FINNISH NATIONAL
BOARD OF EDUCATION

NATIONAL CORE CURRICULUM FOR LITERACY TRAINING FOR ADULT MIGRANTS 2012

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Providers of literacy training

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Replaces Recommendation No.:	2/421/2006

National Core Curriculum for Literacy Training for Adult Migrants 2012

The Finnish National Board of Education has today adopted the National Core Curriculum for Literacy Training for Adult Migrants 2012. This National Core Curriculum shall be adopted no later than in training purchased and/or started after 1st June 2012. The National Core Curriculum shall be valid until further notice.

Providers of literacy training for adult immigrants may neither fail to comply with nor deviate from this National Core Curriculum.

Director General   Aulis Pitkälä

Director   Jorma Kauppinen

CC   The Ministry of Employment and the Economy
The Ministry of Education and Culture
Centres for Economic Development, Transport and the Environment
Employment offices

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Introduction

In its Constitution, Finland guarantees equal and equitable rights for everyone[1]. From the perspective of provision of education and training, equality means gender equality as well as equality irrespective of participants' financial status or residential area. According to the Non-Discrimination Act, equality must be actively fostered[2] and nobody may be discriminated against on the basis of age, ethnic or national origin, nationality, language, religion, belief, opinion, health, disability, sexual orientation or other personal characteristics[3].

The value basis in literacy training for adult migrants in their second language – i.e. the Finnish or Swedish language – is that, as a welfare state, Finland must guarantee appropriate training in reading and writing skills for every-one in need of it. Reading, writing and arithmetic form part of every citizen's basic skills. Everyone needs these basic skills in order to lead a fuller life as a member of Finnish society and to become an active agent of his or her life and environment. Ideally, people ought to be able to learn to read and write in their own native language, but this principle can only seldom be observed with regard to adult migrants.

The Act on the Promotion of Integration (hereinafter referred to as the 'Integra-tion Act') provides that migrants past compulsory schooling age are to be pro-vided with integration training including instruction in the Finnish or Swedish language and, where necessary, instruction in reading and writing literacy, as well as other types of instruction geared towards promoting access to employ-ment and further education and training as well as civic, cultural and life skills[4]. The training is provided for migrants past compulsory schooling age either in the form of labour market training or as self-motivated studies[5]. Literacy train-ing provided as labour market training is to be provided in compliance with this National Core Curriculum for Literacy Training for Adult Migrants adopted by the Finnish National Board of Education[6]. Where a migrant past compulsory schooling age is provided with some other type of education and/or training, such as basic education, the National Core Curriculum covering such education will apply. If no specific National Core Curriculum has been adopted for the

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1   The Constitution of Finland (731/1999; *Suomen perustuslaki*), section 6
2   Non-Discrimination Act (21/2004; *yhdenvertaisuuslaki*), section 4
3   Non-Discrimination Act (21/2004), section 6
4   Act on the Promotion of Integration (1386/2010; *laki kotoutumisen edistämisestä*), section 20
5   Act on the Promotion of Integration (1386/2010), section 21
6   Act on the Promotion of Integration (1386/2010), section 20

programme concerned, the education provider may comply with this National Core Curriculum.

The objective of literacy training for adult migrants is for students to learn basic oral and written Finnish or Swedish language skills. The duration of the training programme is determined in accordance with the objectives specified in each student's individual study plan, so that the average duration is 160–200 days, depending on the student's needs. The scope is 32–40 credits, equating to 1,120–1,400 lesson hours. After completing the programme, students may move on to integration training, basic education for adults, employment, or activities provided by the employment and economic development administration, the local authorities or the third sector, for example.

1   Curriculum

Where a training provider offers literacy training for adult migrants, the training must be provided in compliance with this National Core Curriculum for Literacy Training for Adult Migrants drawn up by the Finnish National Board of Education[7]. The Board recommends that each training provider draw up its own curriculum on the basis of this National Core Curriculum. The curriculum is to be approved by the body determined in the standing order or equivalent regulations of each educational institution or other education and training provider.

The curriculum should include the following sections:
- premises for provision of training and a description of the target group;
- the special characteristics of implementation of literacy training concerning the scope and duration of training, any possible division of training into modules, the conception of learning, the learning environment, operational culture, teaching approaches as well as integration and differentiation of instruction;
- preparation of individual study plans for students and procedures in place for assessing the baseline level of individual students and for determining their existing competencies as well as for documenting this information;
- the general objectives of training and the learning objectives and core contents of Finnish/Swedish language and communication skills, as well as the objectives and contents of arithmetic skills;
- the objectives of guidance counselling, support for students and organisation of support, as well as a description of the roles of those involved in provision of guidance counselling;
- assessment of literacy training, forms and practices of assessment during studies and at the end of training, forms and practices of providing feedback, details of the grading scale, and the certificates and information to be included on certificates at the end of training.

The curriculum may include regional or sub-regional, municipal and institution-specific sections.

Where a training provider offers the opportunity to complete studies conforming to this National Core Curriculum at a penal institution, this must be indicated in the curriculum.

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7   Act on the Promotion of Integration (1386/2010), section 20

2   Premises for provision of training

Target groups

Literacy training is intended for those migrants who have not had the opportunity to receive adequate education in their home country to cope with the requirements placed on studies by the information society. People with primary illiteracy have little or no experience of studying and schooling and cannot read any language. Learners with secondary illiteracy can read in a non-Roman alphabet. They may be from varying educational backgrounds. Similarly, their ability to read their own native language or some other language may vary between mechanical and functional literacy. Semi-literate learners, in turn, have some literacy skills in the Roman alphabet. They may have gone to school for a few years or learnt some reading skills in some other way either in their home country or in Finland. However, semi-literate people's reading skills are not adequate from the perspective of the requirements of the information society and they may have poor study skills due to their lack of schooling.

Both people with primary illiteracy and those with secondary illiteracy and semi-literacy require literacy training and instruction in Finnish or Swedish language and communication skills that take the effects of students' deficient schooling on learning and social integration into account. In addition, such training gives due consideration to the challenges that arise when people move from a culture of oral communication to sharing written information. Everyone participating in the training will be provided with an individual study plan based on a placement testing.

