

DIRECTORATE GENERAL III
Migration Division

DIRECTORATE GENERAL IV
Language Policy Division

THE LINGUISTIC INTEGRATION OF ADULT MIGRANTS:
WAYS OF EVALUATION POLICIES AND PRACTICE
Intergovernmental Conference

Strasbourg, 24-25 June 2010



Compilation of pre-Conference questionnaires (bilingual)

Questionnaires are reproduced in this document as submitted by Conference participants prior to the Conference.

Compilation de questionnaires préalables à la Conférence (bilingue)

Les questionnaires sont reproduits dans ce document tels que communiqués par les participants préalablement à la Conférence.

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1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

In the framework of the Language policy, issue of migrants is considered by differentiation of mentioned group into the following main categories:

- Group of migrants from Diaspora originally Armenians, with a fair or absence of knowledge of Armenian;
- Migrants, displaced population from Azerbaijan;
- Foreign students, learning and working in Armenia

Taking into account of the possibilities to the Labor market and Education we have to consider also National Minorities of Armenia

The Constitution of Armenia confirms the rights of the national minorities "those citizens who belong to national minorities have the right to preserve their traditions, to develop their language and culture". Armenian legislation recognises the right of persons belonging to the national minority to learn their mother tongue. Law on Language specifies that Armenian is the language of education and teaching in the territory of Armenia, but also provides a possibility, in communities of persons belonging to national minorities to organise general education and studies in these minorities' mother tongues.

Republic of Armenia signed and ratified both the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities.

The aim of the Language strategy of Armenia is development and analysis of language education policies aimed at promoting linguistic diversity and plurilingualism. The strategy covers all languages: mother tongue as well as foreign, second or minority languages

The government of Armenia has adopted State Programme of Language Policy of the Republic of Armenia. The program outlines language problems of migrants, displaced people, refugees and national minorities as one of the main problems in Armenian language policy. There is a special section concerning the languages of national minorities. According to the Programme it is very important to "preserve and develop minority languages for the democracy of Armenia and for creating democratic and civic society."

Language policy towards the integration of migrants and minorities is reflected in 3 main documents:

- i. Law on Language;
- ii. Bylaw on Admission of Foreign citizens;
- iii. State Programme of Language Policy of the Republic of Armenia.

It is important to mention that migration into Armenia is mainly consists of Armenian Diaspora whose mother tongue is not Armenian. The main regions where from migration is directing to the Armenia is Russia, Georgia and Middle East.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- c. *the access of migrants to the labour market:* General data from Employers and Educational institutions. In case of Labour market it is data evaluation and monitoring recruitment: As for Education institutions it is

observations of the Ministry of Education and Science of Armenia on admission to the general education, VET and higher Education Institutions.

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

The main policy adjustments in the way of integration of migrants are:

- Foundation of general education institutions with the right to teach in foreign languages;
- Special training courses of Armenian provided by educational institutions in Armenia.
- Delivery right to higher Education institutions to teach in foreign languages.

It is also important to mention that ethnic minorities of Armenia are given the right to get education in their native language in public school. For example, National Institute of Education with the support of UNICEF developed, published and distributed textbooks for national minorities in their native language and conducted teacher trainings.

As far as foreign language teaching and learning is concerned within the scope of education in the Universities of Armenia considers foreign language teaching to be interculturally oriented, as different cultures come into contact through language teaching. Universities curriculum has been enriched by Language and Intercultural Communication discipline. Intercultural communication is an interdisciplinary domain and it establishes cohesion and continuities with other subjects of the curriculum.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

The main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in Armenia are:

- Development of training modules for effective teaching of migrants;
- Development of textbooks and teaching materials for teachers;
- Development of textbook on Armenian as a foreign language;
- In service teacher training on effective work with migrants;
- Exchange of good practice;
- Psychological training for adaptation into different cultural environment.

AUSTRIA

Philippe KUPFER

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

As a policy for linguistic integration Austria's federal government introduced the Integration Agreement. The Integration Agreement (IA) serves the linguistic integration of migrants who settle permanently in Austria. The current agreement applies to migrants who entered the country after January 1, 2006. By signing the Integration Agreement

migrants commit to acquiring sufficient German language skills within five years. No evaluation has been conducted so far since the policy, which allows five years time to acquire sufficient language skills, was only implemented in 2006. However, the Austrian Integration Fund (ÖIF) conducted a monitoring about the Integration Agreement in 2008.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

Since the impact has yet not been evaluated no results can be published.

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

The ÖIF-monitoring indicated that several changes are required in order to improve certain procedures on the information and testing level. Therefore the test and examination materials are frequently updated and developed further. Furthermore, it is assured that information is shared and communicated amongst all stakeholders (migrants, language institutes, and partners). Additionally, individual support is offered to the ones in need. Finally, to ensure constant information sharing and support, the website of the Austrian Integration Fund is now available in seven languages (e.g. German, English, French, Turkish and Serbian) whilst offering specific sections for all stakeholders.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

There exist several initiatives of the Ministry of the Interior supporting the linguistic integration process in Austria and which are carried out together with the ÖIF. Following examples only represent a small part of the wide range of successful measures:

1. Implementation of course measures and support for integration in the labor market

Refugees granted asylum (within 6 years from grant of asylum) and granted subsidiary protection - extension to the target group of migrants from 1.1.2011 (currently only pilot projects with migrants)

Currently measures in 5 Austrian federal states (Vienna, Styria, Upper Austria, Lower Austria, Tyrol) – extension to all federal states from 1.1.2011

The ÖIF provides a comprehensive range of courses: literacy courses, communication courses, German courses of the levels A1 to B1, mother-child classes (with childcare), job-related courses, German courses for imams, computer courses, job search training. Language tests are offered for the A2 and B1 levels. After having tested the language proficiency the target group may attend language courses in the module system up to the level B1. Starting from the A2 level the Job Center of the ÖIF assists the target group in their orientation with regards to the labor market (e.g. by providing advice on education and training, counseling, assistance in finding work, raising awareness of the skills, preparation of application documents, application training). Language courses at the levels B2 and C1, special job-related education and training activities are funded when necessary and after appropriate counseling with external partners.

Timeframe: Continuous

2. Implementation of learning and homework help programmes

Elementary and secondary school students with a migrant background

In Tyrol, Upper Austria, Styria

Where necessary the ÖIF provides assistance in the context of homework help programmes or retains competent partners for the implementation of these programmes at schools.

Timeframe: Continuous

3. Implementation of German courses for imams

Imams in Vienna

In Vienna

Imams are multipliers within the Islamic community in Austria and have therefore a key role in the integration process. By German language instruction to imams the ÖIF also supports the seminar "Muslims in Europe" which was initiated by Professor Ednan Aslan at the University of Vienna, and is co-funded by the Federal Ministry of the Interior, the Federal Ministry for Education, Arts and Culture, the Federal Ministry for European and International Affairs and the City of Vienna. Participants should (based on their previous knowledge) reach, by attending the appropriate language modules, the level A2 of the Common European Framework of Reference for Languages. The participants are taught, in addition to profound language skills, also fundamental knowledge and information about values, society, politics, everyday life, needs for work and the labor market and the educational system.

Timeframe: Since May 2010

4. Implementation of occupation-specific German courses ("Course Action: Introduction to Nursing/care taking")

Not German native speakers

In Vienna

The course "Introduction to Nursing" is a professional language course and is aimed at not German native speakers who qualify for the professional education. The course aims to level B2 corresponding to the Common European Framework of Reference. The content and materials of the course were determined with the support of the Red Cross. The course consists of four modules: 1. Resources (Participants learn to recognize and express their relevant skills and interests), 2. Occupational fields (Participants learn job-related vocabulary, including colloquial expressions), 3. Training (Participants acquire an overview of the training contents and requirements in the training. They practice handling with professional texts.), 4. Admission (Participants gain an insight into the admission process for the professional training.)

Timeframe: June-August 2010

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

Austria's National Actionplan on Integration (NAP), which is set down in the current governmental programme, was adopted by the Ministers' Council on 19 January 2010 and foresees e.g. the introduction of linguistic integration measures prior to migration to Austria for third country nationals (mainly focusing on family reunification). The aim is to

establish a civic integration system with obligatory language proficiency on the level A1 for third country nationals (particularly in the context of family reunification).

http://www.integrationsfonds.at/fileadmin/Integrationsfond/NAP/nap_bericht.pdf
(German)

Furthermore, the Integration Agreement will be aiming for a higher level (B1).

The obligation of fulfilling linguistic integration measures also offers opportunities, especially for female migrants that benefit from reaching a certain level of German. New policies help female migrants to be qualified for an independent, autonomous life.

Although challenges may appear the overall objective – linguistic integration – will be fulfilled and the importance of education will be raised. The main goal, fastening the integration process for migrants in Austria, will be eased by linguistic integration policies

BELGIQUE - Région wallonne

Michel VILLAN

1. *Veillez décrire brièvement comment est évalué l'impact de la politique et des pratiques dans votre pays :*

En matière d'intégration linguistique des migrants, il n'existe pas, à ce jour, de dispositif permettant d'évaluer l'impact de la politique et des pratiques.

A signaler, néanmoins, l'existence d'un accord de coopération sur l'alphabétisation des adultes conclu en 2005 entre la Région wallonne, la Communauté française et la Commission communautaire française de la Région de Bruxelles-Capitale. Cet accord institue, notamment, un Comité de pilotage permanent qui a, entre autres, pour mission la réalisation d'un état des lieux annuel qui fournit des données sur les dispositifs existants, l'offre de formation et les besoins, ainsi que la coordination des politiques menées en la matière par les différents secteurs.

