

NATIONAL CORE CURRICULUM FOR INTEGRATION TRAINING 2022



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Providers of integration training

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From 1 March 2022 until further notice

Provisions on which the authority to issue the regulation is based:

Act on the promotion of immigrant integration (1386/2010) section 20, subsection 2

Repeals regulation no 1/011/2012

National core curriculum for integration training 2022

The Finnish National Agency for Education has determined the National core curriculum for integration training 2022 according to the appendix.

Parties providing integration training must adopt a curriculum complying with this National core curriculum in training beginning after 1 August 2022.

The regulation repealed with this regulation shall be complied with until the adoption of a curriculum in accordance with this regulation.

Director General Minna Kelhä

Counsellor of Education Katri Kuukka

APPENDICES

National core curriculum for integration training 2022

FOR INFORMATION

Ministry of Economic Affairs and Employment
Ministry of Education and Culture
Centres for economic development, transport and the environment
TE Offices

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INTRODUCTION

Under the Act on the promotion of immigrant integration¹, immigrants over the compulsory education age are provided with instruction of Finnish or Swedish language and are, if necessary, taught reading and writing skills and provided with other instruction that promote access to employment and further training and social, cultural and life management skills as part of integration training.

Based on the Act on the promotion of immigrant integration, the Finnish National Agency for Education determines in this document the instruction of Finnish/Swedish in integration training.² The Finnish National Agency for Education regulation is obligating for the providers of integration training. In addition, the document describes the other instruction provided in integration training to promote students' access to working life and further education and to improve their social, cultural and life management skills. The training based on the National core curriculum promotes the student's integration and engagement in Finnish society. Full compliance with this National core curriculum may be required in procurements made to organise integration training in labour policy education.

Integration training in brief

Integration training is aimed at promoting the development of the student's proficiency in Finnish/Swedish and other capabilities required in society and working life. The aim is to support the student's employment prospects or transition to further education or training. The training also creates preconditions for students' well-being and equal position in society more widely, strengthens their social inclusion and supports them in taking responsibility for advancing their integration themselves.

The training comprises the following areas: language and communication competence, citizenship and working life competence, guidance supporting the student, and support for studying and learning. In the training, the student's prior learning is identified and a further plan leading to employment or studying is drawn up for them.

1 Act on the promotion of immigrant integration 1386/2010, section 20, subsection 1

2 Act on the promotion of immigrant integration 1386/2010, sections 20, subsection 2

In the Act on the promotion of immigrant integration (1386/2010)³, the linguistic objective set for integration training is to provide the basic language skills required in daily life, which are often a prerequisite for progressing to further studies. The maximum scope of the training is 80 credits. Students' individual capabilities and needs are taken into account in the duration of the training. An on-the-job learning period with a scope at least eight (8) credits is included in the training. The training may also include optional studies. The progress of the student's learning and the student's competence are assessed both during the training and at the end of it, when assessments of the student's language and communication competence and citizenship and working life competence are marked in the certificate.

The provider of integration training works in broad and diverse cooperation with other actors. This cooperation helps students find authentic situations for using the language skills they have learnt and for learning new things. Cooperation with employers enables the student to learn about the employers, the sectors that offer employment, entrepreneurship and businesses in the region.

Full compliance with this National core curriculum may be required in procurements made to organise integration training in labour policy education. If other training is provided to an immigrant who is over the compulsory education age, the national core curriculum or the qualification requirements for the education concerned shall be complied with. If the training does not have a national core curriculum of its own, the education provider can follow this National core curriculum.

The legislative basis of integration training

The National core curriculum for integration training⁴ is based on the Act on the promotion of immigrant integration (1386/2010).

The Act on the promotion of immigrant integration⁵ is aimed at promoting the integration of immigrants and their active participation in Finnish society, gender equality and non-discrimination, and positive interaction between different population groups. The Act lays down provisions on the measures and services at the initial phase of integration, which support integration into the new society, promote employment and social inclusion. Integration training is an essential part of the initial phase of integration, while the other contents of the initial

3 Act on the promotion of immigrant integration 1386/2010, sections 20, subsection 3

4 Act on the promotion of immigrant integration 1386/2010, sections 20 and 21

5 Act on the promotion of immigrant integration 1386/2010, section 1

phase are usually guidance, advisory services, the initial assessment and the integration plan. The immigrant's employment, study and other integration capabilities, the need for language training and other measures and services promoting integration have in most cases been assessed before integration training, in the initial assessment⁶. Based on the initial assessment, the person is referred to services that meet their needs and have been agreed in the integration plan.