Co-operation with other parties

Multidisciplinary co-operation and networking is crucial in order to guarantee comprehensive support for students. Integration training providers co-operate with the employment and economic development administration, different authorities (incl. health care and social services) and other parties according to each student's needs and background. Training providers require background information about students in order to provide them with the best possible instruction.

Since literacy training students come from different linguistic and cultural groups, the networks and support groups for these groups as well as other parties may be involved as partners in supporting students and learning reading and writing skills in their own language as well. Co-operation with the third sector should be taken into account in implementation of the training. The

objective of co-operation is to support and guide students with their studies and to aim to consolidate their positive, yet realistic, identities as learners.

Scope and duration of training

The average duration of literacy training for adult migrants provided in compliance with this National Core Curriculum is 160–200 days, depending on each student's needs. This amounts to a total of 32–40 credits, equating to 1,120–1,400 lesson hours. One credit is equivalent to about 35 hours of a student's work. Direct contact teaching and distance learning or guidance counselling are provided for 5 and 2 hours per day, respectively. In addition, support resources should be reserved for the training with focus on remedial instruction and/or guidance counselling. Consequently, the training programme lasts one school year and it is advisable to divide it into 2–4 modules. Such a modular division makes it easier for students with primary illiteracy to repeat parts of the training as required and for those with secondary illiteracy and semi-literacy to move flexibly on to some other type of education and/or training.

3 Placement testing in literacy training

Prior to literacy training, an initial assessment specified in the Integration Act has been drawn up for each student to determine his or her employment, study and other integration capabilities and needs for language training and other measures and services to promote integration. The initial assessment has been carried out by the relevant regional Employment and Economic Development Office or local authority prior to drawing up the student's integration plan.

Each student's baseline level is assessed at the beginning of literacy training to guide the student towards a suitable module or teaching group. Placement testings determine students' oral Finnish/Swedish language skills, recognition of letters and reading, fine motor control, text reproduction, writing from dictation and arithmetic skills. In addition, assessments involve determining students' learning and study skills, willingness and motivation to study, memorisation and absorption skills, as well as their educational background, all-round learning, work history and other competencies. Where necessary, placement testings are carried out using interpreting services. At the same time, students are informed of the rules and practices of the educational institution and integration training.

As part of placement testing, each student will be provided with an individual study plan, which will be revised throughout the training programme.

Placement testings should take into account the fact that students' language skills profiles may be quite uneven for various reasons; their oral language skills and reading and writing skills may even be at considerably different levels. The following division may be used in assessment of the baseline level in literacy:

1. People with primary illiteracy
   Learners with primary illiteracy cannot read or write any language and do not usually have any educational background. They may either come from a literate culture or a culture of oral communication with no written language or with only a recently developed written language system.

2. People with secondary illiteracy
   Learners with secondary illiteracy can read a non-Roman alphabet. They may be from varying educational backgrounds. Similarly, their ability to read their own native language or some other language may vary between mechanical and functional literacy.

3. Semi-literate people

   Semi-literate learners have some written skills in the Roman alphabet. They may have gone to school for a few years or learnt some reading skills in some other way either in their home country or in Finland. However, their study skills are often deficient.

4 Implementation of training

4.1 Conception of learning

The National Core Curriculum for Literacy Training for Adult Migrants is based on a socio-constructivist conception of learning. According to this conception, learning is the result of a student's active and goal-oriented action, where a new topic being learnt is linked to prior learning while studying is about doing things together. Teachers must take individual differences between students into account. What is learnt depends on individuals' prior knowledge and the strategies that they use. Learning is bound to the activity, situation and culture in which it takes place.

Adults are cast in the role of learners in instruction. The significance and relevance of the topic being taught and its connection to the surrounding real world are important to adult learners. While instruction should offer enough of a challenge, it is also equally important to minimise the chances of failure in order to avoid frustration. The teacher is the supporter and guide who sees students' life experiences and tacit knowledge as being resources. The teacher's task is to recognise students' strengths. Instruction should consolidate students' awareness of themselves as learners.

4.2 Learning environment

Literacy training makes use of experiential and activity-based learning environments and diverse teaching methods and teaching approaches. Diverse learning environments provide students with meaningful and varied situations to use language in different communication environments. Different situations develop students' ability to act both as independent individuals and as members of their community, while also providing them with capabilities for lifelong learning. Learning environments familiarise students with Finnish culture and promote their integration into the local environment and into the broader Finnish society.

In addition to actual educational contents and study skills, students should practise classroom behaviour and study-related practices. They may require practice in areas such as concentrating on instruction, teaching approaches, such as pair and group work, attending to tools or observing course hours. In groups consisting of adults from different educational and cultural backgrounds, common and explicit operating methods create security, give structure to lessons and free up resources for other learning. Ideally, operating

methods should gradually become automatically activated in the learning environment during the course.

Teaching facilities should be equipped with sufficiently up-to-date educational technologies and other technical aids necessary for learning. Students must have access to information and communications technology. Educational technologies diversify teaching approaches and include students as part of the information society, from which they could otherwise be excluded.

In addition to the classroom, the surrounding society should also be used as a learning environment. The aim is to learn language in natural contexts and to inspire students to use their language skills and see learning opportunities in various everyday life situations. Activities such as excursions, study visits and periods of workplace experience will also encourage students to expand their spheres of life and explore their environments.

4.3 Operational culture

The operational culture embraces all the teaching group's rules and practices, operating and behavioural models as well as the values which form the basis for the training. In a text-oriented society, illiteracy limits individuals' means of managing their own lives. The teacher should understand and demonstrate through his or her actions that although an adult cannot read, he or she has many other skills and life experience on which to base instruction. Migrants who are learning reading skills may not necessarily trust in their own learning abilities and, therefore, teaching situations should be created to enable every student to feel secure and to ensure that the teacher shows that he or she notices even small steps forward. The ability to learn is a skill that requires practice. Linking the learning topics to everyday situations increases motivation.