BELGIQUE - Commission communautaire française de la Région de Bruxelles-Capitale

Martine BAUWENS, Marie-Pierre DURT

2. *Veillez décrire brièvement comment est évalué l'impact de la politique et des pratiques dans votre pays :*

Nous représentons la Commission communautaire française de la Région de Bruxelles-Capitale (Belgique).

De nombreuses initiatives existent pour permettre l'apprentissage de la langue aux migrants mais ni une évaluation globale, ni une coordination n'ont été concrétisées.

Il y a néanmoins une volonté d'une cohérence et d'une harmonisation de ces initiatives au niveau politique et associatif. Le nouveau quinquennat 2011-2015 du dispositif cohésion sociale à Bruxelles oriente deux de ces trois priorités sur l'accueil des primo-arrivants et l'apprentissage de la langue française.

3. *Quelles informations l'évaluation des résultats a-t-elle fournies concernant l'impact de la politique d'intégration linguistique et de la pratique sur*

- d. *Leur accès à la nationalité / citoyenneté :* il s'agit d'une des thématiques transversales inscrites dans les priorités du dispositif cohésion sociale 2011-2015.

Des formations à la citoyenneté sont vivement encouragées pour venir compléter l'apprentissage de la langue et l'accompagnement du primo-arrivant.

Le dispositif 2006-2010 abordait déjà cette thématique au travers de projets soutenant les demandeurs dans leur démarche d'accès à la nationalité ou demande d'asile ainsi que des actions de citoyenneté.

4. *Quelles modifications – s'il y en a eu – ont été réalisées ou proposées comme conséquence de l'évaluation menée jusqu'ici ?*

Nouveau quinquennat dont deux des trois priorités concernent l'apprentissage de la langue et l'accueil des primo-arrivants.

5. *Veillez également décrire ce qui est considéré, dans votre pays, comme étant les principaux défis en termes d'élaboration et de mise en œuvre de politiques efficaces pour l'intégration linguistique des migrants adultes*

Les principaux défis :

- que tout citoyen vivant à Bruxelles depuis longtemps ou récemment (moins de 3 années) maîtrise au moins une des deux langues nationales (Français ou néerlandais) afin de pouvoir prendre sa place dans notre société en tant que personne la plus autonome, responsable et donc épanouie possible.
- Parallèlement à l'apprentissage de cette langue, il est fondamental de favoriser l'interculturalité à travers les droits fondamentaux et devoirs de notre société.

CZECH REPUBLIC

Hana FRYDOVA, Dagmar SIMAKOVA

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

Ministry of Education, Youth and Sports and Ministry of Defence make policy best practices of grant projects, which help to quickly adapt people to new environments. These programs are supported by measures to help immigrants acquire language skills and overcome the barriers to entry.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- a. *the reunification of migrants' families:* Knowledge of Czech and promote leisure activities in the new environment
- b. *the access of migrants to residence permits:* Ministry of Education established examination in Czech in 2008, the composition to stay.
- c. *the access of migrants to the labour market:* Teaching language improves access to the labor market and the ability to perform liaison work, where the condition is good knowledge of Czech. It also teaches sociocultural minimum.

- d. *their access to nationality/citizenship* : The possibility of obtaining citizenship is unconditional very good knowledge of Czech language and composition exam in that language.
3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*
- The CZ rate is increasing awareness of migrants in a wide range of languages, information on public Web site.
4. *Please describe briefly any initiatives in your country that you consider has been successful*
- This is essentially a State Integration Programme, under which refugees are provided free basic Czech language courses, socio-cultural and geographical knowledge.
5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*
- We provide language teaching in schools and extracurricular courses for adult migrants, evaluated by testing the level of knowledge of Czech and conceived according to the instruction. Coming language passport issuance by the European reference framework.

DENMARK

Mikkel Max GRUNDTVIG HAUG

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*
- In May 2003 the Parliament adopted a new Act on Danish Courses for Adult Aliens and Others to reflect the endeavours of getting more aliens employed. The act entered into force on January 1 2004 and constitutes the core of the Danish language policy towards adult aliens. An assessment of the 2003 Act was carried out in 2007 concluding that the language education had become considerably more efficient partly as a result of the measures introduced by the 2003 Act.
- Furthermore, yearly surveys are carried out at a national level regarding the students' performance in the Danish Language Courses. Central parameters are a) the number of students enrolled in the Danish Language Courses, b) the number and percentage of foreigners passing a Final Exam in Danish Language, c) the average marking in the Final Exams in Danish Language, d) foreigners' own perception of their language skills, and e) how fast students progress from one module to another in the Danish Courses.
- Finally, evaluations with specific topics are continuously carried out assessing for example challenges for immigrant women with respect to participation in Danish Language Courses etc.
2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*
- a. *the reunification of migrants' families*: Covered by the assessment of the 2003 Act mentioned above. No specific conclusion for this group.

- b. *the access of migrants to residence permits*: Covered by the assessment of the 2003 Act mentioned above. No specific conclusion for this group.
 - c. *the access of migrants to the labour market*: Covered by the assessment of the 2003 Act mentioned above. The assessment showed that the labour market orientation of the Danish Language Courses could be improved and that employers asked for more flexible and labour market oriented language courses. Thus, a Danish Language Course targeted at labour migrants (intro Danish) was adopted in 2009 and will enter into force July 1 2010.
 - d. *their access to nationality/citizenship* : Covered by the assessment of the 2003 Act mentioned above. No specific conclusion for this group.
3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

Please refer to 1 c above.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

The initiative “Fundamental course in labour market oriented Danish” was introduced in 2007 and has proved to be quite successful. The initiative is aimed at foreigners with a short educational background who due to poor Danish language skills have problems either finding a job or keeping a job.

The course can take place either in a language school or at the work place of the student and comprises up to 70 lessons. Each class consists of a minimum of 6 students.

The course is tailored to meet the language requirements of the student’s current job or of the student’s realistic job sector.

An evaluation carried out December 2009 generally showed that both students and employers are very satisfied with the course and its effects.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

Statistics show a link between educational background and finishing a Danish Language Course: The shorter the education, the greater the risk for the student to drop out of the Danish Language Course. Identifying how to support people with a shorter educational background effectively in the Danish Language Courses is a major current challenge.

ESTONIA

Maie SOLL

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

We use the monitoring system: periodically (in every 2 or 3 years) on the basis of results of research and statistical data the monitoring report are compiled. In all strategies

indicators (output and outcome indicators) are presented and in monitoring report the achievement the goals is evaluated.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

a. *the access of migrants to residence permits:*

We have the information, how many people, who haven't acquired education in Estonian have studied Estonian language, how many participated in the preparatory training of Citizenship test, how many people passed the language exam and Citizenship exam. The results show that the number of people who continue to study Estonian is growing, also the number of people who want to pass the Estonian language exams. In average one third of them don't pass the exam. The results of special survey show that the reason are different: low quality of language courses, people overestimate their language knowledge etc. In Estonia appr. 8% of Inhabitants are with undetermined Citizenship. Regardless of many special activities, which were targeted to this group of people, the number of people who apply for Estonian Citizenship is decreasing. At the same time the success rate of Citizenship exam is much higher than of Language exams.

b. *the access of migrants to the labour market:*

Estonian Unemployment Insurance Fund compile and analyze the unemployment data every month, the results show clearly that people whose Estonian language proficiency is low belong to the risk groups. There are many institutions who offer the language courses for unemployed people but the proportion of those people among unemployed is increased during the 2009. On the basis of legislation there are no barriers for migrants in the access to the labour market.

c. *their access to nationality/citizenship :*

Some surveys and research revealed that insufficient knowledge of language could be the obstacle by the access to citizenship (according to the opinion of people participating in the survey). As much as language exams should be passed not only by Citizenship applicants, it is not possible to confirm or confute those opinions.

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

On the basis of results of different surveys, research the pre-examination counselling system was changed; there are more possibilities to study Estonian language free of charge (for different groups of people – unemployed, specific professional groups), there are more different types of language learning possibilities (traditional language courses, individual study supported by the language tutor, content and language integrated learning).

4. *Please describe briefly any initiatives in your country that you consider has been successful*

The quality of language courses is one important problem in Estonia. Because of that we implemented the system of evaluation of those language courses (individual language learning by support of tutor, special language courses for some professional groups, language learning through labor exchange programs etc) which are launched and paid by

the state. During and after the language learning both sides (teachers, tutors and learners) evaluate the development of language skills of learners, the effectiveness of courses.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

How to ensure the quality of language courses.

How to support the development (and maintaining) the language skills in the environment, where official language is needed and required in job, but the mother tongue of most of people differs from official language (they don't use it in everyday communication).

FINLAND

Paula KUUSIPALO

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

At the moment there is no systematic evaluation of the impact of policy or linguistic integration practices. In order to gain information on the integration and ethnic relations the Ministry of Interior has launched programmes to develop indicators and create a systematic evaluation process of the integration services and their effectiveness.

The *Common European Framework of Reference for Languages* is in use and included in the implementation of the language learning programmes as well as in the assessment of the language competence. The level B1-B2 is used as the reference of the minimum language skills of entering further education and labour market. In accordance of the procedures of applying citizenship the level B1 is used as a precondition for gaining the citizenship (with some exceptions).

The Centres for Economic Development, Transport and the Environment, that are financing the new comers' language tuition have their own quality system, a web- based feedback of each attended course. However, the feedback system is not considered as an objective channel for the immigrant students. It has been recovered that the immigrants tend to put a mark on the choice "good" on the quality of the tuition even if there is a lot to criticise. Also the form of the questionnaire and the level of abstraction of the questions may be too demanding for immigrants who are unfamiliar with the functions and overall structure of the Finnish society.

