



FINNISH NATIONAL  
BOARD OF EDUCATION

# **NATIONAL CORE CURRICULUM FOR INTEGRATION TRAINING FOR ADULT MIGRANTS 2012**

Publications 2012:6

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INTEGRATION TRAINING FOR ADULT  
MIGRANTS 2012**



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Providers of integration training

### **National Core Curriculum for Integration Training for Adult Migrants 2012**

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

Providers of integration training may neither fail to comply with nor deviate from this National Core Curriculum.

Director General

Aulis Pitkälä

Director

Jorma Kauppinen



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# Introduction

The objectives of the Act on the Promotion of Integration<sup>1</sup> (hereinafter referred to as the ‘Integration Act’) are to promote migrants’ integration into Finnish society and support their active participation in it. In order to enhance migrants’ integration and accelerate their employment, the Integration Act lays down provisions on measures and services to promote and support integration.

A further objective of the Integration Act<sup>2</sup> is to ensure that all migrants receive information about their rights and responsibilities in Finnish society and its world of work, and about the service system and the measures specified in the Integration Act to promote integration. The Act lays down provisions on initial measures and services to promote migrants’ integration, including provision of basic information, guidance and counselling, initial assessment and an integration plan, which may also be used to agree on integration training. Basic information about Finnish society is provided for everyone moving to Finland in connection with notification of a decision on a residence permit, registration of a right of residence, or registration of the municipality of residence and personal data into the population register.

The initial assessment under the Integration Act<sup>3</sup> involves a preliminary assessment of an migrant’s employment, study and other integration capabilities as well as needs for language training and other measures and services to promote integration. Based on the initial assessment, the migrant will then be referred for measures and services corresponding to his or her needs. People entitled to an initial assessment include unemployed migrants and those receiving income support on a non-temporary basis. Initial assessments may also be carried out on request for other migrants where they are considered to be in need of this type of assessment. Initial assessments are either carried out by the relevant regional Employment and Economic Development Office (TE Office) or local authority.

The purpose of integration plans<sup>4</sup> drawn up on the basis of the initial assessment is to support migrants and to refer them for measures and services promoting integration especially at the early stages of immigration. An migrant is entitled to an integration plan<sup>5</sup> if he or she is unemployed or receives income

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1 Act on the Promotion of Integration (1386/2010; *laki kotoutumisen edistämisestä*), section 1

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

3 Act on the Promotion of Integration (1386/2010), section 9

4 Act on the Promotion of Integration (1386/2010), section 11

5 Act on the Promotion of Integration (1386/2010), section 12



support on a non-temporary basis. Integration plans may also be drawn up for other migrants if they are, based on their initial assessment, considered to be in need of this type of plan in order to promote integration. In an integration plan, the relevant local authority and/or TE Office agree with the migrant concerned<sup>6</sup> on the measures and services geared towards supporting acquisition of Finnish or Swedish language skills and other types of knowledge and skills required in working life and in society.

Integration training<sup>7</sup> is provided for migrants who have passed the compulsory schooling age, primarily in the form of labour market training. Integration training may also be implemented through self-motivated studies. Integration training organised as labour market training is open to unemployed people or those at risk of unemployment, but gainfully employed people may also apply for this training in certain circumstances. People may apply for self-motivated studies at their own discretion; however, they must agree on any such studies with the TE Office within the integration plan prior to starting the studies in those cases where they intend to study on integration benefit. Illiterate adult migrants will be provided with literacy training in accordance with the National Core Curriculum for Literacy Training.

Integration training<sup>8</sup> includes instruction in the Finnish or Swedish language and other types of instruction geared towards promoting migrants' access to employment and further education and training as well as their civic, cultural and life skills. The objective of integration training is for migrants to achieve functional basic proficiency in the Finnish or Swedish language. Any provider of measures and services supporting integration, for which migrants are referred as clients, is entitled to receive, free of charge and notwithstanding secrecy provisions, any information indispensable for provision of training from the relevant Employment and Economic Development Office and local authority.

Labour market integration training is to be provided in compliance with this National Core Curriculum for Integration Training for Adult Migrants adopted by the Finnish National Board of Education<sup>9</sup>. Where an migrant past compulsory schooling age is provided with some other type of education and/or training, such as basic education or vocational education and training, the National Core Curriculum covering such education will apply. If no specific National Core Curriculum has been adopted for the programme concerned, the education provider may comply with this National Core Curriculum.

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6 Act on the Promotion of Integration (1386/2010), section 13

7 Act on the Promotion of Integration (1386/2010), section 21

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

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

# 1 Curriculum

According to the Integration Act<sup>10</sup>, integration training for adult migrants must be provided in compliance with this National Core Curriculum adopted by the Finnish National Board of Education. 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. When drawing up its curriculum for integration training for adult migrants, the training provider must give due consideration to the integration programme<sup>11</sup> in place within its operating area and to any feedback received from previous integration training programmes. The curriculum should include those items that specifically promote integration in the location concerned.

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 integration training concerning the conception of learning, the learning environment and teaching approaches, operational culture 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 and the learning pathway suitable for individual students and for determining their existing competencies as well as for documenting this information;
- the general objectives of integration training and the objectives and core contents of Finnish/Swedish language and communication skills, civic and working life skills and of the optional studies provided;
- the objectives and provision of guidance counselling, support for students and organisation of support, as well as a description of the roles and division of work of those involved in provision of support;
- student assessment, forms and practices of assessment during and at the end of training, practices for providing feedback, details of the grading scale, and the certificates and information to be indicated on certificates;
- co-operation with other educational institutions, non-governmental organisations and other parties;
- co-operation to organise work placement periods.

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

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

11 Act on the Promotion of Integration (1386/2010), section 32

## 2 Premises for provision of integration training

### 2.1 Basic values

The value basis of integration training for adult migrants complies with the basic values of the Finnish education system as a whole. By virtue of its Constitution, Finland guarantees equal and equitable rights for migrants<sup>12</sup>. From the perspective of provision of education and training, equality means regional and gender equality as well as equality irrespective of participants' financial status or other personal characteristics. The Non-Discrimination Act<sup>13</sup> states as follows: '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.' The Non-Discrimination Act also requires active efforts to foster equitability<sup>14</sup>.

The general value premise for integration training is respect for life and human rights. The educational ideal is the pursuit of goodness, truthfulness and humaneness. The training promotes social justice, creates conditions for open democracy and welfare and prevents exclusion. In addition, integration training prepares adult migrants for the operating methods of Finnish society, a sustainable lifestyle and everyday life skills.

Integration training for adult migrants guides students to recognise principles and values of life that unite different cultures. The studies support migrants' own cultural traditions and help them review and reform those that are in conflict with the laws in force in Finland. The studies consolidate students' abilities to function in a multicultural society and increase their intercultural competence. The training encourages them towards interaction between different cultural groups and with the mainstream population. Integration training promotes good ethnic relations and does not allow discrimination in any form or by anyone.

Students are encouraged to assess the consistency and possible conflicts between stated values and reality and to ponder critically on the opportunities and shortcomings of Finnish society. The values and principles will be verbalised whenever possible during the course of the studies. The aim is to realise the values in training arrangements and instruction as well as in the institutional ethos and operational culture. The consistency between the values and reality should be assessed as part of the training.

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12 The Constitution of Finland (731/1999; *Suomen perustuslaki*), section 6

13 Non-Discrimination Act (21/2004; *ybdenvertaisuuslaki*), section 1

14 Non-Discrimination Act (21/2004), section 4

## 2.2 Integration training as part of integration

Each migrant's integration process progresses in an individual manner. It is influenced by factors such as the migrant's personal characteristics and abilities, needs and wishes. The migrant's own motivation also plays a key role in integration into society. In addition to society's contribution, successful integration also requires the migrant's own initiative, goal-oriented participation in and commitment to the integration process.

Integration is not only about migrants' personal or their families' integration process. Integration is a two-way process, where both individual migrants and their local communities interact with each other. Continuous interaction between migrants and the mainstream population in everyday situations and local communities forms a key part of integration.

As an experience, integration is also always individual: the personal experiences of integration may be very different among migrants who outwardly find themselves in the same situation. Society supports migrants' integration by means of various services and measures, in particular during the first few years of residence, but the integration process will not end when the integration period specified in the Immigration Act finishes.

Integration training aims to support migrants' integration by developing those linguistic, civic, cultural and life skills that help migrants to cope with everyday life situations in their new environment and be capable of functioning in working life and of applying for further studies.

## 2.3 Scope and structure of training

The scope and content of integration training vary according to each student's individual needs established in assessment of the baseline level. The maximum scope of the studypaths of adult migrants participating in training may be 60 credits, where one credit is equivalent to about 35 hours of a student's work.

According to the Integration Act<sup>15</sup>, the objective of integration training is for students to achieve skills level B1.1 in the Finnish/Swedish language. The targeted skills level to be achieved during the training may, however, vary as required for each student's employment opportunities and further career plans, with regard to highly educated students, for example. Language and communication skills also do not always develop in step with other working life skills, which means that a student who has achieved level B1.1 may still have deficiencies in other working life skills.

