



EMN Ad-Hoc Query on Access to education

Requested by Justyna JARZABSKA on 2nd November 2017

Integration

Responses from Austria, Belgium, Croatia, Cyprus, Czech Republic, Finland, France, Germany, Hungary, Italy, Latvia, Lithuania, Luxembourg, Malta, Poland, Slovak Republic, Slovenia, Sweden, United Kingdom, Norway (20 in total)

Disclaimer:

The following responses have been provided primarily for the purpose of information exchange among EMN NCPs in the framework of the EMN. The contributing EMN NCPs have provided, to the best of their knowledge, information that is up-to-date, objective and reliable. Note, however, that the information provided does not necessarily represent the official policy of an EMN NCPs' Member State.

Background information:

The European Union Member States have been confronted with an increased influx of asylum seekers between 2014-2016. This increased influx of asylum seekers has put a lot of pressure on the educational systems of the Member States. Member States have been faced with an illiterate or literate adults as beneficiaries of the international protection who speak and write a language which is also different in scripts (i.e. Arabic). As education is an important pillar of integration, there is a need to introduce an additional curricula which will support the integration of the newly arrived children as well as the illiterate adult individuals.



The aim of this ad-hoc query is to determine the access of beneficiaries of international protection to the education system in the Member States in order to develop an Inform on the subject that is being drafted by the HR, LU, NL and PL EMN NCPs.

Questions


1. 1. Is access to education the same for Convention refugees, beneficiaries of subsidiary protection and nationals in your MS? Yes/No. If not, please explain the differences, distinguishing between primary, secondary and tertiary education.
2. 2. Does your MS have special programmes/courses for the following groups? a) children at the age of 1 to 16 years old, to integrate them in the educational system (e.g. intensive language courses, special classes, extra-curricular support for children and parents, teacher's aid, etc.); b) adults in order to foster integration in the society and access to the labour market (e.g. language courses, vocational training, coaching, etc.); c) illiterate adults.
3. 3. How does your MS assess the level of education of beneficiaries of international protection (e.g. recognition of qualifications, identified strategies for evaluating participant learning, etc.)?
4. 4. Which competent organizations/authorities handle the programmes/courses for education (as mentioned above)?
5. 5. Do other organizations (i.e. international organisations/NGOs) participate in granting access to education to the beneficiaries of international protection? If yes, please indicate which ones?
6. 6. Is education of beneficiaries of international protection funded from the general national education budget or is there a special budgetary line?

Responses

	Country	Wider Dissemination	Response
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 	Austria	Yes	<p>1. Yes. According to Art. 1 para 1 of the Compulsory Education Act, schooling is compulsory for children permanently staying in Austria. Permanent stay is defined as staying in Austria for at least one school semester. According to Art. 2 and 3 Compulsory Education Act, compulsory education starts at the age of six and applies for the duration of nine years.</p> <p>2. a) Exceptional students: Children who still have to complete compulsory schooling but who do not speak sufficient German are to be enrolled as exceptional students (Art. 4 para 2 (a) School Education Act). Beginners' language groups and language learning courses are to be established for these exceptional students for duration of one or two school years and at the extent of eleven hours per week (Art. 8e para 1 and 2 School Organization Act). Early Childhood Language Training: With the Additional Agreement to the Agreement Pursuant to Article 15a of the Federal Constitutional Act Concerning Early Childhood Language Training in Institutional Childcare the federal government and the provinces provide for the three-year period from 2015/16 to 2017/18 support to children between the ages of three and six, whose mother tongue is not German, so that their language skills are as good as possible when entering primary education. b) Programme "Adult Education Initiative: Compulsory Schooling and Basic Education": The programme provides compulsory schooling and basic education courses to adults from the age of 15. It is available to but not exclusively targeted at persons granted asylum or beneficiaries of subsidiary protection. Project to place apprentices across regions: The project targets young persons up to the age of 25 who have been granted asylum or subsidiary protection. It provides skills assessment, language and other preparation courses, internships and on-site support. Common language support strategy: The Federal Ministry for Europe, Integration and Foreign Affairs, the Federal Ministry of the Interior and the Federal Ministry of Labour, Social Affairs and Consumer Protection in conjunction with the Public Employment Service have a common language support strategy. According to that strategy, for example, the Federal Ministry for Europe, Integration and Foreign Affairs together with the Austrian Integration Fund provide level A1 German language courses for persons granted asylum or subsidiary protection. c) As part of the above under b) mentioned "common language support strategy", German language courses – including literacy courses – have to be provided by the federal government to Convention refugees and beneficiaries of subsidiary protection from the age of 15.</p>
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	<p>Belgium</p>	<p>Yes</p>	<p>1. Yes, refugees and beneficiaries of subsidiary protection have the same access to (primary, secondary and tertiary) education as Belgian nationals. In Belgium, schooling is mandatory for all children aged between 6 and 18, including refugees and beneficiaries of subsidiary protection. The compulsory education for underage asylum seekers starts 60 days after their registration in the waiting register for asylum seekers.</p> <p>2. Yes. a) children at the age of 1 to 16 years old, to integrate them in the educational system. In the French Community, certain schools offer specific “bridging” classes for newly-arrived children (“dispositif d’accueil et de scolarisation des élèves primo-arrivants/ DASPA”, previously know as “classes passerelles”). These classes aim at providing newly arrived children with educational and pedagogical assistance that is adapted to their learning profiles (including the difficulties linked with the language), before eventually joining a “regular” class. Children usually attend these classes between one week and a year (maximum 18 months). Newly-arrived children can attend these “bridging” classes if: - they are aged between 2,5 years and 18 years. - they meet one of the following conditions: they have applied for asylum or are recognized refugees, or are accompanying a person who has applied for asylum or has been granted refugee status; they are nationals of a country benefiting from development aid of the Development Assistance Committee of the OECD;they are stateless. - They have arrived in Belgium less than a year before registering for the classes. Regarding the Flemish Community: Nursery education: Strictly speaking, a child is only considered to be a 'foreign speaking newcomer' from the age of five. The specific policy measures concerning reception education for foreign speaking newcomers, including the possibility of organizing reception education, therefore only apply to older preschoolers. In practice, a reception class is rarely organized at kindergarten level. New measure: As a result of the increased influx of refugee children, schools pointed out that with the regular means they could not sufficiently absorb the influx of foreign-language newcomers pre-schoolers. The Flemish Government decided to support these schools with an extra allowance of 950 euros per foreign-language speaking pre-schooler. The extra allowance can only be used for activities in pre-school education in the context of initiating and strengthening Dutch during the school years 2015-2016 and 2016-2017. Primary education: Every non-Dutch speaking newcomer is entitled to support to learn Dutch and to integrate into the classroom. From a certain number of non-Dutch speaking newcomers, a school can receive additional funding from the Ministry of Education to organize reception education. Reception education in primary education includes 1 or 2 reception years and</p>
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			<p>possibly a follow-up year (for 'former foreign-speaking newcomers'). The primary schools have a great autonomy for the organization of reception education. They can:</p> <ul style="list-style-type: none">• Include the non-native newcomers in an existing class;• Create a separate pupil group with non-Dutch speaking newcomers;• Combine both options;• Organizing a language immersion course for non-native speaking newcomers, possibly together with other non-Dutch speaking pupils. <p>Secondary education: Reception education for non-Dutch speaking newcomers consists of a reception year and follow-up guidance in regular education. Reception year: the reception year is also called reception class for non-Dutch speaking newcomers (OKAN). The learning program is strongly focused on learning Dutch and on integration and civic integration. The aim is that after the reception year the students can successfully start in the field of study and in the regular forms of education that matches their interests and abilities. In order to be able to follow a reception year, the student must in principle comply with the conditions that apply to non-Dutch speaking newcomers. The class council is authorized to allow deviations from the conditions for age, length of stay in Belgium and school career. After completion of the reception year, the student will receive a certificate of regular attendance at the reception year. The class council will give the student advice for his/her further studies options: in secondary education, in adult education or in other forms of education or training. Follow-up guidance in regular education: After the reception year, the follow-up school coach will support, supervise and follow the student in his/her further studies in secondary education. The follow-up school coach can also coach the teachers in the regular classes of the school. b) Adults in order to foster integration in the society and access to the labour market Yes, there are various programmes and tools in Belgium to facilitate the integration of third-country national adults (including beneficiaries of international protection) in the Belgian society and in the labour market. These include (mandatory) integration and civic integration programmes (in Flanders, Wallonia, Brussels-Capital Region and the German-speaking Community), language courses, orientation courses, further education courses, vocational education and training, coaching and counselling, etc. These measures are described in detail in the 2016 EMN study “Integration of beneficiaries of international protection into the labour market in Belgium and in the EU” (available at: https://emnbelgium.be/publication/integration-beneficiaries-international-protection-labour-market-belgium-and-eu-emn). c) Illiterate adults. In Flanders, the Dutch language lessons for low language skilled or ‘slow learners’ are organized by the Centers for Basic Education (CBE). A standard course consists of 240 teaching hours. Illiterate or very low</p>
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language skilled persons can also follow Dutch language lessons organized by these centers for basic education, consisting of 600 teaching hours. In the French Community, literacy courses are provided by certain social promotion schools (“écoles de promotion sociale”), certain Public Centres for Social Action (CPAS/OCMW) and by other organisations and associations, such as the literacy and training agency for adults “Lire et Ecrire” (this initiative provides literacy, basic education and courses of French as a Foreign Language and is responsible for coordinating literacy initiatives).