In spite of the lack of a systematic evaluation, several studies referring to the impact of the policy and practice have been executed. The most recent will be referred to below.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- a. *the reunification of migrants' families:*
- b. *the access of migrants to residence permits:*
- c. *the access of migrants to the labour market: statistics, reports*

In the literature there are several barriers referred to as preventing the access to the labor market. The barriers that are linked to the fact that the person is *an immigrant* are as follows:

- 1) lack of social networks

- 2) lack of knowledge of the Finnish labor market
- 3) problems in recognizing and validating the former learning (from the country of origin)
- 4) lack of information about the services
- 5) problems in language learning and linguistic skills (including the lack of language tuition, heterogeneous learning groups, also lacking knowledge of Finnish/Swedish language is often linked with lack of cultural skills)

d. their access to nationality/citizenship :

In the previous studies it was found that passing the language test of level B1 could become a barrier of gaining the citizenship for some applicants because the technical skills in perceiving the test itself as well as the test having too much weight on the grammatical skills.

3. What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?

The revision of the Integration Act is on-going at the moment. There are several alterations suggested e.g.:

- the Integration Act would in the future supply to all immigrants who have a valid residence permit
- all immigrants would be given basic information about Finnish society, services and the integration system
- immigrants would be entitled to assessment of needs for language tuition and further training
- the integration programme should be part of budgetary planning in municipalities

There are special programmes addressing and developing the linguistic integration in action (Included in Finland 2010-2013; The development of initial guidance and development of skills of the people who have moved to Finland ESF 2008-2013)

There is a project for the development of the evaluation of the integration policy and the indicators in action (The European Integration Fund 2009-2010).

4. Please describe briefly any initiatives in your country that you consider has been successful

There is a nationally coordinated program of the overall development of the initial integration of immigrants going on with the support of the European Social Fund. The initial integration services include:

- help desk services providing guidance and information in immigrants' languages
- information material about the Finnish society in various languages (local, regional and overall information)
- on-line services (internet, call center, email guidance, platform for e-learning in Finnish and Swedish language)
- testing of skills (linguistic competences; learning to learn)
- matching and developing of competences of the new-comers

The main stakeholders are the communal and state authorities as well as private service providers that are responsible of the implementation of the immigrants' integration

process. The target group is all newly arrived immigrants seeking access to the Finnish labour market and society. The development process is linked to the on-going legislation reform of the Finnish Integration Act.

Another national initiative (“Included in Finland”) that is linked to the renewal of the Integration Act is concentrating to the development of the language learning programs for three different target groups: 1) those who are targeting to labour market 2) those who have need for special support or for other reasons need flexible model of language tuition (e.g. mothers with small children) 3) children and youth.....

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

In Finland, we are facing several challenges even if the quality of language tuition is quite high and the network of adult education institutions is wide-spread all over the country.

1) The linkage of the integration programmes and language tuition to the employment policy and employment training has its pros and cons. The close relation to the working life is considered as a positive thing, even if the employability of immigrants straight after the language courses is not considerably high. There are some governance problems linked to the prevailing system, that has been initially designed for the needs of unemployed Finnish citizens (e.g. more sanctions than incentives; strong link to the social security system; tender procedures of the providers of the training; lack of formal qualifications and further training of the Finnish language teachers)

2) The small numbers of immigrants in sub-urban and rural areas causes a challenges that need to be addressed to in designing the integration program. To meet the needs of different immigrants and take in to account the changing profile of immigration (work-related, students, family reunion) demands developing more flexible models of language tuition.

3) There are also problems that are linked to the attitudes of the employers and their lack of trust in the formal qualification, competences and skills of immigrants. Even if the linguistic skills are sufficient (formally), the employers may be suspicious of the cultural and work-related skills (or vice versa). There is a lot of work to be done in changing this challenge into a strength and resource which the diversity of the immigrants’ linguistic and other competences could offer to the Finnish businesses, labour market and society in general.

FRANCE

Christine CANDIDE, Alette FRANCOIS

1. *Veillez décrire brièvement comment est évalué l’impact de la politique et des pratiques dans votre pays :*

Le ministère de l’immigration et de l’intégration a confié la mise en place du dispositif de formation linguistique au bénéfice des signataires du contrat d’accueil et d’intégration (CAI), à un opérateur, l’Office français de l’immigration et de l’intégration (OFII) qui contractualise avec des organismes de formation.

Les formations, qui concernent exclusivement des personnes pas ou peu scolarisées, ont pour objectif l'acquisition de compétences en français correspondant au niveau du Diplôme initial de langue française (DILF) c'est-à-dire au niveau A.1.1 de l'échelle européenne de langue.. Le DILF sanctionne la formation linguistique de tout étranger signataire du contrat d'accueil et d'intégration (CAI), ou des personnes souhaitant acquérir la nationalité française (dispositif hors CAI)

1.1 Evaluation de l'efficacité des moyens mis en œuvre

1.1.1 La première évaluation de l'impact des formations linguistiques se mesure tous les ans par le taux d'entrée en formation ainsi que par le taux de réussite à l'examen du DILF.

1.1.2 Par ailleurs, l'OFII procède régulièrement à l'évaluation de ses programmes et établit pour cela des grilles d'évaluation des formations linguistiques dispensées par les prestataires. Sont ainsi évaluées notamment, l'adéquation du dispositif aux besoins, la qualité des actions de formation et l'appréciation de la formation par les bénéficiaires.

1.1.3 Dans le cadre du Fond européen d'intégration (FEI) une enquête est conduite par un prestataire externe sur le programme 2008, pour le compte du ministère de l'immigration et de l'intégration, auprès de l'ensemble des organismes contractants de l'OFII ayant organisé les formations linguistiques des migrants signataires du CAI en 2007 et 2008.

Cette enquête, en cours actuellement, permettra de tirer les enseignements des formations en 2008 et plus globalement d'identifier les principaux enjeux de la formation linguistique des migrants afin d'en retenir quelques axes d'amélioration permettant de renforcer l'intégration des populations concernées.

1.2 Evaluation des résultats de notre politique d'intégration

1.2.1. **Une enquête longitudinale sur l'intégration des primo-arrivants (ELIPA)**, en cours actuellement, répond à une demande du ministère de l'immigration et de l'intégration et permettra d'élaborer des indicateurs d'intégration, notamment en matière de maîtrise de la langue française. Elle s'inscrit dans une action des programmes 2009 et 2010 du Fonds européen d'intégration (FEI).

Cette enquête a pour objet d'appréhender au plus près les parcours d'intégration des migrants auxquels vient d'être délivré un premier titre de séjour depuis leur arrivée en France.

L'enquête va suivre, sur 4 régions, une cohorte de 6 000 migrants bénéficiaires d'un 1^{er} titre de séjour, en les interrogeant 3 fois : dès la signature du CAI, 1 an puis 3 ans plus tard.

Le niveau de français fera l'objet d'une autoévaluation du migrant et d'une évaluation de l'enquêteur à l'issue de l'entretien. Un test linguistique a été conçu, non pour mesurer le niveau de français mais pour mesurer l'évolution de l'acquisition du français en compréhension orale et en lecture durant les 3 premières années qui suivent l'entrée dans le dispositif d'accueil.

1.2.2. **Les indicateurs d'intégration** : des travaux sont conduits actuellement en France pour définir des indicateurs permettant d'évaluer les résultats de la politique d'intégration. Une série d'indicateurs portera sur l'intégration linguistique. L'objectif de ces indicateurs est d'évaluer le pourcentage de personnes ne maîtrisant pas la langue française. Cette production s'inscrit dans le cadre d'une démarche identique à l'échelle européenne.

2. *Quelles informations l'évaluation des résultats a-t-elle fournies concernant l'impact de la politique d'intégration linguistique et de la pratique sur*

c. *L'accès des migrants au marché du travail :*

L'enquête en cours actuellement dans le cadre de l'évaluation du **programme FEI 2008** (cf point 1 précédent) porte également sur une autre prestation obligatoire pour les migrants signataires du CAI en 2009, **le bilan de compétences professionnelles**. Ce bilan de compétences est effectué avant la fin du CAI, dès lors que la personne a terminé son parcours linguistique et passé le DILF, pour en tirer tout le bénéfice. Il doit permettre aux migrants de faire connaître et de valoriser leurs expériences passées, leurs diplômes et compétences professionnelles ou leurs savoir-faire dans une recherche d'emploi.

Cette enquête permettra de connaître les axes d'amélioration à retenir pour renforcer l'insertion professionnelle des intéressés, mais également de savoir si le niveau de français est suffisant ou pas.

d. *Leur accès à la nationalité / citoyenneté :* pas de statistiques

3. *Quelles modifications – s'il y en a eu – ont été réalisées ou proposées comme conséquence de l'évaluation menée jusqu'ici ?*

Il a été constaté que les signataires du CAI présentés au DILF au cours des 3 dernières années sont, en grande majorité, scolarisés au moins au niveau secondaire, voire supérieur, dans leur pays d'origine et pourraient suivre un parcours conduisant directement au Diplôme d'études de langue française (DELF A1, ou DELF A2).

Pour tenir compte de cette réalité, il est envisagé d'élever le niveau d'apprentissage du français et renforcer l'efficacité des dispositifs de formation aux besoins des migrants.

Ainsi, un dispositif unique de formation, rassemblant le public CAI et le public hors CAI devrait proposer une préparation soit au DILF, soit au DELF A1 en fonction du profil des personnes.