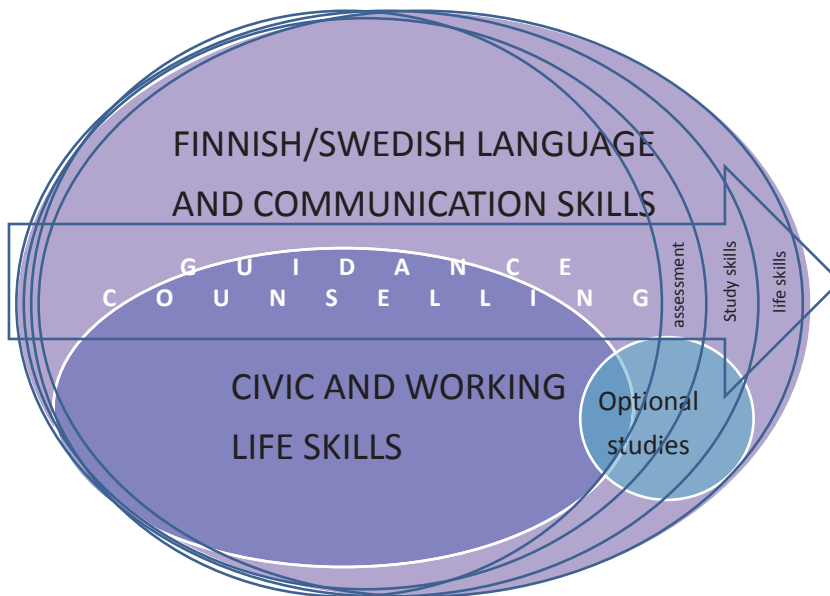
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15 Act on the Promotion of Integration (1386/2010), section 20

The Act on the Public Employment Service<sup>16</sup> states that labour market training is primarily geared towards promoting vocational competencies. General education may be acquired as part of training preparing for an occupation or position where its absence hinders employment or participation in vocational education and training. In order to improve practical vocational competencies, the training to be acquired may include learning and practical work placements.

A curriculum for integration training must include the following types of studies, which will be integrated and implemented in accordance with each student’s individual study plan:

- **Finnish/Swedish language and communication skills** (30–40 credits);
- **civic and working life skills** (15–25 credits);
- **guidance counselling** (5 credits).



**Figure 1.** Study modules of integration training.

Studies in civic and working life skills must include one or more work placement periods with a minimum total scope of six credits. In addition, the curriculum may include optional studies. It is also possible to integrate native language skills as well as everyday life and parenting skills as part of the studies, which may be organised in co-operation with third sector parties.

16 Act on the Public Employment Service (1295/2002; *laki julkisesta työvoimapaalvelusta*), Chapter 6, section 1 (as amended by Act 1198/2009)

Integration training comprises the contents of Finnish/Swedish language and communication skills, civic and working life skills and of optional studies as well as guidance counselling (group, small group and individual guidance). Training should be planned with due consideration given to studypaths matching each student's training needs and regional education and training provision. Integration training may be divided into modules, which mean study units with durations and progress rates that may vary on different studypaths. Integration training may consist of 2–5 modules.

It is possible to provide training in a flexible manner in terms of timing and implementation methods, such as in daytime and evening classes and as distance and multi-form instruction. In bilingual municipalities, integration training may be carried out in both languages.

## **2.4 Placement testing and studypaths in integration training**

Prior to integration training, an initial assessment specified in the Integration Act<sup>17</sup> 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 integration training to guide the student towards a suitable learning pathway, module and teaching group. The results of placement testings are also used to individualise studies and prepare individual study plans.

Placement testings must determine students' reading and writing skills in the Roman alphabet, oral and written Finnish/Swedish language skills, previous study and work experience, current circumstances and their own employment and educational aspirations. Information is collected both by interviewing students and through various surveys.

Students may be guided towards suitable studypaths considering the following factors, among others:

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17 Act on the Promotion of Integration (1386/2010), section 9

- The **basic pathway** is intended for students who have basic study skills, functional reading and writing skills in the Roman alphabet and prior experience of studying at least one foreign language, aiming to find employment or apply for vocational studies.
- The **slow-track pathway** is intended for students who have deficiencies in study skills or other obstacles to learning, such as factors affecting their circumstances, and whose reading and writing skills in the Roman alphabet are at a satisfactory level or lacking practice, aiming to find employment or apply for vocational studies.
- The **fast-track pathway** is intended for students who are accustomed to language studies and have fluent reading and writing skills in the Roman alphabet, excellent study skills and capabilities for independent and self-motivated study, as well as higher education or experience of academic studies, aiming to find employment in an academic profession or apply for continuing training in their own field.

Each student's learning pathway may be organised in a corresponding student group or within a heterogeneous group by differentiating studies in accordance with the student's individual study plan. The implementation method is influenced by regional resources and the number of students. An example of dividing students into different studypaths and integration training modules on the basis of placement testings is provided in Appendix 3.

During integration training, the education provider may offer a student a chance to change studypaths. For instance, the student may switch from the fast-track pathway to the basic pathway if this helps support his or her learning more effectively. The decision on any such transfer will be made as part of a guidance discussion in co-operation with the student and the tutor.

Providers must also take note of special groups, such as those who have completed literacy training, who may require special support in training in addition to support for their individual needs. Integration should be supported not only with a view towards employment, but also from the perspective of life skills.

## 2.5 Co-operation with different parties

Providers of integration training should engage in co-operation relating to training with other parties within their own operating area. In addition to faster and more efficient integration of migrants into Finland, a further aim of this co-operation is to increase commitment to migrants' integration among different social players. It is important to make use of a multidisciplinary approach

in co-operation with a view to enhancing language learning and the effects of training orienting students towards society and the world of work.

It is possible to engage in co-operation on a continuous basis, such as before, during and after a specific training period. Co-operation may be related to many contents of integration training, such as organisation of work placement periods, study visits organised in support of instruction in civic and working life skills, as well as optional studies. Providers may co-operate with public, private and third sector organisations alike.

It is useful for training providers to co-operate with third sector organisations. Among these, migrants' own organisations and their projects and undertakings play a key role; migrant organisations may provide migrant students with the kind of peer support that they need for integration. Other third sector organisations, non-governmental organisations and associations may also promote migrants' integration.

Training providers should work in close co-operation with social partners and the employment administration. They may create co-operation models with employers in order to facilitate migrants' access to work placement periods and, subsequently, to gainful employment, apprenticeship training or working life coaching. Through co-operation, training providers obtain an up-to-date overview of the knowledge and skills required of migrants in the world of work.

It is necessary for training providers to co-operate with other education and training providers. Its purpose is to make it easier for migrants to build goal-oriented educational solutions. Through co-operation, training providers may obtain an up-to-date overview of education and training provision suitable for migrants that is available within their own operating area. Within organisations providing integration training, co-operation should be carried out between different units or equivalent in order to enhance integration training and facilitate its provision.

It is useful for training providers to co-operate with parties providing services related to migrants' everyday and private lives, such as social welfare offices, the Social Insurance Institution (KELA) and the Police.



## **3 Implementation of integration training**

### **3.1 Conception of learning**

The National Core Curriculum for Integration Training for Adult Migrants is based on a socio-constructivist conception of learning. Learning is the result of a student's active and goal-oriented action, where a new topic being learnt is linked to prior learning. By its fundamental nature, learning is an interactive process between a student and his or her environment. The environment as a whole influences how individuals concentrate on learning, what goals and objectives they set for themselves and what strategies of learning and study they apply. Exchanging and sharing information and experiences and reflecting on these together are vital prerequisites for deeper understanding and change involved in learning.

Adults are cast in the role of learners in instruction, which places emphasis on taking students' prior experiences into account. The significance of the topic being learnt and its connection to the surrounding world are important to adult learners. Learning opens up new opportunities to understand the meanings involved in a culture and to participate in society.

One of the key objectives of integration training is to increase students' own initiative and learning-to-learn skills. Through learning to learn, students are helped to see and understand the effects of their own actions on learning. Students start to pay active attention to their own ways of learning and working and understand how these influence learning. In terms of the end result, it is significant whether they see themselves as being subjects of their own learning or objects of teaching.

The learning process consolidates students' awareness of themselves as learners. Learning is visible as a change in a learner's ways of thinking and operating. The change may mean a new skill or changing an old way of operating into a more meaningful or efficient one. Learning may also be seen in more structured actions and in improved life skills.

### **3.2 The learning environment and teaching approaches**

The learning environment and teaching approaches used in integration training must be such that they support knowledge-building based on prior experiences and help students to learn teaching approaches that promote achievement of the objectives set. The emphasis of adult education is on collaboration, inter-

action, self-direction and networking. It is imperative to create conditions that enable students to assume responsibility for their own learning and acting in line with the learning objectives. Assuming responsibility means that students are guided to evaluate the topics to be learnt and assess their own actions in relation to themselves, other people and society at large.