Practices must systematically consolidate achievement of the training objectives and students' integration. Implementation of training should give due consideration to all students' opportunities to participate, so as to ensure that age, cultural background or gender do not have any negative effects. Those at risk of exclusion in learning situations will be encouraged by strengthening collaboration. Students' involvement in development of the operational culture should be supported.

Learning also takes place outside actual teaching hours, which is why the entire educational institution's operational culture must support the value basis on which the work is built. The evaluation of achievement of the objectives of

the operational culture forms the foundation for continuous improvement. The operational culture should be described in the curriculum in general terms.

4.4   Teaching approaches

Practicality and functionality are key principles in language instruction. The topics being studied are linked to students' everyday lives. As far as possible, instruction should make use of action learning, where learning takes place through doing things.

When practising oral skills, a group provides a natural context for interactive linguistic practice. It is possible to practise and simulate everyday interaction situations in the group by means such as drama. Learning vocabulary and basic structures can be linked to dialogue-based exercises in this way.

Instruction makes use of experiential learning and several learning styles. Automation of skills is facilitated through repetition and by reviewing the study material in different ways. Different types of exercises are alternated, although the main focus is on oral language studies, in particular at the beginning. Instruction is structured in such a manner that students can anticipate how the day will move forward.

Written assignments are initially done together, while the share of independent work will increase as different types of assignments become familiar and as students' study skills improve. However, students should be encouraged from the very beginning towards independent language studies and learning, also outside the classroom, by means such as different learning assignments.

4.5   Integration and differentiation of instruction

It is not expedient to teach reading and writing skills as separate modules. Language learning is intertwined with other educational contents. While learning a language, students also learn things about their immediate surroundings and society. Language is learnt for and through action and interaction. It is therefore advisable to consider specifically how teaching arithmetic skills, for example, can be integrated into language instruction.

Integration of instruction means structuring educational contents and teaching situations into meaningful wholes. Differentiation of instruction, in turn, means that the teacher takes students' different learning abilities into account. Integration and differentiation are not opposite but complementary principles.

The purpose of integration is to ensure that new elements are logically and meaningfully linked to what has been learnt before – both prior learning at school and other experiences. Integration of instruction makes use of the transfer effect of prior learning, while also avoiding fragmentation of knowledge. It is possible to integrate educational contents from different areas in instruction. Different communication situations may be examined from the perspective of language skills, reading skills, arithmetic skills and everyday life skills. Contents are also integrated in terms of timing, by progressing from familiar to unfamiliar and from concrete to abstract topics.

A heterogeneous group sets plenty of challenges for differentiation. Students' language skills, reading and writing skills, age, life circumstances and learning and study skills are taken into account in both group division and course-specific curricula. It is imperative to ensure that instruction corresponds to individual students' abilities at any given time. This requires tutors to adopt a student-focused approach and engage in continuous assessment and individualisation of learning. Instruction must also take account of the fact that the abilities of students to study independently vary and that they need different things from their supervising teacher. Use of some teaching approaches may also require practice or unlearning habitual ways of working.

The three key dimensions of differentiation are related to variations in the extent and depth of studies and the rate of progress of studies. Differentiation may focus on areas such as the teaching contents, teaching materials and methods applied, teaching approaches, the amount of assignments, and the amount of time available. The learning environment and teaching approaches may be modified by creating opportunities for students to participate, offering choices, adjusting the use of space, grouping students flexibly, and making use of learning situations outside the educational institution, for example. Each student is guided to learn in the way that suits him or her best. Students' interests are taken into account in instruction by linking the knowledge and skills being learnt to experiences and activities that they find meaningful. Students may need different opportunities to demonstrate their knowledge and skills and progress and they always benefit from individual feedback.

5   Support and guidance for students

Support and guidance for learning are based on students' individual needs and objectives and contents vary accordingly. Training providers are responsible for taking each student's different learning abilities and needs into account when creating teaching groups. Teaching groups will be supported to enable them to function as good and interactive learning environments. Students will also be guided to recognise their own resources, learning-related strengths and development needs.

Special attention must be focused on students' study skills and their opportunity to assume responsibility for their own studying, setting objectives for it, and its planning, implementation and assessment. Appreciation of students' adulthood is a key prerequisite for successful support and guidance. Guidance and support should be organised using various operating methods that promote smooth co-operation and bring students' own resources and competencies to the fore.

Students may be supported through means such as flexible group arrangements, differentiation of instruction or provision of remedial teaching. Assessment of support needs and planning and provision of support may be carried out in co-operation with other experts. The forms of support are to be recorded in each student's individual study plan. Students' language skills will be taken into account in support measures: for instance, guidance discussions may be conducted using interpreting services.

5.1   Individual study plan

Every student participating in the training will be provided with an individual study plan, which must be based on information about the student's abilities gained through placement testing and on the student's own objectives. The individual study plan is drawn up as part of placement testing and it specifies the objectives of the student's studies and the scope of training. The individual study plan is prepared in co-operation between the student, the training provider and, where necessary, a representative of the purchaser of training. The study plan must be approved by all parties involved. It is possible to use interpreting services when drawing up the plan.

The student's plans and key details of teaching arrangements for the training period will similarly be indicated in the study plan.

An individual study plan should include the following points:

1. Background factors and their significance to studies, including prior education and work experience and any possible information about the student's vocational skills
2. A description of Finnish/Swedish language skills and reading and writing skills
3. A description of arithmetic skills
4. Assessment of study skills
5. The student's educational and employment plans and other plans
6. Differentiation of objectives and contents of training
7. A description of the student's support and guidance needs and provision of support and guidance

The individual study plan is constantly reviewed in order to determine how successfully it is being implemented. The review is carried out in co-operation with the student and the tutor. The plan will be revised as required.

Review discussions should only focus on those issues that have a bearing on study attainments and implementation of training. Providers and purchasers of training or other authorities may only exchange information about any other aspects of a student's life circumstances with the student's consent.