3. Prior to following an integration course (which are organized by the Regions and the German-speaking Community), the language level of participants is assessed. Regarding access to the labour market, the Regional Public Employment Services are competent for the assessment of skills and qualifications of asylum seekers and of beneficiaries of international protection. The Federal Agency for the reception of asylum seekers (Fedasil) has concluded agreements with some of the Regional Public Employment Services (VDAB and Forem) to strengthen the early assessment of the skills and qualifications of this target group. Regarding the recognition of diplomas: Flemish Community: NARIC-Vlaanderen (NARIC stands for “National Academic (and professional) Recognition and Information Centre”) is the diploma recognition service of the Flemish Community and is responsible for recognising the equivalence of foreign study certificates. More specifically, it is competent for the recognition of foreign diplomas of higher education; the recognition of foreign diplomas of adult education and the recognition of foreign diplomas of secondary education. NARIC-Vlaanderen is also responsible for providing information on the recognition of foreign certificates obtained for degrees in higher education, higher vocational education and adult education. French Community: Academic recognitions are managed by two units of the Ministry of the French Community: - Equivalence of a secondary education diploma. - Equivalence of a higher education diploma: There are specific provisions for beneficiaries of international protection (following the Decree of the Government of the French Community of 29 June 2016). Beneficiaries of international protection do not have to pay the costs of proceedings, both for the procedure of equivalence of the level of studies and of equivalence of a specific diploma. Furthermore, if they do not have the necessary documents for these equivalence procedures, they can still request an equivalence of the level of studies and provide a limited number of documents (ID, CV, any document showing that they have a higher education diploma, and proof of their asylum application or proof that they have been recognized as beneficiaries of


international protection). Regarding the recognition of competences/skills previously acquired: In Flanders, the aim of the recognition of competences is the valorisation of knowledge and skills acquired in school, free time and work experiences, etc. These skills and competences can be tested by recognized EVC-providers and can be converted into qualification certificates or certificates of competence which can be used to access the labour market or to get an exemption for certain training/educational programmes. In Brussels and Wallonia, people can also obtain an official recognition of their professional skills and experience (possibility to obtain an official “skills certificate”). This recognition procedure aims at facilitating access to education and training programmes or integration in the labour market.


4. In Belgium, education is a competence of the Communities (French, Flemish and German-speaking). They are competent for the different levels of education (primary, secondary, and tertiary). Integration is a competence of the Regions (Flanders, Wallonia, Brussels-Capital) and the German-speaking Community. They organize the (mandatory) integration programmes (e.g. including language courses). They are also competent to a large extent for labour market policies. Regarding employment and vocational training, the Regional public employment services offer vocational education and training courses. Further information is available in the 2016 EMN study “Integration of beneficiaries of international protection into the labour market in Belgium and in the EU” (<https://emnbelgium.be/publication/integration-beneficiaries-international-protection-labour-market-belgium-and-eu-emn>)



5. Yes, there are many organisations in Belgium (such as NGOs) that contribute to facilitate access to education for beneficiaries of international protection (e.g. through the provision of information, counselling, language related activities, etc.). For example, the NGO Ciré is active in the field of the recognition of diplomas obtained abroad (e.g. information and guidance on the recognition of diplomas).

6. The education of beneficiaries of international protection is funded from the general education budgets.

	Croatia	Yes	<p>1. Yes. According to The Law on Primary and Secondary Education (Official Gazette 152/2014) and Ordinance on Elements and Criteria for Election of candidates for enrolment in first grade of secondary school (Official Gazette 49/2015) asylees, asylum seekers, foreigners under subsidiary protection, foreigners under temporary protection and irregular migrants in Croatia have the right for primary and secondary education. Furthermore, in the Act for International and Temporary Protection (Official Gazette 70/2015) paragraph (1) asylees and foreigners under subsidiary protection have the right to elementary, secondary and higher education under the same conditions as Croatian citizens, pursuant to separate regulations and paragraph (4) for asylees and foreigners under subsidiary protection, who for justified reasons are not able to provide the necessary documentation to prove their foreign qualifications, an assessment shall be conducted of their prior learning. Assessment of the prior learning of asylees and foreigners under subsidiary protection shall be conducted by a competent body, pursuant to the regulations governing regulated professions and recognition of foreign vocational qualifications.</p> <p>2. In order for migrants' integration into the educational system to be as successful as possible, the same above mentioned law stipulates that schools are required to provide special assistance to children entitled to education. a) Yes, in providing additional language courses. c) Yes (projects of NGO's)</p> <p>3. The recognition of the qualification is available to beneficiaries of the international protection although the specifics of it are under the few different authorities according to the level of education of the applicant. Currently the government is in the process of compiling the criteria by which they would be able to offer a solution for those who have been granted asylum or subsidiary protection and who cannot submit documents that give a certificate of completion of higher education.</p> <p>4. The competence for recognition is shared between the institutions and not only under the competence of the Agency for Science and Higher Education which is competent for the recognition of foreign higher education qualifications for access to the labour market in the Republic of Croatia (non - regulated professions) https://www.azvo.hr/hr/ured-enic-naric/priznavanje-kvalifikacija Recognition of professional qualifications is under the authority of</p>
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			<p>the bodies that you can find in the Regulated Profession Fund, Regulated Professionals: http://reguliraneprofesije.azvo.hr/en/profesije/</p> <p>5. Yes. There are few NGO's which offer special programmes that help foreigners with international protection to participate in the education system.</p> <p>6. From the general national education budgetary line.</p>
	Cyprus	Yes	<p>1. Access to education is the same for beneficiaries of international protection and Cypriot nationals.</p> <p>2. (a) In a number of schools with increased numbers of children with migration background, special Greek language classes are offered parallel to the normal classes, to better integrate them in the educational system. Other options are also available, concerning language courses offered by organizations who receive relevant funding from the EU Funds Department of the Ministry of Interior. Greek language courses are also offered for free for the children residing in Reception Centers (through co-funded programs or volunteers, or the Red Cross etc.) (b) Greek language courses and vocational training is offered to adult beneficiaries of international protection by organisations who receive relevant funding from the EU Funds Department of the Ministry of Interior (c) N/A</p> <p>3. KYSATS is the competent authority of the Republic of Cyprus for the recognition of higher education qualifications, awarded by recognized institutions of higher education or by evaluated-accredited study programmes by the competent authorities of the country they operate or offered in. It also acts as the Education National Information Centre. It is an independent body funded and administratively supported by the Ministry of Education and Culture. KYSATS recognizes qualifications, such as degrees, diplomas or certificates which are issued by recognized Higher Education Institutions or by institutions, the programs of which have been educationally evaluated-accredited. The reference of evaluation for the recognition of titles awarded are the titles (degrees) awarded by public universities of Cyprus in the same discipline and the titles awarded by State Higher Education Institutions of Cyprus.</p>