4. *Veillez décrire brièvement toute initiative dans votre pays que vous considérez comme réussie*

Il s'agit de la prestation de formation linguistique prévue dans le cadre du CAI (mentionnée au point 1.,3) et élargie à un public non signataire du CAI. C'est une priorité du ministère en charge de l'intégration et les moyens nécessaires sont mis en place.

5. *Veillez également décrire ce qui est considéré, dans votre pays, comme étant les principaux défis en termes d'élaboration et de mise en œuvre de politiques efficaces pour l'intégration linguistique des migrants adultes*

5.1 L'évaluation dans le pays d'origine

Afin de faciliter l'accueil en France, l'Etat a mis en place une évaluation du degré de connaissance de la langue française dans le pays d'origine pour le membre de famille qui demande à rejoindre la France. Si le besoin en est établi, il suit une formation gratuite d'une durée maximale de deux mois (40 heures au total) avant la délivrance de son visa.

Sont concernés :

- les ressortissants étrangers âgés de plus de 16 ans et de moins de 65 ans pour lesquels le regroupement familial est sollicité ;
- les conjoints de Français âgés de moins de 65 ans sollicitant le visa.

La délivrance du visa par l'autorité diplomatique ou consulaire est subordonnée au constat du suivi effectif de la formation prescrite. Mais la délivrance du visa ne dépend pas des résultats de l'évaluation.

5.2 La résorption de l'absentéisme et de l'abandon en formation

La question de l'absentéisme et de l'abandon est un problème préoccupant pour l'élaboration et la mise en œuvre d'une politique efficace.

L'amélioration de la qualité des parcours de formation, notamment par la mise en œuvre de formations ouvertes et à distance (FOAD), devrait permettre pour les stagiaires les plus autonome d'augmenter l'entrée en formation.

Par ailleurs la recherche d'un partenariat avec les collectivités locales dans le cadre des programmes régionaux d'intégration des populations immigrées (PRIPI) devrait apporter une réponse aux questions relatives à la garde d'enfants.

5.3 Le dispositif de formation de formateurs

Pour l'apprentissage du français généraliste. L'objectif du dispositif est de développer un programme de formation des intervenants dans le domaine de la formation des ressortissants des pays tiers. Ce dispositif, répond aux besoins exprimés par les formateurs impliqués dans les dispositifs de formation des stagiaires en contrat d'accueil et d'intégration (CAI) ou hors-CAI. Le caractère novateur réside dans la manière dont les modules sont construits en complémentarité des formations dispensées habituellement dans les universités. Il se décline en une dizaine de modules différents dont la durée est adaptable en fonction de la disponibilité des formateurs.

Pour l'apprentissage du français à visée professionnelle, il s'agit d'intégrer les méthodologies de l'enseignement du français à visée professionnelle dans les dispositifs de formation, d'évaluation de positionnements sectoriels et territoriaux. Ce projet est destiné aux formateurs et intervenants concernés par de l'ingénierie pédagogique du français sur objectif spécifique (FOS). Il se décline en un programme composé d'un dispositif d'évaluation et de sept modules de formation distincts.

La mutualisation des ressources pédagogiques : Le projet MALIN (Mutualisation et d'analyse des ressources pour la formation linguistique des migrants adultes) vise à améliorer la connaissance des pratiques et des matériels d'enseignement du français oral et écrit pour la formation linguistique des adultes migrants de niveau A1.1 et infra.

Ce projet à pour objectif :

- Le recensement de matériel pédagogique et une analyse des catégorisations de ceux-ci par les formateurs en présentiel et via le web ;
- La constitution d'un répertoire de matériels pédagogiques prenant en compte les usages des formateurs (à consulter sur le site du ministère) ;
- Le recueil et l'analyse de matériels pédagogiques, avec la rencontre des auteurs et l'analyse de leurs méthodologies de formation.

i) le parcours individualisé

Au niveau territorial, l'offre de formation pour chaque département est assurée par des prestataires retenus dans le cadre d'une consultation nationale. Ils ont pour mission de mettre en place l'offre de formation conformément au cahier des charges de l'Office français de l'immigration et de l'intégration (OFII), notamment pour la durée et le rythme des formations,

ainsi que pour la présentation aux épreuves du diplôme initiale de langue française (DILF) ou du diplôme d'études en langue française (DELF) de niveau A1 et A2.

Dans le cadre de l'individualisation des parcours, les étrangers non-scolarisés dans leur langue maternelle pourront bénéficier des 400 heures de formation qui visent l'obtention du Diplôme initial de langue française (DILF).

ii) *L'apprentissage du français dans les ateliers socio-linguistiques (ASL)*

Les ateliers socio-linguistiques, mis en place par les préfets de région sont à distinguer des prestations du marché de formation linguistique.

Soutenus par des subventions territoriales, les ateliers socio-linguistiques sont portés de préférence par des associations de proximité, favorisant le maintien ou la restauration du lien social dans les quartiers d'habitation. Ils offrent aux participants un parcours personnalisé, pouvant déboucher sur l'entrée dans un dispositif d'apprentissage de la langue française, l'accès à la formation professionnelle, la recherche d'emploi et l'accès aux dispositifs spécifiques de pôle emploi.

GERMANY

Kathrin OTTE / Erika HOFFMANN

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

- For the further development and quality assurance of the integration course an evaluation commission (Bewertungskommission) has been set up. The commission consists of experts from academics, administration and practice who are appointed by the Federal Ministry of the Interior for the duration of three years. The tasks are: the development of the integration course concepts and of quality control processes, the evaluation of learning and teaching materials, of concepts and syllabi as well as of tests.
- The Integration Business File (Integrationsgeschäftsdatei, InGe) was introduced to collect and manage data of integration courses such as numbers of participants (broken down e.g. to countries of origin), ongoing courses (broken down to different kinds of courses, Federal States where courses are conducted etc.), passing rates etc.
- Since 2005, the Federal Office for Migrants and Refugees has been commissioned to evaluate the Integration courses by a long-term survey with nearly 4000 students. Since then, 3 polls have been carried out, amended by an oral interview with a smaller number of students.
- In addition, the Federal Government assigned Rambøll Management with the evaluation of the integration courses for the first time in 2006. The key result of the evaluation report was that "Integration courses represent a clear improvement in the quality of German integration policy". The evaluation results were incorporated into the Federal Government's report on the implementation and financing of the courses.
- A second evaluation on financial issues was conducted by Rambøll Management in 2009.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- e. *the reunification of migrants' families*: Family reunification was not an issue of the evaluations.
 - f. *the access of migrants to residence permits*: see 2.a.
 - g. *the access of migrants to the labour market*: This topic will be subject of the 4th poll of the above mentioned evaluation.
 - h. *their access to nationality/citizenship* : This topic was not an issue of the evaluations.
3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

The Ordinance on Integration Courses was amended on the basis of the results of the evaluation by Rambøl Management by taking the majority of the suggestions for improvement that had arisen from the evaluation into consideration, e.g. reducing the maximum number of attendees per course group to 20 (previously 25) and increasing the number of lessons in special integration courses up to 900 on the language course (previously 600) or introducing a support and an intensive course to the special courses.

4. *Please describe briefly any initiatives in your country that you consider has been successful* (you may wish to present one of these during the lunchtime [exchange forum](#))

Integration course System (600 up to 1200 lessons in German, 45 lessons for Civic Orientation) and evaluation thereof (see above);

Course System of German for Professional Purposes funded by European Social Fund (ESF)

to enhance migrants' labor market entry. The program includes language training (up to 730 lessons in German), vocational training and traineeships and lasts for a period of up to 12 months;

Qualification for teachers who want to teach in Integration Courses with up to 140 lessons.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

The main challenges are ensuring and providing access to integration courses for all migrants especially those that are hard to reach (mothers, migrants that have been living in the country for years without taking part in integration measures etc.), ensuring sustainability of language learning even after the course has been completed as well as the development of effective ways to promote literacy of migrants in German as a second language.

GREECE

George ANDROULAKIS, Joseph CHRYSOCHOOS

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

The first case to be made is that there was no coherent policy in Greece about the linguistic immigration of adult migrants until very recently. Therefore, the impact of policy and practice was not formally evaluated. The “Institute for Migration Policy” (absorbed, in March 2010, by a new Secretariat of the Ministry of Interior) was supposed to introduce and evaluate such policy, but no advances about linguistic integration were made. The “Centre for the Greek Language” is the responsible organization about language tests in Greek and it provides some reliable data about the exams it organizes. Nevertheless, the most serious, but yet sporadic, evaluation is assured by the academics, in the framework of specialized laboratories and conferences in Greek Universities.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- a. *the reunification of migrants’ families:* no particular recent data (as far as we know).
- b. *the access of migrants to residence permits:* the access is too restricted; according to the Ministry of Interior, just about 70 migrants obtained the permit in two years time (2008 & 2009).
- c. *the access of migrants to the labour market:* the access to the labour market is generally not conditioned by the linguistic skills of the migrants. Several studies were conducted by the National Centre of Social Research and various university laboratories, with particular focus to the problem of clandestine labour.
- d. *their access to nationality/citizenship:* as linguistic proficiency (of A2 level) is a presupposition of the access to citizenship and there are problems of openness of the Greek exams, language is rather a hurdle to the migrants’ naturalization nowadays.

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

Several and important changes are proposed by independent academics, with regard to the procedure of linguistic certification in Greek and to its links with residence and citizenship for the migrants. The debate is open, but no concrete measures are taken yet.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

Some initiatives taken by some NGOs, mainly concerning alternative methods of learning Greek, could be worth noting.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country:*

- linguistic integration must become a part of the agenda of migration policy in Greece, along with social, political and economical integration: this is not yet the case.

- focus must be placed on issues such as the multilingual variation of migrants living and working in Greece, the approach of literacy (for instance, with regard to fundamental administrative documents) and of the migrants’ production in Greek, oral and written.

