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Ad-Hoc Query on 2023.55 Linguistic diversity of students and young people with a migratory background

Requested by Italy on 18 December 2023

Compilation produced on 5 March 2024

Responses from EMN NCP Austria, EMN NCP Belgium, EMN NCP Bulgaria, EMN NCP Croatia, EMN NCP Cyprus, EMN NCP Czech Republic, EMN NCP Estonia, EMN NCP Finland, EMN NCP France, EMN NCP Germany, EMN NCP Hungary, EMN NCP Latvia, EMN NCP Lithuania, EMN NCP Luxembourg, EMN NCP Netherlands, EMN NCP Poland, EMN NCP Portugal, EMN NCP Serbia, EMN NCP Slovakia, EMN NCP Slovenia, EMN NCP Spain, EMN NCP Sweden, EMN NCP Ukraine (23 in Total)

Exported for: Wider Dissemination

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## 1. BACKGROUND INFORMATION

According to the Council of Europe, the challenges for the integration of migrants do not only concern the learning of the host country's majority language. The mechanisms to be introduced must provide the prerequisites for an effective reconfiguration of all their language repertoires. The current European education systems reflect the co-existence of a multiplicity of languages. Linguistic diversity, particularly with regard to the languages of so-called third countries, is a quite natural occurrence in a complex classroom environment, where students have different mother tongues and/or speak and understand more than one language.

This AHQ aims to investigate policies put in place in Member States regarding the promotion of linguistic competences of young third-country nationals or students with migratory backgrounds. By this is meant the ability to speak several languages, in succession, over a lifetime. This ability is part of the genetic heritage of all human beings.

As indicated by the Council of Europe, multilingualism is one of the pillars for critical education in linguistic tolerance, i.e., intercultural education. In this respect, it constitutes a tool for integration.

The deadline has been discussed with and agreed by the chair of the AHQ WG and the watchdog for AHQs.

**We would like to ask the following questions:**

**1. Has your Member State implemented measures to maintain the mother tongue of students with migratory background?  
YES/NO.**

**2. If your answer is YES to Q.1, which actions have been implemented at preschool level?**

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3. If your answer to question No.1 is YES, which actions have been implemented at primary school level?
4. If your answer to question No.1 is YES, which actions have been implemented at lower secondary school level?
5. If your answer to question No.1 is YES, which actions have been implemented at upper secondary school level?
6. If your answer to question No.1 is YES, are specific economic resources and funding foreseen to finance these interventions?

We would very much appreciate your responses by **5 February 2024**.

## 2. RESPONSES

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		<b>Wider Dissemination</b> <sup>2</sup>	
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<sup>2</sup> A default "Yes" is given for your response to be circulated further (e.g. to other EMN NCPs and their national network members). A "No" should be added here if you do not wish your response to be disseminated beyond other EMN NCPs. In case of "No" and wider dissemination beyond other EMN NCPs, then for the Compilation for Wider Dissemination the response should be removed

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 <b>EMN NCP Austria</b>	<b>Yes</b>	<p>1. Yes. First language teaching (formerly mother tongue teaching) is part of the Austrian regular school system and is seen as an important pedagogical offer to promote skills in the first, second, and the everyday or family language. This offer can serve to strengthen the personality and identity of children and youth and contributes to equal opportunities in the Austrian education system (<a href="http://oesterreich.gv.at">oesterreich.gv.at</a>). First language teaching offers in Austria are voluntary and free of charge, with lessons available in over 25 languages, including Albanian, Arabic, Armenian, Bosnian/Croatian/Serbian, Bulgarian, Chinese, German, English, French, Italian, Kurmanji, Macedonian, Pashto, Persian, Polish, Portuguese, Romani, Romanian, Russian, Slovakian, Slovenian, Somali, Spanish, Czech, Chechen, Turkish, Ukrainian, Hungarian, and Zazaki (<a href="http://BMBWF.schule-mehrsprachig.at">BMBWF, schule-mehrsprachig.at</a>). The respective school management decides on the actual offer depending on the demand and the resources available to the school (<a href="http://schule-mehrsprachig.at">schule-mehrsprachig.at</a>).</p> <p>2. As part of the preschool level, first language teaching can be offered as a compulsory exercise for 3 hours per week, both in integrative formats or parallel to regular classes (<a href="http://AK Oberösterreich">AK Oberösterreich</a>). In the framework of primary school, first language teaching at preschool level is part of the Austrian regular school system, administered by the Federal Ministry of Education, Science and Research (<a href="http://BMBWF">BMBWF</a>). Further information can thus be taken from question 1.</p> <p>3. At primary school levels, first language teaching is offered as non-binding exercise without grading for 2 to 6 hours a week, either in an integrative format or as additional classes in the afternoon. Parallel formats are only allowed if the respective pupil does not miss a compulsory subject or if it is ensured</p>
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and the following statement should be added in the relevant response box: "This EMN NCP has provided a response to the requesting EMN NCP. However, they have requested that it is not disseminated further."