5.2 Guidance counselling

Students must be guided and supported in a comprehensive manner. The aim is to support students so as to ensure that they have equal opportunities to cope with their studies.

Guidance counselling is based on students' individual needs and objectives and its contents vary accordingly. Deficiencies in basic knowledge and skills may constitute a factor for adult students that both hinders life management and diminishes self-esteem. This is why arousing and maintaining study motivation may require guidance counsellors to focus their attention on individual students' circumstances.

The objective of guidance counselling during training is to support students in their personal growth in an environment and society where written communication plays a major role. The aim is to increase students' understanding of the significance of reading and writing skills and language skills in terms of smooth functioning in everyday life, participation in society, studies and employment.

Guidance counselling increases study skills and learning-to-learn skills. It helps students to understand the consequences of their own choices and actions better. Through personal guidance and counselling, students will be better equipped to make decisions concerning their own future and vocational development. Guidance counselling takes individual students' overall situations into account by dealing with themes relating to life management and health status, depending on each student's needs.

Guidance counselling should result in concrete further plans with detailed short-term objectives (such as transition to integration training) and information that can be used for a vocational training or employment plan. It is possible to use interpreting in guidance discussions. Guidance counselling may be implemented in the form of individual and group guidance.

Remedial teaching is based on individual assignments and gives an opportunity for individual pacing and support. Its aim is to prevent obstacles to learning from developing and to support students in absorbing difficult topics.

6 Objectives and core contents

6.1 General objectives

The objective of Finnish or Swedish language and literacy training for adult migrants is for students to learn elementary Finnish or Swedish language skills and the basics of reading and writing skills. They should be capable of communicating in simple everyday situations and receive other integration capabilities. In order to function and manage in Finnish society, students also need arithmetic skills, competencies relating to everyday life in Finland and knowledge of society, culture and the world of work, as well as language skills. After completing the training, students may move on to integration training, basic education for adults, or activities provided by the third sector, for example.

Objectives suitable for students are assessed individually for each student as part of placement testing and as their studies progress. The training involves developing such vocabulary and areas of language skills that are required for social integration. In terms of language skills, the focus is on oral language skills and communication skills. Students' oral language skills generally develop faster than their written skills. Instruction should be as functional and relevant to students' individual circumstances as possible. Studies should support students' self-esteem, development of their study skills and active efforts to become engaged citizens in their new home country.

6.2 Finnish language and communication skills

6.2.1 Vocabulary and themes

Language learning is largely based on command of vocabulary. Understanding and producing words constitute a fundamental prerequisite of language proficiency. It is important in oral communication, while functional reading and writing skills also require command of vocabulary. However, learning words or even sentences does not necessarily require the ability to read. All aspects of the learning environment and common activities can be verbalised through speech. Use of activity-based methods, where communication skills are learnt by theme and area of life, promotes learning of vocabulary. Teaching and learning of vocabulary are intertwined as part of learning different areas of language skills.

Objectives

Students will

- expand their vocabulary by theme;
- learn vocabulary and phrases relevant to communication and coping with everyday life;
- learn to group words according to different criteria, such as into superordinate and subordinate terms, descriptive and nominative words and those conveying action, as well as into common and proper nouns.

Core contents

- Building up vocabulary by theme:
  - Interaction: greeting, introducing oneself, thanking, asking
  - Personal life: personal details, occupation, family, human relationships, home, food, leisure, clothing and housekeeping
  - Health and well-being: body parts, seeing a doctor, making an appointment, disease, emotions
  - Calendar and annual cycle: days of the week, months and seasons of the year
  - Quantity, price and time: numbers, basic everyday calculations, clock
  - Moving about and running errands: means of transport, post office, banking, shopping, telephone, library, pharmacy
  - Studies, working life and participation in society: occupations, job search, pay, taxes, organisational activities, elections and voting
  - Basic everyday services: day care, school, health care and social services
  - Media: information technology, mass media, news, TV programmes, social media and learning platforms
  - Knowledge of Finland: nature, art, history, customs, bi- and multilingualism and multiculturalism
- Basic high-frequency vocabulary and structures occurring in familiar communication situations:
  - personal and demonstrative pronouns,
  - interrogative words and clauses,
  - possessive structures,
  - expressions of time, place and direction,
  - the most common verbs and adjectives.

6.2.2 Listening and speaking

Speaking and listening are interconnected interaction skills. They allow students to get their first contacts with the surrounding community and society enabling them to start to study related texts and writing. Speaking and listening create the foundation for learning to read and write, which starts with the elements of language first learnt in oral form. The themes for speaking and listening stem from the themes of key vocabulary.

Listening and listening comprehension

Objectives

Students will

- understand words, short sentences, questions and simple requests relating to personal topics and needs;
- recognise differences between Finnish sounds and become attuned to the phonetics of the Finnish language;
- be capable of following simple discussions and gradually become familiar with Finnish conventions of discourse.

Core contents

Understanding key everyday questions and topics of discussion, such as personal details, family, immediate surroundings, health and emotions

Speaking

Objectives

Students will

- be able to pronounce understandably;
- be able to communicate their needs and become confident to use language in various everyday communication situations;
- be able to give basic information about themselves, their immediate circle and their lives;
- be able to ask questions in everyday interaction situations.

Core contents

- Pronunciation, word stress and intonation
- Introducing oneself and describing one's own life
- Basic vocabulary and phrases and everyday language use situations, such as exchanging personal news, thanking, asking and giving

6.2.3 Reading and writing

In instruction for adult migrants, oral language skills form the basis for learning to read and write. Reading and writing are skills based on speech: written words can be converted into spoken words and vice versa. Students' awareness of the phonetic system and structures of the language are triggered through learning vocabulary and speaking skills.

Learning to read and learning to write are closely linked to each other. These skills support each other and it makes sense to practise them together. When practising literacy skills, the significance of the subject matter being learnt and its connection to the real world play an important role.