The assessment of the initial level of language proficiency, which is often carried out as part of the initial assessment, is essential from the point of view of integration training as it determines in more detail the person's reading and writing skills, written and oral proficiency in Finnish/Swedish and capabilities for studying. Based on the assessment, the student will be directed to a suitable integration training group or some other education path suitable for the student. The assessment may contribute to how extensively and with what kind of individual emphases the student will complete the integration training. Wider assessment of the student's competence is also possible as part of the initial assessment and will be used in integration training to draw up the student's personal study plan, however, by taking into account the data protection principles concerning the processing of personal data. The provider of the measures and services supporting integration has the right to receive from the Employment and Economic Development Office and the municipal authorities, free of charge and without secrecy provisions preventing it, the information on the student that is necessary for providing the training.⁷

As a rule, integration training is organised as labour policy education to immigrants who are over the compulsory education age. Unemployed persons and persons at risk of unemployment can participate in integration training organised as labour policy education. In certain situations, persons who are working may also apply for integration training for immigrants provided as labour policy education. It is also possible to apply for the training as self-motivated studies. In that case, the studies have already been agreed on in the integration plan before the beginning of the training if the student is studying with unemployment benefit.

Integration training may include studies that improve the knowledge of the Latin alphabet for students who have sufficient learning capabilities and educational background, and the other objectives of integration training make it the most appropriate training for the student. Literacy training for adult immigrants is primarily provided at the literacy phase of basic education for adults and in liberal adult education institutions.

6 Act on the promotion of immigrant integration 1386/2010, sections 9 and 10

7 Act on the promotion of immigrant integration 1386/2010, section 87

Basic education for adults may also be a more appropriate alternative than integration training for those adults with immigration background who because of their low level of basic education particularly need reading and writing skills and mathematical capabilities or who need a basic education certificate for their further studies.

A student of the compulsory education age who has completed basic education but lacks sufficient proficiency in Finnish/Swedish to complete education following basic education can continue to complete their compulsory education in basic education for adults or in folk high school providing education that follows the National core curriculum for integration training or the Curriculum guidelines for literacy training in liberal adult education 2017 drawn up by the Finnish National Agency for Education^{8,9}

The providers of integration training use this core curriculum to draw up more detailed plans that describe the teaching and guidance. If other training such as basic education or vocational education and training (VET) is organised to an immigrant who is over the compulsory education age, the national core curriculum for the education or qualification concerned shall be complied with. If the training does not have a national core curriculum of its own, the education provider can follow this National core curriculum.

8 Finnish National Agency for Education 2017. Curriculum guidelines for literacy training in liberal adult education 2017. Helsinki: Finnish National Agency for Education.

9 Basic Education Decree 1214/2020, section 5, subsection 1 and 2.

1 TASK AND UNDERLYING VALUES OF INTEGRATION TRAINING

1.1 Task and objectives of the training

The task of integration training is to improve the student's proficiency in Finnish/Swedish and other capabilities that promote the student's access to employment, own agency and social inclusion, and enable the student to have an equal position in Finnish society. Integration training strives for its part to secure the availability of competent workforce and generate business activities.

Integration training is part of the set of services promoting immigrant integration and consisting both of services provided to immigrants by the authorities and other parties and of measures taken to promote the receptiveness of society. The task of integration training is to provide the student with capabilities for the transition to working life or further education or training.

The aim of integration training is to enable the student to reach the basic language skills in Finnish/Swedish (B1.1) required in daily life, working life and further studies. In the training, the student learns to know their rights and obligations as a person, an employee and an entrepreneur living in Finland. In addition, integration training strengthens the student's transversal competences, such as their knowledge of the practices in Finnish society, everyday skills and an ecologically, financially, socially and culturally sustainable way of living. Transversal competences are intertwined with the teaching and assessment of language and communication competence and citizenship and working life competence in integration training.

In the training, students study Finnish/Swedish and acquire other capabilities promoting integration that support their access to studies and working life and their participation in the operation of society. The training includes studies related to citizenship and working life and on-the-job learning periods. In integration training, the student's prior learning is identified and recognised and the student is offered study and career guidance.

The diversity of students' learning and study capabilities and life situations requires flexible structures and teaching arrangements and individual guidance in integration training. The instruction needs to be differentiated according to students' individual capabilities, goals and needs. Accessibility is taken into account in the implementation of the training.

The training also promotes students' mental well-being and social integration. The aim of the training is to make settling in Finland and engagement in Finnish

society easier, and it provides students with capabilities for positive interaction and participation in society. Learning Finnish/Swedish and acquiring other kinds of education, participation in neighbourhood communities and civic activities, exerting influence in society and a sense of belonging to it are key factors that strengthen social inclusion. In the training, students' cultural customs, traditions and habits are discussed appreciatingly and students are encouraged to maintain them within the limits of Finnish legislation.