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		<p>that the same subject is taught in the first language (<a href="#">AK Oberösterreich, schule-mehrsprachig.at</a>). First language teaching at primary school levels is part of the Austrian regular school system, administered by the Federal Ministry of Education, Science and Research (<a href="#">BMBWF</a>). Further information can thus be taken from question 1.</p> <p>4. At lower secondary school levels, first language teaching is offered either as non-binding exercise without grading or as optional subject with grading for 8 to 21 hours a week within a span of 4 years. First language teaching is offered either in an integrative format or as additional classes in the afternoon. Parallel formats are only allowed if the respective pupil does not miss a compulsory subject or if it is ensured that the same subject is taught in the first language (<a href="#">AK Oberösterreich, schule-mehrsprachig.at</a>). First language teaching at lower secondary school levels is part of the Austrian regular school system, administered by the Federal Ministry of Education, Science and Research (<a href="#">BMBWF</a>). Further information can thus be taken from question 1.</p> <p>5. At higher secondary school levels, first language teaching is offered either as non-binding exercise without grading or as optional subject with grading for 2 to 8 hours a week within a span of 4 years (<a href="#">AK Oberösterreich, schule-mehrsprachig.at</a>). First language teaching at higher secondary school levels is part of the Austrian regular school system, administered by the Federal Ministry of Education, Science and Research (<a href="#">BMBWF</a>). Further information can thus be taken from question 1.</p> <p>6. First language teaching is part of the Austrian regular school system, administered by the Federal Ministry of Education, Science and Research (<a href="#">BMBWF</a>). Therefore, it can be assumed that this ministry is also responsible for the allocation of funding in this regard.</p>
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<p><b>EMN NCP Belgium</b></p>	<p><b>Yes</b></p>	<p>1. Yes, in the French Community (Fédération Wallonie-Bruxelles) of Belgium:</p> <p>The 'Openness to Languages and Cultures Programme (OLC)' (Programme d'ouverture aux langues et aux cultures (OLC)) is the result of a partnership between the French Community of Belgium (Fédération Wallonie-Bruxelles) and 10 partner countries (China, South Korea, Spain, Greece, Italy, Morocco, Portugal, Romania, Tunisia and Turkey). Each school can choose one or more partnerships with these countries.</p> <p>The programme is aimed at all pupils in nursery, primary and secondary education (mainstream and specialised).</p> <p>It allows for the organisation of two types of courses in schools:</p> <p>1. A language course that is provided to students <u>upon parents' request</u>. This course consists of at least two hours per week and is organised <u>outside of regular school hours</u> (either after school or during lunchtime). The language course is taught by a "native speaker" teacher, meaning that the language being taught is their mother tongue. The languages available are Arabic, Chinese (Mandarin), Korean, Spanish, Greek, Italian, Portuguese, Romanian and Turkish. Language courses are organised free of charge for children in <u>primary and secondary schools</u>. These courses are organised in over 400 schools in the Wallonia-Brussels Federation (French Community). These courses can be attended by pupils from different schools.</p> <p>2. A course 'Openness to Languages and Cultures' given by the OLC teacher and the class teacher <u>during regular class hours</u>. This course aims to develop activities for education on cultural diversity in participating schools.</p>
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			<p>In <b>nursery education</b>, the introduction to languages and cultures course can support the language awareness.</p> <p>In <b>primary education</b>, this course is intended for all pupils in the class. It is an integral part of the activities and learning organised by the teacher as part of the weekly timetable.</p> <p>In <b>secondary education</b>, this course is an integral part of the activities and learning covered by the course(s) concerned. For example: history, geography, French, ancient languages, citizenship, etc. As such, the courses 'Openness to Languages and Cultures' address issues such as language awareness, interculturality, world citizenship, living together and combating stereotypes. The courses are rich in content, but also in the ways in which they are delivered. A <b>multitude of activities and projects</b> are possible thanks to the motivation and commitment of the OLC teachers. For example: twinning projects, organisation of an event on an intercultural theme, intercultural project, etc. The videos, available on <a href="#">Enseignement.be - Programme d'Ouverture aux Langues et aux Cultures</a>, illustrate some of the practices put in place in schools.</p> <p>The organisation of the course requires close collaboration between the class teacher and the OLC teacher. The course is taught jointly by these two teachers. Its aim is to develop activities to educate pupils about cultural and linguistic diversity: encouraging exchanges, intercultural or interlinguistic approaches and making links with other learning or skills.</p> <p>Each school can choose to organise either the Openness to Languages and Cultures course, or just the language course, or both. It is also possible to extend either option to several partner countries.</p> <p>Furthermore, the French Community added that in some schools that organise a reception and schooling scheme for newcomers and assimilated pupils (Dispositif d'Accueil et de Scolarisation des élèves Primo-Arrivants et Assimilés - DASPA), certain ad hoc measures can be put in place:</p>
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			<p>interpreters are sometimes invited to the schools to facilitate exchanges between teachers and parents, particularly during Parent-Teacher Meetings.</p> <p>For information purposes: The DASPA is a teaching structure within a school aimed at welcoming, educating and integrating newcomer pupils and those assimilated to newcomers into mainstream education, from the third year of nursery education.</p> <p>Specific resources are allocated to the school to organise this structure according to the number of pupils identified as beneficiaries. A DASPA is an intermediate stage of schooling lasting up to 2 years, during which the pupil receives intensive instruction in French and courses, according to the schooling level, in the human sciences, mathematics, science, philosophy and citizenship.</p> <p>When it is not possible to organise a DASPA in the school due to an insufficient number of beneficiaries, support for pupils must take the form of a French as a Learning Language) scheme.</p> <p>File: icf-international-logo.jpg</p> <p>2. See question 1.</p> <p>3. See question 1.</p> <p>4. See question 1.</p> <p>5.</p>
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		<p>See question 1.</p> <p>6. The 'Openness to Languages and Cultures Programme (OLC)' works with around 200 teachers from the ten partner countries (countries are mentioned in Q.1). The OLC teachers' salaries are paid by the ministries of the partner countries.</p> <p>The contribution of the French Community (Fédération Wallonie-Bruxelles) is limited to the <b>insurance</b> for all foreign teachers working within the framework of the OLC programme. This insurance includes coverage for both workplace accidents and civil liability (for an approximate amount of € 5 235 this year) <b>and teacher training</b> (including logistical aspects and support for intercultural projects developed by the teachers) for a total amount of € 32 000/year.</p>
	<b>EMN NCP Bulgaria</b>	<p><b>Yes</b></p> <p>1. Yes</p> <p>2. Conditions have been created for students whose mother tongue is not the Bulgarian language but who traditionally live in Bulgaria and are Bulgarian citizens, to study their mother tongue. Article 76, paragraph 1 of the Law on Pre-school and School Education sets out that in the process of school education the school subject "Mother Tongue" (Turkish, Hebrew, Armenian and Romany) may be taught to students from I to VII grade or from the first to the seventh year of study.</p> <p>On the other hand, English, French, German, Italian, Spanish and Russian languages are included in the state educational standards for educational training and training paths. According to the provisions of Article 76, paragraph 2 of the Law on Pre-school and School Education, in the process of school education, other foreign languages may be studied apart from the indicated above. The study of another</p>

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			<p>foreign language (other than the specified above) is provided for depending on the capabilities of the schools and the parents' preferences.</p> <p>In the Bulgarian educational system, there are, for example, training paths in a foreign language - Arabic, Chinese, Japanese. Training paths in a foreign language are provided for students after completing the basic level of education, i.e. after grade VII.</p> <p>In this regard, the legal regulations do not limit, but on the contrary, encourage linguistic diversity that exists alongside the mandatory study of the official Bulgarian language.</p> <p>3. Please see the answer on question 1.</p> <p>4. Please see the answer on question 1.</p> <p>5. Please see the answer on question 1.</p> <p>6.</p>
	<b>EMN NCP Croatia</b>	<b>Yes</b>	<p>1. No, but in Croatia students members of Ukrainian national minority can learn Ukrainian language and culture, and this programme is available to Ukrainian students under temporary protection</p> <p>2. N/A</p>



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		<p>3. Primary school students from Ukraine can participate in learning the Ukrainian language and culture (model C). It is important to emphasize that language and culture learning according to model C is intended primarily for a national minority, which does not exclude the inclusion of students under temporary protection. Model C, which is defined as learning the minority language and culture, is a unique subject. There are two to five teaching hours per week and, in addition to learning the language and reading the literature of the national minority, it also includes the learning of geography, history, music and fine arts. Also, for students under temporary protection, the Ministry of Science and Education ensures the implementation of extracurricular classes which, among other things, may include learning the mother tongue.</p> <p>4. N/A</p> <p>5. Secondary school students from Ukraine can participate in learning the Ukrainian language and culture (model C). It is important to emphasize that language and culture learning according to model C is intended primarily for a national minority, which does not exclude the inclusion of students under temporary protection. Model C, which is defined as learning the minority language and culture, is a unique subject. There are two to five teaching hours per week and, in addition to learning the language and reading the literature of the national minority, it also includes the learning of geography, history, music and fine arts. Also, for students under temporary protection, the Ministry of Science and Education ensures the implementation of extracurricular classes which, among other things, may include learning the mother tongue.</p>
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			6. N/A
	<b>EMN NCP Cyprus</b>	<b>Yes</b>	<p>1. No, at a national level. However, there are some projects at the local level, run by some municipalities, that aim to preserve the cultural identity of TCNs and that include mother tongue language lessons.</p> <p>2. n/a</p> <p>3. n/a</p> <p>4. n/a</p> <p>5. n/a</p> <p>6. n/a</p>
	<b>EMN NCP</b>	<b>Yes</b>	1. No.

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	<b>Czech Republic</b>		<p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p>
	<b>EMN NCP Estonia</b>	<b>Yes</b>	<p>1. Yes, students with another mother tongue than Estonian have the possibility to participate in mother tongue teaching. This is regulated by Basic Schools and Upper Secondary Schools Act, which foresee that school organizes language and cultural teaching for students acquiring basic education whose native language is not the language of instruction or who communicate at home in a language different from the language of instruction, which is the native language of at least one parent, provided that no fewer than ten students with the same native language or with the same language of household communication request it. If there are less than ten students who wants the same language and culture education, the school decides in cooperation with the municipality or city government possibilities to provide such education. Parents has to submit an application if they want their child to learn native mother tongue at school.</p> <p>2.</p>

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			<p>Preschool level children are not covered by possibility described in Q 1. But we have some ethnic minority private hobby schools which also provide mother tongue teaching (but this is not a part of formal education).</p> <p>3. Teaching of native mother tongue can start from primary school level, but then its an optional subject.</p> <p>4. Teaching of native mother tongue can be selected as an optional subject. Since autumn 2024 there will be a change and also possibility to choose it as a compulsory subject (as a B-foreign language) will be provided to students.</p> <p>5. Please see the answer to question 4.</p> <p>6. Yes, the Education and Youth Authority (a government agency of the Ministry of Education and Research) organises the coordination of the creation of opportunities for the language and culture teaching, including the acquisition of materials required.</p>
+	EMN NCP Finland	Yes	<p>1. Yes. Mother tongue teaching is part of the Finnish primary, lower and upper secondary school system, but it is included in the core curriculum as an appendix. Nevertheless, it is seen as an important pedagogical offer to promote skills in the mother tongue/native language/heritage language or language acquired while living abroad.</p>

