatory. It is optional to attend integration courses, which are offered by certified course providers. ---Source: Ministry of the Interior</p> <p>3. Even though it is optional for migrants with certain residence permits to attend an integration/language course, they are obliged to pass an integration exam or provide equated evidence that they have (at least) knowledge of the German language at the level A2 of the CEFRL after two years of residence. ---Source: Ministry of the Interior</p> <p>4. n/a---Source: Ministry of the Interior</p> <p>5. The language courses for beneficiaries of international protection aim at alphabetizing those who cannot read or write in Latin script and to provide support for every beneficiary of international protection in achieving at least the German level A2 of the CEFRL. In addition to language skills (speaking, reading, writing and listening), the courses also cover different linguistic application fields, such as “departments and authorities” or “health and social affairs”. Moreover, values and orientational knowledge is also conveyed https://www.integrationsfonds.at/fileadmin/content/AT/Downloads/Beruf_Kurse/Wertebroschuere_Lernunterlage_Kern_de_en_klein.pdf (for the English version see p. 71 et. seq.) The optional integration courses offered by certified course providers to other migrants intend to support them in achieving German language skills at the level A2 of the CEFRL and obtaining knowledge about fundamental values of the legal and social order. Topics being taught include, for example, “health and social affairs”, “housing and regional affairs”, “traffic”, “rule of law and values”, “labour market” and “inter-cultural dialogue”.---Source: Ministry of the Interior</p> <p>6. For the promotion of language learning and orientation for persons entitled to international</p>
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			<p>protection, the Federal Minister for Europe, Integration and Foreign Affairs provides measures for German courses at the level A1 of the CEFRL. These measures are implemented by the Austrian Integration Fund (ÖIF), who engages private course providers for this purpose. The Federal Minister of Labour, Social Affairs, Health and Consumer Protection provides measures for German courses at the level A2 of the CEFRL. These measures are implemented by the Public Employment Service Austria. Against the background of the different realities of life and learning traditions of the learners, diversity of methods is expressly desired. In general, teaching is guided by the following principles:</p> <ul style="list-style-type: none"> • Democratic teaching style • Inclusion of the participants' world of life and experience • Consideration of the diversity of different learning types and internal differentiation • Action-oriented approach • Appreciation of available resources <p>Furthermore, attendance is mandatory in these face-to-face courses for persons entitled to asylum or subsidiary protection. Also, online training material is provided for additional learning. The recommended teaching frequency is 12-20 lessons per week. The actual lesson times on the respective days of class are determined by each course provider. German Integration Courses for other migrants basically comprise of up to 300 teaching units of 45 minutes each, where not only the German language is being taught but also values and orientational knowledge is being conveyed. The website "Sprachportal", which is operated by the ÖIF and the Austria Institute, provides exercises and free material for download: https://sprachportal.integrationsfonds.at/english/learning-german---Source: Ministry of the Interior</p> <p>7. Language courses set the foundation for further integration into the labour market, education programs and fosters integration into the society in general. Especially, illiterate persons benefit from the early intensive language courses, as they have not been alphabetized in their mother tongue and thus for the first time receive the opportunity to learn a language from the start. This assures a self-determined life and prevents the exclusion from society. In addition, women also greatly benefit from the early intensive language courses, as they are regarded as the integration motors of their families and contribute immensely as role models to the integration process of their children. Mothers also tend to affect their children's' identity process (emotional connectedness to host country). Apart, from being the integration motors in their families, early intensive language courses have a positive effect on women to promote a self-determined life and to improve their work-life-balance. Our experience also shows that providing childcare for mothers at language institutes, strongly increases their participation in language courses. Lastly, it is important to point</p>
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			<p>out that by incorporating values within the curricula of the early language courses, values and fundamental rights are communicated to the participants. This provides orientation and serves as a compass in the arriving society for all participants.---Source: Ministry of the Interior</p>
	<p>EMN NCP Belgium</p>	<p>Yes</p>	<p>1. Preliminary remark: the language courses described below are applicable for adult applicants/resettled refugees / newcomers. Children under the age of 18 year are integrated into the mainstream education system (where they receive intense language courses in so-called 'reception' or 'bridging' – classes. Resettled refugees: After arriving in Belgium resettled refugees stay in one of the four reception centres for resettled refugees for a duration of 6 weeks. During this period a reception programme is foreseen. Among different activities and information modules, language lessons are included in this programme. Applicants for international protection: Language courses are offered in the reception facilities given by volunteers once or twice a week. Applicants can also follow language courses outside of the reception facilities organised by NGOs or by the centres for adult education or the centres for basic education. To facilitate the access to languages courses organised by these centres for adult and basic education, applicants for international protection are exempt from payment of the registration fees. Beneficiaries of international protection and newcomers: All the Communities in Belgium have developed (civic) integration programmes for newcomers. All these integration programmes offer languages classes (in French, Dutch or German).</p> <p>2. It depends. Resettled refugees: The language lessons in the reception centres are mandatory for all resettled refugees who are above the age of 18 years old (minors as of the age of 2,5 years are enrolled in school or kindergarten). If it is impossible to provide baby-sitters, babies can be brought to the lessons but if this is too complicated for some reason one of the parents is excused. The parents are then encouraged to alternate so they can both follow some lessons. Even though the lessons are mandatory there are no sanctions for those who do not attend. Applicants for international protection: the language offer is optional. Beneficiaries of international protection and newcomers: All the Communities in Belgium have developed a mandatory (civic) integration programme (although the mandatory integration trajectory in Brussels-Capital Region is not yet in</p>