			<p>4. Ministry of Education and Culture</p> <p>5. A number of organizations/NGOs provide English or Greek language courses to beneficiaries of international protection, which are co-funded by EU Funds.</p> <p>6. Education of beneficiaries of international protection is funded from the general national education budget. EU Funds also contribute to the enhancement of the education.</p>
	Czech Republic	Yes	<p>1. Yes</p> <p>2. a) Schools can employ an assistant teacher helping children with a non-native Czech language and other disadvantaged children during the school lessons. Many schools organize extra-curricular afternoon Czech language classes for children with a non-native Czech language. b) The Czech government provides 400 hours of a free Czech language courses for all beneficiaries of international protection. Further language courses and vocational training can be funded from the State Integration Programme. Each beneficiary follows an individual integration plan. c) Literacy courses can also be funded from the State Integration Programme.</p> <p>3. The level of education is assessed based on the diplomas/documents provided. The Ministry of Education, Youth and Sports is responsible for verifying the equality of foreign education.</p> <p>4. The Ministry of Education, Youth and Sports provides the free 400 hours Czech language courses for beneficiaries of international protection. The Ministry of Education, Youth and Sports is also responsible for integration of children-foreigners in schools.</p> <p>5. NGOs organize numerous Czech language courses for foreigners including beneficiaries of international protection. Some NGOs provide children with non-native Czech language and their parents with extra-curricular support and counselling.</p> <p>6. There is a special budgetary line for the State Integration Programme for beneficiaries of international protection.</p>

	Finland	Yes	<p>1. Yes</p> <p>2. a) b) c): Yes</p> <p>3. Please see the page of the Finnish National Agency for Education on the recognition and international comparability of qualifications: http://www.oph.fi/english/services/recognition</p> <p>4. The ministerial strategy is under the shared mandates of the Ministry of Employment and the Economy and the Ministry of Education.</p> <p>5. Some of the educational organizations are owned by national NGO:s , but in a rather small scale.</p> <p>6. It is funded from the general budget line.</p>
	France	Yes	<p>1. Yes, all third country nationals, whatever status they hold, have the same right to education as nationals. Indeed, according to the Code of Education, “education is mandatory for children of both sexes, French and foreigners, from age 6 to 16” and the legality of stay is not a condition to access education.</p> <p>2. a) As quoted previously, education is mandatory for all children from age 6 to 16. Pursuant to article L.321-4 and L.332-4 of the Code of Education, special measures must be implemented to receive and give access to education to newly-arrived non-French speaking children. A specific programme is designed for them to have access to education and be integrated as quickly as possible. These children attend classes in the common national education system. They are registered in regular classes, with age as a priority criteria: the age difference between the foreign child and the class cannot be over two years. They attend French language classes (9 hours per week in primary education, 12 hours per week in secondary education), as well as two other classes (usually English and mathematics) in a special unit for non-French speaking children. They also attend courses in French with their regular class, but only courses that do not require a strong knowledge of the language, such as physical education, arts, music classes. The aim of that scheme is to be integrated quickly not only by learning French but also by spending time with fellow French pupils. The special unit also provides information on the school system in France to</p>

children and their parents, and offers them an individual support and follow-up. b) Third country nationals can sign a republican integration contract when they are granted the right to stay in France for the first time (there are a few exceptions for example those who have studied in French education schools or universities for some time). Beneficiaries of international protection are not exempt from signing this contract, however, contrary to other third-country nationals, there is no verification for the validation of the contract. This contract includes a five-year personalized integration path with a civic training (about the values, institutions of the country, the rights and duties and the organization of society), a language training and an individual support for reception and integration. This individual support also aims at supporting their integration on the job market. Besides, since 2014, calls for proposals aiming at fostering the integration of newcomers were launched by the Ministry of the Interior. They enabled NGOs to develop language courses and access to employment programmes. c) No specific training from the State for illiterate adults. See question 2.b.


3. For children, the specific school programme described above begins with an evaluation of the child's knowledge of the French language (written and oral) and in other languages taught in the French education system such as English. The child's skills in other fields are evaluated to determine the level of education reached prior to the arrival in France. For secondary education, a counselor also meets the child and his/her family for a psychological orientation and an educational evaluation. For adults, the integration pathway includes a personalized interview to assess their French skills, education background and professional skills. The third country national can then be referred to Pôle Emploi, the French National Employment Agency, which will also review his/her skills. For the assessment of their level of education, beneficiaries of international protection can ask for a recognition of their qualifications and diplomas. Through the European Network of Information Centres - National Academic Recognition Information Centres (ENIC-NARIC), beneficiaries of international protection can have their diplomas, studies and trainings recognized. Besides, the validation of achievements through experience enables people who had an activity (work, volunteering, responsibilities in a workers' union, high-level sports, electoral mandate) for at least a year to obtain a certification of their skills.


4. For education, the Ministry of National Education is in charge of the different programmes through boards of education of each region. In each board of education, an academic center for the

			<p>education of allophone newcomer children and children from itinerant families and traveler families (CASNAV) is in charge of the specific programmes described in question 2.a. The French Office for Immigration and Integration (OFII) is responsible for the republican integration contract described in question 2.b.</p> <p>5. As explained in question 2.b, some NGOs were selected through a call for proposals launched by the Ministry of the Interior to run language courses and access to employment programmes. Many local NGOs also provide on a voluntary and independent basis these education, language training and access to employment trainings all over the country.</p> <p>6. For the child education, as all newcomer children are included in the common national education system, there is no special budgetary line. The CASNAV programmes are funded on the National Education budget. The republican integration contract programme is run and funded by the OFII. In 2016 and 2017, the budget of OFII was increased, especially to support the implementation of this programme. The Ministry of the Interior calls for proposals were funded by the budget of the General Directorate for Foreigners in France. Budgetary programmes “immigration and asylum” and “integration and access to the French nationality” have both been increased each year since 2015.</p>
	Germany	Yes	<p>1. • Access to the early child day care system is generally the same for the above mentioned categories. From age one, children living in Germany have a legal right to attend kindergarten or day care according to Art. 24 Social Law Code VIII. • Access to school education is generally the same for the above mentioned categories. The attendance of school (primary and secondary education) is compulsory and free of charge for children and juveniles living in Germany, including humanitarian migrants. School attendance is also compulsory for children and juveniles with special educational needs. Regulations vary from federal state to state (Länder). • University education is generally open to the above mentioned categories. Recognition of school certificates (or their partial equivalence) acquired abroad and sufficient language skills are generally required. Regulations apply and vary from federal state to state (Länder). □ Find more information in English: http://www.bamf.de/EN/Willkommen/Bildung/Schulsystem/schulsystem-node.html</p>

2. • a) Children under the age of 6 have access to the general child care system. For access to school, see question 1. Child care facilities (such as kindergardens) and schools offer children and juveniles who grow up with a native language other than German special assistance with their language. Children and juveniles who come to Germany during their school careers are offered promotional or language learning lessons in which they are guided by specially-trained teaching staff before they transfer into regular school classes. Regulations vary from federal state to state (Länder). • b) There are innumerable options, private and public, for foreigners to learn the German language. The flagship language program of the Federal Republic of Germany, the Integration Course ("Integrationskurs"), consists of a language course element (leading to B1 CERF) and an orientation course segment. In 2016, there have been approx. 320.000 new participants in the Integration Courses. Depending on residence and employment status, the attendance of an integration course may either be obligatory, optional or denied. Refugees with protection status do have access to Integration Courses as well as asylum applicants who will likely receive protection status. Vocational language courses according to section 45a of the Residence Act (AufenthG) generally comprise courses from B2 up until C2 with additional specialist modules for certain professions. Additional information may be accessed at www.bamf.de/EN

3. • At regional offices of the Federal Agency for Employment and the communal Jobcenters, carrier officers assess their clients' level of education. An agreement is reached between the officer and the client regarding the client's further educational path with the goal of labour market integration. • Prior to accessing an integration course or a vocational language course, participants take a language test based on CERF. • The IHK FOSA (Chamber of Industry and Commerce's Foreign Skills Approval) program aims at recognizing full equivalency of formal education acquired abroad or, alternatively, at identifying areas of possible compensation of missing skills when partial equivalency can be recognized. The program, implementing the Recognition Act of 2012, is applicable for 350 dual apprenticeship professions and further educations within the responsibility of the Chambers of Industry and Commerce. • The Federal Agency for Employment's recent program "MYSKILLS- recognizing professional competencies" aims at identifying non-formal and informally acquired job skills, in particular, in addition to career action knowledge.