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			<p>The purpose of the education of the pupil's mother tongue is to support the development of active plurilingualism and to develop his or her interest in the lifelong development of language proficiency. Studies in the pupil's mother tongue support integration into the Finnish society. Teaching and learning are based on the pupils' active agency, which allows for the utilization of the pupils' language skill and other abilities. Please see more on: <a href="#">Education and support for pupils with migrant and multilingual background   Finnish National Agency for Education (oph.fi)</a></p> <p>Mother tongue education in Finland is voluntary and free of charge, with two lessons/week available altogether in more than 50 languages, depending on the local education providers' activity and availability of teachers. The most common mother tongues learned were Russian, Arabic, Somali, Estonian, English (with speakers from all continents) and Mandarin Chinese.</p> <p>2.</p> <p>At preschool level, children are supported to speak their own mother tongues with their family member and friends and to find an interest in listening to Finnish fairytales as well as stories in their first languages. The common language in the preschool is Finnish and Swedish (depending on the preschool, as Finland is officially a bilingual country with Finnish and Swedish as national languages). Mother tongues are appreciated in the preschool curriculum and can be used in the common learning situations, e.g. in the morning opening, so that all children learn some phrases of each others' mother tongues to greet each other, thank and say some nice words to show an interest in the languages.</p> <p>3.</p> <p>There are 2 lessons of mother tongue (L1) per week in primary and lower secondary schools, depending on the local education providers' activity and availability of teachers. This instruction is voluntary, and the education providers are not obliged to organize these lessons. The lessons are organized outside of regular school lessons so the afternoon and early evenings are a typical time for these lessons. The curriculum is provided in the appendix nr 3 of the core curriculum for Finnish basic education. In 2022, from when the last statistics are available, there were 83 education providers that</p>
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			<p>offered education in altogether 56 languages with 21800 participating pupils and students. These statistics include primary, lower and upper secondary school. For some of the smaller languages, there may be just a few local groups in the whole country.</p> <p>4. Please see response to Q3, as the organization of mother tongue education applies to all grades 1-9 and preschool, for children and youth in the age of 6-16 yrs. The number of participating pupils often decreases, because teenagers are not motivated to travel to afternoon or early evening mother tongue lessons that may coincide with hobbies and consider to know the mother tongue well enough without investing more time and effort into it.</p> <p>5. Similar mother tongue lessons as in the primary and lower secondary school may be offered for the upper secondary school students. The curriculum is included in the core curriculum of upper secondary school (gymnasium), but students at vocational schools may participate, too. The lessons are often organized as courses/modules because the upper secondary school system consists of courses/modules. The number of lessons is approximately 2 lessons of 45 min/week.</p> <p>6. The mother tongue lessons are financed based on state funding, which is paid afterwards according to lessons taught. Teaching of the pupils own mother tongue can be offered, if the teacher has at least four pupils. Funding can be granted for up to two hours a week for each calculated group of four pupils throughout the pupil's studies in primary and lower secondary education. According to legislation, the state funding covers about 86 per cent of the costs of the mother tongue teaching, but the present state funding covers about 86 per cent of the costs of the mother tongue teaching, but the present state funding covers approximately about 60 % of the actual costs. This is due to rising cost level of teaching.</p>
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			Education providers are allowed to invest more in the teaching of mother tongue based on the autonomy of cities and municipalities.
<b>EMN NCP France</b>	<b>Yes</b>	1. YES. The reception and schooling of newly arrived allophone pupils (élèves allophones nouvellement arrivés - EANA) comes under common law and compulsory education from age 3 to 16. <u>A page on the Ministry of Education and Youth's Eduscol website</u> is specifically dedicated to the resources available for this group of pupils. Bilingual welcome booklets are available there, in written and oral versions and in 15 languages, to help welcome families and inform them about the French school system.  In each academy (administrative district for the National Education system), the academic center for EANAs and children from itinerant and itinerant / travelling families (centre académique pour la scolarisation des élèves allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs - CASNAV), which reports to the rectors and academic directors, is responsible for the education and pedagogical follow-up of EANAs. They provide training for teachers and make resources for teaching French as a second language (français langue seconde de scolarisation - FSL) available on their academic websites. Recognition and promotion of multilingualism in the EANAs' school curriculum are an integral part of academic and departmental training plans for teaching FSL. For example, the CASNAV of the Paris academy has published <u>a guide on "Plurilingualism at school? An asset, not an obstacle !"</u> which includes theoretical, pedagogical and cultural material. It is complemented by <u>a training guide</u> produced in collaboration with the University Sorbonne Nouvelle and co-financed by the European Social Fund Plus (ESF+).  Since June 2021, "the awakening to linguistic diversity" has been integrated into <u>the "Mobilizing language in all its dimensions"</u> domain of preschool curricula. A "guide for awakening to linguistic	

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			<p>diversity" has been made available on the Eduscol website since June 2023 to support teachers in implementing the discovery of languages and cultures at preschool, including those of multilingual or allophone pupils present in classes. In particular, this guide emphasizes that introducing pupils to languages from an early age means that children growing up with several languages will see their languages and cultural backgrounds welcomed within the school and likely to be mobilized on a daily basis. It also supports parents in their choice to pass on their family language(s), inviting them to come and present their language(s) at school if they so wish.</p> <p>International sections, offered at primary, secondary and high school levels up to the first year of high school in France, but also in French schools abroad, are a bilingual and bicultural system set up by the French Ministry of Education, in cooperation with partner countries. They are unique in that they integrate into the French system not only the language, but also the culture and teaching methods of the partner countries. Their aim is to facilitate the integration and welcoming of foreign pupils into the French education system, and to train French pupils in the in-depth practice of a foreign language, in particular through the use of this language in certain disciplines. 18 languages and cultures are represented, with sections in German, American, Arabic, Australian, British, Brazilian, Chinese, Korean, Danish, Spanish, Italian, Japanese, Dutch, Norwegian, Polish, Portuguese, Russian and Swedish. From the second year of high school onwards, there is no longer an international section, but classes leading to the French International Baccalaureate.</p> <p>These international sections, which have been accredited, reinforce the coordination of linguistic plurality, ensure the continuity of students' linguistic paths, and promote an educational policy that recognizes and integrates linguistic and cultural diversity.</p> <p>The Canopé Network (Réseau Canopé), an operator of the French Ministry of Education and Youth, contributes to teacher training initiatives and makes available training modules and resources to help welcome multilingual or allophone pupils into classrooms, with a view to making the most of</p>
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			<p>multilingualism. In particular, <u>a "Guide for the schooling of newly-arrived allophone children (EANA)"</u> includes guidelines for promoting multilingualism and making the most of cultural diversity. A two-day event on the theme of "Multilingualism at school: constraint or opportunity?" was also organized on May 24 and 31, 2023, to discuss how to welcome and teach children who are multilingual or whose mother tongue is not French.</p> <p>2. The French Ministry of Education and Youth published <u>a "Guide for awakening to linguistic diversity in preschool"</u> in June 2023. This guide offers didactic contributions and examples of concrete teaching situations that encourage the discovery of languages and cultures in preschool. It is designed to help teachers implement the linguistic diversity awareness program described in the preschool curriculum. In particular, the guide emphasizes that awakening pupils to languages from an early age means that children growing up with several languages will see their languages and cultural backgrounds welcomed into the school and likely to be mobilized on a daily basis; and that parents will be supported in their choice to pass on the family language(s), and will be invited to come and present their language(s) at school, if they so wish.</p> <p>3. The International Foreign Language Teaching (Enseignement International de Langues Etrangères - EILE) is an optional program open to all voluntary pupils in elementary schools, without distinction of origin, from the third to the last year of primary school, for 1.5 hours each week. As they are optional, they are offered in addition to the compulsory classroom lessons. These lessons are an integral part of the foreign language offer within the framework of the language map set up by the relevant academic authorities. Under bilateral agreements with France, six partner countries (Algeria, Italy, Morocco, Portugal, Tunisia and Turkey) provide qualified teachers for these courses. They are supervised and inspected by</p>
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		<p>national education inspectors in the regions where they work, in partnership with the countries concerned.</p> <p>The programs are based on the Common European Framework of Reference for Languages (CEFRL), co-constructed by the French Ministry of Education and Youth, and the partner countries.</p> <p>4.</p> <p>If they so wish, pupils can continue to learn the EILE languages at secondary school as part of their general foreign language curriculum. The EILE bilateral agreements stipulate that the continuity of EILE language teaching at secondary level is exclusively ensured by secondary school teachers from the French national education system, within the framework of the language map drawn up by the relevant academic authorities.</p> <p>Four languages are mainly studied at secondary level: English, German, Spanish and Italian. It is also possible to learn other foreign languages (Chinese, Danish, Polish, Portuguese, Arabic...) or regional languages (Breton, Occitan, Corsican...), but this depends on the offer developed by each school, or the setting up of international sections, which offer bilingual teaching in a non-linguistic discipline in addition to the timetable already dedicated to foreign languages. The bilingual sections set up by school heads also enable pupils to continue learning one of the languages begun in EILE, in addition to another foreign language.</p> <p>5.</p> <p>In high schools, all students, without distinction of origin, continue to learn the two foreign or regional languages studied at secondary school.</p> <p>The following foreign languages may be chosen as modern languages, provided they can be taught: Arabic, Armenian, Cambodian, Chinese, Danish, Dutch, English, Finnish, German, Greek, Hebrew, Italian, Japanese, Korean, Norwegian, Persian, Polish, Portuguese, Russian, Spanish, Swedish, Turkish and Vietnamese.</p>
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			6. No.
	<b>EMN NCP Germany</b>	<b>Yes</b>	<p>1. YES. In Germany, the federal states are responsible for education. They are therefore responsible for deciding whether and how to provide education in the language of origin. Depending on the federal state, lessons in the mother tongue are organised by the respective state and/or consulates. In 12 out of 16 federal states, there is a state-run programme. Two federal states only offer lessons at consulates and another two offer no lessons at all. In the state-run programmes, the federal state designs the teaching materials and curricula and provides the teachers. The participation is voluntary; in some cases, lessons are offered as an optional subject or, less frequently, as a foreign language. In both consulate and state teaching, the majority of lessons are held at primary schools. In some federal states, however, the programme extends beyond primary school.</p> <p>2. See answer to question 1.</p> <p>3. See answer to question 1.</p> <p>4. See answer to question 1.</p> <p>5. See answer to question 1.</p>