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			<p>force - the goal is to achieve a mandatory integration programme in Brussels by January 2020. In the meantime, migrants in the Brussels-Capital Region do have access to the existing integration programmes on a voluntary basis). The other integration programmes are mandatory for newcomers (including beneficiaries of international protection) who have obtained a residence permit valid for at least three months. Concerning early access: Flanders' civic integration programme is open for applicants for international protection after a period of four months after lodging their application for international protection, on the condition they didn't receive a first instance decision yet. The enrolment of applicants for international protection is on a voluntary basis.</p> <p>3. See above</p> <p>4. Resettled refugees: In 3 out of 4 resettlement reception centres a specific tailor-made language programme is foreseen. This programme is adapted to the specific needs of this group and, above all, to the very limited period that they are in the reception centre. In the fourth resettlement reception centre, the language lessons are continuously foreseen for all residents. Though the content is the same, the lessons are organised separately for the resettled refugees (as they are arriving in group they generally fill one class) and it is assured that the lessons start from the beginning. Other newcomers: the languages classes of the civic integration programmes are the same for all newcomers, but are adapted to the their level and learning skills.</p> <p>5. Resettled refugees: The content is very basic and starts from scratch (alphabet). The programmes further focuses on topics and vocabulary that are useful in the daily life of a newcomer: greeting, taking the bus or train, going to a supermarket, going to a doctor's appointment, etc. Newcomers: Depending on the level of the participant: literacy education, Dutch/French/German as second language (with additional literacy support). At the end of the programme, the participant should be able:- oral: to conduct short, social conversations, to give basic information about himself, his work, his environment, his training; to understand a slowly spoken conversation about a familiar subject, and- written: to write a simple letter of application, a structured internship report, to read a longer but structured newspaper article about a familiar subject, and a text about his field of knowledge.</p>
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			<p>6. Resettled refugees: The courses are organised in group, but in most centres no distinction is made at this stage between the different levels within the group. There is one exception, in the reception centre of Kapellen the group is split up in a group for illiterates and a group for those who can read and write. All resettled refugees who arrived at the same moment follow the same lessons together. The number of hours of language lessons depends on the centre and go from 20 to 40 hours spread over the entire stay in the reception centre (6 weeks). Newcomers: For example in Flanders: To determine which is the most suitable Dutch as second language course for the newcomer, the regional contact points of the Flemish Integration and Civic Integration Agency will organise an intake interview. During an intake interview questions are asked about the expectations, language skills, highest diploma, etc. Sometimes a logic and level test is proposed to better refer the newcomers to the respective language class providers (a reading and writing test or a covar test (cognitive skills test). On the basis of his/her learning pace, the newcomer is referred to the most suitable Dutch language course. The low-skilled or 'slow learners' are referred to a centre for basic education (in small groups and at the pace of the newcomer. Classes can be attended during the day or in the evening). There they follow a course of 240 hours. Higher educated or 'fast-trackers' can go to an adult education centre (in groups according to the knowledge and learning pace of the newcomer. Classes can be attended during the day or in the evening) for a course of 120 hours. Newcomers who wish to start higher studies and meet the admission requirement for higher education can enter a course of 90 hours. These courses are organized by university language centres (in group and at a high pace, a part of the training consists of self-study). For example in Wallonia: A new decree relating to the integration of foreigners, the decree of 8 November 2018 and its implementing order have been adopted. The purpose of this decree is to reinforce the mechanisms constituting the integration trajectory in order to amplify the effects and the number of beneficiaries. These new provisions have come into force in January 2019. The decree provides 400 hours minimum training for French as a foreign language, instead of the 120 hours previously.</p> <p>7. Resettled refugees: Besides learning some important words and sentences to be able to manage and perform daily basic activities, there is an added-value to be found in the fact that the newcomers who haven't been in school for a long time (or some haven't been to school at all) get used again to an educational system and daily structure of lessons and homework. The centres experience that, in general, the resettled refugees are eager to follow the language lessons and by</p>
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			answering to this need they are motivated to learn more and to continue their language lessons after leaving the centre.
	EMN NCP Bulgaria	Yes	<p>1. The State Agency for Refugees (SAR) provides Bulgarian language training both for asylum seekers and third-country national, resettled in Bulgaria.</p> <p>2. It is optional.</p> <p>3. No.</p> <p>4. The initial language course is the same for all asylum seekers and resettled third country nationals, but the teachers use a flexible approach to learning according to the needs and age specifics of the persons. The main objective is to create a communicative skill. The courses include interactive communication-based activities.</p> <p>5. The topics are related to daily communication: address, housing, shopping, meals, doctor, etc. Vocabulary is related to topics, and grammatical units are presented as shortly as possible. The course includes interactive and communication activities.</p> <p>6. Weekly face to face training is carried out. The number of hours per week is 15 (3x5 hours). With a view to meeting the students' preferences, there is a morning and an afternoon group.</p> <p>7. Early intensive language provision makes easier the quick adaptation of asylum seekers in foreign-language environment.</p>
	EMN NCP Croatia	Yes	<p>1. For asylees and foreigners under subsidiary protection, language courses are provided within the Programme of Croatian Language, History and Culture for Refugees and Foreigners under Subsidiary Protection. In 2018, the implementation of the Programme was organized in co-</p>

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			<p>operation with the University of Zadar, in cooperation with the Jesuit Office for Refugees and the Open University Libar-Šibenik and in cooperation with the Velika Gorica Secondary Vocational School. All programme implementations were funded from the State Budget from the position of the Ministry of Science and Education. In order to carry out the quality integration of asylees and foreigners under subsidiary protection in Croatian society, the Ministry of Science and Education, in cooperation with the Sector for Schengen Coordination and European Union funds of the MoI, prepared the project "Integration of refugees and foreigners under subsidiary protection in Croatian society, education and preparation for inclusion in the labor market ". The program aims to provide 280 hours of language courses to refugees and foreigners under subsidiary protection, and is currently in preparation. The Ministry of Science and Education is also providing support for all foreign children/students who are involved in elementary education. In 2018 the language support was provided for 37 children/students, 70 hours per children/students.</p> <p>2. According to the LITP, Article 74., asylees and foreigners under subsidiary protection are obliged to attend a course in the Croatian language, history and culture, for the purpose of integration into Croatian society.</p> <p>3.</p> <p>4. The course is the same for all refugees and persons under subsidiary protection. Regarding refugees and foreigners under subsidiary protection enrolled in the education system, it is standard early language support for all children/students as well as for children with refugee and migrant status</p> <p>5. Courses encompass lessons on Croatian vocabulary, grammar and writing, and lessons on Croatian culture and history.</p> <p>6. Until now courses lasted for up to 70 hours, 2 hours a week. They were face to face courses, organized in the premises of co-organizing institutions. New project co-founded with AMIF plans on providing 280 hours of language courses, but exact modules are still in development.</p> <p>7. As knowledge of Croatian language, history and culture is an essential instrument for successful integration of refugees and foreigners under subsidiary protection into Croatian society, it is</p>
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			important to work on motivating these persons to attend the courses.
	EMN NCP Cyprus	Yes	<ol style="list-style-type: none"> 1. No. 2. N/A 3. Yes. We are exploring the option to offer early language courses at the reception center. 4. The course will be for refugees residing at the reception center. 5. N/A 6. N/A 7. N/A
	EMN NCP Czech Republic	Yes	<ol style="list-style-type: none"> 1. International protection holders can attend a language course for free within the State integration program. Other third-country nationals can attend courses organized by Centers for Integration of the third-country nationals of NGOs. These courses are usually for free or there is a motivational fee requested. Courses for pupils are for free and subsidized by the Ministry of Education, Youth and Sports. Other paid courses are organized by private institutions without any support from the state. 2. Language course for international protection holders as well as for other third-country nationals is optional. 3. The Czech Republic does not plan to introduce any mandatory language course for the international protection holders or for other third-country nationals. Optional course is more

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			<p>comfortable for clients, who can better combine learning with their private and work life.</p> <p>4. Both courses for international protection holders as well as for other TCNs are flexible and the content is not constant for all groups. All depends on needs of the study group. If the group is consisted from women the teacher can modify the content according their specific needs.</p> <p>5. Courses organized by the State institutions are complex. Professional lectors teach clients all aspects of language from beginning to minimally A1 (SERR) level (which is the level required top by granted also permanent residence permit). Later the client can continue within a private institution or NGO where the content of these courses can be more focused on specific field. Other TCNs can attend courses organized by Centers for Integration. These courses are also very flexible and the content depends on the needs and requests. These clients can continue by attending advanced language courses within the Centre (if the Centre has capacity) or within a private organization or NGO.</p> <p>6. The course in State integration program is totally 400 lessons in the groups (same language group, similar linguistic knowledge etc.). In justified cases can be course organized individually. The recommended intensity is 16 hours per week in groups and minimally 8 hours in individually courses. The courses for TCN in Centers for Integration take minimal length of 100 hours, but also special courses are provided usually up to B1 level where interested TCNs can continue in studying the Czech language.</p> <p>7. We recommended intensive courses, focusing on practical use of knowledge. Very important is to build groups of clients with a similar mother tongue (Arabic group, Russian group etc.) and if possible also with similar knowledge of the studied language and similar needs and interests (groups of women will have specialized needs on vocabulary differs from another group of adults). We also learned that a small motivational fee paid by TCNs for these courses is important.</p>
	<p>EMN NCP Estonia</p>	<p>Yes</p>	<p>1. Yes. There are courses offered to beneficiaries of international protection as well as to other migrants.</p>