1.2 Underlying values

The underlying values of integration training follow the underlying values of the Finnish education system. For its part, the training safeguards the realisation of the educational rights guaranteed in the Constitution of Finland¹⁰ and the promotion of equity and gender equality. One of the general values that integration training is based on is respect for life and human rights. The educational ideal is to strive for kindness, truth and humanity. The training promotes democracy and societal fairness. It creates preconditions for the well-being and equal position of immigrants in society and prevents social exclusion.

In integration training, one of the key values is to increase students' inclusion in the different areas of society. The importance of work and an occupation for a person's well-being, identity and social inclusion is recognised in the training. Integration training takes into account the heterogeneity of the student group and sees each student as an individual with needs and wishes.

All teaching and guidance provided in the training is language-aware: the language and the content learnt are essentially linked. Language plays an important role in all phases of the training. The objectives and contents of the training and the principles of assessment are explained to students to enable them to understand their content. If possible, other languages are also taken advantage of in the teaching and guidance. The student's linguistic and cultural background is taken into account in the instruction, and efforts are made to utilise the student's linguistic and cultural resources.

Integration training increases the understanding, acceptance and appreciation of differences. Everyone involved in integration training is treated appreciatingly and without discrimination. The training aims at psychological security and being heard. It brings up the rights to personal liberty and integrity, which are secured in the Constitution, and promotes gender equality and the understanding of the diversity of gender and sexual orientation. In addition, capabilities are provided for identifying forms of structural and everyday racism and ways of affecting them are discussed.

¹⁰ Constitution of Finland 731/1999

The training takes into account the impact of the immigration and integration process on the student's well-being and coping. Physical and mental well-being are promoted as part of the guidance and teaching, and factors related to managing the stress related to studying and everyday life are identified. Efforts are also made to identify the student's learning difficulties and obstacles to learning at an early stage.

The training is implemented in accordance with these underlying values, and students are offered a learning environment in which these values are respected.

1.3 Conception of learning

In the training, the student is considered an adult learner, so an emphasis in teaching is placed on paying attention to the student's previous experiences, knowledge and skills. For adult learners, it is important that learning is meaningful and linked to their own goals, society and working life.

In the learning process, the student builds their knowledge on what they have learnt before and relates new information to their existing knowledge base, modifying it. The building of knowledge comprises structuring, selecting and comparing information and interpreting it, evaluating it critically and applying it to new situations.

Language plays a central role in learning because it is used to build and modify the knowledge base. Language is not only a tool and object of learning, it is used to create meanings and information about reality. Language-aware teaching supports the different learning processes of multilingual students and their identity as learners, which includes finding studying meaningful, knowing one's own resources and setting goals.

2 PREPARATION AND CONTENTS OF THE CURRICULUM

The objectives and contents of integration training lay the basis for the teaching and the operating culture. The providers of integration training will use this National core curriculum to draw up their own plan with local and regional emphases. In this National core curriculum, the plan is called the curriculum.

2.1 Education provider's curriculum

The decisions concerning the education provider's teaching and guidance work are made in the provider's curriculum. The local business structure and provision of education, the education provider's operating environment, local competence strengths and special resources are taken into account when the curriculum is drawn up. When the curriculum is implemented, the local learning environment comprising the natural and cultural environment, cultural sites, linguistic conditions and the opportunities provided by different organisations is taken into account. Practical cooperation with experts in different fields increases the meaningfulness of the studies and strengthens the links between integration training and the surrounding society.

The education provider makes the decisions on drawing up and updating the curriculum. When the curriculum is drawn up, it is advisable to work in cooperation with the staff and the regional and local actors responsible for the promotion of integration. Cooperation in drawing up the curriculum can be carried out with other education providers, regional businesses and other stakeholders. Students can also be consulted about their views, which can be used when the curriculum is drawn up. All students are given an opportunity to access the curriculum document.

When drawing up the curriculum, the education provider must take into account the integration programme(s) in its operating area and the possible feedback received on integration training previously. Cooperation with different stakeholders is aimed at ensuring the high standard of integration training, its relevance to society, and the commitment of the entire learning community to the jointly determined objectives and procedures. When drawing up the curriculum, solutions should be sought which will improve the operating culture of the learning community, support the students' well-being, coping, and participation, and diversify interaction both within the education provider and with society around it.