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			<p>6.                  In 12 out of 16 federal states, teaching in the mother tongue is organised by the state, i.e. the respective state designs teaching materials and curricula and provides the teachers.                  Understanding and utilising multilingualism as an opportunity requires a scientific understanding of multilingualism that encompasses a broad spectrum of child development in schools and families. For this reason, the Federal Ministry of Education and Research is funding research projects on language education in the area of language development and language teaching and learning in the context of multilingual learning biographies and learning situations. The purpose of this funding is to acquire and provide knowledge about successful processes of multilingualism development in day-care centres and schools at primary and lower secondary level. The knowledge should serve to sustainably improve the practice of promoting language education in educational institutions, favour successful learning of several languages and support the transfer of language learning experiences between the languages.</p>
	<p><b>EMN NCP Hungary</b></p>	<p><b>Yes</b></p>	<p>1. 2. 3. 4. 5.</p>

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			6.
	<b>EMN NCP Latvia</b>	<b>Yes</b>	<p>1. No.</p> <p>2. N/a</p> <p>3. N/a</p> <p>4. N/a</p> <p>5. N/a</p> <p>6. N/a</p>
	<b>EMN NCP Lithuania</b>	<b>Yes</b>	<p>1. No.</p>

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		<p>In general, the state policy is to achieve linguistic integration and inclusion of all students, including students with migratory backgrounds, in the shortest possible time.</p> <p>On the other hand, Lithuania recognizes and supports the efforts of <u>national minorities</u> to preserve their language and traditional religion and to strengthen their distinct ethnic identity through education. This is affirmed in all the key legislative and strategic documents, including the Law on National Minorities, the Law on Education, and the State Education Strategy. Under Lithuanian law, national minorities living in the country have the right to have state-run or state-supported pre-school institutions, general education schools and classes in their mother tongue.</p> <p>Schools in national minority languages are located in areas with a large and compact population of national minorities. There are schools where education is organized in Belarusian, English, French, Polish, Ukrainian, and Russian languages. Sunday (Saturday) schools can be set up to teach and improve the mother tongue of ethnic groups that are small or dispersed. In 2021, there were Sunday (Saturday) schools for Armenian, Azeri, Belarusian, Estonian, German, Greek, Jewish, Karaite, Kazakh, Latvian, Polish, Roma, Russian, Ukrainian, and Uzbek ethnic groups. These schools teach students their mother tongue, the history of their nation, religion, and ethnic culture.</p> <p>It should also be mentioned that the beneficiaries of temporary protection from Ukraine have an opportunity to study the Ukrainian language. The possibility of learning the Ukrainian language depends on the availability of teachers and varies from municipality to municipality and from school to school. Moreover, the International School of Ukraine has branches in Vilnius, Kaunas, Klaipėda, and Šiauliai, where students can study all subjects in the Ukrainian language.</p> <p>2. N/A</p>
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			<p>3. N/A</p> <p>4. N/A</p> <p>5. N/A</p> <p>6. N/A</p>
	<b>EMN NCP Luxemb ourg</b>	<b>Yes</b>	<p>1. Yes.</p> <p>2. The Ministry of Education implemented a program for plurilingual early childhood education in 2017. Given that the first four years of life play an important role in a child's development, the plurilingual education program in nurseries aims to introduce children aged 1 to 4 to the multilingual context, at an age when they are particularly apt to learn languages.</p> <p>Under the terms of the law of August 29, 2017 amending 1) the amended law of July 4, 2008 on youth; 2) the law of March 18, 2013 on the processing of personal data concerning pupils, each nursery providing the childcare service voucher is required to develop a concept to implement the plurilingual education program, while respecting the individual needs of each child. To ensure consistency and continuity with the plurilingual education program introduced in nurseries, the value</p>

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and active involvement of the languages spoken in the family, as well as an introduction to oral French, are incorporated into the Cycle 1 missions.

While Luxembourgish remains the primary means of communication in the classroom for all children, they also engage in play-based activities, providing them with an easy and informal introduction to French. Moreover, they are actively encouraged to express themselves in their mother language, promoting connections with the school languages.

Supporting and valuing mother tongues from a very early age also plays a central role, both for the socio-emotional and identity development of children and for the development of their language skills.

### 3.

Mother-tongue support for the children of migrants has a long history, and initially concerned migrants from countries that are now members of the European Union (for example, in 1980, the first complementary courses in Italian language and culture appeared, integrated into the normal class timetable at Luxembourg schools. In 1982, courses for pupils of Portuguese and Spanish nationalities were also offered.

On 24 July 2023, a new law on the reception, guidance, integration and educational support of newly arrived pupils and the creation of the School Integration and Support Service (Service de l'intégration et de l'accueil scolaire, henceforth SIA) came into force. This law addresses all migrant pupils regardless of their nationality or status. It provides better orientation for incoming pupils and enables individual monitoring of their educational trajectories for up to two years.

Given that a cultural agreement is concluded with another State or a non-profit association, Article 21 of this law facilitates the provision of public infrastructure (e.g. classrooms outside school hours or rooms in municipal buildings) for representatives of third-countries (non-profit associations, embassies, or foundations) for teaching mother tongue languages as well as about the culture(s) of their countries of origin. The SIA coordinates and monitors the implementation of these courses.

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Since the introduction of the new law, Ministry of Education agents have met 45 non-profit associations, embassies, or foundations providing language and culture courses in the mother tongue. The purpose of these meetings is to establish connections with these organizations, understand their projects, address their concerns, and propose agreements between them and the Ministry of Education. The objective is to empower these organizations to conduct more courses by providing support in terms of facilities and pedagogical assistance.

The agreements between the organizations providing mother tongue courses and the Ministry of Education aim to provide solutions to the organizational challenges faced by these organisations, including:

- Facilitating suitable premises and covering ongoing costs for caretaking, cleaning, heating, water, and electricity.
- Organizing SIA and IFEN (Institut de formation de l'Éducation nationale or National Education Training Institute) free training courses for course instructors.
- Guaranteeing accident insurance coverage for students and teachers.
- Ensuring greater visibility for the course organisers.