The learning environment should therefore offer students opportunities to set their own objectives. The objectives need to be realistic and concrete and, at the same time, it is also necessary to describe the means by which the objectives can be achieved. It is advisable to divide the objectives into milestones, which make it easier to assess the time and other resources required to achieve them. Setting objectives and monitoring their achievement individualise learning, increase students' motivation and meaningfulness of learning, while also developing students' learning-to-learn skills. The learning environment should also provide students with opportunities to test and find forms of working suitable for their own learning style. Students should be guided to become conscious, assess and, where necessary, correct their own teaching approaches. Students may make use of their native or other language skills in their studies.

The special characteristics of different learning environments should be taken into account when planning and implementing training. The psychological learning environment is influenced by the educational institution's management culture, motivation and commitment among tutors and students, constructive questioning and freedom from prejudice, influencing opportunities among members of the school community, the ability to tolerate and resolve conflicts, as well as co-operation and common events. In terms of the technical learning environment, learning facilities and implements must be such that they enable use of diverse learning methods and teaching approaches. Students should be acquainted with information acquisition methods and guided to use information and communications technology (ICT) in connection with services, for example. ICT also makes it possible to expand the learning environment beyond the physical limits of the educational institution. Some studies may be provided in the form of distance learning making use of online education. In such cases, the local curriculum should describe how ICT is to be applied.

Collaborative teaching approaches should be applied to studies. Learning is promoted through a wide variety of pair and teamwork methods, which contribute to preparing students for the world of work. Discussions and reflections together with the teacher and other students form an integral part of studies. Joint discussions make students' thought processes and experiences visible both to themselves and to others, which makes it possible to increase mutual understanding and form shared views. The teacher should encourage

students to engage in active co-operation. Alongside the teacher, peer and group support play an important role in promoting learning.

Teaching approaches are chosen because they

- stimulate a desire to learn and are related to adults' life experiences;
- take the process and purposeful nature of learning into account;
- further the formation of an organised knowledge structure, the learning of skills, and practice in those skills;
- develop skills for acquiring, applying and evaluating information;
- support learning that occurs through interaction among students;
- promote the assumption of responsibility for others and an ability to function in constructive co-operation;
- develop capabilities for taking responsibility for one's own learning and for evaluating that learning;
- motivate students to work purposefully and develop their learning strategies and skills for applying them in new situations;
- support utilisation of authentic learning materials;
- provide opportunities for interaction with the surrounding community.

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 progress rate in 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 participation opportunities for students, offering choices, adjusting the use of space, grouping students flexibly, and making use of learning situations outside school, 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.

### **3.3 Operational culture**

The operational culture embraces all the institution's operating and behavioural models and values and criteria which form the basis for the quality of teaching work. The operational culture manifests itself on individual, group and community levels. The special characteristic of integration training is multiculturalism and multilingualism. Building a multicultural community calls for

the entire educational institution to be aware of the community's diversity and commit to procedures and practices in support of pluralism.

The aim is for educational institutions providing integration training to be learning organisations. The operational culture should encourage tutors, students and other institutional staff to engage in open interaction and collaboration both within and outside the institution. This requires discussions about operational policies and making practices visible as well as the ability to solve conflicts constructively. The school community should pursue professional skills consisting of aspects such as understanding of different realities and ways of life and awareness of one's own cultural background.

Each educational institution should build its practices so as to support the functionality of a multicultural community and achievement of the objectives set for its teaching work consistently. The evaluation of correspondence between the desired and achieved operational culture is a fundamental prerequisite for continuous development of the educational institution. Evaluation and development of the operational culture should take into account the requirements of the changing and multicultural operating environment. The desired operational culture should be described on the curriculum in general terms.

## 4 Support and guidance for students

Support and guidance for students refers to guiding students in completing integration training and making further plans. Students receive individually planned and implemented guidance counselling and other support forms. Support and guidance are provided both by guidance counselling professionals and by other teachers. Support and guidance may be organised in groups, small groups and individually.

Special attention must be paid to provision of support and guidance for those students with study or learning difficulties or problems relating to life skills. If any issues relating to students' physical, psychological or social situation that would hinder their progress are detected at the beginning of or during the studies, the situation must be clarified as soon as possible while also aiming to find means to support the student(s) concerned. Training providers should always seek solutions to support measures depending on each student's situation. Where necessary, providers should consult and co-operate with local or regional specialists in different fields in order to solve students' study difficulties.

### 4.1 Guidance counselling as part of integration training

The purpose of guidance counselling is to promote students' inclusion and social equality. Each training provider must include in its curriculum a guidance counselling plan describing the roles and division of work among those participating in guidance counselling. The plan should also describe how guidance counselling is to be organised in the educational institution concerned. The plan should further define any possible co-operation with external specialists.

The objective of guidance counselling provided for migrants as part of integration training is to empower and support migrant students to enable them to make choices and decisions concerning their own career, education and employment. Through guidance counselling, students will also learn to recognise any problems that may be related to their life circumstances and be able to seek support to solve them. Guidance counselling is used to increase students' well-being, support their vocational growth, prevent dropping out of studies, promote finding employment and facilitate applying for further studies. The measures aimed to support employment and further plans will form part of the integration process from application for training to any possible follow-up counselling.

Through guidance counselling, students receive support in managing their own lives, studies and learning, as well as choosing their own career. Guidance counselling provides students with opportunities to clarify their own choices and plan the contents and structure of their studies according to their own resources. Guidance counselling takes individual students' objectives and circumstances into account and helps them find alternative solutions suitable for themselves. Responsibility for the solutions rests with each student.

Objectives of guidance counselling:

- To draw up an individual training and/or employment plan for each student
- To promote students' career and life planning skills
- To support students' growth and studies at different stages of studies
- To promote interaction and social skills
- To prevent difficulties relating to studies.

Core contents:

- Learning guidance, study skills
- Guidance counselling for special needs students
- Planning educational and employment tracks
- Guidance and support in different problem situations
- Special issues and guidance relating to applying for jobs and work placements
- Identification and recognition of prior learning and competence
- Other support services offered by the educational institution.

## **4.2 Preparation of individual study plans**

The scope and content of integration training are planned on the basis of assessment of each student's baseline level. The results of the assessment are utilised in the individual study plan drawn up for the student. Preparation of the individual study plan also makes use of the initial assessment and integration plan already prepared for the student.

Training providers must ensure that each student is provided with an individual study plan based on his or her individual circumstances, which will be updated during the course of his or her training. The individual study plan is prepared in co-operation with the student and the teacher. Where necessary, experts or authorities from outside the educational institution providing instruction may also participate in drawing up the plan.

Individual study plans support students' further plans and develop their capabilities for self-assessment. Through their own choices, students become committed and motivated to complete the training. Each student's baseline level, educational background and training needs are taken into account in the individual study plan. The student's prior competencies will also be determined. In addition, the student's need for support measures will also be charted, in particular in terms of Finnish or Swedish language and communication skills and ICT skills. Likewise, any factors relating to the student's culture of origin and circumstances that may affect his or her commitment to studies will also be covered. Any possible factors hindering learning will be identified and the student will be provided with support and guidance for self-direction and capabilities for study.

The individual study plan takes account of underlying factors affecting studies and determines the objectives and core contents of studies, completion of studies, methods of completion, individual guidance counselling and possible support measures. The plan also includes the student's educational and other plans.

Implementation of individual study plans and students' progress in studies are monitored during integration training and, where necessary, students are provided with remedial instruction. Students are guided to make decisions concerning their own learning and to specify and revise the plan as their studies progress. Guidance relating to individual planning of studies may also be provided in the student's own native language, as far as possible.

### **4.3 Vocational guidance and further plans**

Vocational competence and related development needs are dealt with in guidance discussions together with individual students and are assessed during work placement periods. Determining vocational competence involves assessment of students' knowledge, skills and competencies. Students are provided with guidance and support in preparing for work placement periods. Those providing guidance should have a good overview of the labour market situation and jobs and work placements available in their area as well as contacts with the world of work. During a work placement period, guidance is provided by representatives of both the employer and the educational institution. Selection of work placement sites emphasises the employment perspective.

Vocational guidance helps students to prepare further plans that best suit them. Further plans include long-term vocational objectives and short-term actions to achieve them. Students are provided with information and feedback about their

vocational skills and competence and their suitability for the Finnish labour market through guidance discussions and work placement periods. Vocational guidance is a continuing and changing process that supports clarification of students' own objectives and career plans.



## 5 Objectives and core contents of integration training

### 5.1 General objectives of integration training

Integration training for adult migrants promotes and supports students' opportunities to participate in Finnish society as active members. The objective of the training is for migrants to achieve functional basic proficiency in the Finnish or Swedish language<sup>18</sup>. This means that students in integration training must achieve such Finnish or Swedish language skills as needed to function in everyday life, Finnish society, working life and further education and training. According to the Integration Act, integration training also includes other types of instruction geared towards promoting migrants' access to employment and further education and training as well as their civic, cultural and life skills. Integration training may also involve identification of prior learning, recognition of qualifications and career planning and counselling<sup>19</sup>. Therefore, the training helps students to structure their own learning pathway and life plans. The training helps students to maintain their own culture and to reconcile it with the surrounding culture.