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			<p>2. The language courses are mandatory for beneficiaries of international protection. For other legal migrants the courses are optional.</p> <p>3. N/A</p> <p>4. The courses are different for refugees and other migrants in the sense that the courses offered to refugees are more thorough than the courses offered to other migrants (300 versus 80 academic hours). The refugees' language courses are provided by Tartu Folk High School and co-funded by AMIF and the Ministry of the Interior. The target group are all migrants who have received international protection in Estonia. For other migrants the language courses are offered under the Welcoming Programme and by Integration Foundation.</p> <p>5. The aim of the courses is to give the learner communicative skills using different active learning methods. The topics discussed in the language training offered to migrants under the Welcoming Programme are as follows: • Polite expressions• Getting acquainted, introducing oneself and one's companions• Numbers and the clock•Countries, nations a languages•Food and beverages, eating habits• Café conversations• Arranging a meeting• My day and hobbies• My family• Asking and telling the way• Feeling well/unwell</p> <p>6. The length of the course for beneficiaries of international protection is 300 academic hours. Lessons are carried out face to face 3-4 times a week, at least 2 academic lessons at once. The groups are formed based on needs in Estonian bigger cities, in general the minimal number of participants is 5. If necessary, also the smaller groups can be formed. Learners from complete beginners to those at A2 level are expected and the groups are formed by the language level. Some language lessons are held outside the classroom, and the language is also learned during practical activities, for example, by cooking or doing crafts. For other migrants the volume of the entire language training is 80 hours. Usually three to four classes take place on any given training day, one class lasting 45 minutes (academic hours). The language training takes usually place on two days per week and there are options to take a morning class or an evening class. On the last day of the language training, the participants will take a written test and the trainer will conduct a spoken conversation with them. The written test corresponds to the A1 level and consists of simple</p>
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			<p>questions. In the conversation, the participant needs to talk about oneself, ask questions and answer simple, clearly posed questions according to the language level.</p> <p>7. During the first years of AMIF project the language course was 100 hours which turned out to be too small. As a result the hours were increased to 300 hours which is more relevant for reaching the A2 level. The need for flexibility of the courses, especially in cases when refugees find employment.</p>
	EMN NCP France	Yes	<p>1. Yes. The Republican Integration Contract (Contrat d'intégration républicaine, CIR) is signed by all foreigners admitted for the first time for residence in France and wishing to settle in the country on a long-term basis. Signature of the CIR marks the commitment by the foreigner to the personalised republican integration pathway, lasting five years. The Republican integration contract is signed after a personalised interview between the newly arrived migrant and an officer of the French Office for Immigration and Integration, who prescribes compulsory civil training and language training, if needed (lower than level A1 of the Common European Framework of Reference for Languages (CEFRL). Certain categories such as beneficiaries of international protection are exempted but have the possibility to sign the CIR since it gives access to personalised support and trainings (civil and language training). Language trainings are financed by the ministry of Interior and implemented by the French Office for Immigration and Integration.</p> <p>2. See Q1.</p> <p>3. N/A</p> <p>4. On the OFII reception platform, foreigners take a written and oral test aiming to measure their French language ability. Depending on the results obtained and the needs thus identified, three language training pathways of 50 hours, 100 hours or 200 hours are prescribed. This may be completed with 20 % of additional hours as needed. The aim of these training pathways is to progress the individual to the A1 level. The Interministerial Integration Committee of 5 June 2018 announced the doubling of hours of these courses from 2019 as well as the creation of a 600 hour course for foreigners who were unable to read/write.</p>

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			<p>5. Thematic and pedagogical contents of the training have been renewed pursuant to the law of 7 March 2016. Language courses treat issues related to the public, practical and professional life. The pedagogical approach is based on different tools from the daily life and role playing. It also aims at developing self-learning in order to extend the training on their own. Written knowledge is also taken into account in the courses.</p> <p>6. Depending on the professional and personal constraints of the participant, three types of courses are offered: intensive, semi-intensive and extensive courses, with a different length of training. Upon completion of the A1 level training, a certificate of attendance is issued to every participant provided that they have followed at least 80 % of the prescribed language training.</p> <p>7. A report, submitted by deputy Aurélien Taché on 19 February 2018, establishes “72 proposals for an ambitious policy for the integration of foreigners arriving in France”. This report identified several challenges, in particular in terms of language courses. In light of this report and of the conclusions of the Interministerial Integration Committee of 5 June 2018, language learning has been strengthened, particularly with a focus on language training for vocational purposes in order to provide a sufficient basis for looking for employment.</p>
	<p>EMN NCP Germany</p>	<p>Yes</p>	<p>1. Preliminary remark: Within the scope of an ad-hoc query, the answers to the questions can only give a rough overview without any claim to completeness.1. Yes. There is a federal programme administered by the Bundesamt für Migration und Flüchtlinge (BAMF) for “integration courses”. Participation is possible for all immigrants, compulsory upon administrative decision of the aliens authority and/or the employment office when they deem it necessary. The basic course consists of 600 units (45min) of language training and 100 units “orientation class”. Specific courses (e.g. alphabetization classes) comprise 900 units (language) + 100 (orientation). Refugees with a high probability of being granted protection (SYR, IRQ, IRN, SOM, ERI) have immediate access to the classes, all other immigrants when they receive a residence permit. In addition, there are numerous programmes on regional and local level, mostly aiming at people not entitled to an instant access (e.g. asylum seekers without high probability of being granted protection as above or people</p>

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			<p>whose application for asylum / protection has been rejected).</p> <p>2. See above</p> <p>3. n/a</p> <p>4. There are different types of courses to meet the differing needs and skills. Special courses include- Alphabetization classes- Courses for people not familiar with the Latin alphabet- Courses for young people- Courses for parents / women- Courses for people with special needs (e.g. deaf/blind)- Intensive courses An entry-level test defines the correct type of course and level. All classes are for every nationality and type of immigration.</p> <p>5. The content of the courses is laid down in a concept available here (German only): http://www.bamf.de/SharedDocs/Anlagen/DE/Downloads/Infothek/Integrationskurse/Kurstraeger/KonzepteLeitfaeden/konz-f-bundesw-integrationskurs.html Details go beyond the format of this questionnaire. At the end of the courses, participants pass an exam (written and oral) and are expected to reach level B1 of the Common European Framework of reference for languages (A2 for alphabetisation classes)</p> <p>6. 20 units (45min.) per week is a typical number of hours. The courses are held by private languages schools as well as public institutions such as "Volkshochschulen" (adult education centres)</p> <p>7. The effectiveness and outcome of integration courses has been scientifically evaluated, a new evaluation period has started 2018 and will be concluded 2021/22. Details go beyond the format of this questionnaire.</p>
	<p>EMN NCP Hungary</p>	<p>Yes</p>	<p>1. For the moment there are no courses offered, but in previous years there were several general courses financed from relevant EU Funds.</p>