At present, the Ministry of Education has identified approximately 3,000 students enrolled in these mother tongue and culture courses, in addition to more than 3,100 students enrolled in Portuguese language and culture courses (complementary, parallel, integrated). These mother tongue courses cater to young people aged 3 to 18 (varies by association). The participants can learn:

- The language as a mother tongue or heritage language.
- The language as a foreign language, especially in cases where parents are a mixed couple or the child has been adopted.


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		<p>In the above-mentioned law of 24 July, a whole chapter is allocated to interculturality. Article 20 in the chapter states that The SIA supports and contributes to the respect of the principles of interculturality and citizenship, as set out in the amended law of February 6, 2009 on compulsory education through:</p> <ol style="list-style-type: none"> <li>1° designing actions and projects;</li> <li>2° collecting examples of best practices;</li> <li>3° drafting guidelines.</li> </ol> <p>Furthermore, the principle of interculturality is embedded in a myriad of initiatives where the Ministry of Education is involved, ranging from training sessions for both in-service and prospective teachers with a focus on advocating for children's mother tongues, to projects such as "sac d'histoires" or "bag of stories," or the work of intercultural mediators. The "sac d'histoires" or "bag of stories" project is dedicated to promoting children's mother tongues, encouraging early literacy, and strengthening the connections between families and schools through multilingual children's books. The project is built upon three core pillars: fostering an openness to languages, promoting collaboration between schools and families, and encouraging a passion for reading.</p> <p>The intercultural mediators facilitate communication between education professionals, students, and parents who may not speak one of the country's languages.</p> <p>4. Please see answer to question 3.</p> <p>5. Please see answer to question 3.</p> <p>6.</p> <p>The latest allocation of resources regarding this subject by the Ministry of Education corresponds to a</p>
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			budget line aimed at assisting high schools in opening their doors to facilitate the organization of courses by associations, embassies, or foundations. This budget covers expenses related to premises, including caretaking, cleaning, heating, water, and electricity costs.
	<b>EMN NCP Netherlands</b>	<b>Yes</b>	<p>1. No, the Netherlands has not implemented measures to help young third-country nationals maintain their mother tongue. The Primary Education Act (Wet op het primair onderwijs) and Secondary Education Act (Wet op het voortgezet onderwijs) provide some legal possibilities for educating children in other languages than Dutch or Frisian, but this is to promote children's understanding of course material, not to help them maintain their mother tongue. However, from 1 February 2024 onwards, childcare facilities are allowed to provide multilingual child care: child care can be provided in French, German or English, for up to 50% of the time per day.[1] In the context of information exchange within the European Migration Network, it is important to note that these possibilities of offering childcare, primary and secondary education in other languages than Dutch apply to all relevant children in the Dutch childcare and education system, not specifically to third-country nationals.</p> <p>[1] Rijksoverheid, 'Mogelijkheid tot meertalige kinderopvang vastgelegd', <a href="https://www.rijksoverheid.nl/actueel/nieuws/2023/11/09/mogelijkheid-tot-meertalige-kinderopvang-per-wet-vastgelegd">https://www.rijksoverheid.nl/actueel/nieuws/2023/11/09/mogelijkheid-tot-meertalige-kinderopvang-per-wet-vastgelegd</a>, last accessed on 21 December 2023.</p> <p>2. N/A.</p> <p>3. N/A.</p>


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			<p>4. N/A.</p> <p>5. N/A.</p> <p>6. N/A.</p>
	<b>EMN NCP Poland</b>	<b>Yes</b>	<p>1. YES</p> <p>2. Preschool education in Poland applies to children aged 3-6. The applicable regulations regarding the organisation of learning the language of the country of origin at school apply to students from abroad in the age of compulsory schooling and compulsory education bidding in Poland (7-18 years).</p> <p>3. Pursuant to Art. 165 section 15 of the Education Law, for persons who are not Polish citizens and are subject to compulsory education, a diplomatic or consular mission of their country of origin operating in Poland or a cultural and educational association of a given nationality may organise at school, in consultation with the school principal and with the consent of the managing body, language and culture learning of the country of origin. The school provides rooms and teaching aids free of charge.</p>


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			<p>Moreover, in accordance with the regulation of the Minister of National Education of August 23, 2017 on the education of persons who are not Polish citizens and persons who are Polish citizens who studied in schools operating in the education systems of other countries § 20 section 1 courses of language and culture of the country of origin can occur if at least 7 students express their intention to participate in these classes.</p> <p>4. See answer to Q3</p> <p>5. No information was provided (please note that system of education in Poland consists of primary school – 8 years - and secondary education which might be completed at secondary school, technical school or vocational school).</p> <p>6. There are no special funds intended for this purpose.</p>
	<p><b>EMN NCP Portugal</b></p>	<p><b>Yes</b></p>	<p>1. NO. Portugal does not prevent students from using their mother tongue, but it does not implement measures to maintain that language.</p> <p>2.</p> <p>3.</p>

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			4. 5. 6.
	<b>EMN NCP Serbia</b>	<b>Yes</b>	<p>1. YES</p> <p>2. Given that attending preschool education is not mandatory in the Republic of Serbia (except Preparatory Preschool Program for children from 5.5 to 6.5 years old) and with the fact that relatively few children entered the preschool education system, there are no special activities for the preschool level in the mother tongue of the migrants. However, activities such as a children's corner, workshops and playrooms for children were organized in the reception centres and asylum centres where the children mostly used their mother tongue.</p> <p>3. In order to enable migrant children to exercise a right to education, the Ministry of Education, in addition to a series of different activities that adequately respond to the needs of students from the migrant population, issued Professional instruction for the inclusion of refugee/asylum seeker students in the education system (<a href="http://www.mpn.gov.rs/wp-content/uploads/2017/06/STRUCNO-UPUTSTVO.pdf">http://www.mpn.gov.rs/wp-content/uploads/2017/06/STRUCNO-UPUTSTVO.pdf</a>), which regulates the area of educational support at the pre-university level for migrant and asylum seeker students. In addition. Ministry of Education created several trainings to improve the competencies of</p>



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			<p>employees in pre-university level, with topics related to the cultural characteristics of the countries from which migrants come, as well as the information on the educational systems of these countries.</p> <p>The language barrier is one of the challenges that the education system faces continuously during the inclusion of children and students in the education system. Overcoming this problem goes in two directions - learning the Serbian language on the one hand and translating information and educational content into the mother tongue of migrant and refugee students on the other. Information, i.e. pamphlets about the education system in the Republic of Serbia, as well as basic information about enrolling students in school, were translated into the following languages: Farsi, Urdu, Arabic, English, Pashto, and with the beginning of the Ukrainian crisis into the Ukrainian language, with the aim of adequately inform the parents of migrants/asylum seekers/refugees about the possibilities of their children's education in the Republic of Serbia.</p> <p>With the aim of reducing the language barrier and facilitate inclusion of students from the migrant and refugee population, the Ministry of Education provided the translation of educational material into the native languages of migrant students: Arabic, Farsi, French (as a substitute for the Burundian language), and with the beginning of the Ukrainian crisis also into Ukrainian. This measure proved to be an extremely important support for the education of migrants. The translated material (in addition to the material in Serbian language) is also available on the website <a href="http://www.remis.rs">www.remis.rs</a> and is available to all schools as a support in teaching with migrant students. The Ministry of Education, with the support of mentors, who provide on-the-ground support to schools with migrant students, is mapping continuously the needs for educational material and the languages into which the material should be translated. Schools prepare content from various teaching subjects for translation into the native languages of migrant students. These translated contents are delivered to schools that use them in teaching and/or further distribute them to migrant students to support their education. Educational content prepared by schools, with the support of mentors, is a summary of the material with the most important information for each grade and</p>
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subject, along with tests for verification and/or exercises. The goal of this activity is further support for the inclusion of migrants through education and their inclusion in the formal education system.