The content areas of the training are Finnish or Swedish language and communication skills, civic and working life skills, and guidance counselling. In addition, the studies may include optional studies. The scopes of these studies are discussed in Section 2.3. All instruction aims to create learning experiences that are meaningful in terms of students' integration and to consolidate their language, communication and study skills. Studies include practising everyday life skills and use of ICT resources on a cross-curricular basis.

The general objective of integration training relating to study skills is for students to be able to set personal learning objectives, plan their learning realistically according to their own needs and assess their own learning and competencies. Students will command vocabulary and concepts relating to studies and gain practice in various forms and techniques of study (including direct contact and distance learning, independent study, teamwork, project-based work, online learning). Students will be able to acquire information from different sources and use computers as information acquisition and interaction tools. Students will familiarise themselves with the Finnish education system and be able to position themselves in the system while also being aware of how prior learning

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

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

and competence can be recognised. Students will be able to apply for further education and training and measures promoting employment opportunities.

Integration is a process that progresses individually. Although the basic objectives of integration are similar for everyone, students' individual capabilities, motivation, objectives and needs vary. Integration training supports students in setting and achieving their personal objectives. Guidance counselling plays a key role in this respect. The aim is to structure the training programme flexibly so as to offer opportunities to build personal studypaths. These options are described in Section 2.4.

Each training provider may supplement the general objectives and decide on its integration practices in its own curriculum. The provider may also decide on provision of studypaths designed for different types of student groups in the curriculum.

## **5.2 Finnish/Swedish language and communication skills**

The objective of Finnish/Swedish language and communication skills in integration training is for students to achieve, on average, skills level B1.1 as defined in the language proficiency scale (Appendix 1), i.e. functional basic proficiency. The language skills profile describing performance in different areas of language skills may vary by student. This means that students may exceed or fall below the target level of integration training in certain areas of language skills according to their own individual study plan and learning pathway.

The primary prerequisite for a successful integration process is functional proficiency in the Finnish or Swedish language. Instruction in Finnish/Swedish language and communication skills is based on a functional conception of language skills, where students are seen as being social agents who use language for their own communication needs.

In terms of adult migrants' ability to cope linguistically, communication skills take precedence over aspects such as linguistic accuracy during integration training, at the early stage of development of language skills. Pragmatic competence (discourse and interaction strategies) and sociolinguistic competence (contextual suitability; politeness, registers) become more prominent. The target-language environment provides plenty of opportunities to practise language and communication skills, which should be exploited throughout the training so that integrating migrants learn to assess their own skills and language use needs.

The objectives and contents of Finnish/Swedish language and communication skills have been presented for skills levels A1, A2 and B1.1. Core contents have been divided into the following three areas at all skills levels: themes, communication skills and functions of language. The themes and related vocabulary are repeated and consolidated from one level to the next, which means that the levels create a continuum. A further purpose of the diverse themes is for learners to obtain the linguistic abilities that they need to accumulate civic and working life skills. By examining the themes and communication situations side by side, readers can form an overview of the types of situations that learners are expected to manage in a certain theme at each skills level. In terms of learning, it is important that key vocabulary is repeated through many channels and taught systematically from a concrete level towards more abstract concepts. The functions of language and communication skills develop from one level to the next, offering learners more and more diverse means of expression. By following functions and communication skills from one level to the next, readers can form an overview of the progression of contents and the objectives of the module.

### **Functional elementary proficiency (A1)**

#### **Objectives**

The objective of listening comprehension is for students to be able to follow very slow and carefully articulated speech and understand advice provided face-to-face. Students will be able to speak about immediate needs and about very familiar topics using simple language. The objective of reading comprehension is for students to be able to understand very short, simple passages of text. Students will recognise familiar names, words and very basic expressions in the most common everyday situations. The objective of writing is for students to be able to write simple, disconnected expressions and sentences.

## Core contents

FUNCTIONS OF LANGUAGE	
<ul style="list-style-type: none"> <li>• Simple questions and answers</li> <li>• Introducing oneself</li> <li>• Naming</li> <li>• Greeting</li> <li>• Relating and asking about personal news</li> <li>• Thanking and apologising</li> <li>• Asking questions</li> <li>• Seeking information</li> <li>• Describing</li> </ul>	
THEMES	COMMUNICATION SKILLS
<ul style="list-style-type: none"> <li>• Individual and immediate circle (personal details, family, friends, home and living)</li> <li>• Everyday life and running errands (daily rhythm, shopping and using services, banking, post office, etc.; food, clothing, transport)</li> <li>• Basic services (day-care centre and school, dealing with official services, library)</li> <li>• Health and well-being (condition, body parts, falling ill and accidents, action in emergencies)</li> <li>• Society and the environment (Finnish institutions; history, political system, equality, economic structure, nature and climate)</li> <li>• Leisure and interests (personal hobbies and interests, cultural provision, customs)</li> <li>• Work and education (education system; occupations, job search and labour market; world of work, incl. holidays, pay, occupational safety, etc.; workplace culture)</li> <li>• current affairs (mass media)</li> <li>• Study skills and information acquisition (making use of target-language environments, different learning styles, information acquisition, study vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• be able to give basic information about themselves and answer simple questions about themselves;</li> <li>• be able to use vocabulary related to life and everyday situations;</li> <li>• be able to cope reasonably well in the most common interaction situations;</li> <li>• be able to respond to simple requests;</li> <li>• be able to write a short message;</li> <li>• be able to understand words and pieces of text when reading everyday texts;</li> <li>• be able to express their immediate needs using set phrases;</li> <li>• be able to pronounce words and phrases more or less understandably;</li> <li>• be able to make observations and pick out information about language usage in their own immediate environment (signs, signboards, customer service phrases, maps);</li> <li>• be able to recognise visually some text types, such as price tags, receipts, menus and grocery lists;</li> <li>• be able to pick out specific information in authentic texts;</li> <li>• be able to express whether they have understood;</li> <li>• be able to ask for repetition.</li> </ul>

## **First stage of basic proficiency and developing basic proficiency (A2)**

### **Objectives**

The objective of listening comprehension is for students to understand slow and clear speech to the extent that they can satisfy their concrete needs. In terms of speaking, students will be able to cope relatively well in common speech situations and to participate fairly actively in predictable conversations. Students will also be able to speak about everyday things within their own sphere of life. The objective of reading comprehension is for students to be able to understand short, simple texts about familiar concrete topics. The objective of writing is for students to be able to write texts that are necessary for themselves, also describing spatial and local transitions.

## Core contents

FUNCTIONS OF LANGUAGE	
<ul style="list-style-type: none"> <li>• Providing, describing and asking about information related to one's own sphere of life</li> <li>• Compliance with social norms and practices at the level of basic phrases and expressions</li> <li>• Asking, telling and saying 'no'</li> <li>• Starting and maintaining a conversation in order to attend to one's own daily needs</li> <li>• Expressing and justifying one's preferences</li> </ul>	
THEMES	COMMUNICATION SKILLS
<ul style="list-style-type: none"> <li>• Individual and immediate circle (personal details, family, friends, home and living)</li> <li>• Everyday life and running errands (daily rhythm, shopping and using services, banking, post office, etc.; food, clothing, transport)</li> <li>• Basic services (day-care centre and school, dealing with official services, library)</li> <li>• Health and well-being (condition, body parts, falling ill and accidents, action in emergencies)</li> <li>• Society and the environment (Finnish institutions; history, political system, equality, economic structure, nature and climate)</li> <li>• Leisure and interests (personal hobbies and interests, cultural provision, customs)</li> <li>• Work and education (education system; occupations, job search and labour market; world of work, incl. holidays, pay, occupational safety, etc.; workplace culture)</li> <li>• Current affairs (mass media)</li> <li>• Learning to learn (making use of target-language environments, different learning styles, information acquisition, study vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• be able to describe their immediate environment, its characteristics and activities in simple terms;</li> <li>• be able to extend an invitation and set up and cancel appointments;</li> <li>• gain practice in various transaction situations related to their immediate sphere of life;</li> <li>• be able to discuss familiar topics and express their opinions in a limited manner (agreement, disagreement, opinion phrases);</li> <li>• be able to ask for further specification of things that they do not understand;</li> <li>• be able to run errands using common communications;</li> <li>• be able to express and react to brief instructions and requests in keeping with social norms;</li> <li>• be able to write a brief message, letter, note and e-mail, fill in their basic details on a form and take brief notes;</li> <li>• gain practice in identifying the main characteristics of text types that are meaningful for them;</li> <li>• be able to use metalanguage related to studies;</li> <li>• be able to seek information about topics of personal relevance and make use of information and communications technology for this purpose;</li> <li>• gain practice in different study methods (teamwork, distance learning, project work) and be able to communicate appropriately in these contexts;</li> <li>• master means to improve their vocabulary further;</li> <li>• become accustomed to differences between spoken and written language.</li> </ul>

## **Functional basic proficiency (B1.1)**

### **Objectives**

The objective of listening comprehension is for students to be able to follow a speech or account on general topics delivered in clear standard language. In terms of speaking, students will be able to take a proactive part in conversations about familiar topics of personal interest and express their own views and opinions on these. The objective of reading comprehension is for students to be able to understand the main points of and seek information from texts of personal interest or related to their own field. The objective of writing is for students to be able to write a coherent, understandable factual text conveying information and ideas about concrete and even some more abstract topics.