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			<p>2. In the earlier courses the participation was optional.</p> <p>3. There are intentions to support courses as in the past.</p> <p>4. Courses were open for all third country nationals, not differentiated on the status.</p> <p>5. General courses.</p> <p>6. Different courses were tailor-made.</p> <p>7. Participation can be facilitated if child-care service is provided for the time of the course.</p>
	EMN NCP Ireland	No	This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that it is not disseminated further.
	EMN NCP Italy	Yes	<p>1. Yes, on the basis of art. 4-bis of Law 286/1998, a Regulation concerning the integration agreement between the State and the foreign citizen entered for the first time in Italian territory has been emanated (D.P.R. 14 september 2011, n.179). In general, this agreement has to be signed by all migrants who want to require a residence permit for at least a year, with the aim to achieve, in a mutual interest (for the state e for the migrant), an effective integration path. For this purpose, the foreigner shall undertake to learn an adequate level of knowledge of Italian spoken language (equivalent at least to level A2), a sufficient knowledge of fundamental principles of Italian Constitution, of civic culture and life in Italy (with particular reference to the areas of health, education, social services, work and tax liabilities) and, in case they occur, ensure the fulfillment of the educational obligations for the minors. In particular, the agreement is successfully resolved (with the issuing of the certificate) if, after 2 years, a sufficient level of knowledge of Italian language (A2), culture e civil life has been achieved (artt. 5 and 6 of D.P.R, 14 September 2011, n.1799). With</p>

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			<p>regard to beneficiaries of international protection, the Operating Guidelines of SPRAR (system of protection for asylum seekers and refugee, now called SIPROIMI) establishes that all reception facilities have to guarantee free courses of Italian languages to hosted beneficiaries of international protection. These courses are constituted by not less than 10 hours for week and they provided records of knowledges progressively acquired by foreigner. Courses could take place within the reception facilities or in external structures, such as Provincial Centres of Adult Education (CPIA) (for which The Operating Guidelines of SPRAR refers to the achievement of level A2), education institutes and social private organisms.</p> <p>2. The subscription of the integration agreement, in general, is mandatory for all migrants, except for unaccompanied minors and victim of human trafficking, exploitation or violence in respect of which it is not applied (art. 2 par. 9 of law 179/2011). With this agreement the foreigner undertakes to acquire a language competence equivalent to level A2 (spoken) and to produce the corresponding certificate. But, on the basis of article 4-bis of Law 286/1998 - which excludes beneficiaries of international protection from sanction of revocation of residence permit and expulsion in case of infringement of the agreement - Ministry of Interior has emanated an internal document (Circolare n. 824 of 10 February 2014) with regard to beneficiaries of international protection. For reasons of administrative simplification and cost-effectiveness, this document establishes that, considering the ineffectiveness of the sanction in this case, the offices responsible for verifying the fulfillment of the agreement (the so-called "Sportello Unico per l'Immigrazione") are exempted to do it. These agreements are declared "closed for exemption". So, in practice, the Authority concludes that refugees have not to subscribe the integration agreement. Nevertheless, according to the Operating Guidelines of SPRAR (system of protection for asylum seekers and refugee, now called SIPROIMI) the beneficiaries of the hospitality have to share and sign a "reception agreement", containing mutual commitments, among which, the attendance of the courses of alphabetization and Italian language (as said above). In case of repeated breaches and serious violations of the commitments, the reception can be revoked.</p> <p>3.</p> <p>4. See Q.2.</p>
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			<p>5. The achievement of a sufficient knowledge of Italian language is considered a fundamental step toward a civic integration. According to law 179/2011 and consequent circulars emanated by Minister of Interior (like the one of 6 November 2012, 3 February 2014 or n. 824 of 10 February 2014), the level that has to be obtained is at least A2, according to EU common framework for knowledge of languages. So, in addition to language courses, the law provides for free training lessons (ten hours in Provincial Centres of Adult Education (CPIA) or local permanent centres (CTP)) about fundamental principles of Italian Constitution, civic culture and life in Italy (article 3 comma 1 of Law 179/2011). This reference level of knowledge also applies to refugees and beneficiaries of subsidiary protection. L2 Italian courses offered at Provincial Centres of Adult Education concern A1 and A2 levels of the Common European Framework of Reference for Languages (CEFR). The "Guidelines for planning literacy and learning courses of the Italian language" drawn up by the Ministry of the Education, University and Research provide indications for developing the learning units. Based on the assumption that a foreign student who underwent schooling in his country of origin generally employs 100 hours to acquire the skills foreseen for each of the initial levels of the Common European Framework of Reference for Languages (CEFR), the Guidelines foresee literacy courses of maximum 200 hours in total, to attain A2 level, divided as follows:- 20 hours of welcoming and orientation;- 180 hours of teaching activity. The 180 hours of teaching activity are distributed as follows:- 100 hours to attain A1 level which include: 20 hours of listening, 20 of reading, 20 hours of oral and written interaction, 20 hours of oral production and 20 hours of written production. The contents to attain A1 level concern basic knowledge, simple vocabulary and sentences referring to the person, his family and the environment. In particular:• personal information;• body, clothing, meals, beverages;• family members;• daily living spaces;• places of local geography and country of origin;• communication tools;• modules concerning primary needs and requests to the Public Administration;• Public offices (Registry office, Police department, Prefecture, etc.);• Social security bodies.- 80 hours to attain A2 level which include: 15 hours of listening, 15 of reading, 20 hours of oral and written interaction, 15 hours of oral production and 15 hours of written production. The contents to attain A2 level focus on expressions and sentences concerning contexts of social life, culture and work, in addition to expressions and sentences referring to the Italian Constitution, in particular work, rights and duties, organisation and operation of public institutions. In particular:• work: various types of work, safety in living areas and workplaces, protection bodies, active employment search, workers' rights and duties, social conflicts and</p>
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			<p>strikes;•School: education and professional training systems;• Medical-healthcare sector;• Social services;• Tax obligations: fines and sanctions;• Banks, post offices, currencies, purchases;• Events: family celebrations, national holidays, public meetings;• Sports and cultural events;•Transition rituals: birth, weddings and funerals;• Natural phenomena;• Public and private means of transportation;• Variety of communication media in modern society (radio, television, internet, etc.).In order to facilitate access to courses and sustainable attendance, the units proposed to foreign citizens are personalised and of modular type, aimed at acquiring skills assessed as missing during the welcoming and orientation phase. For this reason, the courses offered to attain different levels (A1 and A2) have a variable duration according to the specific needs of the learning group and are held in days and at times compatible with the students' needs (also outside working hours).At the end of the course, after an assessment of the concepts learned, the Provincial Centre of Adult Education releases a level certification (A1 or A2 based on the course attended and level reached). As for L2 Italian courses, the Ministry of Education, University and Research has diffused "Guidelines for planning civic training and information sessions, as set forth by art. 3 of Presidential Decree 179/2011" also for civic education courses. The contents, in line with the provisions set out in the Presidential Decree, concern: -the fundamental principles of the Constitution (form of the Italian Government: the Republic, guarantee to protect inviolable human rights and solidarity obligations, equal social dignity and equality before the law, right to work, freedom of religion, legal status of foreigners, the Italian flag;- Organisation and operation of public institutions in Italy (organs and powers of the State, Regions, Provinces, Municipalities – local bodies);- Right to health;-School;- Social services (Integrated system of social interventions and services);- Right to work and employment rights;- Tax obligations;- Information (rights and duties of third-party nationals in Italy, rights and duties concerning residence, reciprocal rights and duties of spouses, parents' duties towards children according to Italian laws, also with regards to compulsory education, main initiatives to support the integration process of third-party nationals available in the province).The courses held at Provincial Centre of Adult Education have a duration of 10 hours, they must be attended within 3 months since the third-party-national's arrival to Italy and can be integrated with L2 Italian courses.</p> <p>6. The Italian legislation doesn't establish a single and predeterminate model of language course for beneficiaries of international protection, but courses provided by CPIA are the same for all foreigners: see Q.5. The law only establishes - in relation to who has signed the integration</p>
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			<p>agreement – that 1 month before the expiry of 2 years period, the competent administrative authority (Sportello unico per l'immigrazione) has to start the process of verification of the fulfilment of the integration agreement by requiring to foreigner the documentation certifying the achievement of the requested knowledges (art. 6 of law 179/2011 and circular n. 824/ 2014). The documentation relating to language skills has to be issued by institutions approved by Minister of Interior and recognised by Minister of Education, University and Research. The certification can be obtained: at the end of the attendance of an Italian language course at Local Permanent Centres; though the positive attendance of education, vocational training, university studies, social and linguistic integration paths; finally, by the achievement of a diplomas or licence with legal value of qualifications. If the foreigner doesn't have this type of documentation, the Sportello Unico provides to ascertain the knowledge levels through an ad hoc test. With regard to refugees and beneficiaries of subsidiary protection, see Q.1.</p> <p>7. NA</p>
	<p>EMN NCP Latvia</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. There are different courses available for all third country citizens and a different course for persons receiving international protection. The aim of the course for persons receiving international protection is to start attending the course as soon as possible from the arrival date, should they choose to do so, but Latvia does not have an enforcing mechanism. The courses that are meant for other migrants are entirely optional and migrants take part in them entirely on a voluntary basis. 2. Both types of courses are optional. 3. Latvia has considered making language courses mandatory for refugees and other migrants. Latvia has conceptually agreed upon including a provision of mandatory Latvian language course attendance into immigration policy, and is still debating which types of migrant groups this would affect. Whether the courses would start immediately upon arrival has not been discussed as of yet. 4. In the framework of Asylum, Migration and Integration Fund (2014-2020), the Ministry of Culture