For the purpose of promoting and exchanging good practices in the education of migrants, the Ministry of Education published three brochures:

- Brochure with examples of good practice with extracurricular activities in the field of education of migrants/asylum seekers (<https://remis.rs/wp-content/uploads/2021/09/IOM-2-brosura-160x230mm5mm-ENG-PREVIEW.pdf>)
- Brochure with successful examples of school documentation in the field of migrant/asylee education - teaching scenario, action plan, school report (<https://remis.rs/wp-content/uploads/2021/09/IOM-3-brosura-160x230mm5mm-ENG-PREVIEW.pdf>)
- Brochure with school works of migrant students (<https://remis.rs/wp-content/uploads/2021/09/IOM-1-brosura-160x230mm5mm-ENG-PREVIEW.pdf>).

The brochures brought together examples of visual teaching aids for overcoming the language barrier, discovering certain schools as resource centres, various cooperation activities with migrant parents, various types of extracurricular activities in which migrant students participate, various workshops, events, games, professional orientation fair, Serbian language learning programs through exploring similarities with the native languages, cooperation with asylum centres, successful examples of school documentation on working with migrants/asylum seekers (action plan, school report for migrant students, etc.) and school works of migrant students.

One of the methods of nurturing the mother tongue and culture is the inclusion of migrants in honouring significant dates - International Day of Migrants, Mother Language Day, School Day, New Year's celebration, honouring national holidays of migrant's countries of origin. During these activities, migrant students prepare a part of the program in their mother tongue or translate, for example, parts of poetry into their mother tongue.


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		<p>Concerning to the children with temporary protection, the Ukrainian language is studied in the educational system of Serbia as one of the minority languages through the optional curriculum Ukrainian language with elements of national culture. This program is available for students from Ukraine in primary schools. The Ministry of Education actively cooperates with the National Council of the Ukrainian National Minority on this issue.</p> <p>4. All the activities mentioned in the previous answer that refer to primary school level are also applied at the secondary school level.</p> <p>5. N/A</p> <p>6. It should be emphasized that the education system in the Republic of Serbia is open and flexible for the continuous inclusion of migrant students at all levels of pre-university education. Teachers and professional assistants do not receive additional compensation if students from the migrant population are educated in their institution, meaning that additional funds for this purpose are not required. However, number of projects that were implemented with donor support contributed to strengthening the resilience of the education system and the ability to quickly and adequately respond to challenges in the field of migrant education, such as the language barrier. Thus, with donor support, translators for the native languages of migrants and refugees were hired in order to translate educational material. The translated educational material is available online on the website <a href="http://www.remis.rs">www.remis.rs</a> and is used by all schools that need this type of support at any time.</p>
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 <b>EMN NCP Slovakia</b>	<b>Yes</b>	<p>1. The Ministry of Education, Science, Research and Sport of the Slovak Republic has not issued methodological recommendations for schools to preserve the mother tongue of children and pupils with migratory background. However, the National Institute of Education and Youth, as a directly managed organization of the Ministry of Education, recommends schools to support the mother tongue of children and pupils with different mother tongue and innovative education programmes for pedagogical and professional employees in methodological manuals for children and pupils with migratory background not only in the educational process, but also in cooperation with legal representatives of children and pupils (e.g. supplementing worksheets in the mother tongue, interview in mother tongue on the topic discussed at school, etc.). It stresses that literacy in their mother tongue is very important for these pupils. They acquire knowledge more easily if they can combine it with knowledge acquired in their mother tongue. Schools have at their disposal methodological manuals and other materials with organisational and methodological instructions on how to support pupils' mother tongue, e.g. Manual for inclusion of children of foreigners into the educational process in the Slovak Republic, Child speaking another language: possibilities of compensatory support in pre-school education, Dictionary of basic terms for primary schools (6 language versions, 4 more are currently being prepared), templates of thematic dictionaries for individual subjects, picture dictionaries, etc. Schools have the possibility to create new subjects within the school curriculum from optional (available) lessons, which can also be used to support pupils' mother tongue. Some schools attended by several foreign pupils also use this possibility, e.g. the school has created the subject Vietnamese language, which is intended for all pupils who are interested in learning Vietnamese.</p> <p>2. See response to question 1.</p> <p>3.</p>
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			<p>See response to question 1.</p> <p>4. See response to question 1.</p> <p>5. See response to question 1.</p> <p>6. It is up to the respective school to deal with the budgetary issues.</p>
	<b>EMN NCP Slovenia</b>	<b>Yes</b>	<p>1. YES Every year, at the start of the school year, the Ministry responsible for education publishes an invitation to schools to apply for co-financing for supplementary mother tongue and culture classes for children of other nationalities. In the application, the (pre-school, primary (includes lower secondary level) or secondary) school specifies the language of instruction, the teacher(s), the learners who will attend the classes and the parents' declarations that the language of communication in the family is also the language of the supplementary instruction and that they agree to attend the classes. On the basis of the application, the Ministry issues a decision specifying the amount of funding in relation to the number of learners attending the classes: In 2023, the Ministry granted 45 EUR per learner – of which 15 EUR is retained by the school for the cost of the premises and 30 EUR is available to the teacher to cover teaching material. The teacher's expenses and/or salary are paid by the "other" party - the country of origin, associations, parents, or the teacher may be a volunteer. Useful links (in slovenian): <a href="https://www.gov.si/teme/jeziki-v-vzgoji-in-izobrazevanju">https://www.gov.si/teme/jeziki-v-vzgoji-in-izobrazevanju</a>/<a href="https://www.eurydice.si/publikacije/Prelet-politik_Vkljucevanje-ucencev-s-priseljenskim-ozadjem-v-sole-v-Evropi.pdf">https://www.eurydice.si/publikacije/Prelet-politik_Vkljucevanje-ucencev-s-priseljenskim-ozadjem-v-sole-v-Evropi.pdf</a></p> <p>2. See answer to the first question.</p>

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			<p>3. See answer to the first question.</p> <p>4. See answer to the first question.</p> <p>5. See answer to the first question</p> <p>6. YES, the amount of funding depends on the number of learners who want to attend the classes.</p>
	<p><b>EMN NCP Spain</b></p>	<p><b>Yes</b></p>	<p>1. Yes</p> <p>2. 1. Curricular actions: The Spanish educational system at preschool level includes a series of key competences, which students should develop. Among them, the multilingual competence for Early Childhood Education allows children to initiate contact with languages and cultures different from the familiar one, fostering attitudes of respect and appreciation for linguistic and cultural diversity, as well as interest in enriching their linguistic repertoire. It also promotes respect and appreciation for one's own and others' linguistic and sociocultural baggage (ANNEX I, Royal Decree 95/2022, of February 1, establishes the organization and minimum standards for Early Childhood Education).</p> <p>2. Territorial Cooperation Programmes: PROA+ (It applies to every education level) Implementation of the Programme for the Educational Guidance, Advancement and Enrichment - PROA+, one of the territorial cooperation programmes promoted by the Ministry of Education, VET and Sports and developed at regional level by the Autonomous Communities (Regions). This major initiative, launched in 2021, aims at improving school success and reducing the share of early school</p>