Reading

Learning to read is a process achieved through many different paths. Combining different methods (synthetic and analytical) in instruction is more effective than relying on a single method alone. This also makes it possible to pay better attention to students' different learning styles. Acquisition of reading skills can also be seen as being a growth process taking place in a new cultural environment, where students also learn to function in a society emphasising written communication, as well as learning language skills. It is important for adult migrant students to understand what they read from the very beginning. This is why it makes no sense for instruction to focus only on mechanical reading skills.

Objectives

Students will

- be able to combine sounds/letters into syllables and words, to break a familiar word down to syllables and sounds/letters and to make use of syllable division to read a new word (mechanical literacy);
- be able to read a short text in addition to individual words and sentences (basic reading skills);
- be capable of identifying specific information in a simple text, provided that they can reread it as required (textual skills);
- understand from a picture what it represents and refers to in reality (image literacy);
- be able to recognise authentic material and be aware of its function;
- understand and recognise names, signs and some word shapes;
- recognise the concepts *text*, *sentence*, *word*, *syllable*, *sound* and *letter*.

Core contents

- The principle of letter-to-sound correspondence, combination of sounds, construction of syllables and the correct reading direction;
- Familiarisation with the world of texts and normalisation of reading as daily routine
- Capital and small letters, numbers and end punctuation
- Reading familiar words and short sentences with perception of these as visual wholes
- Examination of images and symbols and practice in understanding their visual meanings
- Practising both mechanical reading skills and reading comprehension skills from the start
- Stimulating phonological and linguistic awareness: incl. recognition of sounds, duration of sounds, word length, distinguishing syllables and the concepts of *text*, *sentence*, *word*, *syllable*, *sound* and *letter*

Writing

Writing requires command of three types of skills: visual-motor skills, i.e. hand/ eye co-ordination; technical writing skills, i.e. command of sound-to-letter correspondences; and functional skills, i.e. the ability to use the above-mentioned skills in authentic situations and as means of expression. For adult migrants, the primary objective of learning to write is to manage in everyday communication situations. As part of learning to write, they also practise the basics of IT communication skills.

Objectives

Students will
- understand the principle of sound-to-letter correspondence;
- be able to write and type upper and lower case letters;
- be able to write words, phrases and short messages about their immediate needs;
- know how to fill in a personal data form.

Core contents
- Fine motor manual skills and pen grip
- Shapes of capitals and small letters and their placement on guiding lines
- Use of note-taking supplies, placement of text on a page and moving from one line to the next
- Writing letters, syllables and familiar words from dictation and reproducing them by hand and on a computer
- Hearing and writing key phonological features of the Finnish language (long and short vowels, single and double consonants, diphthongs)
- Filling in personal data forms (first and last name, telephone number, address, personal identity number) and handwritten signature
- Writing from an image (words and, later on, simple main clauses), writing short messages and end punctuation
- Simple word-processing skills (character placement on a computer keyboard, upper and lower case letters, space bar, line break, undoing typing errors) and IT skills (switching a computer on and off, logging in, cursor positioning, meanings and functions of the most common icons)

6.2.4 Arithmetic skills

In addition to reading and writing, the concept of 'literacy' covers oral language skills and arithmetic skills. Arithmetic skills are communicative skills and key life skills. Numerals are used to express quantities, measures, magnitudes, order and identifiers accurately. In addition, numbers are used to perform calculations.

Objectives
Students will
- be familiar with numerals and numbers and know how to use these in everyday situations;
- understand the number concept and the principle of the decimal system;
- be familiar with the significance of numbers to expressing quantity and order and be able to compare figures;
- be able to do sums and subtractions, while also understanding the basics of multiplication and division, and recognise decimal points and fractions in everyday situations;
- gain positive and diverse experiences of everyday mathematics.

Core contents
- Numbers and expressing numbers in everyday situations: telephone, transport, addresses, personal data
- The number concept and the decimal system
- Ordinal numbers at least up to the level required for dates
- The concept of time: clock, calendar, timetables
- Money: bills, receipts, estimating income and expenses and comparing prices
- Units of measurement and their abbreviations: length, mass, volume and temperature
- Comparing the properties of items using numbers and units of measurement
- Basic calculations in familiar concrete contexts
- Technical aids: calculator, ATM and online banking

7   Assessment and certificates

The purpose of assessment is to provide students with encouraging feedback on the skills that they have learnt. Assessment also gives students feedback on what skills they need to develop and practise further. Assessment will thus support each student's individual learning. It is necessary to obtain information about completion of literacy training for use by the employment and economic development administration and for the purpose of further planning of students' integration.

7.1   Assessment during training

Assessment is a process that lasts throughout the training period and its objective is to provide each student with personal and encouraging feedback. Students are guided towards self-assessment in order for them to form a realistic idea of their own competence and gradually become capable of taking responsibility for their own learning. Self-assessment is also an essential part of Finnish learning and workplace culture.

Assessment during training is personal and each student's skills are assessed in relation to the objectives set for him or her. This makes it possible to support each individual as he or she practises those specific skills in which he or she needs the most help.

Assessment must be continuous. Assessment must make use of diverse methods in order to enable students to demonstrate their competence as well as possible. Assessment feedback should be provided in writing and orally in such a way that students understand it. Where the training programme is divided into modules, it is possible to give a written assessment of performance in a specific module.

7.2   Assessment at the end of literacy training and certificates

At the end of training, students are assessed in relation to the objectives set for training as a whole. Assessment must focus on students' general progress, development of their language, reading and writing skills and arithmetic skills. Students must gain a realistic idea of their own competence on the basis of assessment.

Assessments take all areas of language skills into account: listening and listening comprehension, speaking, reading and reading comprehension, writing, arithmetic skills, as well as vocabulary and themes. All these areas are assessed separately. Assessment must be fair and reliable. At the end of the training programme, a certificate will be awarded for completion of literacy training for adult migrants.