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			<p>currently administers four courses for both persons receiving international protection and other migrants. Currently there are three courses that are meant for third-country nationals, including persons receiving international protection, which are extensive and in-depth, and there is a language course meant specifically for persons receiving international protection, and this course takes place in the framework of a larger project that provides both social integration courses and a Latvian language course.</p> <p>5. The courses for third-country citizens cover a variety of topics, as the courses are very in-depth and grammar intensive, and provide language training up to C level, this is the case for all three of the courses. As regards the language course for persons receiving international protection, the course is very basic, only offering a primary set of phrasing, covering phrasing and vocabulary needed for meeting someone, maintaining a simply conversation, orienting around the city etc. The course aims to acquaint with the language, also taking into account that among the attendees there may be illiterate persons. The course has no intermediary language, so people with any language backgrounds can attend. The language level that this course aims to provide for the attendees is Pre-A1.</p> <p>6. All courses, both for third-country nationals and persons receiving international protection, take place in a face-to-face model, on the spot, in the classroom. The length of the courses varies depending on the availability of teachers, so the schedule can shift slightly. The total amount of hours for the third-country nationals-specific courses are 120 hours, however the course that persons receiving international protection attend amounts to 80 hours altogether. All of the courses take place in the community; as for the course meant for persons receiving international protection, the course takes place at the Asylum seeker centre. All four language programs have been officially licensed.</p> <p>7. Although the aim of the course that persons receiving international protection attend is to start language learning as early from arrival date as possible, it is very challenging to enforce without an enforcing mechanism prescribed by law. In Latvia's case, when a person arrives in Latvia his case is usually considered for around 3 months, so the aim has been to get the asylum seekers to start learning the language as soon as possible in that waiting period. After the persons receive their respective status, as is in the case of Latvia, they have to look for accommodation and work, so it is</p>
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			found best that refugees already have at least primary language knowledge up until then. As well, refugees settled in Latvia often resettle into other Western Europe countries after the receiving of status, so it is especially crucial to start the language training as soon as possible.
	EMN NCP Lithuania	Yes	<p>1. Yes.</p> <p>2. Lithuanian language courses are mandatory for persons staying in the Refugees Reception Center and/or are participating in the integration program in their municipality.</p> <p>3. n/a</p> <p>4. Lithuanian language courses are the same for both refugees and migrants. The goal for of the courses for both groups: to learn Lithuanian language and integrate successfully. The courses would be different only if foreigner had previous knowledge of Lithuanian language (e.g. would start with A2, in stead of A1).</p> <p>5. The aim of the course is to develop A1 level (at the Refugee Reception Center) and/or A2 level language skills (during the integration program in municipality) in order to be able to communicate in Lithuanian in his/hers everyday life. After completing the course, the students are able to: 1) understand sentences and frequently used expressions related to key areas of life (for example, people, family, shopping, place of residence, work, etc.); 2) communicate about common things when it is necessary to inquire or provide information in everyday situations; 3) speak about their education, environment, basic needs using simple language. The lessons plan is based on a curriculum description of Lithuanian as a foreign language. During the course students are taught not only vocabulary and grammar but through songs, movies, games, etc. they are also introduced with the culture of the country.</p> <p>6. Lithuanian language course consists of 96 hours (face to face) in the Refugees Reception Center and/or 190 hours for persons participating in the integration program in municipalities. Lessons are</p>

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			<p>usually held 2-3 times a week. If needed, lessons are organized every day.</p> <p>7. It is very important to adapt the teaching methods to the abilities of each student and his/hers motivation. Students often communicate only in their native language but manage to learn Lithuanian because of suitable learning methods for a particular person. It is also worth mentioning the importance of teacher's experience working with illiterate foreigners and the help of visual materials speeding up the learning process. Practice shows that students successfully pass their A2 level exams without even completing the entire course. Migrants often understand the importance of learning the language and go on to prepare for the B1 level exams.</p>
	<p>EMN NCP Luxembourg</p>	<p>Yes</p>	<p>1. No, there is no specific intensive language course foreseen for migrants and recognized refugees on arrival in the country. In general normal courses are provided. For migrants and beneficiaries of international protection (BIPs), resettled refugees or not, the Law of 16 December 2008 on the reception and integration of foreigners in the Grand-Duchy of Luxembourg establishes the Welcome and Integration Contract (CAI - articles 8 to 13) which is proposed to any foreigner of at least 16 years of age who resides legally on the territory of Luxembourg and wishes to remain on a permanent basis (not included the international protection applicants). It is optional and aimed as much at EU and EEA citizens as at third country nationals, to new arrivals as well as to people who have been living in Luxembourg for many years. It is not mandatory in any way. The services offered within the framework of this contract are :• A language training course• A citizenship training course• An orientation day. Another advantage of completing the requirements of the Welcome and Integration Contract is to get an exemption from one of the modules of the course "Living together in Luxembourg" for the acquisition of Luxembourg nationality. The CAI was officially launched on 29 September 2011 in accordance with the Grand ducal regulation of 2 September 2011 on the implementation conditions and modalities of executions concerning the Welcome and Integration Contract.</p> <p>2. It is optional as it was mentioned in the answer to Q.1.</p> <p>3. N/A.</p>