## Core contents

FUNCTIONS OF LANGUAGE	
<ul style="list-style-type: none"> <li>• Narration, reporting</li> <li>• Clarification, specification, correction and requesting these</li> <li>• Personal stance (emotions and attitudes, opinions, argumentation, proposal, intention, certainty/uncertainty)</li> <li>• Regulation of communication, such as some degree of initiative)</li> <li>• Compliance with social norms and practices in predictable situations, such as politeness, offering help</li> </ul>	
THEMES	COMMUNICATION SKILLS
<ul style="list-style-type: none"> <li>• Individual and immediate circle (personal details, family, friends, home and living)</li> <li>• Everyday life and running errands (daily rhythm, shopping and using services, banking, post office, etc.; food, clothing, transport)</li> <li>• Basic services (day-care centre and school, dealing with official services, library)</li> <li>• Health and well-being (condition, body parts, falling ill and accidents, action in emergencies)</li> <li>• Society and the environment (Finnish institutions; history, political system, equality, economic structure, nature and climate)</li> <li>• Leisure and interests (personal hobbies and interests, cultural provision, customs)</li> <li>• Work and education (education system; occupations, job search and labour market; world of work, incl. holidays, pay, occupational safety, etc.; workplace culture)</li> <li>• Current affairs (mass media)</li> <li>• Study skills and information acquisition (making use of target-language environments, different learning styles, information acquisition, study vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• be able to manage fairly well in ordinary, predictable everyday communication and conversational situations at work and in leisure time;</li> <li>• be able to communicate topics of personal relevance even in slightly more demanding situations (such as dealing with official services, (telephone) information services);</li> <li>• be able to understand the main points and details of personal interest from speech dealing with general subjects;</li> <li>• be able to convey familiar information relatively effectively in writing, such as writing understandable, sufficiently coherent factual texts (e-mail messages, notices, letters, applications);</li> <li>• be able to read a wide variety of texts of varying lengths and find the main points, key words and important details in texts; be able to seek information and make inferences;</li> <li>• be able to recognise different text types and their purposes (official and semi-official texts, user instructions, articles, easy literature);</li> <li>• be able to use relatively extensive everyday vocabulary and some high-frequency phrases and idioms;</li> <li>• be able to recognise contextual variations in language, social norms and practices;</li> <li>• be able to understand speakers with different accents;</li> <li>• be able to pronounce so as to be understood with relative ease.</li> </ul>



## 5.3 Civic and working life skills

The studies in civic and working life skills included in integration training support migrants' integration process. They provide students with a realistic and up-to-date overview of both the mechanisms of Finnish society and their own opportunities as members of society in the world of work and other activities. The training offers tools in support of vocational and other further plans and information about the Finnish workplace culture; this enables students to navigate in their new circumstances and make choices. Studies in civic and working life skills progress in parallel with other studies included in integration training. The content areas are intended to be studied in an integrated manner from the beginning of integration training and on all of its pathways. The modules may be varied according to the needs and objectives of individual students and student groups.

### 5.3.1 Working life skills

Working life skills comprise general knowledge and skills required in working life. Working life skills are developed to facilitate students' transition to employment and coping in the Finnish world of work.

#### **Knowledge of working life**

##### **Objectives**

The objective is for students to be aware of the basics of labour legislation and workplace practices and to develop social skills required in working life. A further objective is for students to know how to seek work and be familiar with factors relating to finding employment. Knowledge of working life covers information about Finnish labour legislation, the operating mechanisms of the labour market and its current situation, as well as about common customs relating to the Finnish workplace culture. Knowledge of working life also involves developing students' abilities to search for information and work.

## Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• Workplace culture and significance of work in Finnish society</li><li>• The labour market system</li><li>• Rights and responsibilities of employers and employees</li><li>• Forms of work</li><li>• Essential labour legislation</li><li>• Taxation</li><li>• Job search</li></ul>	<ul style="list-style-type: none"><li>• be familiar with the status, rights and responsibilities of employees;</li><li>• familiarise themselves with the practices of the world of work;</li><li>• be familiar with the Finnish labour market;</li><li>• know how to draw up and update job search documents (job application, CV);</li><li>• be able to identify different job search procedures and seek work independently;</li><li>• know how to make use of information and communications technology to seek work;</li><li>• understand the significance of language skills in work assignments and work-related interaction situations;</li><li>• be familiar with common vocabulary relating to seeking work and working life;</li><li>• know how to behave in job interviews.</li></ul>

## Career choice and counselling

### Objectives

The objective is for students to receive information about their vocational skills and their suitability to the Finnish labour market through guidance discussions, feedback on work placement periods and any other possible assessment of vocational competence. Based on these, each student will work with the tutor to draw up a further plan, which includes long-term vocational objectives and short-term actions required to achieve these. Students will receive personal counselling to find an occupational field suitable for themselves or to update their competencies in their own field to suit the Finnish world of work. Whenever possible, students will authenticate the documents relating to their study and work history and update these to a format acceptable on the Finnish labour market and/or demonstrate any possible existing vocational skills by other means. In addition, students will learn about different occupations and their competence and qualifications requirements. The objective is for students to form a diverse overview of occupations, education, training and the world of work in support of their further plans.

### Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• Study skills</li><li>• Finnish occupations and their requirements</li><li>• Identification of vocational competence and assessment of one's own vocational skills and qualifications</li><li>• The Finnish education system and application procedures in different educational fields</li><li>• The competence-based qualifications system</li><li>• Funding for studies</li><li>• Further plans</li></ul>	<ul style="list-style-type: none"><li>• be familiar with different ways of studying and working and be able to make use of information technology in their studies;</li><li>• form a realistic overview of occupations, work assignments and the requirements set by these;</li><li>• be able to relate their own vocational skills to the requirements of the Finnish labour market and to apply for continuing training as required;</li><li>• be aware of their own opportunities on the labour market;</li><li>• be aware of the connection between occupations and education and training and of ways to acquire an occupation;</li><li>• form an overview of the adequacy of their language and communication skills for working life in their own occupational field;</li><li>• receive capabilities to improve their skills in the jargon used in their own field;</li><li>• be able to assess their own opportunities to function as entrepreneurs;</li><li>• be able to make choices concerning education, training and employment.</li></ul>

## Work placement period

### Objectives

The objective is for students to familiarise themselves with the Finnish world of work and develop their working life skills and communications skills required in the world of work. The objective of the work placement period is to promote students' employment opportunities and to increase their abilities to draw up their own individual training and employment plan. The work placement period allows students to increase their knowledge of the world of work, gain experiences of different work assignments and clarify their own further plans.

### Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• Finnish world of work and workplace culture</li><li>• Identification of one's own competence</li><li>• Rules of the world of work (incl. working hours, occupational health and safety, rights and responsibilities of employees)</li><li>• The role of an employee</li><li>• Machinery, equipment and tools used at work</li><li>• Occupational contents and requirements</li><li>• Language and communication skills in the world of work</li><li>• Workplace language</li></ul>	<ul style="list-style-type: none"><li>• identify their own vocational competence and recognise skills required at work;</li><li>• recognise vocational skills requirements and assess their own competence;</li><li>• identify and assess their own working capacity and its development needs;</li><li>• identify their own strengths and potential when planning their own career;</li><li>• identify their own strengths and potential when planning their vocational studies;</li><li>• be familiar with the key occupational health and safety regulations and guidelines of the field relating to their work placement period;</li><li>• understand verbal and written instructions and messages at the workplace and be able to interact with their working community and customers.</li></ul>

The duration and timing of the work placement period may vary according to each student's individual study plan. The targeted duration of a work placement is at least 6 weeks. Students may complete it in one consecutive period or several shorter stretches. In between shorter stretches, students will study other contents of integration training. The work placement period may be taken at several different workplaces and/or through familiarisation with vocational or some other type of education or training. Once a student has found a site for the work placement period, the work placement co-ordinator of the educational institution will go through various documents concerning completion of the period at the site concerned and agree on induction and supervision at the work placement site. In addition, the parties should agree on supervision and the tutor's visits to the work placement site. Students should familiarise themselves with safety instructions in place at the workplace and other rules of the working community.

During the work placement period, the tutor maintains regular contact with the student and visits the workplace. The student is supervised by a specifically appointed workplace instructor. The student, the tutor and the workplace instructor monitor the progress of the work placement and assess it together. At the beginning of the work placement period, supervision focuses on work assignments and the operational culture at the workplace. Thereafter, supervision emphasises those objectives jointly agreed by the student, the tutor and a representative of the work placement site.

During the work placement period, the student receives feedback from the tutor and the workplace instructor. At the end of the period, there is a feedback discussion involving the student and representatives of the workplace and the school. The supervisor of the work placement provides written feedback on its completion, which will remain with the student as an employment certificate.