The certificate should contain the following details:
- the name of the training organisation and the name of the educational institution, if any;
- the name and date of birth of the student;
- the name and scope of the training programme (numbers of days and lessons);
- any possible additional information (such as a recommendation for the next education/training programme);
- the date of issue of the certificate;
- the official stamp of the training organisation;
- signatures;
- indication of the fact that the training has been implemented in compliance with Finnish National Board of Education Regulation entitled National Core Curriculum for Literacy Training for Adult Migrants (2011).

A student's competence at the end of training is to be assessed using the assessment checklist in Appendix 1, such that all skills attained by the student are ticked on the list. If a student has achieved at least skills level A1.1 in some areas of language skills during the training period, the skills level achieved by the student will also be marked on the certificate for these areas of language skills in accordance with the language proficiency scale (Appendix 2). In addition, it is possible to include verbal assessment feedback on development of the student's skills on the certificate.

Appendix 1.   Assessment checklist for the certificate

Listening and listening comprehension
___ Can recognise and understand some Finnish words in speech.
___ Can recognise and distinguish Finnish-language sounds.
___ Can understand the most common questions and phrases.
___ Can follow simple dialogues.
The student achieved skills level _____ of the Common European Framework of Reference.

Speaking
___ Can use some Finnish words and phrases.
___ Can pronounce understandably.
___ Can answer the most common questions.
___ Can take part in a simple dialogue.
The student achieved skills level _____ of the Common European Framework of Reference.

Reading and reading comprehension
___ Can recognise some familiar words.
___ Can read syllables or words mechanically.
___ Can read words and understand them.
___ Can read sentences or short texts and understand them.
The student achieved skills level _____ of the Common European Framework of Reference.

Writing
___ Can write upper and lower case letters.
___ Can understand the sound-to-letter correspondence and write syllables.
___ Can write words.
___ Can write short sentences.
The student achieved skills level _____ of the Common European Framework of Reference.

Arithmetic skills
___ Can use numerals and understand their meanings.
___ Can use numerical expressions of personal relevance, such as his/her own address, personal identity number and telephone number.
___ Can recognise and tell the time and can use the most common measuring devices.
___ Can do basic sums and subtractions.

Vocabulary and themes
___ Can use some words needed for everyday interaction.
___ Can use quite a few words describing him/herself and his/her immediate circle.
___ Can use many words needed in everyday transaction situations.
___ Can use words from several themes diversely.

Appendix 2.   The Language Proficiency Scale

The Language Proficiency Scale is a Finnish application of the scales included in the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment.

Proficiency level A1	Limited communication in the most familiar situations			
	Listening comprehension	Speaking	Reading comprehension	Writing
A1.1 First stage of elementary proficiency	• Can understand a very limited number of the most common words and phrases (greetings, names, numbers, requests) in everyday contexts. • Can only understand the most elementary language material despite efforts. • Requires very significant help: repetition, pointing, translation.	• Can answer simple questions about personal details in short sentences. Interaction relies on the conversational partner and the speaker may need to resort to his/her mother tongue or gestures. • Speech may contain frequent long pauses, repetitions and breakdowns. • Pronunciation may cause major problems of understanding. • Can use a very limited basic vocabulary and some standard memorised phrases. • Cannot express him/herself freely, but the few formulaic utterances that he/she can manage may be relatively free of mistakes.	• Is familiar with the alphabet, but understands little of the text. • Recognises a small number of familiar words and short phrases and can tie these in with pictures. • Has a very limited ability to understand an unfamiliar word even in very predictable contexts.	• Can communicate immediate needs using very brief expressions. • Can write the language's alphabets and numbers in letters, write down his/her basic personal details and write some familiar words and phrases. • Can use a number of isolated words and phrases. • Cannot express him/herself freely, but can write a few words and expressions accurately.

Proficiency level A1	Limited communication in the most familiar situations			
	Listening comprehension	Speaking	Reading comprehension	Writing
A1.2 Developing elementary proficiency	• Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature. • Struggles to understand even simple utterances without explicit contextual cues. • Requires significant help: slower speech, repetition, pointing and translation.	• Can communicate some immediate needs in a limited manner and ask and answer in dialogues about basic personal details. Requires frequent help from the conversational partner. • Speech contains pauses and other breaks. • Pronunciation may often cause misunderstandings. • Can use a very limited basic vocabulary, some contextual expressions and some elements of basic grammar. • A very wide variety of errors occur even in elementary free speech.	• Can understand names, signs and other very short and simple texts related to immediate needs. • Can identify specific information in simple text, provided he/she can reread it as required. • Has a limited ability to understand an unfamiliar word even in very predictable contexts.	• Can communicate immediate needs in brief sentences. • Can write a few sentences and phrases about him/herself and his/her immediate circle (such as answers to questions or notes). • Can use some basic words and phrases and write very simple main clauses. • Memorised phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.

Proficiency level A1	Limited communication in the most familiar situations		
	Listening comprehension	Speaking	Reading comprehension	Writing

| A1.3 | Functional elementary proficiency | • Can understand simple utterances (personal questions and everyday instructions, requests and warnings) in routine discussions with support from context.
• Can follow simple discussions related to concrete situations or personal experiences.
• Can only understand even simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally. | • Can briefly describe him/herself and his/her immediate circle. Can manage in the most straightforward dialogues and service situations. Sometimes requires help from the conversational partner.
• Can express him/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other sections of speech.
• Pronunciation may sometimes cause misunderstandings.
• Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structures.
• Plenty of basic grammatical errors occur frequently even in elementary speech. | • Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.
• Can locate specific information required in a short text (postcards, weather forecasts).
• Reading and understanding of even brief passages of text is very slow. | • Can manage to write in the most familiar, easily predictable situations related to everyday needs and experiences.
• Can write simple messages (simple postcards, personal details, simple dictation).
• Can use the most common words and expressions related to personal life or concrete needs. Can write a few sentences consisting of single clauses.
• Prone to a variety of errors even in elementary free writing. |