			<p>4. The Federal Office for Migration and Refugees implements the flagship integration course for the Federal Ministry of the Interior and the vocational language course for the Federal Ministry of Labour and Social Affairs. Compulsory school education for all children and juveniles and university education as well as additional language programs are implemented by the federal states (Länder). Early child education is handled by cities, towns and counties. The responsibility for most of the dual-apprenticeship vocational trainings lies with the Chambers of Industry and Commerce and with the enterprises. Education measures regarding labour market integration are generally implemented by the Federal Agency for Employment.</p> <p>5. At the local level, thousands of NGOs contribute to the access of education for humanitarian migrants. Government agencies, government funded non-governmental organisations and networks, welfare organisations as well as independently funded non-governmental organisations work closely together. These include areas such as assessing levels of education, individual counseling, placement and others.</p> <p>6. German national education funds are divided into various sub-budgets for specific purposes on different federal levels. Education measures for humanitarian migrants are sourced from several of these sub-budgets in the responsibility of various ministries and agencies. Most of the education measures are also available to German or EU MS nationals and sourced from the same budgets.</p>
	Hungary	Yes	<p>1. According to the regulations of the Hungarian law on public education (Act CXC. of 2011) Convention refugees and subsidiary protected children from the point of submitting their application are entitled to nursery education and compulsory public education. The above mentioned children are granted the same access as Hungarian citizens to kindergarden, pedagogic support, primary and secondary education, from the time they reach the compulsory schooling age, until they finish their studies which they started before they turned 18 years old. According to the regulations of the Hungarian law on higher education (Act CCIV. of 2011) Convention refugees and subsidiary protected persons have the same right as Hungarian citizens to attend higher education institutions according to the conditions set by law, either supported fully or partially by national scholarship or self-financed.</p>

			<p>2. We don't have all the information regarding this question, since after recognition internationally protected persons can only spend a maximum of 30 days within reception facilities, if they are socially in need. Many of them also move to private housing immediately after recognition. During their stay at the reception facility they have the possibility to attend public schooling at the designated school district. If they live in private housing they can also access public education through the district schools, although we do not have any insight on this, since it's not within our authority. In this regard the Ministry can give further information. There are several AMIF funded projects carried out by NGOs which aim to provide extra-curricular activities, language support.</p> <p>3. In this question we cant give a full answer, since recognition of qualifications falls within the tasks of the Educational Office's Hungarian Equivalence and Information Centre, and the Institute of Educational Studies and Development's profile – according to our knowledge – includes identification of competences.</p> <p>4. The Ministry of Human Capacities and NGOs from AMIF funded projects.</p> <p>5. See our answer given to question 2.</p> <p>6. In light of our answer given to question number 1. public and higher education is funded by our country's central budget, some additional activities are funded by the EU from the AMIF funds.</p>
	Italy	Yes	<p>1. Yes. Both article 38 of the D. Lgs. No. 286/1998 and article 45 of the implementing regulation, D.P.R. 394/1999, state that compulsory schooling (in Italy provided for up to the age of sixteen) applies to aliens who are under age, irrespective of the legality of their residence status. Furthermore, the abovementioned article provides for the par condicio between minors who are nationals and those who are aliens, meaning that all the provisions on the right to education, on the access to education services and on the participation to the life of the school community provided for Italian children equally apply to aliens. With respect to unaccompanied minors, measures to allow the effective enjoyment of the right to education will be adopted in compliance with article 14 (3) (4) of Legge No. 47/2017; whilst compulsory schooling for asylum seekers and asylum seekers' children is provided for by article 21(2) of D. Lgs. 142/2015. As for the tertiary education, article 39 of the D. Lgs. No. 286/1998 and article 46 of its implementing regulation state that</p>

access to universities must be granted on equal treatment to aliens and to nationals. However, article 39 (5) clarifies that access to tertiary education is limited to aliens that reside regularly on the national territory, including those who enjoys a form of international protection.

2. Yes. Article 1 (1) of the D. Lgs. No. 18/2014 provides for the drafting of a National Plan for the Integration of the Beneficiaries of International Protection. Such plan identifies guidelines for the effective implementation of their integration with respect to, amongst other things, education and language learning. A) Article 45 (4) of the D.P.R. No. 394/1999 states that, where necessary, the school's education board can adapt the school's curricula to the level of competences of the foreign students and activate special ed projects; to that end specific measures can be adopted in relation to both a single or a group of students to facilitate language learning by either using the school resources or activating intensive courses on the basis of specific projects. As for elementary schools, article 131(2) of the D. Lgs. No. 297/1994 specifically envisages the possibility of dedicating a number of hours to the support of groups of foreign pupils, in particular in case they are third country nationals. Such activities are primarily self-financed or funded by local authorities. B) Adults that have not completed their primary school education or that, having completed their primary school education, want to complete the cycle of secondary education, as well as minors aged over sixteen can enrol in Centri Provinciali per l'Istruzione degli Adulti (CPIA, Education Centres for Adults). These centres strive for the realization of a higher social cohesion and integration, also by cooperating with employment and job centres, accredited vocational training bodies, regional institutions and enterprises that foster the inclusion of aliens in the job market by offering internships. In this context personalised education curricula are devised and the possibility of a partial remote attendance is envisaged. C) Illiterate adults that want to enrol in literacy or Italian learning programs can enrol in CPIAs as well. Lastly, courses of civic education and of information on life in Italy are held in CPIAs.


3. When adults or minors over the age of sixteen enrol in CPIAs, their competences and skills are evaluated by a Commission, chaired by the headmaster of the relevant CPIA. The identification of the competences and skills already acquired by the user allows for the creation of personalised education curricula. Moreover, in accordance with article VII of the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (ratified at national level by Legge No. 148/2002), article 26 (3bis) of D. Lgs. 251/2007 provides for the


recognition of education qualifications of refugees and beneficiaries of international protection in Italy. In fact, the relevant Administrations must devise appropriate evaluation and validation mechanisms for the recognition of these qualifications, even in the absence of a certification by the State by which the qualification has been issued, should the interested party be able to demonstrate that he/she cannot produce such a certification. In this context, Italian diplomatic representation offices can issue a Declaration of value (Dichiarazione di valore in loco) which certifies the authenticity and legitimacy of a foreign academic qualification; CIMEA (Information Centre on Mobility and Academic Equivalence, which has been designated by the Ministry of the Interior as the Official Italian representative in the NARIC - National Academic Recognition Information Centres of EU and in the ENIC - European National Information Centres of the Council of Europe and UNESCO), through its service of certification of foreign educational qualifications produces - free of charge- certificates of comparability of foreign qualifications for beneficiaries of international protection. Furthermore, CIMEA fostered the creation of the National Body for the Evaluation of Refugees' Qualifications (CNVQR), which operates within education and training facilities to recognize the qualifications of refugees, also in those cases in which the supporting documents are lacking. Moreover, in cases in which supporting documents are insufficient or entirely lacking CIMEA is testing a new evaluating procedure to guarantee the recognition of qualifications of beneficiaries of international protection: the Academic Pass of Refugees' Qualifications. Lastly, through CIMEA, Italy participates in several international projects: RecoNOW, Refugees and recognition, MERIC-net.

4. CPIAs and school's projects of special ed are included into the national education system reporting to the Ministry of Education; whilst there are small and independent projects of schooling, literacy and vocational training activated by cooperatives and associations that manage or cooperate with the reception facilities.

5. Save The Children launched the CLIO project, within which Italian classes for unaccompanied minors are held. Association Penny Wirton manages thirty (self-financed) schools holding Italian classes for migrants across the national territory.


6. As for the education and vocational training activities performed in accordance with the National Plan for the Integration of Beneficiaries of International Protection, they are funded

			<p>primarily by EU funds, namely: the Asylum, Migration and Integration Fund (FAMI), the European Social Fund (FSE) and the Fund for the Regional Development (FESR). However, such activities are funded also by the National Fund for the Migration Policies. On the contrary the legislative act establishing the CPIAs provides that they should not imply a further and greater burden for the public finance. Therefore, they are included in the general national education budget. Lastly, projects activated and managed by associations, cooperatives and NGOs are self-financed through donations.</p>
	Latvia	Yes	<p>1. Yes</p> <p>2. 2.a, b) Latvian Language Agency organized Latvian language training courses (120h) for adults and families with children within three months from the day when an application regarding granting refugee or alternative status is submitted to the State Border Guard. 2b) Support measures for adults in order to foster integration in the society and access to the labour market: • a social worker and social mentor is attracted to each refugee/family, • Asylum seekers are introduced with the basic information about life in Latvia, • Interpreters services are provided for recipients of international protection, • Availability of employment services is ensured for persons, who have obtained the refugee or alternative status. 2c) No</p> <p>3. 3. The educational institution shall establish a commission in the composition of three educators for the evaluation of the achievements of the student to assess the student's language skills, the acquired learning content and achievements.</p> <p>4. Ministry of Education and Science, Latvian Language Agency, local educational institutions and local councils.</p> <p>5. No</p> <p>6. The education of beneficiaries of international protection is mandatory according to the Education law, therefore is financed from the state budget as a special budgetary line.</p>