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			<p>4. As it was explained in answer to Q.1 the courses are normal courses for everyone but in some cases they are adapted accordingly to the professional and/or personal needs (see answer to Q.5).</p> <p>5. The general aim is the integration of the target population in the Luxemburgish society. It 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 and 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 skill of the candidate and to orient him/her in the language training that is better 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 has approved the introductory level A.1.1. (In case of need, the language training can be completed with literacy courses). However, the beneficiary of the CAI can continue to register in the following models if s/he passes the introductory level A.1.1 until completing the duration of the 2 years. Language courses are offered under the responsibility of the Ministry of Education, who has within its responsibilities adult and continuous education through contracted providers who have a convention with the Department of Adult Education of the Ministry. The general content of the courses depends on the service provider but the beneficiary has to be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Also he/she has to be able to introduce him/herself and others and to ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Finally the beneficiary can be able to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p> <p>6. The courses are face to face in the installations of the INL, municipalities, NGOs or high schools. The duration of the language courses depends on the service provider: Municipalities normally propose yearly courses and the National Language Institute propose 6-months modules.</p>
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			<p>Short intensive courses (6 weeks-2 month) are also available. There are normal courses that are proposed two times per week but there can be intensive courses (four to five times per year). There is not a point system put into place for evaluating the foreigner's performance. However, the skills acquired at the end of a course are assessed through a descriptive assessment of competences issued by the service provider. In the case of the National Language Institute at the end of each module there is an examination that consists in two parts: a) written examination and b) oral examination. If the beneficiary passes the first level then s/he can register to the next level (A.1.2) and so on.</p> <p>7. N/A. Luxembourg does not have this kind of policy of early intensive language provision.</p>
	<p>EMN NCP Netherlands</p>	<p>Yes</p>	<p>1. Yes</p> <p>2. Optional. However, there is a three year time limit within which third-country nationals need to pass the Dutch language exam when they start the integration process. It is the responsibility of the refugee themselves to be prepared for the exam. Therefore, it is advocated to them to follow a language course as soon as possible, since this will increase the likelihood they will pass the integration exam.</p> <p>3. -</p> <p>4. When refugees have arrived in the Netherlands and are waiting for their asylum process, they have the option to already start learning the Dutch language from their first day of arrival by courses that are offered via the Central Reception Asylum seekers (COA). This initial language course is tailor-made to the needs of the asylum seeker, which is based on a learnability test. The courses are given by professional teachers and start to prepare the asylum seeker for the official Dutch language exam (NT2). This exam must be passed within three years from the start of the integration process. It should be noted that the courses that are offered from the first day of arrival are only available for asylum seekers that have a high probability of obtaining a residence permit. These are asylum seekers from Syria, Eritrea and stateless persons. Asylum seekers with other</p>

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			<p>nationalities can follow basic Dutch lessons given by volunteers. All permit holders are entitled to follow a program to prepare themselves for their integration in Dutch society. This program is not compulsory but all permit holders are encouraged to participate. The program offers Dutch lessons, training regarding Dutch society and individual support.</p> <p>5. Content of the language courses usually provide for vocabulary, reading, listening, writing, speaking, grammar and spelling.</p> <p>6. The lessons are given by professional teachers that also teach the language courses for people that are in their integration process.</p> <p>7. 1. Make sure that participants can continue their lessons in the next phase (same materials, etc.)2. Frequently assess which nationalities should be offered during the course from day 1. Have an alternative language program for all asylum seekers who do not fall within the category of nationalities that will be offered professional lessons from day one.</p>
	<p>EMN NCP Poland</p>	<p>Yes</p>	<p>1. In Poland, in general there is no practice of the resettlement of refugees and other migrants.</p> <p>2. n/a</p> <p>3. n/a</p> <p>4. n/a</p> <p>5. n/a</p> <p>6. n/a</p> <p>7. n/a</p>

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	<p>EMN NCP Portugal</p>	<p>Yes</p>	<p>1. Immediately upon arrival there are several options made available to refugees and other migrants, specifically an online language course on the High Commission for Migrants official website, which is integrated in the Portuguese For All (PPT) program. This program also offers 150 hour face-to-face intensive language courses in schools, under the tutelage of the General Board of Education Establishments (DGEstE), and in other locations, under the tutelage of the Institute for Employment and Professional Qualification (IEFP). These options are also made available to other migrants. If these courses are not available in the areas of residence of the refugees, the hosting entity provides a Portuguese teacher that tailors the classes specifically to suit their needs. There is also a partnership with the SPEAK program that provides free conversational classes for refugees with a volunteer teacher. This program facilitates practice of the language in an informal environment and allows for smaller sized classes. Additionally, the children, once they integrate the school system, are provided with Portuguese classes for foreigners that substitute a few of their regular classes, which allows them to develop language skills much faster and join their peers, being able to better understand regular classes.</p> <p>2. The courses offered by the state and the various institutions are not mandatory, but attendance is strongly encouraged by the program. Most refugees attend these courses as soon as they are offered. In order to obtain the PPT course certificate, the refugee or migrant must conclude the course successfully. For children, attendance in school is mandatory, which means they must attend the Portuguese classes for foreigners offered by the school in which they are registered, according to the offered curriculum.</p> <p>3. Portugal has seriously invested in the development of integration policies with very positive results for immigrants. This investment in integration measures and programmes has been done by recognising that integration is a two-way process with implications both for migrants and for the host society. In other words, in line with what the European Commission defends in its Common Agenda for Integration, integration should not be imposed only to migrants but seen as a process of adaptation and accommodation also for the host society. Nevertheless is important to reinforce the idea that within this framework, Portugal does not understand the need of integration measures as a mandatory requisite for migration. It is a concern for Portugal that the instruments for admission foreseen in some countries – e.g. language and integration pre-entry tests - flagged as a defence for the pre-integration of immigrants can in reality hinder the process of integration in the host</p>
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			<p>society.</p> <p>4. The PPT face-to-face courses are available for both refugees and migrants and do not change their curriculum to suit either group. However, there are several other options available for both groups that do cater to specific needs. Particularly, in regards to the refugee population: as a rule the hosting entity provides a Portuguese language teacher that tailors classes to specific needs; the children receive Portuguese for foreigners' classes during school hours that allow them to better integrate regular classes. The program SPEAK works in an informal setting and caters to the specific needs of the students, both refugees and migrants. The program PPT is currently financially managed by the High Commission for Migration and it allows for certification of A2 and B2 levels, as well as technical Portuguese courses. The A2 certificates are relevant to access long-term and permanent resident status, as well as Portuguese nationality. The PPT courses are co-funded by the European Social Fund and are regulated by Ordinances n. 1262/2009 of October 15th and n. 216-B/2012 of July 18th.</p> <p>5. The PPT courses are organized according to the following Short Term Qualification Units (UFCD): Portuguese for Non-native Speakers – Elementary User – Level A1 UFCD 6452 – Me and my daily routine (25 hours) UFCD 6453 – Eating habits, culture and recreation (25 hours) UFCD 6454 – The human body, health and services (25 hours) Portuguese for Non-native Speakers – Elementary User – Level A2 UFCD 6455 – Me and the work Environment (25 hours) UFCD 6456 – My past and my present (25 hours) UFCD 6457 – communication and life in society (25 hours) The remaining courses or programs are tailored according to the specific needs of the participants.</p> <p>6. The PPT courses are taught face-to-face and promoted by Schools (DGEstE) and professional Qualification Centers (IEFP). The duration of this course is 150 hours. The duration of each course is dependent on the number of hours taught per week, which vary according to the institution providing the classes. There is an online platform available on the High Commission for Refugees website since 2016, which provides tools for language learning to both migrants and refugees. This online tool provides content for adults, allowing the user to practice European Portuguese through diverse linguistic exercises including oral, reading and writing, as well as vocabulary and grammar useful to day-to-day life. The platform is organized in 24 themes in text, audio, video and image format, available in Portuguese, English, Arabic and Spanish. Recognizing the importance of</p>
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			<p>informal education in both the national and European context as being essential to the learning process, and considering that this type of learning is seen as complementary to formal education, the High Commission for Refugees (ACM, I.P.) supports three types of informal learning actions: Portuguese language actions aiming for final certification by a competent authority; initiation to Portuguese; and literacy actions.</p> <p>7. The faster migrants and refugees have access to Portuguese classes when they arrive in the country, the faster and more effective is their integration in Portugal, both on the social and professional levels. The command of the Portuguese language allows for better communication and interaction with the hosting society. It is fundamental for full integration in the society, which also includes the labor market. It is also essential in order to request permanent or long term residency status, as well as nationality. By using several different forms of learning, the various programs allow for a better and more comprehensive response to the needs of migrants and refugees, with different backgrounds and life experiences that cannot and should not be moulded into only one type of mandatory course. It is important to guarantee a variety of options if the courses are made mandatory and adapt these courses to the realities of migrants and refugees of all origins and levels of schooling in order to guarantee their success and a better and faster integration in the hosting society.</p>
	<p>EMN NCP Slovakia</p>	<p>Yes</p>	<p>1. Refugees vs migrant integration policy is differentiated in the SR. There is no systematic state language support for migrants from third countries coming to SK for either employment purposes, family reunification purposes, study, business or other reason for which they can be granted temporary or permanent residence if applied. There are some options for them to attend language courses at private institutions or IOM Migration Information Centre offers free language courses for TCNs. On the other hand, beneficiaries of international protection in the Slovak Republic are not obliged to participate in the integration project, but in that case, they are not provided with any integration services. If they join the integration project, they are required to attend the Slovak language courses and job counselling otherwise their financial support is cut down. Persons who were granted international protection are not required to obtain any compulsory results in the integration project. Passing an exam is obliged only when applying for a citizenship. As far as</p>