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		<p>leavers from education and training. 3,700 publicly funded schools with a minimum of 30% of students in a situation of educational vulnerability take part in the Programme (approx. 1.5M students from different education levels: Early Childhood Education, Primary and Lower Secondary Education and Vocational and Upper Secondary Education).</p> <p>Some of the objectives of this Programme include increasing cognitive and socio-emotional school results, reducing the number of students with learning difficulties and moving towards an inclusive school without internal segregation.</p> <p>Each participating school is requested to provide a Strategic Plan that, after a SWOT analysis, summarizes the areas for improvement. The elaboration and implementation of the Strategic Plan has to be a task shared by the whole school community. An essential tool to achieve its goals is the design and selection of “Lever Activities” that will facilitate the transformation of the school in those aspects that need to be improved.</p> <p>Every school year, a catalogue of Lever Activities PROA+ is published by the Ministry of Education. Schools can choose some activities from the catalogue and customize them according to their needs. Some of these Lever Activities are related to different aspects of the linguistic diversity of the students and therefore contribute to the promotion of tolerance and inclusion, intercultural education and multilingualism.</p> <p>The 2022-2023 Catalogue can be found here and the 2023-2024 Catalogue will be published very soon.</p> <p>A list of examples of Lever Activities (with their reference codes) is provided for each level. All of them are in Spanish and their titles provide a short description of what they are about:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A231 LA BIBLIOTECA ESCOLAR COMO ESPACIO DE APRENDIZAJE COMPARTIDO ABIERTO A LA COMUNIDAD EN TU TIEMPO LIBRE (The school library regarded as a learning environment, open to the whole school community, also during the students' free time)</li> <li><input type="checkbox"/> A232 LA BIBLIOTECA ESCOLAR TUTORIZADA COMO ESPACIO PARA LA LECTURA Y LA ALFABETIZACIÓN INFORMACIONAL (Reinforcing reading competences and media literacy)</li> <li><input type="checkbox"/> A301 PROTOCOLO DE ACOGIDA</li> </ul>
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		<ul style="list-style-type: none"> <li><input type="checkbox"/> A303 SUMAMOS TODAS Y TODOS (This activity aims at strengthening collaboration among teachers, families, students and the local environment).</li> <li><input type="checkbox"/> A304 PALABRAS QUE NOS UNEN; EL PODER DE LAS PALABRAS (This activity aims at Improving school life and the social atmosphere in the classrooms by reflecting on the words we use, and the words we should use more often, respect for others).</li> <li><input type="checkbox"/> A308 EN MI COLE CABEMOS TODOS Y TODAS (Multilingualism and intercultural education for inclusive purposes)</li> <li><input type="checkbox"/> A580 CREACIÓN DE ESPACIOS INCLUSIVOS (The aim of this activity is to design spaces for participation to avoid "shadow" spaces, which prevent proper coexistence. These spaces will be used to encourage relationships and personal growth. It is in these "shadow spaces" where a higher percentage of vulnerable students tend to be found, for different reasons)</li> </ul> <p>3.</p> <p>1. Curricular actions: The Spanish educational system at primary school level includes a series of key competences, which students should develop. Among them, the multilingual competence in Primary Education, promotes the recognition and respects for individual language profiles. It also fosters maintenance and acquisition of skills in the native language or languages (ANNEX I. Royal Decree 157/2022, of March 1, establishes the organization and minimum standards for Primary Education).</p> <p>2. Language Programmes: The Arabic Language and Moroccan Culture Programme (PLACM): it is a linguistic and cultural programme carried out in collaboration with the Government of Morocco. PLACM is a state programme, but its implementation is the responsibility of the educational administrations. Currently, it is implemented in twelve out of the seventeen autonomous regions. The objectives of the programme are as follows:</p> <ul style="list-style-type: none"> <li>o To teach the Arabic language and Moroccan culture to Moroccan and non-Moroccan students enrolled in Spanish primary and secondary education centres.</li> </ul>
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		<ul style="list-style-type: none"> <li>o To provide Moroccan students with training that allows them to safeguard their identity and live their culture while respecting that of the host country.</li> <li>o To ensure the sociocultural inclusion of these students in the Spanish Education System and Spanish society, developing values of tolerance and solidarity.</li> <li>o To promote intercultural education, developing values of respect among the different cultures that coexist within and outside the school environment.</li> <li>o To cooperate with families and facilitate communication with teachers in order to establish mechanisms that promote their participation in the educational process of their children.</li> </ul> <p>There are two implementation modalities: Modality A (outside of mandatory class hours) and Modality B (within mandatory class hours). The majority of centres follow Modality A, since the programme is considered mainly a voluntary extracurricular activity.</p> <ul style="list-style-type: none"> <li>- In some autonomous regions (e.g. Castilla-La Mancha, Catalonia or Madrid), other programmes related to the maintenance of linguistic diversity of origin are developed. For example, the Portuguese Language and Culture Programme (El Programa de Lengua y Cultura Portuguesas). This is a programme for the dissemination of Portuguese language and culture in Spanish schools with a dual purpose: to promote the integration of pupils of Portuguese descent and to give pupils of other nationalities the opportunity to learn about Portuguese culture and language. There are also programmes for teaching Romanian, Bulgarian, or Polish Language, Culture, and Civilization. These programmes are usually part of the broader context of collaboration between the Government of Spain and the various states interested in facilitating the knowledge of their language, culture, and civilization, especially for students with family roots in those countries.</li> </ul> <p>3. Territorial Cooperation Programmes. PROA+ (It applies to every education level) See reference for PROA+ in Q2.</p> <p>The suggested Lever Activities for this stage are:</p> <ul style="list-style-type: none"> <li>□ A209 PLAN DE ACOGIDA DEL ALUMNADO INMIGRANTE E INTEGRACIÓN AL AULA (The aim of this activity is to develop a reception plan for students of immigrant background in order to lay the foundations for their personal success with the participation of the whole educational community from</li> </ul>
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		<p>an inclusive point of view)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A213 “LEEMOS EN PAREJA” (The aim of this activity is to improve reading competences and socio-affective relations between peers in order to increase the acquisition of basic skills, coexistence and acceptance of differences).</li> <li><input type="checkbox"/> A231 LA BIBLIOTECA ESCOLAR COMO ESPACIO DE APRENDIZAJE COMPARTIDO ABIERTO A LA COMUNIDAD EN TU TIEMPO LIBRE (The school library regarded as a learning environment, open to the whole school community, also during the students' free time)</li> <li><input type="checkbox"/> A232 LA BIBLIOTECA ESCOLAR TUTORIZADA COMO ESPACIO PARA LA LECTURA Y LA ALFABETIZACIÓN INFORMACIONAL (This activity aims at reinforcing reading competences and media literacy)</li> <li><input type="checkbox"/> A301 PROTOCOLO DE ACOGIDA</li> <li><input type="checkbox"/> A303 SUMAMOS TODAS Y TODOS (This activity aims at strengthening collaboration among teachers, families, students and the local environment).</li> <li><input type="checkbox"/> A304 PALABRAS QUE NOS UNEN; EL PODER DE LAS PALABRAS (This activity aims at Improving school life and the social atmosphere in the classrooms by reflecting on the words we use, and the words we should use more often, respect for others).</li> <li><input type="checkbox"/> A307 TOD@S APRENDEMOS CON Y DESDE LA DIVERSIDAD. SÚMATE A LA TRANSFORMACIÓN (Inclusion, diversity, active participation)</li> <li><input type="checkbox"/> A308 EN MI COLE CABEMOS TODOS Y TODAS (This activity focuses on multilingualism and intercultural education for inclusive purposes)</li> <li><input type="checkbox"/> A403 TERTULIAS DIALÓGICAS</li> <li><input type="checkbox"/> A410 LAS CLASES SON PURO TEATRO (PERFORMANCE EN EL AULA Y TEATRO FUERA DE ELLA (The specific objective of this activity is to provide tools for self-knowledge and to enhance the expression of all layers of a person's identity, even those that do not fit the model accepted by the individual).</li> <li><input type="checkbox"/> A580 CREACIÓN DE ESPACIOS INCLUSIVOS (The aim of this activity is to design spaces for participation to avoid "shadow" spaces, which prevent proper coexistence. These spaces will be used to</li> </ul>
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		<p>encourage relationships and personal growth. It is in these "shadow spaces" where a higher percentage of vulnerable students tend to be found, for different reasons)</p> <p>4.</p> <p>1. Curricular actions: The Spanish educational system at lower secondary school level includes a series of key competences, which students should develop to obtain the Compulsory Secondary Education Graduate diploma. Among them, the multilingual competence for this level allows the use of personal linguistic repertoires, and promotes the recognition and respect for individual linguistic profiles (ANNEX I. Royal Decree 217/2022, of March 29, establishes the organization and minimum requirements for Compulsory Secondary Education).</p> <p>2. Language Programmes: Similarly, the Arabic Language and Moroccan Culture Programme (PLACM) can be implemented in the Compulsory Secondary Education stage, representing 15% of the total schools where the PLACM is conducted.</p> <p>In some autonomous regions (e.g. Castilla-La Mancha, Catalonia or Madrid), other programmes related to the maintenance of linguistic diversity of origin are developed. For example, the Portuguese Language and Culture Programme (El Programa de Lengua y Cultura Portuguesas). This is a programme for the dissemination of Portuguese language and culture in Spanish schools with a dual purpose: to promote the integration of pupils of Portuguese descent and to give pupils of other nationalities the opportunity to learn about Portuguese culture and language. There are also programmes for teaching Romanian, Bulgarian, or Polish Language, Culture, and Civilization. These programmes are usually part of the broader context of collaboration between the Government of Spain and the various states interested in facilitating the knowledge of their language, culture, and civilization, especially for students with family roots in those countries.</p>
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### 3. Territorial Cooperation Programmes: PROA+ (It applies to every education level)

See reference for PROA+ in Q2.