- what is needed, is a new rationale and framework for language tests in Greek, in order for them to be more open to migrants with no-Western cultures’ background and illiterate migrants.

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

While there has been no formal evaluation conducted in Ireland of the impact of policy and practice in relation to the linguistic integration of adult migrants an independent review to assist in the development of a national English language policy and framework for legally resident adult migrants was undertaken in 2008. The recommendations and information in the report will be and are being considered as part of overall policy development in relation to catering to the needs of adult migrants. .

English language provision is currently delivered by three main categories of providers:

- i. State funded provision through Vocational Education Committees (VECs or local education authorities)
- ii. Private language schools (in the main these schools cater for students who come to Ireland for a short period)
- iii. Provision offered by NGOs

Most provision for adult migrants in Ireland is delivered through VECs. Discrete language provision or ESOL is offered mainly in the form of short courses which prioritize specific target groups such as asylum seekers and refugees as well as low income migrants (mainly EU nationals). The majority of provision is offered to a level of functional competency (upper A2 level).

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- i. *the reunification of migrants' families: N/A – please see response to question 1.*

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

The recommendations and information in the report will be and are being considered as part of overall policy development in relation to catering to the needs of adult migrants. .

4. *Please describe briefly any initiatives in your country that you consider has been successful:*

The Adult Refugee Programme (*see Appendix*) is a significant Government initiative and investment in assisting in the integration process of those with refugee status.

The Programme is open to all those with refugee status. Participation in the Programme is available for a period of up to 1 year, 20 hours per week. This does not necessarily have to be continuous and in very general terms translates to approximately 920 hours for each Programme participant. There are 2 distinct types of classes that are operated; those as part of initial assistance to Programme Refugees resettled in Ireland (through agreements with UNHCR) and those in areas identified with a significant population of refugees.

The purpose of the Programme is to assist as best possible in a process of integration into Irish society. The Programme offers assistance in 3 ways: up-skilling English language ability, assistance in accessing the work/study place and, through social activities, an

increased understanding of both the culture and the general characteristics of Ireland. The Programme runs nation-wide.

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*
 - Curriculum and programme development, and alignment of these programmes against the Common European Framework of Reference for Languages, as well as the Irish National Framework of Qualifications
 - Training for staff

(Please see Appendix)

LUXEMBOURG

Christiane MARTIN

1. *Veillez décrire brièvement comment est évalué l'impact de la politique et des pratiques dans votre pays :*

L'évaluation et la comparabilité des politiques d'intégration ayant été retenue comme priorité au niveau européen, le Luxembourg procèdera à moyen terme à l'évaluation de ses nouveaux instruments d'intégration, à savoir le plan d'action national d'intégration et de lutte contre les discriminations et le contrat d'accueil et d'intégration qui devraient être lancés encore cette année.

2. *Quelles informations l'évaluation des résultats a-t-elle fournies concernant l'impact de la politique d'intégration linguistique et de la pratique sur*
 - a. *La réunification des familles de migrants: /*
 - b. *L'accès des migrants à des titres de séjour: /*
 - c. *L'accès des migrants au marché du travail : Il n'y a pas encore eu d'évaluation.*
 - d. *Leur accès à la nationalité / citoyenneté : Les cours de langues en langue luxembourgeoise qui seront proposés aux étrangers souscrivant au futur contrat d'accueil et d'intégration devront permettre aux candidats à la naturalisation d'atteindre un certain niveau de compétences comme début de préparation à l'épreuve d'évaluation de la langue luxembourgeoise dans le cadre du processus de la nationalité luxembourgeoise.*
3. *Quelles modifications – s'il y en a eu – ont été réalisées ou proposées comme conséquence de l'évaluation menée jusqu'ici ?*

Les premières évaluations ne seront prévues que pour 2011.

4. *Veillez décrire brièvement toute initiative dans votre pays que vous considérez comme réussie*

La langue luxembourgeoise constitue un critère d'intégration qu'il s'agit de promouvoir à travers les mesures et pratiques mises en place par la nouvelle politique d'intégration. En 2009, une association œuvrant en faveur des étrangers, avec le soutien financier du Gouvernement luxembourgeois, a mis en place un projet intitulé « *cours de langue luxembourgeoise avec coaching* » qui consiste dans la mise à disposition d'une personne

bénévole permettant au migrant de s'exercer avec elle en langue luxembourgeoise. Ainsi, le migrant profite non seulement d'une pratique régulière de la langue, mais aussi d'un contact direct avec les personnes issues de sa localité pouvant le soutenir dans son processus d'intégration.

5. *Veillez également décrire ce qui est considéré, dans votre pays, comme étant les principaux défis en termes d'élaboration et de mise en œuvre de politiques efficaces pour l'intégration linguistique des migrants adultes*

Le Gouvernement luxembourgeois est soucieux d'organiser des cours de langues pour tous les étrangers, ressortissants de pays tiers et citoyens européens, peu importe leur formation et leur niveau de compétences.

Dans le cadre du futur contrat d'accueil et d'intégration, la formation linguistique est proposée à tous les étrangers séjournant légalement au Grand-Duché de Luxembourg.

En raison de sa situation multilingue, le candidat signataire du contrat peut opter entre les langues luxembourgeoise, française ou allemande. Le niveau minimal à atteindre sera celui du niveau introductif A.1.1. du Cadre européen commun de référence pour les langues, mais rien n'empêchera le signataire d'avancer selon ses capacités au-delà de ce seuil pendant les deux années que court le contrat.

En cas de besoin, la formation linguistique du candidat signataire peut être complétée par des cours d'alphabétisation et de littératie.

LITHUANIA

Ričardas TOTORAITIS

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

In the beginning of 2010, the total number of foreigners living in Lithuania was 32 366, i.e., 0,98 percent of the population. The number comprised *i.a.* foreigners from the European Union, EFTA and USA whose number stood at 26 095. Lithuania has been implementing a consistent policy corresponding to the European standards in the field of linguistic integration of adult migrants. In 2009, approx. 40 new legal acts were adopted or revised concerning free movement of people, visas, migration, asylum, citizenship, issuance of identity and travel documents.

With the update of the Strategy for Life-long Learning in 2008, it is envisaged to better finance programmes designed to acquire general competences and targeted at adult learners, migrants among them. In the process of the Strategy implementation, research into policy effectiveness is made.

The Programme of the Return to Lithuania of Political Prisoners and Exiles and their Family Members from the Exile in Russia is very important for Lithuania and has been extended until 2012. The implementation of the Programme measures is conducive to increasing the learning opportunities of these persons, they are granted a right to learn the Lithuanian language free of charge.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

a. *the reunification of migrants' families:* In 2008, the process of transferring of the EU Directive on Family Reunification into the Lithuanian legal basis was finalised. The procedure of family reunification has been implemented through Lithuanian diplomatic and consular representations and decisions are adopted by the Migration Department affiliated to the Ministry of the Interior. A decision has to be adopted within 6 months or extended for additional 3 months. For families to reunite, the following conditions have to be fulfilled: availability of a residence place, health insurance, regular income; prior to submitting a request for family reunification, a foreigner must have legally lived at least two years in Lithuania.

In defining a family, Lithuanian legal acts recognise all the family member groups defined in the Directive with the exclusion of a refugee's or his/her spouse's adult unmarried children and other family members sustained by the refugee. Lithuanian legal acts provide for a right for family reunification only for persons who have been granted the status of a refugee, but not for persons who have been granted subsidiary protection. Family members are granted - as are granted refugees - the same rights to education and VET, social rights and a right to participate in the labour market. Lithuanian legal acts have been supplemented by provisions increasing the minimum age of marriage; a possibility has been established to issue residence permit under especially complicated circumstances; parents' right to reunite with an under-age child has been established; also a requirement for integration has been set – a test in the State language and a test in the basic provisions of the Constitution for foreigners who have arrived with the purpose of family reunification, when they apply for a permanent residence permit.

b. *the access of migrants to residence permits:* An alien may be issued a permanent residence permit if:

- 1) the alien has retained the right to citizenship of the Republic of Lithuania according to the procedure established by the Republic of Lithuania Law on Citizenship;
- 2) the alien is a person of Lithuanian descent;
- 3) the alien has entered the Republic of Lithuania for residence together with a citizen of the Republic of Lithuania as his family member;
- 4) the alien has lost citizenship of the Republic of Lithuania but resides in the Republic of Lithuania;
- 5) the alien is a child under the age of 18, born in the Republic of Lithuania and his parents or one of the parents are citizens of the Republic of Lithuania whose place of residence has been declared in the Republic of Lithuania or who hold a permanent residence permit;
- 6) the alien is a child under the age of 18, born outside the Republic of Lithuania and his parents or one of the parents are citizens of the Republic of Lithuania whose place of residence has been declared in the Republic of Lithuania or who holds a permanent residence permit;
- 7) the alien has been granted refugee status in the Republic of Lithuania;
- 8) the alien has been residing in the Republic of Lithuania uninterruptedly for the last five years holding a temporary residence permit;
- 9) in the case provided for in the Law on the Implementation of the Republic of Lithuania Law on the Legal Status of Aliens.