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			<p>resettled group of refugees is concerned, they attended the long and intense language course upon their arrival to Slovakia in the State language school or language and intercultural exchange institute in combination with the individual teaching approach. Upon their arrival they were accommodated in the Reception Centre where the first language courses started.</p> <p>2. See Q1</p> <p>3. See Q1</p> <p>4. See Q1</p> <p>5. The content is the combination of all the above mentioned, but mainly topically oriented.</p> <p>6. Course for BoIP includes language classes at least 6 hours per week (2-3 times per week) in smaller groups for the duration of the integration project (6 months). In case of families the conditions can differ based on their needs and assessment of their situation by Migration Office of the Mol SR. In case necessary, the individual lessons are also an option. They attend the face to face group courses organised by the State language schools and the civic organization or private lessons (in this case it is an individual learning). As for the group of resettled refugees in 2016 they had 3 lessons of Slovak language 5 times a week for 10 months. The aim was to have a good command of the Slovak language at A2-B1 level in listening, reading, writing and speaking skills. Before the course started there had been an initial meeting with mediators, textbook authors and the teachers' training was organised. Within two weeks: teaching of the originally formed groups, testing and splitting into new groups based on the test results and study prerequisites (education, foreign language knowledge, knowledge of Roman/Latin characters, age) was carried out. The language goals were elaborated for each group.</p> <p>7. Based on our experience, we see the setup of the level of language knowledge as necessary. (E.g. after 6 months the language knowledge at the A1 level at least.) Further needs: e.g. textbook for those who cannot read letters written in Roman/Latin characters, intensive language courses for children before they start attending the school, support and more stimulating environment (e.g. older group of refugees did not have enough courage and trust in themselves to have the ability to</p>
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			learn the language).
	EMN NCP Spain	Yes	<p>1. During the “first reception” phase, and for the whole itinerary, international protection applicants are given intensive language courses, with the purpose of ensuring linguistic immersion. In addition, the courses include the acquisition of reading and writing abilities for those who lack the knowledge.</p> <p>2. These courses are mandatory.</p> <p>3.</p> <p>4. The courses are differentiated to levels of language skills through a progressive system of face to face lessons classified according to the Common European Framework of Reference for Languages. The managing entities responsible for the training can organize the levels as they consider, always in correspondence to the Common European Framework of Reference for Languages. Levels A1, A2, and B1 are mandatory, while levels B2 and C1 are optional.</p> <p>5. There is no minimum content required, but it must be designed according to the Common European Framework of Reference for Languages' basic requisites.</p> <p>6. The model is built around a face to face system, organized as follows: A1 (mandatory): beginner's level. Oriented to people without any language knowledge. A minimum of 15/10 hours per week. A2 (mandatory): elementary level. Basic language knowledge. A minimum of 10/5 hours per week. B1 (mandatory): intermediate level. Language improvement. A minimum of 5 hours per week. B2 and C1 (optional): high intermediate and advanced. Language improvement. A minimum of 3 hours per week.</p> <p>7. Language training is an open and flexible process, which needs to adjust to every person's specific circumstances. - Reading and writing instruction will be provided to those who need it. - Learning support will be provided to those with specific needs. - A knowledge test will be carried out at the end of every level with the purpose of evaluating the recipient's progress. - A</p>

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			<p>final test will take place once the training is completed, according to the Common European Framework of Reference for Languages, and the managing entities will ensure access to official accreditation tests in order to obtain a language diploma.</p>
	<p>EMN NCP Sweden</p>	<p>Yes</p>	<p>1. No. Everyone living in the country not having Swedish as their mother tongue is offered the course "Swedish for Immigrants" which is offered in all municipalities.</p> <p>2. Optional</p> <p>3. No changes planned to the best of our knowledge</p> <p>4. "Swedish for immigrants" is based on personal needs and has different levels.</p> <p>5. Municipal adult education in Swedish for Immigrants (SFI) is an advanced language instruction that is intended to give adult immigrants a basic knowledge of the Swedish language. This tuition gives students with a mother tongue other than Swedish the opportunity to learn and develop a functional knowledge of a second language. The tuition shall provide the language tools for communication and enable active participation in everyday life, in society, at work and in pursuing further study. The tuition is also intended to give adult immigrants who lack basic reading and writing skills the opportunity to acquire these skills. A student who is not functionally literate or who uses a writing system other than the Latin alphabet shall receive instruction in reading and writing within the framework of the tuition. The tuition is directed at those with different experiences, situations in life, skills and study goals. Instruction shall be planned and designed together with the student and adapted to the student's interests, experiences, all-round knowledge and long-term goals. Depending on the needs of the individual, it shall be possible to combine the tuition with gainful employment or other activities, such as labour-market and civic orientation, validation, practical training in companies or other tuition. Instruction must therefore be designed to be as flexible as possible regarding length of time, place, content and work arrangements.</p> <p>6. It can differ - please see answer to question 5</p>