### **5.3.2 Civic skills and cultural knowledge**

Civic skills and cultural knowledge comprise general knowledge and skills required for living in Finland. Development of students' civic skills and cultural knowledge will facilitate their participation in Finnish society and culture. Civic skills include knowledge of the social infrastructure, Finnish institutions and society's basic services. Cultural knowledge includes themes developing and consolidating cultural identity and multicultural interaction. The practical needs of students in different circumstances should be taken into account in the educational contents. The studies progress from everyday situations towards broader civic skills and more in-depth knowledge of society. A further objective is to increase local knowledge and take regional characteristics into account. Where necessary, educational institutions should acquire external expertise for organising studies. The objectives and content areas of these studies are as follows:

## Finnish institutions and social infrastructure

### Objectives

The objective is for students to become familiar with the structure and workings of Finnish society and receive basic information to function as active and equal citizens. Students will be familiar with the geography of Finland and neighbouring areas in general terms and Finland's status and activities as part of the Nordic countries, Europe and the world. Students will learn about civic activities, livelihoods and nature in their own domicile.

### Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• History of Finland</li><li>• Social system: organs of government and local government</li><li>• Political system with political parties</li><li>• Opportunities to influence through third sector organisations</li><li>• Finland in geographical terms, natural conditions and local natural and built-up environments</li><li>• Finland's economic system and structure</li><li>• Finland as an international player</li><li>• Basics of legislation and the judicial system (Constitution, Equality Act, Non-Discrimination Act, Child Welfare Act, Nationality Act and Integration Act) and public rights of access</li></ul>	<ul style="list-style-type: none"><li>• be familiar with Finland's history and the essential features of its social and economic system;</li><li>• be aware of the basic rights and responsibilities of Finnish residents and citizens and be able to exercise their rights and fulfil their obligations;</li><li>• be familiar with and know how to use political and other civic influencing opportunities;</li><li>• be familiar with the status of families and children and young people and equality between genders in Finland;</li><li>• be aware of the principles of equality and non-discrimination;</li><li>• be familiar with Finnish nature and the principles of environmental protection and sustainable development and know how to make use of public rights of access.</li></ul>

## Society's basic services

### Objectives

The objective is for students to familiarise themselves with Finland's social security, health care services, educational services, services to promote employment opportunities and other services. Students will acquaint themselves with their own rights and responsibilities. Students will get to know the basic services and other public services available in their own domicile.

### Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• Basic services and other public services</li><li>• Taxation</li><li>• Key authorities</li><li>• Private services and third sector activities</li><li>• Individuals' rights and responsibilities as consumers and in relation to service providers</li><li>• Housing</li><li>• Safety and security</li></ul>	<ul style="list-style-type: none"><li>• be familiar with and know how to make use of the most important services provided by local and central authorities (such as the Social Insurance Institution; day care; educational services for children, young people and adults; the Police; social welfare offices; health services; Employment and Economic Development Offices; library, sports and youth services);</li><li>• be familiar with and know how to use private services (such as banks, insurance companies, telecommunications);</li><li>• be familiar with third sector activities (such as associations and societies of different fields, migrants' friendship activities and language training) and be able to seek to take part in these;</li><li>• be familiar with their rights as consumers;</li><li>• be able to function as responsible inhabitants.</li></ul>

## Cultural identity and multicultural interaction

### Objectives

The objective is for students to learn to observe and interpret customs, values, norms and attitudes relating to their own culture and Finnish culture. Students will develop their interaction skills with people from different cultural backgrounds. Students will learn to act constructively as members of a multicultural community and fight racism aimed at all ethnic groups. Even with modest language skills, students will manage in various situations by means of plain language, demonstration, humour, good will and cultural sensitivity. Instruction should aim to identify and deal with such invisible cultural differences that may cause discord or conflicts when encountered.

### Core contents

THEMES	STUDENT COMPETENCES
<ul style="list-style-type: none"><li>• Different cultural forms and their constituent elements (such as nature, livelihoods, history, stories, religion, artistic experiences, family relationships, etc.).</li><li>• Cultural diversity</li><li>• Construction of an individual's cultural identity in different cultures; diversity, stratification and transformation of identities</li><li>• Support for students' own cultural identity and reflection on the effects of the integration process</li><li>• Introduction to the customs, values and norms of Finnish culture</li><li>• Religions and freedom of religion in Finland</li><li>• Open-minded approach towards cultural differences, global citizen's ethics as an opportunity to build the common good</li><li>• Setting limits on cultural characteristics that are unacceptable in Finland</li><li>• Awareness of and reflection on immaterial cultural differences (such as roles, hierarchies, parenting practices, concepts of honour and shame, limits of privacy)</li><li>• Development of cultural interaction</li><li>• Forming intercultural social relationships and networks; involvement, belonging in a group and community spirit</li></ul>	<ul style="list-style-type: none"><li>• recognise the special characteristics of their own culture and be able to analyse differences between their own and Finnish culture and reasons for these differences;</li><li>• be aware of the different stages of their own integration process and be able to examine their own situation based on this;</li><li>• adopt an approving attitude towards existence of culturally different views and be capable of comparing different views critically;</li><li>• be familiar with the customs, values and norms of Finnish culture;</li><li>• become interested in global citizen's ethics aiming to build a good shared life for all.</li></ul>



## 5.4 Optional studies

As part of training contents, training providers may also offer such optional studies that aim to help students towards employment, further studies and integration into society. The studies should be justified in terms of contents such that they fit in with students' individual study and integration plans and support their personal growth. Optional studies are included in integration training in accordance with each student's individual needs and determined in the student's individual study plan. Optional studies may be provided making use of the entire area's educational provision.

Optional studies may include, for example:

- continuing training components relating to updating competencies in students' own occupational field;
- native language studies;
- entrepreneurship studies.

Optional studies and certificates awarded for these may include, for example:

- Responsible Service of Alcohol Certificate;
- first-aid training courses 1 and 2;
- welding qualification tests;
- Hygiene Certificate;
- computer driving licences (Citizen's @-level, A-level and AB-level licences, ECDL);
- Forklift Operator's Licence;
- Hot Work Card;
- Occupational Safety Card;
- National Certificates of Language Proficiency.

Optional studies may also include:

- studies in arts or physical education;
- studies in other languages (such as Swedish);
- guided study visits and periods at educational institutions (including basic education and general upper secondary education) and companies according to individual students' further plans.

Optional studies may also be provided in students' own native language, where possible.

## **6 Assessment and certificates**

### **6.1 Aims and objectives of assessment**

It is necessary to obtain information about completion of integration training for adult migrants for the purpose of further planning of students' integration and for use by the employment and economic development administration. Another 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.

Students' progress and learning outcomes are assessed both during and after the training programme. In addition, assessment and provision of assessment feedback is important when moving on to the next module or to another pathway.

Assessment must be diverse and supportive of learning. Good assessment includes learners; it is in line with learning objectives and the functional conception of skills. Assessment enables learners to form a realistic idea of their own competence and develop their learning-to-learn skills.

All those involved in teaching and instructing students will participate in assessment together. All students and all those participating in assessment will be informed of the principles of assessment in integration training and their application, such as the roles, targets and documentation of assessment (decisions on assessments and reassessment) as well as the content of the certificate awarded for the programme.

### **6.2 Assessment during training**

Assessment is a continuous process that lasts throughout the training period. It focuses both on learning outcomes and on the learning process. Its objective is to provide personal and constructive feedback and support for students. In integration training, assessment is carried out as part of assessing students' baseline level and progress in learning, transferring to the next module or another group and at the end of integration training.

Students' competence must be assessed in relation to the objectives and core contents of integration training or modules and to the assessment criteria derived from these. Students must be provided with sufficiently diverse feedback on their progress and learning during the training period.

The purpose of continuous assessment is to help students to plan their own studies. Special attention must be paid to development of self-assessment and assessment of work performance. The objective of learning assessment is for students to know what they can do and how they should further develop their competence. Assessment of learning makes use of methods that motivate and activate students. These are used to support and motivate students in achievement of objectives and development of their self-assessment skills.

Learning is assessed by providing students with verbal or written feedback on the progress of their learning throughout training and studies. Assessment of learning forms the basis for making the necessary changes to students' individual study plans, which will be taken into account in provision of instruction and support for learning. If the training programme is divided into modules, it is possible to award a certificate for completion of a module, which includes assessment of the level of a student's language skills according to the language proficiency scale (Appendix 1).

Assessment of integration training makes use of diverse and flexible methods that take students' backgrounds and competencies into account in such a way that everyone can demonstrate their competence. At the same time, it is imperative to ensure that students understand the principles, significance and methods of assessment regardless of any possible deficiencies in language skills.

### **6.3 Assessment at the end of integration training and certificates**

At the end of integration training, students are assessed in relation to the objectives set for training as a whole. Assessment must focus on students' general progress and achievement of the objectives set for different areas of training. Students must gain a realistic idea of their own competence on the basis of assessment.

Assessment takes all of the following areas of integration training into account: Finnish or Swedish language and communication skills, civic and working life skills, and optional studies. 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 integration 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 and the scopes of its content areas (numbers of days and lessons/credits);
- the date of issue of the certificate;
- the official stamp of the training organisation/educational institution;
- any possible additional information (such as a recommendation for the next education/training programme);
- signatures;
- indication of the fact that integration training has been implemented in compliance with this National Core Curriculum for Integration Training for Adult Migrants drawn up by the Finnish National Board of Education (Finnish National Board of Education Regulation No.1/011/2012).

