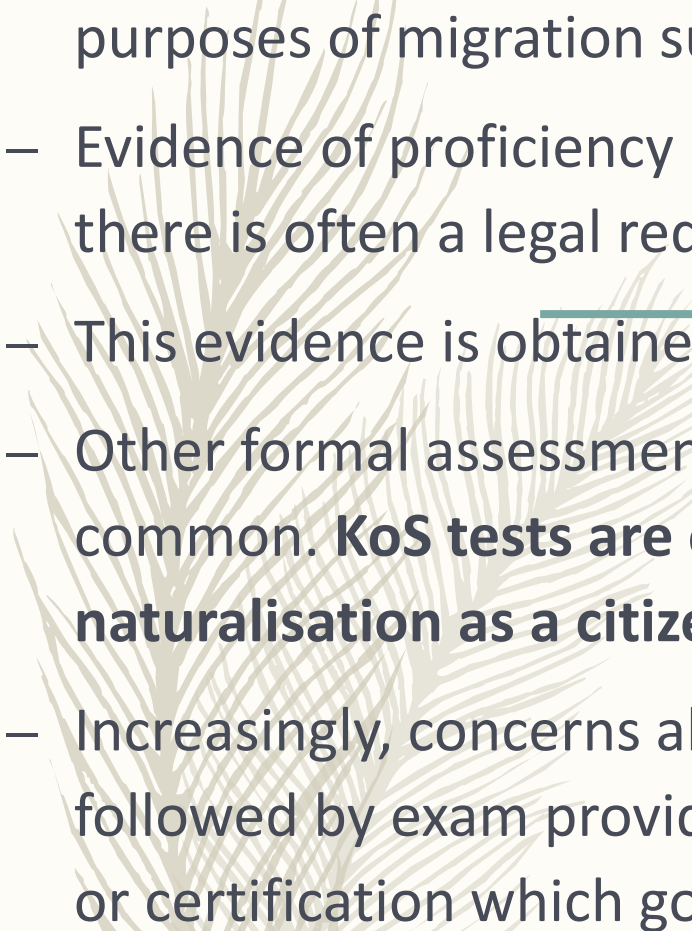


Language issues and access to the labour market

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- Many European countries have introduced **formal linguistic requirements** for the purposes of migration such as **first entry, residency and citizenship**.
 - Evidence of proficiency in the host country language and of knowledge of the way of life there is often a legal requirement of national governments.
 - This evidence is obtained from **language tests, and ‘Knowledge of Society’ (KoS) tests**.
 - Other formal assessment procedures may also be used, but these are the most common. **KoS tests are often a requirement for migrants who want to apply for naturalisation as a citizen or for permanent residence in the host country.**
 - Increasingly, concerns about exam security and about the reliability of procedures followed by exam providers and exam centres can also limit the range of qualifications or certification which governments are prepared to accept.

Country	Entry	Residence	Citizenship
Austria		A2/B1	B1
Albania	Interview	Interview	Interview
Andorra			A1/A2 speaking (Catalan)
Belgium			A2
Bosnia		Not related to CEFR	Not related to CEFR
Cyprus		A1/A2	None
Czech Republic		A1	B1
Denmark	A1 (family reunion)	A2 written /B1 speaking	B1 (B1+ speaking)
Estonia		B1	B1
Finland			B1 (Finnish or Swedish)
France	40-hour courses	A1/A2	B1 speaking
Germany	A1 (family reunion)	B1	B1
Greece		A2	A2
Italy	A2 (only speaking)	A2	None
Latvia		A2	B1
Liechtenstein	A1	A2	B1
Lithuania		A2	A2



Greek Proficiency Test A2 for Professional Reasons

- Following the recommendation of the European Commission for the Greek legislation to comply with European Union regulations, the Ministry of Education and Religious Affairs and the Center for the Greek Language conducting examinations for the Certificate of Attainment in Greek for Professional Purposes.
- Three times per year
- Three skills: reading comprehension, listening comprehension, interview (**not writing production!**)
- Candidates should comprehend the general framework of a discussion between two native speakers or of a simple text that talks about daily issues, several simple announcements in press, radio, TV or public spaces, to communicate or exchange basic information and to write simple, short texts.