	Lithuania	Yes	<p>1. Yes. In the Law Amending the Law on Education, (Art. 2, 21) the main concept of the same rights for migrants and the native-born is fixed: 'Compulsory education – compulsory State-guaranteed education until the age of 16 of citizens of the Republic of Lithuania residing in the Republic of Lithuania and aliens having the right of permanent or temporary residence in the Republic of Lithuania according to pre-primary, primary and basic education curricula'. For Asylum seekers the right to access the education is fixed in the Law on the Legal Status of Aliens (Art. 71, 2) .: 'Minor asylum applicants shall have the right to study according to pre-school, pre-primary, general education or vocational training programme/programmes in accordance with the procedure laid down by the Minister of Education and Science. The right to study according to pre-primary, general education or vocational training programme/programmes is guaranteed immediately and not later than within 3 months after the submission of the application. The asylum applicant, who began to study as a minor, have the right to complete general education or vocational training programme/programmes although he or she have reached the adulthood.' Minister of Education and Science Order V-554 of July 4, 2017 'The description of the Procedure for the mainstream education' states: Students who have completed part of or the full primary, basic and secondary education programme of a foreign country or an international organisation either abroad or in Lithuania have the right to be admitted to school like any other Lithuanian student pursuant to a commonly accepted procedure.' The document highlights the necessity for the alien student to study along his or her peers and to receive additional training.</p> <p>2. a) General recommendation for children under the school age: inclusive education along with peers and additional support for learning the language. The school authorities decide on the type of support and additional hours, and the local authorities are responsible for the establishment of the preparatory (language learning)/integration class or group. A migrant student has the right to study with peers, or to attend preparatory/integration class for some period, or to study 1 grade above or below, according to his or her achievements. In this case the preferences of the parents are taken into account. The General curriculum framework (plans) for schools of primary, lower and upper secondary education for the 2017–2018 and 2018–2019 years describes the support the schools must provide to the arriving students. This includes: taking into account the student's wishes and expectations regarding studying alongside their peers, the need for additional support or temporary intensive Lithuanian language classes; student volunteers who help the arriving person integrate into the school life and study; coordinating the co-operation between the student, the student's</p>
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			<p>parents, the teachers and the classroom teachers; monitoring the individual progress of the arriving student during the period of adaptation; offering activities of informal children's education to accelerate the student's integration; organizing intensive Lithuanian language classes for students who do not know or poorly know the language while ensuring that part of the learning time would be spent alongside their peers (the duration of intensive Lithuanian language classes with certain exceptions is up to 1 year, and the general support is available for several (2-4) years. b) and c) Adult migrants can take part in continuing education and training programs designed specifically for adults to obtain an additional qualification (or re-qualify). These programs are oriented to the demands of the labor market and last from 2 weeks to a year, depending on the difficulty. The State provides integration support for those who have been granted asylum: almost 300 hours of Lithuanian language courses for adults (including illiterate persons), labor market introduction activities, and assistance in acquiring or improving their qualifications and finding a job.</p>
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3. The foreign qualification recognition procedure for adults is applied for the purpose of establishing the corresponding level of qualifications provided in Lithuania. Recognition is necessary in order to study or become employed. Nevertheless, recognition does not guarantee enrollment in studies or employment. Higher education institutions and employers may set specific or additional requirements. Academic recognition of foreign qualifications in Lithuania depends on the level of the gained qualification and the purpose of recognition and is carried out by several institutions: Higher Education Institutions, authorized by the Ministry of Education and Science, The Research Council of Lithuania and the Center for Quality Assessment in Higher Education. The latter provides some information to undocumented refugees. When performing the recognition of professional qualifications it is important to evaluate not only the gained qualification, but also whether the person's knowledge, professional skills and abilities are sufficient to start working in the country. In a case of non-regulated profession an employer makes a decision on professional recognition of qualification. Applicant should directly address his potential employer, who will decide on the suitability of person's professional qualification. If an assessment of applicant's competences is necessary it can be carried out by competence assessment institutions: accredited social partners or other institutions authorized to assess a professional competence of a person. Recognition of the regulated professional qualifications in the Republic of Lithuania is coordinated by the Ministry of Economy.


			<p>4. The Ministry of Social Security and Labour is responsible for the implementation of the program of State support for the integration of those who have been granted asylum.</p> <p>5. Yes. Caritas of Vilnius Archdiocese and Lithuanian Red Cross Society</p> <p>6. Children education is covered from the national education budget, special budgetary line – State support for the integration of those who have been granted asylum.</p>
	Luxembourg	Yes	<p>1. According to article 60 (1) of the Law of 18 December 2015 on international protection and temporary protection minors who are granted international protection (refugee status or subsidiary protection) are granted complete access to the education system in the same conditions as the Luxembourgish nationals. Adults who are granted international protection are granted access to the general education system in the same conditions as any legally residing third-country national in Luxembourg (article 60 (2)).</p> <p>2. 2. A) Yes. To facilitate the integration into the compulsory schooling system of Luxembourg of newly-arrived foreign pupils, who often do not speak all, or any of the administrative or working languages of Luxembourg, special reception classes are organised. The school reception unit for newly-arrived pupils (Cellule d'accueil scolaire pour élèves nouveaux arrivants – CASNA) of the Ministry of Education, Children and Youth provides information on Luxembourg's schooling system and on the schooling available for pupils who speak foreign languages. Children's educational levels and knowledge are tested so that they can be guided towards the most appropriate class or training. In primary education, intensive language lessons in German and/or French (also called 'welcome classes' – cours d'accueil) are organised. The number of hours of intensive language lessons varies according to the child's age and language abilities. Children between 12 and 15 years of age arriving in the Grand Duchy with no knowledge of either German or French may be admitted to a welcome class (classe d'accueil – ACCU), where they are taught French intensively and introduced to Luxembourgish. Children who are 16 years old may join an insertion class for young adults (classe d'insertion pour jeunes adultes – CLIJA), where they are taught French or German intensively and receive basic training to prepare them for technical secondary education or for getting a job. Children between 17 and 24 years of age arriving in Luxembourg without any knowledge of either German or French can join an insertion class for</p>

			<p>young adults (classe d'insertion pour jeunes adultes). These classes provide intensive French or German lessons and basic training, preparing students for undertaking training or getting a job. With regard to the education of applicants for international protection (AIPs), the age group of youths welcomed and provided with orientation by CASNA was extended. Starting from June 2016, this age group now includes young people up to 24 years of age, whereas previously only those aged 12 to 17 had been covered. B) Yes. Language courses are offered under the responsibility of the Ministry of Education, Children and Youth, which has within its responsibilities adult and continuing education through contracted providers under the ministry's Department of adult education (SFA - Service de formation des adultes). The main service providers are the National language institute, municipalities, public secondary institutions and agreed associations. The Ministry of Family and Integration and the Ministry of Education, Children and Youth have developed a special programme known as the Guided Integration Trail (or Parcours d'intégration accompagné PIA) which paves a way for the integration of AIP's as well as BIP's. The initial phase of this programme consists in courses giving the keys to basic understanding of the way things function in Luxembourg such as rights and duties, equal opportunities and an introduction to 100 words of Luxembourgish and a brief initiation to the linguistic and school system of Luxembourg. The courses are mainly held in French. The second part of the programme due to start in January 2018 will entail individual guidance sessions as well as introductory French language courses and/ or literacy classes. Young adults will have the opportunity to according to their needs be included into the education system. In addition, the Department of adult education offers Learning workshops (Learning for success L4S) for people who have already a certain qualification but who aim for a specific entrance test (i.e. for university). Interested persons conclude a contract for a certain number of hours in a subject, where they are coached to achieve the intended goal. Access to language courses is, among others, guaranteed through the Welcome and Integration Contract (CAI) proposed to any foreigner of at least 16 years of age who resides legally on the territory of Luxembourg and wishes to remain on a permanent basis (BIP's included but not AIP's). The language courses are offered by the Department of adult education and its partners including the National language institute. The language courses are offered at reduced rates (e.g. currently, the price for a person who signs the CAI is of 10 euros per course). Within the framework of the CAI, participants can choose either French, German or Luxembourgish language courses. Other Services offered in the framework of</p>
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the CAI are a citizenship training course and an orientation day. Beneficiaries of international protection (BIPs) can access the labour market and receive a guaranteed minimum income (RMG). Being eligible for an insertion allowance, the Service national d'action sociale (SNAS) reception service developed a specific procedure providing information meetings in Arabic. In coordination with the Luxembourgish Centre for Integration and Social Cohesion (Lëtzebuurger Integratiouns- a Sozialkohäsiounscenter – (LISKO) and Public Employment Services (ADEM), SNAS also devised a new procedure to welcome and orient BIPs and facilitate their entry into the labour market as much as possible. Depending on their linguistic capabilities, people are granted either an integration contract with the obligation to register with ADEM and respect all the obligations for jobseekers, or an integration contract requiring them to collaborate regularly with LISKO and to participate in French language courses. C) Yes. Illiterate adults receive a first free and mandatory literacy course in the context of the PIA-Programm mentioned under B). This course is followed by the existing offer of the Department of adult education and its local partners. All literacy courses are free of charge. The Adult education department (SFA - Service de formation des adultes), in collaboration with the Luxembourg Reception and Integration Agency (OLAI), is developing a coherent approach that ensures that adults are guided and supported in their education from the moment they arrive in Luxembourg. This includes translation of the brochure 'Step by step towards education and adult training' into Arabic and Portuguese, as well as offering basic literacy courses in which 796 individuals were enrolled as of June 2016.