Family members who have arrived together with and live together with the alien who has retained the right to citizenship of the Republic of Lithuania according to the procedure

established by the Republic of Lithuania Law on Citizenship or is a person of Lithuanian descent, are issued a permit of a long-term resident of the Republic of Lithuania to reside in the European Community. In the beginning of 2010, approx. 19 thousand persons had such permits.

c. *the access of migrants to the labour market:* Vocational guidance is an assistance measure helping migrants to integrate into the labour market. Evaluation of personal skills and suitable work, courses of vocational training, re-skilling, work search together with the Labour Exchange and the local Labour Market Training and Consulting Authority are organized in the Refugees Reception Centre according to the Description on the Support of the State of Lithuania for the Order of the Integration for Foreigners Granted Asylum in the Republic of Lithuania. During the courses on vocational guidance and psychological preparation foreigners are helped to integrate into Lithuanian society, are informed about the labour market in Lithuania, the order of registration and visit to the Labour Exchange and about provided services, the institutions of vocational training and their activity, foreigners are also taught to fill in the necessary documents of the placement, introduced to the Labour Code of the Republic of Lithuania, helped to find a job. Foreigners granted asylum are introduced to the psychological methods of the selection of the employees, taught the skills of self-representation, communication with the potential employers. The foreigners leaving the Refugees Reception Centre with the aim of further integration to towns of Lithuania are provided with the information about the local labour market; they are helped to find a job, because a social active and working foreigner can integrate into Lithuanian society faster.

d. *their access to nationality/citizenship :* According to Article 12 and Part 1 of Article 14 of the Law of the Republic of Lithuania on Citizenship, citizenship of the Republic of Lithuania may be granted to a person if he meets the following general conditions (and there are no circumstances because of which citizenship is not granted):

- 1) has passed the examination in the state language;
- 2) at the time of submission of the application has a document certifying his right to permanently reside in the territory of the Republic of Lithuania;
- 3) has been residing in the territory of the Republic of Lithuania for the last ten years
- 4) has a legal source of subsistence;
- 5) has passed the examination in the basic provisions of the Constitution of the Republic of Lithuania;
- 6) is a stateless person or is a citizen of a state under the laws of which he shall lose citizenship of the said state upon acquiring citizenship of the Republic of Lithuania or notifies in writing of his will to renounce citizenship of another state held by him after he is granted citizenship of the Republic of Lithuania.

The number of persons who have acquired citizenship of the Republic of Lithuania has decreased from 467 (in 2006) to 214 (in 2009).

The Examinations in the Basic Provisions of the Constitution of the Republic of Lithuania follow the examination programme for the Basic Provisions of the Constitution of the Republic of Lithuania, passed in 2004, revised in 2009, by a decree of the Minister of Education and Science and Minister of Justice of the Republic of Lithuania. This examination is designed for individuals who seek the nationality of the Republic of Lithuania according to the Law on Citizenship or permission for permanent residence in Lithuania according to the Law on the Legal Status of Aliens.

The individuals seeking the nationality of the Republic of Lithuania or permission for permanent residence in Lithuania have to pass an examination consisting of two parts: the

Lithuanian language (A2 Level) and the Basic Provisions of the Constitution. They have to be familiar with the Constitution of the Republic of Lithuania and know its general provisions. The topics for the examination are prepared following the Constitution. The examination has the form of a test. The questions for the test are prepared following the topics indicated by the programme. The questions of the test are based on all the articles of the Constitution.

The Examination in the Basic Provisions of the Constitution is a written examination. The test consists of 20 questions. There are three possible answers for every question. The person taking the Examination in the Basic Provisions of the Constitution has to mark only one correct answer. 14 or more correct test answers equal a pass for the examination.

The individuals seeking the nationality of the Republic of Lithuania who following Article 12, Part 2, of the Law on Citizenship, are obliged to meet the national language knowledge requirements, can take the examination in a language other than Lithuanian. The request for the examination in another language has to be presented to the National Language Knowledge Qualification Commission. The test is afterwards translated at the expense of the examinee.

The Examination in the Basic Provisions of the Constitution is organized and held by the National language knowledge qualification commission following an approved schedule. The committee issues a National Certificate confirming a pass of the national language knowledge and the examination in the Basic Provisions of the Constitution for the given individual. The examination fee is established by the National Levy Law (amounting to 20 litas, or 6 euros). Former expatriates, political prisoners, their family members and immigrants, participating in the integration programmes are exempt from taxation.

The National language knowledge qualification commissions receive the tests from the National Examination Centre data transmission system KELTAS according to the schedule issued by the head of the Centre. Since May 2006 the registration of the examinees for examinations of the State language proficiency and the Basic Provisions of the Lithuanian Constitution and their results are carried out within the data transmission system KELTAS under the same principle applied for the graduation examinations. The work of the committee has to be supervised by an individual possessing higher university degree or an adequate education in social sciences (law or history).

When the individual cannot take the examination in its written form due to objective reasons (disability or other), he/she can take an oral examination. The oral form of the examination in the Basic Provisions of the Lithuanian Constitution is a test as in the written examination form.

Testing in the National language and the Basic Provisions of the Constitution is carried out by 56 town or district National language qualification commissions. The commissions examine the individuals working or studying and living within the municipality territories and issue national language knowledge certificates affirming the passing of the first, second or third category language knowledge examinations and those of the Basic Provisions of the Constitution of the Republic of Lithuania.

During the ten year period of 1993-2003, over 90 thousand people took the National Language Knowledge Qualification category one, two or three examination and the examination on the Basic Provisions of the Constitution of the Republic of Lithuania. The Examination of the Basic Provisions of the Constitution of the Republic of Lithuania was taken by 9200 people. During the period of 2004-2009 over 7000 individuals took examinations in the State language proficiency (first) category as well as the Basic

Provisions of the Constitution based on a new system. Those examinations in the first sitting were passed by 89 % of individuals seeking the nationality of the Republic of Lithuania according to the Law on Citizenship or permission for permanent residence in Lithuania according to the Law on the Legal Status of Aliens.

The Republic of Lithuania supports the teaching of the state Lithuanian language to foreigners who have been granted asylum and have been participating in the integration programme. Lithuanian language courses targeted at these persons are organised that meet the requirements of level A2 of the Council of Europe language proficiency profiles and the 1st category of the state Lithuanian language proficiency. Foreigners are taught in Lithuanian language courses of 190 hours' duration that are organised in municipal territories. On completion of these courses foreigners take an exam for the 1st category of the state language proficiency. In the case of failure to pass the exam, additional courses of 100 hours' duration may be assigned on completion of which a repeated exam is taken. If due to the functions he/she performs a foreigner needs the 2nd category of the state language proficiency (level B1), he/she is assigned courses of 100 hour' duration.

The Education Development Centre organises courses of the state Lithuanian language targeted at foreigners who have been granted asylum and have been participating in the integration programme since 2003. In 2003-2009, approx. 300 foreigners learned the state Lithuanian language. State language proficiency exams were passed by 151 persons (among them, 7 for the 2nd category of the state language proficiency). The majority of the persons who are taught the state Lithuanian language are comprised of Tchetchens. Due to the fact that foreigners learn the Lithuanian language together with their families, it is most often that teachers work in the homes of the foreigners who have been granted asylum. Employed persons attend courses in education institutions.

Foreigners participating in the integration programme to live in the territory of Lithuania and learn the Lithuanian language come from the Refugee reception centre in Rukla. In the Centre, they receive initial knowledge about the Lithuanian language and history of Lithuania, the sociocultural environment. In the process of language teaching, when preparing teaching tasks teachers make use of texts from the Lithuanian press and books. That is why it is possible to say that the sociocultural context is integrated into the teaching process, the teaching material is provided in the textbooks of the Lithuanian language in the same manner. Currently, only two foreigners are taught at the Education Development Centre.

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

See answers to Question 1 and other questions.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

In 2002, the Programme of the Return to Lithuania of Political Prisoners and Exiles and their Family Members from the Exile in Russia 2008-2012 was approved and has been undergoing implementation. Teaching the Lithuanian language to political prisoners, exiles and their family members started in 1994, coordination of the language teaching process is within the remit of the Social Services Supervision Department affiliated at the Social Security and Labour Ministry, courses of the Lithuanian language are organised by the Education Development Centre.

In 1994-2009, a total of 1544 former exiles and their family members that had returned to Lithuania were taught. These persons are taught the Lithuanian language according to all the levels; starting with 2009 due to the economic situation, they have been taught according to the 1st and 2nd language proficiency levels. While teaching the Lithuanian language to former exiles, teachers focus their attention in particular on the development of communication skills and interaction in everyday situations.

The five-year experience has shown that language courses and sociocultural measures organised alongside the courses constitute a very important educational endeavour, because community representatives are offered an opportunity to learn the Lithuanian language on an intensive basis, to acquire initial skills of the linguistic competence and improve the Lithuanian language skills already available. It is very relevant to link education with adaptational measures: educational trips, meetings with experts of Lithuanian culture and history. Intensive language courses (60 academic hours) have proved to be an exceptional success.

In 2008, during the summer courses for the first time a cycle of lectures was organised concerning the regulation by the Lithuanian legal basis of issues that are the most relevant to people returning to Lithuania: Lithuanian citizenship, temporary or permanent residence permits; restitution of ownership rights to the remained real estate. In 2010, former exiles and their family members that have returned to Lithuania were taught in Vilnius (1 group, 8 people at the advanced level) and Kaunas (2 persons at the beginners' level).

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

The number of migrants in Lithuania is not big, and their influence to society is not very significant. The legal and institutional basis in place offers optimal conditions for their integration. Lithuania has been experiencing an ever increasing challenge of emigration due to economic reasons and free movement.

MOLDOVA

Nadejda VELISCO

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

The impact of policy and practice are evaluated through studies, national reports, examination of issue at Government level etc..