The different areas of integration training are assessed on the certificate as follows:

- **Finnish or Swedish language and communication skills** are assessed taking all areas of language proficiency into account. Assessment must take into account the fact that students' language skills profiles may be quite uneven.

The level of language skills achieved is assessed in accordance with the language proficiency scale (Appendix 1) in the following areas of language proficiency:

- listening comprehension,
- speaking,
- reading comprehension,
- writing.

The certificate will indicate the language skills level achieved by the student and a description of the skills level (Appendix 2).

- **Civic and working life skills** are marked as passed/–.
- In addition, the certificate will indicate the **amount of guidance counselling** received by the student in credits.
- If the student has completed **optional studies**, their names and scopes will be indicated on the certificate.

The certificate form for integration training can be found in Appendix 4.

## Appendix 1. 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	<ul style="list-style-type: none"> <li>Can understand a very limited number of the most common words and phrases (greetings, names, numbers, requests) in everyday contexts.</li> <li>Can only understand the most elementary language material despite efforts.</li> <li>Requires very significant help: repetition, pointing, translation.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Speech may contain frequent long pauses, repetitions and breakdowns.</li> <li>Pronunciation may cause major problems of understanding.</li> <li>Can use a very limited basic vocabulary and some standard memorised phrases.</li> <li>Cannot express him/herself freely, but the few formulaic utterances that he/she can manage may be relatively free of mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Is familiar with the alphabet, but understands little of the text.</li> <li>Recognises a small number of familiar words and short phrases and can tie these in with pictures.</li> <li>Has a very limited ability to understand an unfamiliar word even in very predictable contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate immediate needs using very brief expressions.</li> <li>Can write the language's alphabets and numbers in letters, write down his/her basic personal details and write some familiar words and phrases.</li> <li>Can use a number of isolated words and phrases.</li> <li>Cannot express him/herself freely, but can write a few words and expressions accurately.</li> </ul>

Proficiency level A1		Limited communication in the most familiar situations			
		Listening comprehension	Speaking	Reading comprehension	Writing
A1.2	Developing elementary proficiency	<ul style="list-style-type: none"> <li>Can understand a limited number of words, short sentences, questions and requests of a personal or immediate nature.</li> <li>Struggles to understand even simple utterances without explicit contextual cues.</li> <li>Requires significant help: slower speech, repetition, pointing and translation.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Speech contains pauses and other breaks.</li> <li>Pronunciation may often cause misunderstandings.</li> <li>Can use a very limited basic vocabulary, some contextual expressions and some elements of basic grammar.</li> <li>A very wide variety of errors occur even in elementary free speech.</li> </ul>	<ul style="list-style-type: none"> <li>Can understand names, signs and other very short and simple texts related to immediate needs.</li> <li>Can identify specific information in simple text, provided he/she can reread it as required.</li> <li>Has a limited ability to understand an unfamiliar word even in very predictable contexts.</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate immediate needs in brief sentences.</li> <li>Can write a few sentences and phrases about him/herself and his/her immediate circle (such as answers to questions or notes).</li> <li>Can use some basic words and phrases and write very simple main clauses.</li> <li>Memorised phrases may be written accurately, but prone to a very wide variety of errors even in the most elementary free writing.</li> </ul>

Proficiency level A1		Limited communication in the most familiar situations			
		Listening comprehension	Speaking	Reading comprehension	Writing
A1.3	Functional elementary proficiency	<ul style="list-style-type: none"> <li>Can understand simple utterances (personal questions and everyday instructions, requests and warnings) in routine discussions with support from context.</li> <li>Can follow simple discussions related to concrete situations or personal experiences.</li> <li>Can only understand even simple messages if delivered in standard dialect, at a slower than normal rate and addressed to him/her personally.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can express him/herself fluently in the most familiar sequences, but pauses and breaks are very evident in other sections of speech.</li> <li>Pronunciation may sometimes cause misunderstandings.</li> <li>Can use a limited number of short memorised expressions, the most essential vocabulary and basic sentence structures.</li> <li>Plenty of basic grammatical errors occur frequently even in elementary speech.</li> </ul>	<ul style="list-style-type: none"> <li>Can read familiar and some unfamiliar words. Can understand very short messages dealing with everyday life and routine events or giving simple instructions.</li> <li>Can locate specific information required in a short text (postcards, weather forecasts).</li> <li>Reading and understanding of even brief passages of text is very slow.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage to write in the most familiar, easily predictable situations related to everyday needs and experiences.</li> <li>Can write simple messages (simple postcards, personal details, simple dictation).</li> <li>Can use the most common words and expressions related to personal life or concrete needs. Can write a few sentences consisting of single clauses.</li> <li>Prone to a variety of errors even in elementary free writing.</li> </ul>

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	<ul style="list-style-type: none"> <li>Can understand simple speech or follow discussions about topics of immediate personal relevance.</li> <li>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.</li> <li>Can only understand even simple messages if delivered at normal speed in clear standard dialect, and may often have to ask for repetition.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Commands easily predictable vocabulary and many of the most essential structures (such as past tenses and connectors).</li> <li>Masters the most basic grammar in elementary free speech, but still makes many errors even in basic structures.</li> </ul>	<ul style="list-style-type: none"> <li>Can understand simple texts containing the most common vocabulary (personal letters, brief news items, everyday user instructions).</li> <li>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.</li> <li>Reading and understanding of even brief passages of text is slow.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage in the most routine everyday situations in writing.</li> <li>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).</li> <li>Can use concrete vocabulary related to basic needs, basic tenses and co-ordinate sentences joined by simple connectors (and, but).</li> <li>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.</li> </ul>



Proficiency level A2		Basic needs for immediate social interaction and brief narration			
		Listening comprehension	Speaking	Reading comprehension	Writing
A2.2	Developing basic proficiency	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Can only understand even a simple message if delivered in clear and slow standard dialect. May have to ask for repetition quite often.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Speech is sometimes fluent, but different types of breaks are very evident.</li> <li>Pronunciation is intelligible, even if a foreign accent is evident and mispronunciations occur.</li> <li>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.</li> <li>More extended free speech contains plenty of basic mistakes (such as verb tenses), which may sometimes impair understanding.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>Will often need rereading and reference material to understand a text passage.</li> </ul>	<ul style="list-style-type: none"> <li>Can manage in routine everyday situations in writing.</li> <li>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).</li> <li>Commands basic everyday vocabulary, structures and the most common cohesive devices.</li> <li>Can write simple words and structures accurately, but makes mistakes in less common structures and forms and uses awkward expressions.</li> </ul>

Proficiency level B1		Dealing with everyday life			
		Listening comprehension	Speaking	Reading comprehension	Writing
B1.1	Functional basic proficiency	<ul style="list-style-type: none"> <li>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.</li> <li>Can follow speech based on shared experience or general knowledge. Can understand high-frequency vocabulary and a limited number of idioms.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can keep up intelligible speech, even if pauses and hesitation occur in longer sequences.</li> <li>Pronunciation is clearly intelligible, even if a foreign accent is sometimes evident and mispronunciations occur to some extent.</li> <li>Can use relatively extensive everyday vocabulary and some high-frequency phrases and idioms. Can use a variety of different structures.</li> <li>Grammatical errors are common in longer sequences of free speech (such as missing articles and suffixes), but they rarely impair understanding.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can follow the main points, key words and important details of a few pages of text dealing with a familiar topic.</li> <li>Understanding of text details and topics not dealing with everyday experience may be lacking.</li> </ul>	<ul style="list-style-type: none"> <li>Can write an intelligible text about familiar, factual or imaginary topics of personal interest, also conveying some detailed everyday information.</li> <li>Can write a clearly formulated cohesive text by connecting isolated phrases to create longer sequences (letters, descriptions, stories, telephone messages).</li> <li>Can effectively communicate familiar information in the most common forms of written communication.</li> <li>Has sufficient command of vocabulary and structures to formulate most texts used in familiar situations, even if interference and evident circumlocutions occur.</li> <li>Routine language material and basic structures are by now relatively accurate, but some more demanding structures and phrases still cause problems.</li> </ul>

Proficiency level B1		Dealing with everyday life		
	Listening comprehension	Speaking	Reading comprehension	Writing
B1.2 Fluent basic proficiency	<ul style="list-style-type: none"> <li>Can understand clear factual information related to familiar and fairly general topics in fairly demanding contexts (indirect enquiries, job-related discussions, predictable telephone messages).</li> <li>Can understand the main points and the most important details of more extended formal and informal discussions conducted around him/her.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Can speak about common concrete topics, using descriptions, specifications and comparisons, and can also explain other topics, such as films, books or music.</li> <li>Can communicate with confidence in the majority of common situations. Linguistic expression may not always be very accurate.</li> <li>Can express him/herself with relative ease. Even if pauses and breaks occur, speech continues and the message is conveyed.</li> <li>*Pronunciation is very intelligible, even if stress and intonation do not quite match the target language.</li> <li>Can use a relatively broad vocabulary and common idioms. Can also use various structures and even complex sentences.</li> <li>Grammatical errors occur to some extent, but they rarely impair even more extended communication.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can locate and combine information from several texts consisting of a few pages in order to complete a specific task.</li> <li>Some details and nuances may remain unclear in longer texts.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can write a few paragraphs of structured text (lecture notes, brief summaries and accounts based on a clear discussion or presentation).</li> <li>Can provide some supporting detail to the main ideas and keep the reader in mind.</li> <li>Commands vocabulary and structures required for a relatively wide range of writing.</li> <li>Can express co-ordination and subordination.</li> <li>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.</li> </ul>