3. Article 60 (3) states that the Luxembourgish State guarantees equal treatment between beneficiaries of international protection and Luxembourgish nationals in the framework of the procedures for the recognition of diplomas, certificates and any other formal qualification. In case that the beneficiary of international protection is unable to provide documentary evidence of his/her qualifications, access to adequate evaluation and validation systems and accreditation of formal training is guaranteed (article 60 (4)).


4. Ministry of Education, Children and Youth: intensive language courses, special classes, extra-curricular support for children and parents, teacher's aid, ... in primary and secondary/secondary technical.. Vocational training is guaranteed by the Ministry of Education, Children and Youth, the Salaried Workers' Chamber as well as by the Chamber of Crafts and Trades. Language and basic skills courses are provided by the National language institute, the Department of adult education

			<p>(also within the framework of the PIA and the CAI), secondary schools, authorized NGOs and municipalities. Higher education: The University of Luxembourg. Luxembourg Reception and Integration Agency (OLAI), administration under the responsibility of the Minister of Family and Integration : The implementation of the CAI and the PIA lies with OLAI.</p> <p>5. No. NGOs do not grant access to education BIPs. However, some of them are authorized by the government, through the Ministry of education, children and youth to provide language courses.</p> <p>6. The general education system is funded by the national budget (Ministry of Education, Children and Youth).</p>
	Malta	Yes	<p>1. Yes, access to education is the same for Convention refugees and beneficiaries of subsidiary protection to all sectors of state education. The only difference is that they have to apply for exemption from the office of the Board of Exemption from fees at State Education Institutions, Ministry for Education and Employment, every scholastic year.</p> <p>2. A number of structures are in place within Malta's education system in a bid to help asylum seekers/beneficiaries of international protection integrate better in the system within a short time. Migrant students without linguistic competences in English and Maltese and who have difficulties to communicate are incorporated into the education system through linguistic induction provided in classes/hubs/centres for the learning of these languages. Similar support to migrant students is also provided at the Malta College of Arts, Science and Technology (MCAST), which offers the possibility of additional support in English for MCAST students, asylum applicants and beneficiaries of international protection through its Learning Support Unit. As from academic year 2015-2016, MCAST is also offering a basic course in Maltese For Foreigners. In 2016-2017, MCAST further launched its second language programme: Maltese for Foreigners (MFF) Stage 2. In 2015, the Ministry for Education and Employment formally set up a Migrant Learners Unit for the provision of induction into the mainstream education system for learners under 16. The unit coordinates the teaching of Maltese and English to newcomer learners who cannot communicate in these languages which are considered important for social integration as well as for academic progress. Support is given either through full-time enrollment in intensive induction classes for up to one scholastic year, or through partial enrollment especially in cases where further</p>

			<p>reinforcement of existing language skills is needed. Moreover, Malta has put in place systems, modelled on the teaching principles of Content and Language Integrated Learning (CLIL) that address the specific needs of those students who cannot communicate with the mainstream system, i.e. teaching a language through the teaching of other subjects. Furthermore, the aim of the educator is to draw a linguistic benefit from each educational activity undertaken in induction classes. The Migrant Learners' Unit within the Ministry for Education and Employment is also providing intensive language courses in summer to consolidate / facilitate the acquisition of Maltese and English in compulsory school aged learners. The Directorate for Lifelong Learning within the Ministry for Education and Employment pursues a policy of inclusivity. Courses are open to both Maltese and non-Maltese nationals. The Directorate has developed courses in Maltese-as-a-foreign-language (MFL) and English-as-a-foreign-language (EFL). At enrolment stage, asylum seekers and beneficiaries of international protection are given the same rights as Maltese and EU citizens. Courses in English-as-a-foreign-language (EFL) and Maltese-as-a-foreign-language (MFL) offered by the Directorate for Lifelong Learning within the Ministry for Education and Employment are accredited and lead to the awarding of a General Education Award at Malta Qualifications Framework (MQF) levels 1 and 2. The University of Malta (UoM) has launched SPARK, a voluntary network of lecturers within the University of Malta, assisting migrants with obtaining a sound knowledge of the English language and to sit for internationally recognised English proficiency exams such as the International English Language Testing System (IELTS) and Test of English as a Foreign Language (TOEFL). In order to further strengthen English proficiency, the UoM is also offering a compulsory 12-ECTS language proficiency course for those students who have obtained less than grade 3 in their O-level or intermediate exams. This measure to further assist migrant learners with language support. Furthermore, the UoM is engaging in Recognition of Previous Learning (RPL) on the basis of a portfolio/previous experience. This is highly beneficial for migrants in the case of lost certification. The UoM is also using NARIC for the recognition and comparison of international qualifications and skills. The UoM is also committed to enhance learning on migration and train professionals to adequately deal with migrant integration. Two Masters programmes are currently being offered, covering Humanitarian Action and Transcultural Counselling. A Master of Arts in Humanitarian Action is offered by the Department of International Relations with the Faculty of Arts. This is a joint degree offered in collaboration with the NOHA Network on Humanitarian Action. In this regard, the</p>
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teaching faculty at the UoM specializes in teaching on the patterns, processes and issues surrounding migration. A Master of Arts in Transcultural Counselling is offered by the Faculty of Social Wellbeing. The programme is part of a collaborative degree offered by the University of Malta and the University of New Orleans. The mission of the M.A. in Transcultural Counselling is to train world counsellors who are able to serve diverse populations worldwide. Jobsplus, the Maltese Public Employment Service, offers a number of services to all those who want to access the labour market. Jobsplus offers labour market related information and advice for individual jobseekers including career guidance and information on learning opportunities. Third-country nationals can access these services according to their 'qualification status'. In addition, a resource on living and working in Malta is available for third country nationals, which is available in nine different languages. Third country nationals are also entitled to participate in employment-related education opportunities, which includes short courses, traineeships, work exposure, as well as trade testing. Such initiatives cover a variety of skills, such as employability and life skills, as well as manual skills and career-specific courses. Jobsplus offers English and Maltese language courses of varying levels for those registering for employment as well as other interested parties. Some of these courses are compulsory for registrants to further increase employability as well as aid in the integration process. Moreover, in May 2017, Jobsplus set up the Job Brokerage Scheme which aims to regulate employment and working conditions for migrant workers, whereby employers in need of short term casual labour may request in person or by e-mail the service of migrant jobseekers. Jobsplus will identify potential jobseekers and inform them of this opportunity. These employment-related education and training opportunities aim to further increase employability and aid in the integration process by equipping participants with necessary skills to help make daily and working life run more smoothly. These opportunities are also aimed at strengthening communication and social well-being.