Teaching Greek to refugees in Greek universities

- **Aristotle University of Thessaloniki**, School of Modern Greek, www.smg.auth.gr (Program Heliyos)
- **University of the Aegean**,
<https://www.aegean.gr/announcement/%CE%AD%CE%BD%CE%B1%CF%81%CE%BE%CE%B7-%CE%BC%CE%B1%CE%B8%CE%B7%CE%BC%CE%AC%CF%84%CF%89%CE%BD-%CE%B5%CE%BB%CE%BB%CE%B7%CE%BD%CE%B9%CE%BA%CE%AE%CF%82-%CE%B3%CE%BB%CF%8E%CF%83%CF%83%CE%B1%CF%82-%CE%BA%CE%B1%CE%B9-%CF%80%CE%BF%CE%BB%CE%B9%CF%84%CE%B9%CF%83%CE%BC%CE%BF%CF%8D-%CE%B3%CE%B9%CE%B1-%CE%B5%CE%BD%CE%AE%CE%BB%CE%B9%CE%BA%CE%B5%CF%82-%CF%80%CF%81%CF%8C%CF%83%CF%86%CF%85%CE%B3%CE%B5%CF%82-%CF%83%CF%84%CE%B7-%CF%83%CF%87%CE%BF%CE%BB%CE%AE>
- **National Kapodistrian University of Athens**, Modern Greek Language Teaching Center



Institutions that provide Greek lessons to adult refugees

<https://www.refugee.info/greece/services/by-category/33/?language=en>

- Community Center for Women, Melissa Network, Athens
- Arsis Association (Athens, Thessaloniki, Leros)
- Metadrasi (Athens, Thessaloniki)
- Center for Social Integration and Employability Caritas Hellas, Athens
- Greek Council for Refugees, Athens, Athens
- Second Tree, Ioannina



Migrant education and employment

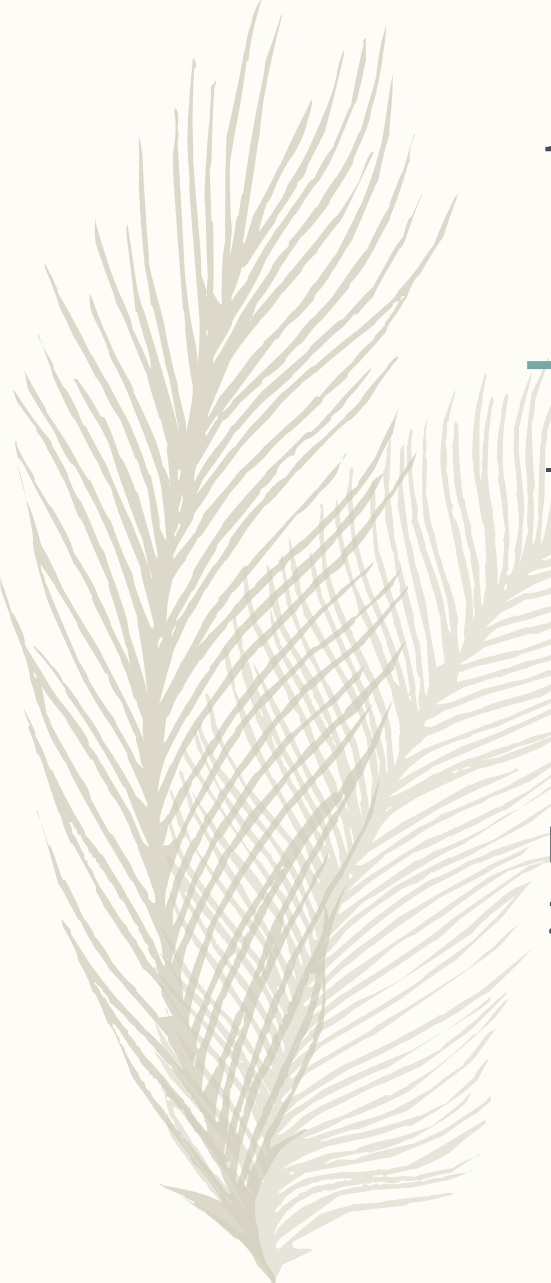
The Council of Europe has launched a project dedicated to the **Linguistic Integration of Adult Migrants (LIAM)**. The website (<https://www.coe.int/en/web/lang-migrants>) gives access to a very wide range of resources related to the theme. This provides a comprehensive fact sheet and other resources 'to support member states in their efforts to respond to the challenges posed by unprecedented migration flows'. **A specific website for adult refugees** is also available within the framework of the LIAM project which includes a toolkit comprising 57 tools. The Council of Europe has also produced a **qualifications passport for refugees** as an aid to integration into education and employment.