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*
 - a. *the reunification of migrants' families: ...yes.....*
 - j. *the access of migrants to residence permits:*
 - k. *the access of migrants to the labour market: yes.....*
 - l. *their access to nationality/citizenship : yes.....*

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

a) For the access to nationality/citizenship we realized the following :

- ✓ Government decision for regulation of evaluation process of language, citizenship for migrants who want to obtain Moldovan nationality
- ✓ Tests for citizenship
- ✓ Tests for the state language.....

b) for Moldovan migrants we are implementing the projects , for example:

Educational program for promotion greek language, greek history and civic education for social integration of potential migrants from Moldova in Greece.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

On May 21, 2010, the International Organization for Migration (IOM) will launch the Project “Supporting the implementation of the migration and development component of the EU-Moldova Mobility Partnership.” With a total budget of 1,999,734.77 euro and an implementation period of 3 years during 2010-2012, this project is fully funded by the European Union and will focus mainly on supporting the implementation of the EU-Moldova Mobility Partnership.

Via specific interventions and actions, the project is meant for returned migrants and their families, Diaspora associations, Moldovan citizens abroad, children and elderly people, entrepreneurs, loan applicants attempting to start or improve their business in the Republic of Moldova, women and young entrepreneurs, Diaspora scientists, the research and development community in Moldova, Moldovan professionals and university graduates of foreign universities, and the public institutions responsible for migration management.

The Project will focus on four intervention areas:

1. Supporting the implementation of the Mobility Partnership by strengthening the Moldovan institutional capacity to better manage all aspects of migratory flows by establishing a Migration Technical Facility and a Migration Profile.
2. Improving the out-reach capacities of Moldovan consular staff to the Moldovan diaspora – thus reinforcing ties of the diaspora members with Moldova – and building the capacity of diaspora associations to get actively involved in homeland development.
3. Enhancing the capacity of the Moldovan Government to develop and implement programs for promotion and facilitation of the return and professional reintegration of Moldovans through up-grading of the in-country system targeting migrant returnees, and, based on the IOM’s previous successful Assisted Voluntary Return and Reintegration experience, creation of a set of measures facilitating the temporary and permanent return and socio-economic reintegration of various groups of returning migrants. To this end, the regional outreach capacity of the Organization of Small and Medium Enterprises Developing will be consolidated and initiatives of economic empowerment for youth and women will be implemented. Furthermore, the social protection of Moldovan migrants will be enhanced by supporting the negotiation of bilateral labour and social security agreements.
4. Working to offset the negative social consequences of migration by targeting the direct needs of the most vulnerable persons left behind by migrants – their children and elderly relatives.

The activities envisaged in the framework of the project will combine different institutions responsible for migration from within the Government and the nongovernmental institutions: Ministry of Foreign Affairs and European Integration, Ministry of Labour, Social Protection and Family, Ministry of Economy, Ministry of Health, Ministry of Education, Bureau for Migration and Asylum under the Ministry of Internal Affairs, National Agency for Labour Force Employment, Organization for Development of Small and Medium Enterprises, Bureau for Interethnic Relations, Moldovan Academy of Science, National Bureau of Statistics, National Bank of Moldova, Border Guard Service, other public institutions, the nongovernmental sector, international organizations such as UNDP, UNICEF, ILO, UNFPA, UNIFEM, and other projects implemented in the context of the EU-Moldova Mobility Partnership, like the one implemented by the Swedish Public Employment Service.....

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

Minimum standards of quality for training courses for migrants

Accreditation of the courses

NETHERLANDS

Eva MERCKS, Suzanne HAFIDI-GEVERS

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

The impact of policy and practice is being evaluated in a number of ways. The effect of laws or acts is mostly evaluated two years after implementation.

The Civic Integration Abroad act has been evaluated in 2009; the Civic Integration Act is begin evaluated at the moment. Results are expected soon.

Besides that, numerous monitors and researches are carried out on the results of civic integration exams (numbers and pass rates), good practices and the effectiveness of civic integration policies (language and knowledge of society programs) in terms of participation in society . Every year a Year report on Integration is published.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- m.* the reunification of migrants' families
- n.* the access of migrants to residence permits
- o.* the access of migrants to the labour market
- p.* their access to nationality/citizenship

Linguistic integration policies abroad

The evaluation on the Civic Integration Abroad Act has shown numerous outcomes and effects: the Supervisory Committee that supervised the research, concludes that the Civic Integration (Preparation Abroad) Act has mainly had the impact anticipated in its objectives. The vast majority of examination candidates – 91% – pass at the first sitting. If we count those who re-sit the examination, the figure is 96%. The results of the study give no reason to

conclude that the Civic Integration Examination Abroad has had a strong or unacceptable selective impact.

The Act and the associated examination have ensured that immigrants now come to the Netherlands better prepared, self-reliant, and motivated. They have made a first step towards integration by acquiring rudimentary language skills and knowledge about the Netherlands – which is precisely the goal of the new legislation. The Act also seems to have made people think more carefully about their choice of partner and whether they wish to come to the Netherlands. The Supervisory Committee assumes that, if potential immigrants devote such reflection to their future, it will benefit their integration.

Although the number of MVV applications from countries whose nationals are required to sit the Civic Integration Examination Abroad fell sharply immediately after the examination was introduced (march 2006), the number started to rise again in July 2006. The number of applicants has risen further between 2007 and 2009.

Linguistic integration policies in the Netherlands

There is no scientific support for the causal relation between the Dutch linguistic integration policy and the number of applications for a residence permits or citizenship.

The next figure shows the main results under the new Civic Integration Act:

	2007	2008	2009
Number of participants in integration programs *	10.000	45.000	49.000
Percentage dual integration programs	nvt**	35%	48%
Passing rate civic integration exam	85%	82%	75%

* Rounded up to thousands

** Registration of dual programs became possible at the end of 2007

*** This figure demonstrates the number of persons that succeeds the exam (including re-examinations) related to the Total number of persons that takes the exam at least one of the exam components).

3. *What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?*

Linguistic integration policies abroad

After the evaluation of the Civic Integration Abroad Act, the Dutch government has presented a number of new plans for family migrants. As far as the linguistic integration policies abroad are concerned, the (self)study possibilities outside the Netherlands will be enlarged and the level of the exam will be set on A1 (CEFR). Also, a literacy test will be added.

Linguistic Integration policies in the Netherlands

Integration policy in the Netherlands has been drastically overhauled since 2006, resulting in the implementation of the Civic Integration Act (January 2007) and a coalition agreement to improve the quality of integration courses: the Deltaplan of Civic Integration (September 2007).

The change in integration policies is partly influenced by results from the evaluation of the old Civic Integration Act Newcomers (1998-2007). Main conclusions of this evaluation:

- Limited outcomes of integration programs:
 - a limited number of participants
 - a limited language progress and

- relatively high numbers of drop outs
- Standardized courses; connection between learner's profiles and specific tailor-made courses is insufficient due to standardized courses and moderate effort during the intake
- Limited follow-up towards work or education after completion of the integration course

Following some of the lead recommendations in the evaluation the new integration policy (2007- onwards) is characterized by some of the following features:

- Free course market for civic integration programs. The introduction of market forces aims to increase the number of providers, ensure a better quality/price relationship and provide more tailor-made programs;
- Result- obligation instead of effort-based obligation. The obligation is fulfilled when integration exams are passed;
- Differentiated exam system that is taking into account different learner profiles;
- The government promotes integration programs that also consist of a dual component. These programs enable migrants to learn language in broader context and contribute to actual participation. Forms of dual programs are: Dutch Language with reintegration, education, work (paid and volunteering), job search skills etc.

4. *Please describe briefly any initiatives in your country that you consider has been successful*

Linguistic integration policies abroad

The evaluation on the Civic Integration Abroad Act has shown numerous outcomes and effects: the Supervisory Committee that supervised the research, concludes that the Civic Integration (Preparation Abroad) Act has mainly had the impact anticipated in its objectives. The vast majority of examination candidates – 91% – pass at the first sitting. If we count those who re-sit the examination, the figure is 96%.

The Act and the associated examination have ensured that immigrants now come to the Netherlands better prepared, self-reliant, and motivated. They have made a first step towards integration by acquiring rudimentary language skills and knowledge about the Netherlands, which might ensure better future integration in the Netherlands.

Linguistic Integration policies in the Netherlands

Quantitative results:

- 75% succeeds the civic integration exam in 2009¹
- Approximately 50.000 migrants are offered an integration program in 2009

Qualitative results:

- Differentiation in integration programs:
 - Different programs for lower, middle and higher educated migrants
 - Different exam profiles related to the daily context of the individual
 - Variety of educational methodologies, variety in the intensity of courses, class hours are flexible (courses are also provided in evenings)

¹ This figure demonstrates the number of persons that succeeds the exam (including re-examinations) related to the Total number of persons that takes the exam (at least one of the examcomponents)).

- Reinforcement of the relation between participation and language learning by offering dual integration programs (combined with volunteering, work, re-integration etc).
- Reinforcing expertise of executing policy officers
 - Expert meetings about the Civic Integration Act
 - Strong focus on quality of intake at the start of a integration program.. Market has provided new instruments for executing the intake to support municipalities in executing the intake.
- The civic integration quality mark has been developed by branch organizations in order to guarantee the quality of civic integration programs. Approximately 95% of the educational providers have applied for and received a quality mark

5. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country*

One of challenges remains the relationship between the linguistic integration policies and socio-economical participation in society.

NORWAY

Vox - Norwegian Agency for Lifelong Learning

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

The effectiveness of language programs are measured through third party evaluations, and was last evaluated in 2007.

Measuring of the results and effects of the language training is also based on participation rates and the number of candidates who have met for and passed exams. Within the target group for the mandatory language courses the government aims at enrolling 90 percent within one year after they were encompassed by the Introduction Act (<http://www.ub.uio.no/ujur/ulovdata/lov-20030704-080-eng.pdf>). The Governments` aim is that 90 percent pass the oral exam and 65 percent the written exam.