Proficiency level A2	Basic needs for immediate social interaction and brief narration			
	Listening comprehension	Speaking	Reading comprehension	Writing
A2.1 First stage of basic proficiency	• Can understand simple speech or follow discussions about topics of immediate personal relevance. • Can understand the main content of brief and simple discussions and messages of personal interest (instructions, announcements) and follow changes of topic on the TV news. • Can only understand even simple messages if delivered at normal speed in clear standard dialect, and may often have to ask for repetition.	• Can describe his/her immediate circle in a few short sentences. Can handle simple social exchanges and the most common service situations. Can initiate and close brief dialogues, but can rarely maintain a longer conversation. • Can produce some familiar sequences fluently, but pauses and false starts are frequent and very evident. • Pronunciation is understandable, although a foreign accent is very evident and mispronunciations may cause occasional misunderstandings. • Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors). • Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.	• Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions). • Can understand the main points and some details of a few paragraphs of text. Can locate and compare specific information and can draw very simple inferences based on context. • Reading and understanding of even brief passages of text is slow.	• Can manage in the most routine everyday situations in writing. • Can write brief, simple messages (personal letters, notes), which are related to everyday needs, and simple, enumerated descriptions of very familiar topics (real or imaginary people, events, personal or family plans). • Can use concrete vocabulary related to basic needs, basic tenses and co-ordinate sentences joined by simple connectors (and, but). • Can write the most simple words and structures with reasonable accuracy, but makes frequent basic errors (tenses, inflection) and uses many awkward expressions in free writing.

Proficiency level A2	Basic needs for immediate social interaction and brief narration		
	Listening comprehension	Speaking	Reading comprehension	Writing
A2.2 Developing basic proficiency	• Can understand enough to be able to meet the needs of a concrete type. Can form a very rough idea of the main points of clear factual speech. • Can generally recognise the topic of discussion around him/her. Can understand everyday vocabulary and a very limited number of idioms in contextual speech dealing with familiar or general topics. • Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often.	• Can give a small, enumerated description of his/her immediate circle and its everyday aspects. Can take part in routine discussions about personal details or interests. May need help in conversation and may avoid certain themes. • Speech is sometimes fluent, but different types of breaks are very evident. • Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur. • Has a fairly good command of high-frequency everyday vocabulary and some idiomatic expressions. Can use several simple and also a few more demanding structures. • More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.	• Can understand the main points and some details of messages consisting of a few paragraphs in fairly demanding everyday contexts (advertisements, letters, menus, timetables) and factual texts (user instructions, brief news items). • Can acquire easily predictable new information about familiar topics from a few paragraphs of clearly structured text. Can infer meanings of unfamiliar words based on their form and context. • Will often need rereading and reference material to understand a text passage.	• Can manage in routine everyday situations in writing. • Can write a very short, simple description of events, past actions and personal experiences or everyday things in his/her living environment (brief letters, notes, applications, telephone messages). • Commands basic everyday vocabulary, structures and the most common cohesive devices. • Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.

Proficiency level B1	Dealing with everyday life			
	Listening comprehension	Speaking	Reading comprehension	Writing
B1.1 Functional basic proficiency	• Can understand the main points and key details of speech dealing with themes regularly encountered in school, work or leisure, including brief narration. Can catch the main points of the radio news, in films, on TV programmes and on clear telephone messages. • Can follow speech based on shared experience or general knowledge. Can understand high-frequency vocabulary and a limited number of idioms. • Can only understand longer messages if delivered in standard dialect, which is slower and clearer than normal. May have to ask for repetition from time to time.	• Can describe familiar things in some detail. Can handle the most common everyday situations and informal exchanges in the language area. Can communicate topics of personal relevance even in slightly more demanding situations. Sustained presentations or abstract topics cause obvious difficulties. • Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences. Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent. • Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures. Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely impair understanding.	• Can read a few pages of a wide variety of texts about familiar topics (tables, calendars, course programmes, cookery books), following the main points, key words and important details even without preparation. • Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic. • Understanding of text details and topics not dealing with everyday experience may be lacking.	• Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information. • Can write a clearly formulated cohesive text by connecting isolated phrases to create longer sequences (letters, descriptions, stories, telephone messages). Can effectively communicate familiar information in the most common forms of written communication. • Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur. • Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.

Proficiency level B1	Dealing with everyday life			
	Listening comprehension	Speaking	Reading comprehension	Writing
B1.2 Fluent basic proficiency	• Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages). • Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her. • Understanding requires standard language or a relatively familiar accent and occasional repetition and reformulation. Fast discussions between native speakers and unfamiliar details in unknown topics cause problems.	• Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music. Can communicate with confidence in the majority of common situations. Linguistic expression may not always be very accurate. • Can express him/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed. *Pronunciation is very intelligible, even if stress and intonation do not quite match the target language. • Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences. • Grammatical errors occur to some extent, but they rarely impair even more extended communication.	• Can read a few paragraphs of text about many different topics (newspaper articles, brochures, user instructions, simple literature) and can also handle texts requiring some inference in practical situations of personal relevance. • Can locate and combine information from several texts consisting of a few pages in order to complete a specific task. • Some details and nuances may remain unclear in longer texts.	• Can write personal and even more public messages, describing news and expressing his/her thoughts about familiar abstract and cultural topics, such as music or films. • Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation). • Can provide some supporting detail to the main ideas and keep the reader in mind. • Commands vocabulary and structures required for a relatively wide range of writing. Can express co-ordination and subordination. • Can write intelligible and relatively accurate language, even if errors occur in demanding situations, text organisation and style and even if the influence of the mother tongue or another language is noticeable.