The Language for Work project

- The Language for Work project – full title **‘A European learning network for professionals supporting work-related second language development’**
- This project has developed a network for professionals dealing with language training for work; its aims are to develop a series of tools for professional development and among these is a “quick guide” to support companies in the linguistic integration of adult migrants.

<https://languageforwork.ecml.at/>

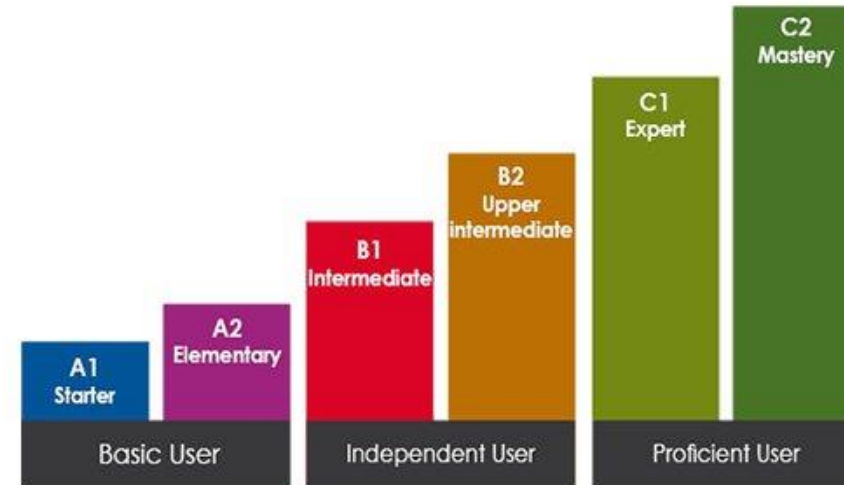


A collaborative community approach to migrant education

- A virtual open course for educators. The resources offer innovative ways to enhance young migrants' education by developing links between schools, the home and local partners in education. This educational joint venture develops the learners' skills in the language of schooling as well their plurilingual competences.

<https://www.ecml.at/ECML-Programme/Programme2012-2015/Community/tabid/1836/Default.aspx>

Language levels according to CEFR





The four skills

- Listening comprehension (i.e. to the teacher using the target language, to a song, to one another in a pair activity, short video etc.)
- Oral production (i.e. pronunciation practice, greetings, dialogue creation, role play, substitution drills, debates etc.)
- Reading comprehension (i.e. instructions, texts, written grammar drills, flashcards etc.)
- Writing production (i.e. fill-in-the-blank sheet, sentences that describe a feeling/ object, a dialogue script, a journal entry etc.)

Self-assessment grids for language skills

Self-assessment grid - Table 2 (CEFR 3.3) : Cc Reference levels

The self-assessment grid illustrates the levels of proficiency described in the *Common European Framework of Reference for Languages (CEFR)*.

It presents 34 scales of listening, reading, spoken interaction, spoken production and writing activities. The following official translations should be used, and the copyright reference be quoted.

In order to orient learners, teachers and other users within the educational system for some practical purpose, a more detailed overview is necessary. Table 2 is a draft for a **self-assessment orientation tool** intended to help learners to profile their main language skills, and decide at which level they might look at a checklist of more detailed descriptors in order to self-assess their level of proficiency.

▶ Basque

▶ Bulgarian

▶ Catalan

▶ Croatian

▶ Czech

▶ Danish

▶ Dutch

▶ English

▶ Esperanto

▶ Estonian

▶ Finnish

▶ French

▶ Galician

▶ Gaelic

▶ German

▶ Greek

▶ Hungarian

▶ Icelandic

▶ Italian

▶ Latvian

▶ Lithuanian

▶ Maltese

▶ Moldovan/Romanian

▶ Norwegian

▶ Polish

▶ Portuguese

▶ Russian

▶ Slovakian

▶ Slovenian

▶ Spanish

▶ Swedish

▶ Turkish

	A1	A2
Listening	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance. I can catch the main point in short, clear, simple messages and announcements.
Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material and I can understand short simple personal letters.
Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.
Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.
Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.

	B1	B2
Listening	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.
Reading	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.
Spoken interaction	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.
Spoken production	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Writing	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.

	C1	C2
Listening	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
Reading	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Spoken interaction	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely.
Spoken production	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.

Selected references

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