A National Introduction Register (NIR) registers information about participation and accomplishments. NIR is used as an important tool for statistics. Statistics Norway is to produce data on participation and results of the Norwegian language courses.

2. *What information have the results evaluation in your country provided with regard to impact of linguistic integration policy and practice on:*

- a. the reunification of migrants' families:
- b. the access of migrants to residence permits:
- c. the access of migrants to the labour market:
- d. their access to nationality/citizenship :

The evaluation of the language training that was carried out in 2007, did not look into any of the issues presented above. The evaluation was concerned with how the municipalities implemented the Introduction Act and how the new subsidy arrangement influenced the municipalities' ability to offer the language training.

Evaluation also shows that there is a need for increasing the teachers' competence in teaching Norwegian as a second Language.

However, a report² from OECD from 2009 points out that even if immigrants integration into the labour market is quite good, there are still challenges that need to be followed up by the Government.

3. What changes, if any, have been made or are proposed as a result of the evaluation so far carried out?

As a follow-up of the evaluation the subsidization arrangement was adjusted on a permanent basis in 2009 and in 2010.

On the basis of, amongst others, the evaluation, the Ministry circulated draft amendments to the Introduction Act and Regulations in June 2009. The suggestions included e.g.: expanding the scope of the right and obligation to participate in Norwegian language training and social studies for adult immigrants from 300 to 600 hours and to introduce central government oversight of municipalities' administration of the Introduction Act, and to impose a duty on municipalities to carry out internal monitoring of the fulfillment of obligations pursuant to the Introduction Act.

A further- and continuing education program for teachers was introduced in 2008 in order to increase the quality of teaching.

4. Please describe briefly any initiatives in your country that you consider has been successful

- In the period 2008 – 2009 more than 2500 teachers and leaders participated in training courses. The same number of courses will take place during 2010. These courses are part of the three year plan to increase the quality of the language training for adult immigrants to Norway. The courses are provided throughout the country. From august 2010 a further education program in Norwegian as a second Language will be offered at one of the universities in Norway.
- The 50 hour course on social studies provides immigrants with information about Norway and Norwegian society in their own language. The learning material is translated into several languages and is also available on internet.

5. Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country

- Secure good quality language training for immigrants with little or no educational background
- Make the language training relevant and adapted to the individual learners needs
- Secure good quality language teaching in all parts of the country
- Continue teacher training in order to increase the quality of the language teaching

² <http://www.oecd.org/dataoecd/35/17/43247521.pdf>

1. *Please describe briefly how the impact of policy and practice in your country is being evaluated*

So far there is no an evaluation standard of this policy. Indicators of outcomes are to be used, namely: number of implemented courses, number of participants and some other details as nationality of participants, age, sex. Impact indicators on integration are difficult to identify and measuring.

2. *Please also describe what you and your colleagues consider to be the main challenges in developing and implementing effective policies for the linguistic integration of adult migrants in your country:*

- Adapt training projects to the CEFR.
- Supporting and improving training and qualification of teachers: defining a specific training plan for these teachers (profil, specialization, post-degree training)
- Accreditation/Certification of language training: accreditation of training centers which work according to CEFR standard, recognizment of training courses through delivering official certificates valuable for different objectives (labor, education...), promoting a network of accredited centers.

1. *Veillez décrire brièvement comment est évalué l'impact de la politique et des pratiques dans votre pays :*

Le gouvernement fédéral est responsable de l'encouragement de l'intégration (pilotage). Il élabore des mesures stratégiques en vue d'améliorer l'intégration. Aux partenaires cantonaux est dévolue la pratique locale d'intégration, soit la mise sur pied et l'évaluation des projets concrets. Le gouvernement fédéral publie chaque année un rapport sur la base des ces évaluations en vue de répondre au défi majeur de l'intégration. Ce rapport met en avant différents aspects, notamment la typologie des projets, les caractéristiques démographiques des participants et la répartition géographique.

2. *Quelles modifications – s'il y en a eu – ont été réalisées ou proposées comme conséquence de l'évaluation menée jusqu'ici ?*

La tâche opérationnelle a été déléguée aux cantons.

3. *Veillez décrire brièvement toute initiative dans votre pays que vous considérez comme réussie*

En Suisse, nous sommes encore dans une phase embryonnaire de la politique linguistique, dans un sens absolument positif. Cependant, il est en l'état trop tôt pour la présenter en tant que tel.

4. *Veillez également décrire ce qui est considéré, dans votre pays, comme étant les principaux défis en termes d'élaboration et de mise en œuvre de politiques efficaces pour l'intégration linguistique des migrants adultes*

Le principal défi est le système fédéraliste. Le gouvernement suisse ne peut en aucun cas déclarer une politique comme étant obligatoire. Certes, il ne peut exercer une influence déterminante, mais ne peut qu'édicter des recommandations. Les cantons sont autonomes dans leurs actions.

APPENDIX / ANNEXE

Ireland: The Adult Refugee Programme

The Adult Refugee Programme represents a significant Government initiative and investment in assisting in the integration process of those with refugee status and as such a cohesive, integrated national service that responds to and addresses perceived needs is vital.

The very first fact to be acknowledged is that each class/module/course is different – in participants' needs and in participants' profiles – and as such there can be no uniform programme content requirements. However there can be a meaningful menu of content suggestions that can be adapted to effective needs analyses.

There are, though, a number of absolutes that definitively define the Programme.

Definitive Programme detail:

- 1) The Adult Refugee Programme is open to all those with refugee status. This is interpreted as those being in possession of a valid Green Card with a stamp 4.
- 2) All Adult Refugee programme participants must be in possession of a valid Green Card with a stamp 4 for the full duration of their participation in the Programme.
- 3) All Adult Refugee Programme participants are available for work and should be actively seeking employment.
- 4) Programme participation is available for a period of up to 1 year, which does not necessarily have to be continuous.
- 5) The purpose of the Programme is to effectively assist in the integration into Irish society of those with refugee status.
- 6) A survey of refugees in 'Mapping Integration: UNHCR's Age, Gender and Diversity Mainstreaming Project on Refugee Integration in Ireland 2008/09', available on website www.unhcr.ie, found that refugees themselves identified four priority areas in the integration process:
 - a) Improving access to education and employment
 - b) Improving public knowledge about refugees
 - c) Better English classes
 - d) Clearer information about Government policy
- 7) The Programme will at all times strive to enhance the participant's English language ability, enhance the participant's ability to access the work/study place and increase the participant's knowledge of both the culture and general characteristics of Ireland.
- 8) Maximum class size will be 16 participants.

- 9) Each Programme participant will initially be assessed in English language ability using the Oxford Quick Placement Test. Tests will be administered by Programme tutors/co-ordinators.
- 10) Each Programme participant will receive a Programme end of course certificate detailing course content.
- 11) Each course participant (good A2 level upwards [see note 1]), will be encouraged to sit an on-line BULATS assessment certified by University of Cambridge [see note 2].
- 12) All course participants will undergo an initial needs analysis (conducted by Programme tutors/co-ordinators), which will inform decisions as to course content.
- 13) Wherever possible, the Programme will seek to incorporate FETAC accreditation (see note 3).
- 14) A comprehensive series of visits should be an integral part of the Programme, as should a series of speakers visiting the programme.
- 15) Guidance (at times it may be possible to utilise VEC guidance facilities; some classes have access to 'guidance' through 'Partnership' co-operation; in other cases tutor/co-ordinator input may be a possibility) should, where possible, be provided during the programme and a clear follow-on plan given to each participant at the completion of his/her programme.

Programme content:

In line with stated objectives, the Programme will:

- 1) Include effective English language tuition. Unless there is a specific reason, each Programme participant should reach a minimum of a good A2 level. The Programme will however strive for a B1 level (the first rung of the Independent User, as defined by the Common European Framework for language assessment [see note 4]). Confirmation of English language level achieved will be through BULATS assessment.
- 2) Include effective work/study place skills. These will include computer literacy, CV preparation, work-place written genres, interview skills, work/study place vocabulary, visits and talks.
- 3) Include information on Irish culture/characteristics/general information in line with class need.
- 4) Include on-going and regular discussion with participants to ensure that Programme content is addressing analysed needs in an effective manner.
- 5) Include on-going and regular feedback/evaluation.

Programme outcomes:

After a maximum of a one year programme (a programme that commenced with a needs analysis), the participant should have an effective grounding in the skills required for effective integration into Irish society and a meaningful, mapped pathway for future activity.

Optional Programme content/activity:

- 1) Work experience (through voluntary placement schemes).
- 2) Project and group work.
- 3) Class twinning.
- 4) A mentoring system (through volunteer involvement).
- 5) All participants need not follow the same activities all the time.
- 6) A variety of FETAC modules.
- 7) Preparation for identified accreditation, where appropriate.

Notes:

- 1) The term 'A2' refers to the '[Common European Framework of Reference for languages](http://www.coe.int/lang) which 'provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe – full document available at www.coe.int/lang - Section "*Common European Framework...* . The term 'A2' is, in general terms, defined as:

'Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need' (*page 24 'The Common European Framework in its political and educational context' – website link as above*).

- 2) BULATS is an acronym for 'Business Language Testing Service' – further information available on www.bulats.org/ - full training in the administering of BULATS assessments will be available.
- 3) FETAC is an acronym for 'The Further Education and Training Awards Council', the national awarding body for further education and training in Ireland – further information available on www.fetac.ie/
- 4) Further to note 1, a 'B1' Council of Europe level is defined as:

'Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans' (*referenced as in 1 above*).