Proficiency level B2		Managing regular interaction with native speakers			
		Listening comprehension	Speaking	Reading comprehension	Writing
B2.1	First stage of independent proficiency	• Can understand the main ideas of propositionally and linguistically complex speech dealing with concrete or abstract topics. Can follow detailed narration of general interest (news, interviews, films, lectures). • Can understand the main points of an input, the speaker's intention, attitudes, level of formality and style. Can follow extended speech and complex lines of argument provided that the direction of the speaking is indicated by explicit markers (connectors, rhythm). Can summarise or express key points and important details of what he/she has heard. • Can catch much of what is said around him/her, but may find it difficult to follow discussions between several native speakers if they do not make any allowances.	• Can give clear, accurate descriptions of a variety of topics within his/her sphere of experience, talk about impressions and highlight the personal significance of events and experiences. Can play an active role in the majority of practical and social situations and in fairly formal discussions. Can interact regularly with native speakers without unintentionally amusing or irritating them. Linguistic expression is not always completely elegant. • Can produce stretches of speech with a fairly even tempo and few longer pauses. Pronunciation and intonation are clear and natural. • Can diversely use language structures and relatively broad vocabulary, including idiomatic and abstract repertoire. Shows an increasing ability to react appropriately to the formal requirements of the situation. Grammatical control is fairly good and occasional errors do not usually impair understanding.	• Can read a few pages of text independently (newspaper articles, short stories, popular fiction and non-fiction, reports and detailed instructions) about his/her own field or general topics. Texts may deal with abstract, conceptual or vocational subjects and contain facts, attitudes and opinions. • Can identify the meaning of a text and its writer and locate several different details in a long text. Can quickly identify the content of text and the relevance of new information to decide whether closer study is worthwhile. • Difficulties only occur with idioms and cultural allusions in longer texts.	• Can write clear and detailed texts about a variety of areas of personal interest and about familiar abstract topics, and routine factual messages and more formal social messages (reviews, business letters, instructions, applications, summaries). • Can express information and views effectively in writing and comment on those of others. Can combine or summarise information from different sources in his/her own texts. • Can use broad vocabulary and demanding sentence structures together with linguistic means to produce a clear, cohesive text. Flexibility of nuance and style is limited and there may be some jumps from one idea to another in a long contribution. • Has a fairly good command of orthography, grammar and punctuation and errors do not lead to misunderstandings. Contributions may reveal mother tongue influences. Demanding structures and flexibility of expression and style cause problems.

Proficiency level B2	Managing regular interaction with native speakers				
		Listening comprehension	Speaking	Reading comprehension	Writing
B2.2	Functional independent proficiency	• Can understand live or recorded, clearly structured standard dialect in all situations in social, academic and vocational life (including formal discussions and animated conversations between native speakers). • Can combine complex and detailed information from extended discussions or presentations in order to complete demanding tasks. Can infer implicit attitudes and sociocultural implications and critically assess what he/she has heard. • Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties.	• Can give a prepared presentation on quite a variety of general topics. Can sustain effective social interaction with native speakers. Can discuss and negotiate on a variety of topics, present and comment on demanding lines of thought, relating his/her contribution to those of other speakers. Can express him/herself confidently, clearly and politely as required by the situation. Delivery may be formulaic and the speaker sometimes resorts to circumlocutions. • Can communicate spontaneously, often showing quite remarkable fluency and ease irrespective of occasional hesitation. *Pronunciation and intonation are very clear and natural. • Can use a wide variety of linguistic means to express concrete and abstract, familiar and unfamiliar topics clearly, confidently and with a level of formality appropriate to the situation. Linguistic reasons rarely limit expression. • Grammatical control is good. Can often correct his/her own mistakes and does not make errors leading to misunderstanding.	• Can read independently several pages of complex text written for a variety of purposes (daily newspapers, short stories, novels). Some of these may be unfamiliar or only partially familiar, but deal with areas of personal relevance. • Can identify the writer's attitudes and the function of the text. Can locate and combine several abstract details in complex texts. Can understand enough to summarise or paraphrase the main points. Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.	• Can write clear, detailed, formal and informal texts about complex real or imaginary events and experiences, mostly for familiar and sometimes unfamiliar readers. Can write an essay, a formal or informal report, take notes for future reference and produce summaries. • Can write a clear and well-structured text, express his/her point of view, develop arguments systematically, analyse, reflect on and summarise information and thoughts. The linguistic range of expression does not noticeably restrict writing. • Has a good command of grammar, vocabulary and text organisation. May make mistakes in low-frequency structures and idiomatic expressions and style.

Proficiency level C1		Managing in a variety of demanding language use situations			
		Listening comprehension	Speaking	Reading comprehension	Writing
C1.1	First stage of fluent proficiency	• Can understand with relative ease even longer stretches of speech or presentations dealing with a variety of familiar and general topics (films, lectures, discussions, debates), even when speech is not clearly structured and when it involves idiomatic expressions and register shifts. • Can understand a very wide variety of recordings in detail, recognising intentions of and relationships between speakers. • Unfamiliar accents or very non-standard dialects cause difficulties.	• Can hold a relatively long, prepared and even formal presentation. Can play an active role in complex situations involving abstract and detailed topics and lead routine meetings and small groups. Can use language for a wide range of social interaction. Variations between different registers and language forms cause difficulties. • Can communicate fluently, spontaneously and almost effortlessly. • Can vary intonation and place sentence stress correctly in order to express even the most subtle shades of meaning. • Has a very wide vocabulary and language structures, which very rarely restrict expression. Can express him/herself confidently, clearly and politely as required by the situation. • Grammatical control is good. Occasional mistakes do not impair understanding and the speaker can correct these him/herself.	• Can understand lengthy and complex texts from a variety of fields in detail. • Can adapt his/her style of reading as appropriate. Can read critically, assessing stylistic nuances, and identify the writer's attitudes and implicit meanings in the text. Can locate and combine several abstract details in complex texts, summarise these and draw demanding conclusions from these. • The most demanding details and idiomatic passages may require rereading or use of reference material.	• Can write clear, well-structured texts about complex subjects and express him/herself precisely, taking the recipient into account. Can write about factual and fictional subjects in an assured, personal style, using language flexibly and diversely. Can write clear and extensive reports even on demanding topics. • Shows command of a wide range of organisational means and cohesive devices. • Has a very wide linguistic range. Has a good command of idiomatic expressions and common colloquialisms. • Has an extremely good command of grammar, vocabulary and text organisation. May make occasional mistakes in idiomatic expressions and stylistic aspects.