Proficiency level B2 Managing regular interaction with native speakers				
	Listening comprehension	Speaking	Reading comprehension	Writing
B2.1	<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can produce stretches of speech with a fairly even tempo and few longer pauses.</li> <li>Pronunciation and intonation are clear and natural.</li> <li>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.</li> <li>Grammatical control is fairly good and occasional errors do not usually impair understanding.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Difficulties only occur with idioms and cultural allusions in longer texts.</li> </ul>	<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>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.</li> <li>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.</li> </ul>

Proficiency level B2 Managing regular interaction with native speakers				
	Listening comprehension	Speaking	Reading comprehension	
B2.2	<ul style="list-style-type: none"> <li>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).</li> <li>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.</li> <li>Can understand unfamiliar speakers and language forms. Considerable background noise, linguistic humour and low-frequency idioms and cultural allusions may still cause difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can communicate spontaneously, often showing quite remarkable fluency and ease irrespective of occasional hesitation.</li> <li>*Pronunciation and intonation are very clear and natural.</li> <li>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.</li> <li>Grammatical control is good. Can often correct his/her own mistakes and does not make errors leading to misunderstanding.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Difficulties only occur with low-frequency idioms and cultural allusions in longer texts.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>The linguistic range of expression does not noticeably restrict writing.</li> <li>Has a good command of grammar, vocabulary and text organisation. May make mistakes in low-frequency structures and idiomatic expressions and style.</li> </ul>

Proficiency level C1		Managing in a variety of demanding language use situations			
		Listening comprehension	Speaking	Reading comprehension	Writing
C1.1	<ul style="list-style-type: none"> <li>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.</li> <li>Can understand a very wide variety of recordings in detail, recognising intentions of and relationships between speakers.</li> <li>Unfamiliar accents or very non-standard dialects cause difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Can communicate fluently, spontaneously and almost effortlessly.</li> <li>Can vary intonation and place sentence stress correctly in order to express even the most subtle shades of meaning.</li> <li>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.</li> <li>Grammatical control is good. Occasional mistakes do not impair understanding and the speaker can correct these him/herself.</li> </ul>	<ul style="list-style-type: none"> <li>Can understand lengthy and complex texts from a variety of fields in detail.</li> <li>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.</li> <li>The most demanding details and idiomatic passages may require rereading or use of reference material.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Shows command of a wide range of organisational means and cohesive devices.</li> <li>Has a very wide linguistic range.</li> <li>Has a good command of idiomatic expressions and common colloquialisms.</li> <li>Has an extremely good command of grammar, vocabulary and text organisation. May make occasional mistakes in idiomatic expressions and stylistic aspects.</li> </ul>	

## Appendix 2. General descriptions of language skills levels

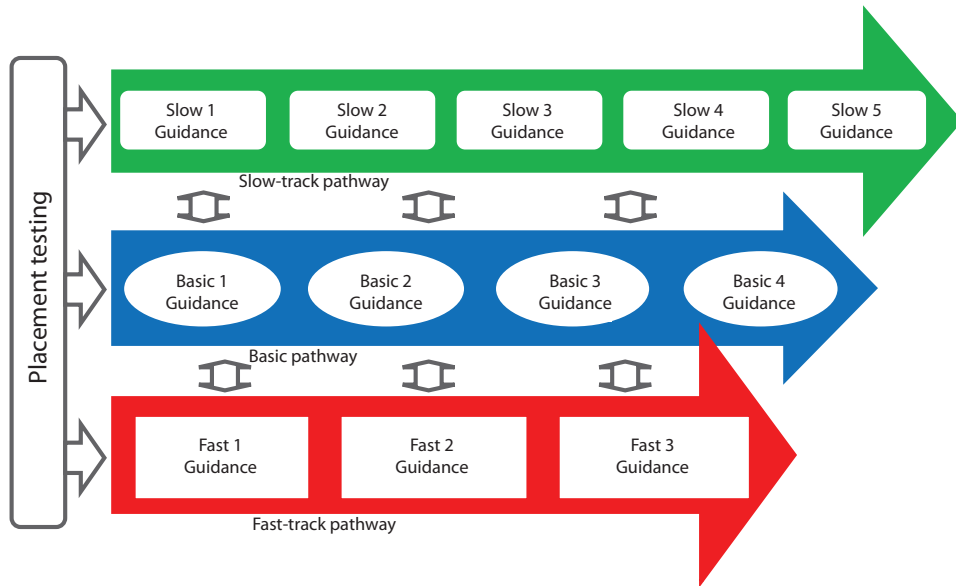
LEVEL	LISTENING COMPREHENSION	SPEAKING	READING COMPREHENSION	WRITING
A1.1.	Can understand some words and phrases.	Can answer questions about themselves.	Can recognise some familiar words.	Can write some familiar words.
A1.2.	Can understand some short sentences and expressions.	Can ask and answer questions about him/herself in a limited manner and ask something.	Can find specific information in very short texts.	Can write some short sentences.
A1.3.	Can understand some short routine discussions.	Can briefly describe him/herself and his/her immediate circle and can manage in the most straightforward speech situations.	Can understand the main point in short and simple everyday messages or instructions.	Can communicate in a familiar everyday situation by writing a few simple sentences.
A2.1.	Can understand simple speech and brief messages about everyday matters.	Can manage in common and easy everyday speech and service situations.	Can understand simple texts containing everyday vocabulary.	Can write short texts and enumerated descriptions of familiar matters and events.
A2.2.	Can understand clear and easy factual speech and discussions about familiar topics.	Can briefly describe familiar things and events and can take part in routine exchanges information.	Can understand common texts relating to everyday life and can acquire new information in short and clear texts provided that the topic is familiar.	Can manage in common everyday situations in writing and can write a simple description of past events.

B1.1	Can understand clear standard speech and narrative on general topics.	Can handle the most common everyday speech situations and informal exchanges.	Can understand the main points and the most important details of practical texts consisting of a few pages.	Can write a short and coherent text and convey information on general topics in writing.
B1.2.	Can understand common factual speech and discussions in various leisure and work-related situations.	Can communicate orally in most leisure and work-related situations.	Can understand and combine basic information in clear texts dealing with various topics.	Can write short, clear and understandable texts about various topics.
B2.1.	Can understand detailed speech and discussion concerning various topics and his/her own specialist field.	Can play an active role in the majority of social situations and in fairly formal discussions.	Can understand various texts dealing with both general topics and his/her own field and can identify the intention of the writer and the function of the text.	Can write clear and detailed texts about various topics of personal interest.
B2.2.	Can understand both informal and formal speech and discussion in almost all situations.	Can express him/herself fluently, clearly and politely as required by the situation.	Can understand complex texts written for a variety of purposes and can summarise the main points of text.	Can write clear, detailed, formal and informal texts about various topics.
C1.1.	Can understand all forms of informal and formal speech on various general topics with relative ease.	Can communicate fluently, spontaneously and almost effortlessly in a variety of social interaction situations and adapt his/her expression according to the topic and situation.	Can understand all forms of even complex texts about a variety of general topics in detail.	Can write various texts even about complex topics in a clear and detailed manner and take the recipient into account.
C1.2.	Functional fluent proficiency			
C2.1.- C2.2.	Native-like proficiency			



# Appendix 3

An example of dividing students into different studypaths and integration training modules on the basis of placement testings.



# Appendix 4. Model for the certificate for integration training

**Name of training organisation**

## **CERTIFICATE**

Firstname Lastname

Date of birth

has completed the following integration training for adult immigrants provided by [Institution]:

### **NAME OF TRAINING PROGRAMME (scope in credits)**

The student has been assessed at the end of the programme as follows:

<b>Finnish language and communication skills</b>	<b>30 cr.</b>	
Listening comprehension	B1.1	
Speaking	B1.2	
Reading comprehension	B1.1	
Writing	A2.2	
<b>Civic and working life skills</b>	<b>15 cr.</b>	<i>passed</i>
<b>Optional studies</b>		
Hygiene Certificate		<i>passed</i>
Native language studies ( <i>Arabic</i> )	<b>2 cr.</b>	<i>passed</i>

The student has received 5 credits of guidance counselling.

The student has completed the work placement period(s) at Company Ltd. from 1<sup>st</sup> August 2012 to 15<sup>th</sup> September 2012 (totalling 6 weeks).

Any additional information provided in Appendix 1.

*Signature*

Principal


*Signature*

Responsible tutor

Stamp of  
training  
organisation/  
educational  
institution

Place, [dd.MMMM.yyyy]

The training has been implemented in compliance with Finnish National Board of Education Regulation No. 2012:XX), *National Core Curriculum for Integration Training for Adult Migrants*.

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