The suggested Lever Activities for this stage are:

- A209 PLAN DE ACOGIDA DEL ALUMNADO INMIGRANTE E INTEGRACIÓN AL AULA (AULA (The aim of this activity is to develop a reception plan for students of immigrant background in order to lay the foundations for their personal success with the participation of the whole educational community from an inclusive point of view)
- A213 “LEEMOS EN PAREJA” (The aim of this activity is to improve reading competences and socio-affective relations between peers in order to increase the acquisition of basic skills, coexistence and acceptance of differences).
- A231 LA BIBLIOTECA ESCOLAR COMO ESPACIO DE APRENDIZAJE COMPARTIDO ABIERTO A LA COMUNIDAD EN TU TIEMPO LIBRE (The objective of this activity is to turn the school library into an attractive space for cultural entertainment and shared learning environment during free time).
- A232 LA BIBLIOTECA ESCOLAR TUTORIZADA COMO ESPACIO PARA LA LECTURA Y LA ALFABETIZACIÓN INFORMACIONAL (This activity aims at reinforcing reading competences and media literacy)
- A238: LABORATORIO BIBLIOTECARIO DE CIUDADANÍA INCLUSIVA Y PARTICIPATIVA (The aim of this activity is to turn the library into a space for training and action for active citizenship, where all students feel part of the community and useful to contribute to social actions).
- A301 PROTOCOLO DE ACOGIDA
- A303 SUMAMOS TODAS Y TODOS (This activity aims at strengthening collaboration among teachers, families, students and the local environment).
- A304 PALABRAS QUE NOS UNEN; EL PODER DE LAS PALABRAS (This activity aims at Improving school life and the social atmosphere in the classrooms by reflecting on the words we use, and the words we should use more often, respect for others).
- A307 TOD@S APRENDEMOS CON Y DESDE LA DIVERSIDAD. SÚMATE A LA

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		<p>TRANSFORMACIÓN (Inclusion, diversity, active participation)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A308 EN MI COLES CABEMOS TODOS Y TODAS (Multilingualism and intercultural education for inclusive purposes)</li> <li><input type="checkbox"/> A403 TERTULIAS DIALÓGICAS</li> <li><input type="checkbox"/> A410 LAS CLASES SON PURO TEATRO (PERFORMANCE EN EL AULA Y TEATRO FUERA DE ELLA (The specific objective of this activity is to provide tools for self-knowledge and to enhance the expression of all layers of a person's identity, even those that do not fit the model accepted by the individual).</li> </ul> <p>A580 CREACIÓN DE ESPACIOS INCLUSIVOS (The aim of this activity is to design spaces for participation to avoid "shadow" spaces, which prevent proper coexistence. These spaces will be used to encourage relationships and personal growth. It is in these "shadow spaces" where a higher percentage of vulnerable students tend to be found, for different reasons)</p> <p>5.</p> <p>1. Curricular actions: The Spanish education system at lower secondary school level includes a series of key competences, which students should develop during this school level in order to obtain the Bachiller's diploma. Among them, the multilingual competence for Upper Secondary Education involves recognizing and respecting individual language profiles and maintaining and acquiring skills in the family language or languages (ANNEX I. Royal Decree 243/2022, of April 5, establishes the organization and minimum requirements for the Bachillerato).</p> <p>2. Territorial Cooperation Programmes: PROA+ (It applies to every education level) See reference for PROA+ in Q2. The suggested Lever Activities for this stage are:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A209 PLAN DE ACOGIDA DEL ALUMNADO INMIGRANTE E INTEGRACIÓN AL AULA (AULA (The aim of this activity is to develop a reception plan for students of immigrant background in order to</li> </ul>
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		<p>lay the foundations for their personal success with the participation of the whole educational community from an inclusive point of view)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A231 LA BIBLIOTECA ESCOLAR COMO ESPACIO DE APRENDIZAJE COMPARTIDO ABIERTO A LA COMUNIDAD EN TU TIEMPO LIBRE (The objective of this activity is to turn the school library into an attractive space for cultural entertainment and shared learning during leisure time).</li> <li><input type="checkbox"/> A232 LA BIBLIOTECA ESCOLAR TUTORIZADA COMO ESPACIO PARA LA LECTURA Y LA ALFABETIZACIÓN INFORMACIONAL (This activity aims at reinforcing reading competences and media literacy)</li> <li><input type="checkbox"/> A303 SUMAMOS TODAS Y TODOS (This activity aims at strengthening collaboration among teachers, families, students and the local environment).</li> <li><input type="checkbox"/> A304 PALABRAS QUE NOS UNEN; EL PODER DE LAS PALABRAS (This activity aims at Improving school life and the social atmosphere in the classrooms by reflecting on the words we use, and the words we should use more often, respect for others).</li> <li><input type="checkbox"/> A403 TERTULIAS DIALÓGICAS</li> <li><input type="checkbox"/> A410 LAS CLASES SON PURO TEATRO (PERFORMANCE EN EL AULA Y TEATRO FUERA DE ELLA</li> <li><input type="checkbox"/> A580 CREACIÓN DE ESPACIOS INCLUSIVOS (The aim of this activity is to design spaces for participation to avoid "shadow" spaces, which prevent proper coexistence. These spaces will be used to encourage relationships and personal growth. It is in these "shadow spaces" where a higher percentage of vulnerable students tend to be found, for different reasons)</li> </ul> <p>6. The Arabic Language and Moroccan Culture Programme (PLACM) is funded by the Government of Morocco, through the Hassan II Foundation. On the Spanish side, both in the Autonomous Communities and in the MEFPD (Ministry of Education, Professional Development and Sports), there</p>
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			<p>are units responsible for coordinating the programme. Additionally, schools allocate their own resources for programme management.</p> <p>The PROA+ Programme is funded by the RRF (320 M€) plus National funding (40M€) for the period 2021-2024.</p>
	<b>EMN NCP Sweden</b>	<b>Yes</b>	<p>1. Yes, students with another mother tongue than Swedish have the possibility to participate in mother tongue teaching.</p> <p>The rules for mother tongue teaching differ depending on whether the language is a national minority language or another mother tongue. If the language is not a national minority language, pupils in primary school, adapted primary school, special school and Sami school must be offered instruction in a mother tongue if one or both guardians have a language other than Swedish as their mother tongue; if the language constitutes the student's daily communication language at home and if the student has a basic knowledge of the language. The school is only obliged to arrange mother-tongue teaching in a specific language if there are at least five students who are entitled to the teaching of that language and there is a suitable teacher.</p> <p>A student who receives mother tongue teaching may continue to participate in the instruction even if the language were to cease to be the daily language of communication for the student.</p> <p>Pupils who belong to one of the national minorities have a stronger right to mother tongue education than other pupils. There are no requirements for the language to be the student's daily communication language or for the student to have any knowledge of the language. There is also no requirement regarding the number of pupils.</p> <p>2.</p>

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			<p>The preschool should contribute to the children being able to develop their mother tongue. However, they are not obliged to offer mother-tongue teaching in the same way as in primary school, upper secondary school and corresponding school forms.</p> <p>3. The right to mother tongue education applies to pupils at primary school level, as described above.</p> <p>4. The right to mother tongue education applies to pupils at lower secondary school level, as described above.</p> <p>5. The right to mother tongue education applies to pupils at upper secondary school level, as described above.</p> <p>6. Mother tongue education is part of the ordinary education system and is financed as such.</p>
	<p><b>EMN NCP Ukraine</b></p>	<p><b>Yes</b></p>	<p>1. NO</p> <p>2.</p> <p>3.</p> <p>4.</p>



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