3. The Malta Qualifications Recognition Information Centre (MQRIC) within the National Commission for Further and Higher Education (NCFHE), Ministry for Education and Employment, provides qualification recognition services to beneficiaries of international protection in line with the Lisbon Recognition Convention, Article VII. The process for documented programme of studies is identical to that of other citizens, and administrative costs are waived when satisfactory evidence is made that such beneficiaries do not have means to pay for such services. For undocumented beneficiaries (persons with no documentary proof of having attained a

			<p>qualifications) MQRIC would, in partnership with other stakeholders, prepare a background paper on the person to provide authorities guidance of alleged attained qualifications, in line with the Lisbon Recognition Convention Recommendations for the implementation of Article VII. As yet, such cases have not been presented to MQRIC.</p> <p>4. The competent organizations/authorities that handle the programmes/courses for education as mentioned above are: - The Migrant Learners Unit within the Ministry for Education and Employment; - The Directorate for Research, Lifelong Learning and Innovation within the Ministry for Education and Employment; - The National commission for Further and Higher Education (NCFHE) within the Ministry for Education and Employment; - The Malta College of Arts, Science and Technology (MCAST); - The University of Malta; - Jobsplus (the Maltese Public Employment Service).</p> <p>5. Below are a list of voluntary organisations who have confirmed to work in this field: Name of Organisations Remarks Foundation for Shelter and Support to Migrants Relationships are Forever They are planning on a project to work with migrants. St John Rescue Corps No training programmes which are specifically directed towards beneficiaries of international protection but the programmes they offer are open to anyone who is willing and able to serve the community as a rescuer. Genista Research Foundation Centru Tbexbix IAESTE Libico Foundation Peace and Good Foundation Ghaqda Muzikali San Guzepp Ghaxaq would be interested to teach music</p> <p>6. Education of beneficiaries of international protection is funded from the general national education budget.</p>
	Poland	Yes	<p>1. Organization of schooling for minor foreigners is specified in articles 165 and 166 of the Act of 14 December 2016 on the educational law (Journal of Laws 2017 item. 59, 949). The education system of foreigners is also regulated by the Regulation of the Minister of National Education of 23 August 2017 on the education of non-Polish citizens and Polish citizens who studied and benefited from the education system of other countries (Journal of Laws 2017, item. 1655), Regulation of the Minister of National Education of 9 September 2016 on the education of non-Polish citizens and Polish citizens who studied and benefited from the education system of other countries (Journal of Laws 2016, item. 1453) and Regulation of the Minister of National Education</p>


of 23 August 2017 changing Regulation on the education of non-Polish citizens and Polish citizens who studied and benefited from the education system of other countries (Journal of Laws 2017, item. 1634). The above mentioned law acts enable foreigners (Also individuals subject to international protection including those who have refugee status, refugee-seekers and beneficiaries of subsidiary protection) benefit from education and care in public kindergartens, public primary schools, public schools above primary and post-secondary public schools on conditions applicable to Polish citizens. Article 165 (1) of the Education Law Act). to benefit from learning and care in public kindergartens, and to be subject to compulsory full-time schooling benefit from learning and care in public elementary and secondary schools under the conditions of Polish citizens. The above mentioned provisions also identifies the need to implement compulsory school attendance by foreigners to the age of 18 or to complete secondary school. In addition, there is the possibility to employ in schools teacher-assistants (the so-called. 'Culture teacher support'), originating from the same ethnic group as children.


2. for pupils (aged 7-18 years) arriving from abroad, subject to compulsory education and learning requirements who do not speak Polish or who do not know the Polish language well enough to use the language, the school organizes additional free schooling in the school in the form of extra classes in Polish not less than 2 hours per week, as long as the student needs it. At the same time, for those persons with whom the teacher conducting educational activities in the subject area determines the need to supplement the different curricula of the subject, the school organizes additional compensatory classes in the subject. The total duration of these classes may not exceed 5 hours per week. In addition, since 1 September 2017, bodies leading public and non-public school have set up the preparatory branches for people coming from abroad. This preparatory units are for students who are under compulsory education or learning requirements who are unfamiliar with the Polish language or who are not well-versed in learning and who need to adapt their education to the Polish educational system and needs and organizational forms that contribute to the effectiveness of their education can learn in the departments. The preparatory unit may be created during the school year. This is important in the event of a simultaneous influx of more students from abroad, such as those applying for international protection. Education in the preparatory ward lasts in principle until the end of the school year in which the pupil was admitted to school. However, it is possible to extend it, but not for more than one school year, if this period is insufficient for the pupil to learn the Polish language at a level which allows for effective use of


		<p>the course. A foreigner has the right to assistance provided by a person who is in possession of his / her native language and who is employed in a school for a period not exceeding 12 months. Adults may study in public schools for adults and public post-secondary schools, and participate in qualifying professional courses. These schools do not teach foreigners Polish language. In accordance with the obligations under the Act of 13 June 2003 on granting protection to aliens within the territory of the Republic of Poland (Journal of Laws of 2016, item 1836, 2003, the Journal of Laws 2017, item 60), in each center for foreigners, the Office for Foreigners guarantees free Polish language classes and basic supporting materials, both for children and for adults. Courses are conducted by an outside company throughout qualified teachers who have experience in working with foreigners and in teaching Polish as a foreign language. In addition, as a result of the partnership project „Polski na dobry start” ("Poland for a good start") carried out with the Linguae Mundi Foundation, the Office for Foreigners supports elaboration of new methodological solutions for Polish language courses designed to meet the needs of applicants for international protection in Poland. In frames of this project, Linguae Mundi Foundation developed a curriculum at the A1 / A2 level, study materials for participants, test standards and textbooks for teaching Polish as a foreign language. Those materials will be used to conduct language courses of Polish for foreigners in the future. There is no specific programmes nor courses are carried out for illiterate adults.</p>
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3. In case of absence of documents confirming the sum of the school years, the student is qualified to the appropriate class on the basis of an interview conducted in Polish or a foreign language used by the student. The exception to this rule is the admission of a foreigner to a post-secondary school, because the condition of admission is to have a secondary education. The fact of having a secondary education by a foreigner under international protection can be confirmed on the basis of the code of administrative law by decision of the curator of education, after conducting a certificate recognition or education confirmation procedure. Proceedings on the recognition of the certificate may be carried out by the educational superintendent in the case of submission by the foreigner of complete documentation of the course of study abroad (requirements specified in the Regulation of the Minister of National Education). On the other hand, proceedings concerning the confirmation of education may be conducted by the educational superintendent if the foreigner does not have complete documentation on the course and results of education abroad and is a person: • Refugee status or subsidiary protection status or temporary residence permit granted to connect with the

			<p>refugee family or person under subsidiary protection or • Harmed as a result of armed conflicts, natural disasters or other humanitarian crises caused by nature or human beings. Proceeding on the confirmation of education is a less formal procedure and it is sufficient to submit, inter alia, intermediate evidence and statements. Under this procedure, the curator of education conducts, among others Conversation checking the level of education, in a language understandable to the applicant. The procedure and rules of proceedings concerning the recognition of a foreign certificate and the procedure for confirming education are regulated in the Education System Act. 93 (Journal of Laws No. 2015, item 357) and in the decree of the Minister of National Education.</p> <p>4. In the case of courses addressed to applicants for international protection, educational matters are handled by the Office for Foreigners and Ministry of Education. They can be supported by relevant NGOs.</p> <p>5. NGOs organize language courses and extra-curricular support and counselling for foreigners including beneficiaries of international protection.</p> <p>6. Education in Poland is funded from the general national education budget.</p>
	Slovak Republic	Yes	<p>1. Yes, access to education is the same for all categories. Primary education is compulsory for all children.</p> <p>2. All beneficiaries of international protection who are involved in the integration project have to attend intensive Slovak language courses. If they are not able to go to a language school, the teacher of Slovak language can teach them privately. Beneficiaries of international protection can attend vocational training if it is needed for their work (see also answer to question no. 5). These are either covered from the integration project through NGOs (implementing the integration project) or they are also available through the offices of labour, social affairs and family which offer these courses to disadvantaged job seekers for free.</p> <p>3. recognition of qualifications: If the beneficiary of international protection left his/her country of origin without a chance to take his/her documents and thus he/she is not able to submit the documents proving his/her previous education, the person is provided the opportunity to have</p>

			<p>his/her educational background assessed and recognized. The beneficiary of international protection interested in the education assessment will lodge an application at the Ministry of Education, Science, Research and Sports of the Slovak Republic in which, apart from the information regarding his/her identity, he/she will provide all the necessary information related to his/her education including the name of the institution, place and the level of education. If the Ministry finds out that the applicant has provided in his/her application false information or that the applicant had the document proving education during the asylum procedure, his/her application will be rejected. If there is a reason for educational assessment and recognition, the Ministry will assign a school which will carry out the assessment. The assessment and recognition is carried out in form of an exam comprised of both oral and written part and if necessary also practical part. The exam evaluates the level of education and it also includes the information about the possibility to continue with study in order to attain the respective level of education. Subsequently, the applicant shall join the formal education process in the Slovak Republic.</p> <p>4. The Migration Office of the Ministry of Interior of SR together with employees of the integration project take care about the education of the beneficiaries of international protection.</p> <p>5. Yes, NGOs (Marginal and Adra) implementing the integration project together with the Migration Office provide beneficiaries of international protection with social, legal and psychological counselling as well as Slovak language courses, courses of socio-cultural orientation, financial support and also assistance with finding a job. All activities done by NGOs are supervised by the Migration Office which also provides these NGOs with methodical consultations.</p> <p>6. Language courses and vocational trainings are provided through the integration project which is financed by the AMIF. Compulsory (primary) education as well as secondary schools and universities are covered by the State budget.</p>
	Slovenia	Yes	<p>1. Yes. In exercising their rights to pre-school, primary, secondary, higher and university education and adult education persons granted international protection enjoy the same rights as citizens of the Republic of Slovenia.</p>