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			7. Not applicable
	EMN NCP United Kingdom	Yes	<p>1. No. In the UK, refugees enter mainstream provision which is funded through the adult education budget or community learning grants.</p> <p>2. Attendance can be linked to the payment of benefits.</p> <p>3. Yes, we are currently exploring an early intensive language provision tailored to the integration needs of refugees. This is because NGOs in the UK are frequently reporting long waiting lists before refugees can access provision, and a slow rate of progression by refugees in mainstream classes. For this reason, we are exploring tailored upfront English language support to address these issues.</p> <p>4. We haven't decided about this yet because we're in the early stages of our exploration but, at this stage, we're open to both a universal offer for all refugees and a more tailored provision based on their existing language level and the language they will need for either social, economic or academic integration.</p> <p>5. As above because we're in the early stages of exploration but, at this stage, we're considering development of a module to support the practical social integration needs of refugees when they arrive, but also more specific modules to target specific, pre-identified needs such as literacy, language for study, or vocational language.</p> <p>6. As above. The course will be full time but decisions about the course length and number of hours are yet to be made and will largely depend on our initial research. It is very likely that this offer will include a digital component, so we are exploring the use of digital support (online activities, videos, apps) in the classroom, as self-access to extend classroom learning, or as a standalone digital offer without any face-to-face component. Following this initial intensive offer, refugees will then enter mainstream English language provision with other migrants if required</p>

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			<p>7. We don't currently offer an early intensive language provision in England so we don't yet have lessons to share.</p>
	<p>EMN NCP Norway</p>	<p>Yes</p>	<p>1. Yes and no. Online courses are available. There is an obligatory introduction program over 2 years for adult refugees/ persons with international protection that heavily emphasizes language acquisition. The Norwegian Directorate of Integration and Diversity (IMDi) works to achieve the speedy, satisfactory and stable settlement of refugees. This is done through a collaboration between the municipalities and the directorate. Foreign nationals between 16 and 55 years of age who have a residence permit that forms the basis for a permanent residence permit in Norway, will have the right and obligation to participate in Norwegian language training and social studies. A minimum of 600 hours of Norwegian language training and social studies will be given free of charge within the first three years for refugees and persons with international protection and their family members. The introduction programme The goal of this program is to give the individual basic skills in the Norwegian language and a fundamental insight into Norwegian social conditions and to prepare him/her for work or education. Refugees and their families who have been granted a residence permit in Norway have the right to and are obliged to complete an introductory programme. All municipalities that settle refugees are obliged to offer the programme. Last updated: 1/16/2018 The right and obligation to participate in an introduction programme shall apply to newly arrived foreign nationals between 18 and 55 years of age who need to obtain basic qualifications and who have been granted asylum (or a residence or work permit hence to the Immigration Act section 8, 9 or 22 with the restrictions mentioned in the Act). The introduction programme shall be designed for persons who need to obtain basic qualifications. Upon completion or interruption of a programme, a certificate of participation shall be issued. The programme may run for up to two years, with additional periods for approved leaves of absence. When special reasons so warrant, the programme may run for up to three years. Municipalities shall provide introduction programmes for newly arrived immigrants who are resident in the municipality. As soon as possible and within three months after a person is settled in a municipality or after a requirement of participation is presented, the municipality shall provide an introduction programme. Refugees receive economical</p>

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			<p>support whilst participating in the introductory programme. Individually adapted plan An individually adapted plan shall be drawn up for any person who is to participate in an introduction programme. It shall be formulated on the basis of an identification of the training needs of the person concerned and of the measures that may be useful to the person concerned. see attachment for further details. norwegian_language_courses_ahq.docx</p> <p>2. Yes. Refugees do not receive financial assistance if they do not actively attend the introduction program. The mandatory tuition must be completed to be granted permanent residence permits and/or become Norwegian citizens.</p> <p>3. It was only recently that Norway changed practices regarding language learning and issuing residence permits and or granting citizenship. This was not previously a requirement.</p> <p>4. There are course modules and textbooks and a standard curriculum. (too complex to include here) Courses are to some extent adapted for the needs of the learner; as not everyone taking courses has higher education for example, nor is everyone literate in their mother tongue. Labour immigrants have to pay for their courses and they therefore usually go through the open market and these courses are not standardized, though everyone has to pass standardized tests.</p> <p>5. Online courses: https://www.uio.no/english/about/collaboration/academic-dugnad/online-courses/norwegian Report: https://app.uio.no/ub/ujur/oversatte-lover/data/lov-20030704-080-eng.pdf Intro program: https://www.regjeringen.no/en/topics/immigration/kd/Verkemiddel-i-integreringsarbeidet/introduksjonsprogram/id2343472/Statistics: https://www.ssb.no/en/introinnv/Report from 2009. "The national Qualification Programme 1. Introduction" https://ec.europa.eu/social/BlobServlet?docId=8352&langId=en see attachment norwegian_language_courses_ahq.docx</p> <p>6. Courses are the responsibility of each municipality which do receive monetary compensation for their efforts. Generally, adult refugees attend courses on a full-time basis for a period of 2 - 3 years. This period usually involves a period of on-the-job training/ practice. Contact IMDi for details.</p> <p>7. Norway has been developing this Introduction course ever since it was implemented in 2007.</p>
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			Most evaluations etc. have been done in Norwegian. Please contact kac@udi.no for further details.
	Rafael BÄRLUND	Yes	<p>1. Yes, integration training is provided as publicly funded labor market training for migrants who are unemployed and registered as jobseeker at the Employment and Economic Development Office (PES). The integration training is mainly targeted to newly arrived migrants as part of the integration plan. As quota refugees are settled immediately after arrival in the municipalities, they receive the training there or nearby. Municipalities can also refer immigrants who are not seeking work at the time of their arrival to Finland to the integration/language training that they provide or to self-motivated studies offered by other providers. E.g. adult education centers offer also more flexible and part-time options for language and integration training.</p> <p>2. Mandatory, if agreed in the individually made integration plan. The immigrant shall adhere to the integration plan and regularly attend a Finnish or Swedish course and also participate in other measures and services agreed as part of the plan on a regular basis. If the immigrant refuses to participate in measures specifically drawn up for him/her as part of the integration plan and has no valid reasons for his/her refusal, his/her right to benefits may be restricted.</p> <p>3. N/a</p> <p>5. The national core curriculum for integration training sets a frame for the content of the courses. It combines everyday vocabulary and the themes of e.g. history, politics, society, labour market. A work placement period of at least 6 weeks is also included in the training. Content of the course can be tailored to meet the local conditions and needs of the study group. There can also be groups to meet labour market needs in which the students start vocational training combined with language and civic training. Students get a certificate after the integration training. Certificate includes organisers' evaluation of the language proficiency. An intensive orientation module can also be organized as an introduction to the further integration training. The orientation module can be organized in the migrants' own mother-tongue and can e.g. include literacy training in the Roman alphabet, social orientation; visits to educational institutions, workplaces and municipal services.</p>

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			<p>6. The integration training provided by the PES is considered as full-time studies. Maximum duration of the training is 60 study weeks, in average 35 hrs per week combining classroom studies, independent/online or distance studies, guidance and training. Target language level of the integration training is B1.1.</p> <p>7. The need for language and integration training can differ a lot depending for example on the educational background of the migrant. Therefore the differentiated and flexible study paths are crucial. Many of the immigrants with refugee background in Finland have a need for basic literacy training and extra support for everyday and study skills. The full-time labour-market-oriented integration training can be too intensive for some migrants with e.g. limited educational background or small children. The part-time study options combined with child care during the classes have been more successful in engaging especially the immigrant mothers taking care of children at home. So far the results from the intensive orientation modules have also been very promising especially when given in the migrants' own mother-tongue.</p> <p>addition_to_fi_response.docx</p>
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