			<p>2. a) Yes (additional language courses, literacy courses) b) Yes (language courses, vocational training, coaching) c) Yes (projects of NGO's)</p> <p>3. If the person has documents proving their education, he /she goes through the procedure of recognition and assessment of education. The costs of the procedure are covered by the Government Office for Support and Integration of migrants. For persons who don't have the documentation proving their education the system is being in the phase of preparation by the responsible authorities.</p> <p>4. Government Office for Support and Integration of migrants, Ministry of Interior, Ministry of Education and Ministry of Labour</p> <p>5. Yes. NGO's offer special programmes that help persons with international protection to participate in the education system.</p> <p>6. Both.</p>
	Sweden	Yes	<p>1. Yes, in principle. Certain support measures are available - see question 2.</p> <p>2. a. For children who does not speak Swedish it is common to have special introductory classes during their first time in the Swedish school system. b. Everyone who does not have Swedish as their mother tongue is entitled to Swedish tuition for immigrants if they are adults. Swedish tuition for immigrants is advanced language education which aims at giving adults with a mother tongue other than Swedish basic knowledge of the Swedish language. In the education students learn and develop a functional second language. c. the Swedish tuition for immigrants also aims at giving adult immigrants who lack basic reading and writing skills the opportunity of acquiring such skills. This can cover students who are illiterate with little school background, as well as students who are able to read and write but have a different writing system.</p> <p>3. Depending on the education of the beneficiary it can be validated by different authorities. If the beneficiary has an academic diploma he/she can apply to have the qualifications evaluated by the Swedish Council for Higher Education. Other educations and/or work experience can be validated</p>

			<p>by the Swedish employment service or certain profession specific organisations. Swedish tuition for immigrants is based on the personal needs and basis of the student.</p> <p>4. All education in Sweden is organised by the municipalities under state supervision and regulation. The municipalities can contract other organisations for the execution of the education.</p> <p>5. No</p> <p>6. Yes, it is funded from the general budget but the municipalities get an extra lump-sum, to cover additional costs, for each beneficiary of international protection living in their municipality.</p>
	United Kingdom	Yes	<p>1. Yes</p> <p>2. a) Children 1-16 At present the Government does not have any national-level policy programme or separate funding arrangements in place to support the integration of school-age refugees/asylum seekers into state-funded education in England. It is the responsibility of schools to put provision in place to ensure that all pupils receive the right level of support required to make the appropriate level of academic progress. This includes provision to ensure that pupils who are classed as having English as an additional language (EAL) are able to develop their proficiency in English. The Vulnerable People's Resettlement Scheme is funded by the Home Office and funds are made available to Local Authorities for delivery. Within the first year of settlement, where Special Educational Needs are identified for children resettled through the scheme additional is funding made available on a case by case basis. b) Adults All refugees have access to English language training as part of their access to the labour market and benefits. We support English for Speakers of Other Languages (ESOL) courses as part of our wider effort to improve adult literacy in England. We provide full funding for ESOL courses for unemployed adults on work-related benefits, such as Job Seekers Allowance or Employment Support Allowance. All other learners are supported by the government with 50% of the course costs. In 2016/17, the Department for Education supported 114,100 adult learners to improve their levels of English through fully and part-funded ESOL courses. Policy and statistics are for England only. The Home Office provides funding for English language as part of its commitment to resettling vulnerable people through the Vulnerable Persons Relocation Scheme to the UK and helping them integrate into their local</p>


communities. This funding includes a tariff for each person resettled, a proportion of which can be allocated to ESOL provision. The Government also provides up to £10 million over five years for additional English language training and support for people resettled under the Vulnerable Persons Relocation Scheme to help them integrate into British society. c) Illiterate adults The Apprenticeships, Skills, Children and Learning Act 2009 made English qualifications freely available to those adults (19+) who lack basic literacy skills. The Government provides full funding for English courses up to level 2, which includes GCSE (General Certificate of Secondary Education) through the Adult Education Budget (AEB). In 2016/17 the Government provided full funding for 531,600 adults to participate in English courses up to this level. This policy and statistics apply to England only.

3. UK National Recognition Information Centre (NARIC), working with Home Office, supports the evaluation of refugee qualifications. They collaborate with NARICs in other European countries on this work and the EU Passport for Refugees.

4. The majority of adult ESOL and English literacy is funded through the Education and Skills Funding Agency in accordance with the policy set by the Department for Education. The Vulnerable People's Relocation Scheme is funded by the Home Office and funds are made available to Local Authorities for delivery. The additional funds for English language support are distributed via the same route with the Department for Education contributing 50%.

5. Yes. Domestically NGOs provide support to refugees, including on academic issues. The UK Council for International Student Affairs can also offer advice to refugees applying for or studying at UK institutions. The Council of Europe and UNESCO are also active in this area.

6. For children local authorities may allocate a proportion of their funding to schools on the basis of the number of pupils in each school who have EAL, and who have been in the school system for a maximum of three years. Local authorities, in agreement with their schools forum, have the freedom to set the pupil rate for this, based on local circumstances. In 2016-17, 136 local authorities used the EAL factor in their local funding formulae, spending £282 million in total. The majority of adults with refugee status in England are supported through the same adult education funding as other residents, with the exception of refugees who come to the UK as part of the

			<p>Vulnerable People's Relocation Scheme. This is a specific programme for the resettlement of refugees arriving as a result of the conflict in Syria. Through the UK's Vulnerable Persons Resettlement Scheme and Vulnerable Children's Resettlement Scheme the Government has provided an additional £10m (ESOL) funding to enhance the English language skills of adults arriving via these schemes.</p>
	<p>Norway</p>	<p>Yes</p>	<p>1. In principal, access is the same, but in practice refugees lacking the necessary language skills in Norwegian do not have access to upper secondary school and higher education to the same degree as native speakers of Norwegian. However, many programs have been developed over the years to address this issue. See some comments below.</p> <p>2. Yes a) early childhood - (intensive language courses, special classes, extra-curricular support for children and parents, teacher's aid, etc): Yes, all of these Please see attachment for much more detail. b) adults - (e.g. language courses, vocational training, coaching, etc.): Yes all of these Please see attachment for much more detail. c) illiterate adults The general concept in Norway is that learners' special needs should be addressed. Generally, concepts of this nature apply to anyone living legally in the country. Most educational and training programs take into consideration the language learner's educational background, literacy levels, learning disabilities etc. before starting a training program. This applies at all levels of compulsory education and training programs for refugees as well. See further details above.</p> <p>3. Refugee children (and some immigrant children) are generally placed in introductory classes until they can join their age cohort. Some minor adjustments are made in individual cases, but generally the educational system tries to keep children in the same age cohort together. The introductory programs for compulsory education are aimed at bringing the children/youth up to speed, though this is much more challenging the older the child is, since most children in Norway are bilingual by the time they are 16 in languages that are not necessarily spoken by refugees. We know from studies conducted that older children immigrating to Norway struggle with language acquisition even though many efforts are made to ease the transition. See attachment for much more detail. The Norwegian Agency for Quality Assurance in Education (NOKUT) has the authority to make decisions regarding the general recognition of foreign higher education</p>

		<p>qualifications that an applicant possesses. On the basis of experiences from a pilot project a recognition procedure for persons without verifiable documentation (UVD) has been established. See attachment for much more detail.</p> <p>4. The Norwegian Agency for Quality Assurance in Education (NOKUT) The Directorate of Integration and Diversity (IMDi) The Ministry of Education and Research Directorate for Education and Training and The National Centre for Multicultural Education Oslo and Akershus University College of Applied Sciences Municipalities</p> <p>5. No.</p> <p>6. These programs are solely government funded, primarily from The Ministry of Education and Research as well as the Directorate for Education and Training and the National Centre for Multicultural Education.</p>
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