The following matters are specified in the education provider's curriculum:

- the target group of the training and the regional or local starting points for its provision
- the operating culture, learning environments and working methods
- links and synergy between the different areas of the training
- drawing up students' personal study plan
- differentiation of instruction
- paying attention to the initial assessment and the assessment of the starting level in the student's personal study plan
- identification and recognition of prior learning
- language and communication competence, citizenship and working life competence, and the objectives and key contents of the optional studies offered
- the contents of transversal competences as part of the training
- guidance and support for the student and the division of work between guidance and support staff
- practices for student assessment and giving feedback
- working life cooperation, including organising on-the-job learning periods
- provision of optional studies, with cooperation partners if necessary
- cooperation with other education providers, cooperation partners and stakeholders
- practices for studying online and independent studying
- continuous development and assessment of the institution's own activities and involving students in their development

In addition, the education provider must have the following statutory plans, which can be included as part of the curriculum or other plan of the educational institution:

- gender equality plan¹¹
- non-discrimination plan¹²

2.2 Education provider's guidance plan

The education provider's curriculum includes a plan for the guidance included in integration training, hereinafter referred to as the guidance plan. The guidance plan serves as a tool for implementing the guidance and supports the evaluation and development of guidance work. A well-prepared guidance plan ensures the quality and continuity of guidance and makes the guidance activities visible. The guidance plan must take into account the education provider's gender equality and non-discrimination plan(s).

11 Act on equality between women and men 1329/2014, section 5a

12 Non-discrimination act 1325/2014, section 6

The guidance plan describes

- the tasks and objectives of guidance
- the forms of providing guidance; the content, methods and work approaches used in guidance, the timetables
- the duties of the staff providing guidance and the division of work
- the guidance cooperation and key cooperation parties during the integration training
- guidance in transition points: cooperation with the party referring the student to guidance and organisation of further guidance
- organisation of the guidance given during on-the-job-learning
- implementation of the evaluation of the guidance activities

3 SCOPE AND IMPLEMENTATION OF THE TRAINING

The maximum scope of integration training for immigrants is 80 credits. One credit corresponds to an average of approximately 27 hours of work by the student and includes a sufficient amount of teaching to meet the student's individual needs. The amount of work required for completing one credit may vary depending on the student's linguistic and educational capabilities. As a rule, the integration training lasts one year. The scope and duration of the training may vary according to the student's personal study plan. The training may last longer if the student repeats a part of the training for justified reasons or completes studies that improve their knowledge of the Latin alphabet. The student may also participate in integration training for a shorter period of time according to their personal goals and learning needs and flexibly transition to other training or to working life. The education provider negotiates the need to repeat part of the training and the transition to further training with the student and the party drawing up the integration or employment plan. It may be more appropriate to offer shorter training to the student group if the students' capabilities make this possible. The other provision of education, the other provision of services and the employment situation in the region may also affect the individual length of the integration training.

The aim of integration training is to enable the student to reach the basic language skills¹³ in Finnish/Swedish required in daily life, which correspond to proficiency level B1.1 in the Finnish Language proficiency scale¹⁴ (a Finnish application based on the Common European Framework for Languages: Learning, Teaching and Assessment).¹⁵ However, because the student's proficiency profile is individual and dynamic by nature, the level of proficiency reached during the training may exceed or remain below this target. During the training, the student is supported in achieving the language proficiency target by taking into account the student's individual capabilities, and long-term targets are also created for developing language proficiency and maintaining it.

Integration training comprises the following areas, which are implemented as mutually supportive entities (Figure 1). The indicative number of credits for each area:

13 Act on the promotion of immigrant integration 1386/2010, section 20, subsection 3.

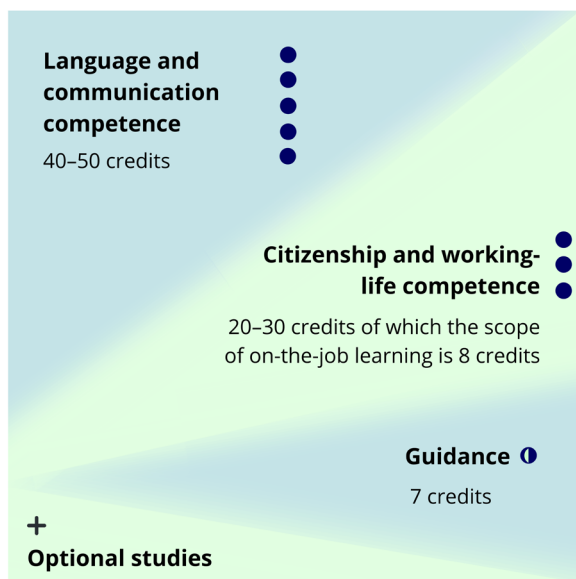
14 Finnish National Agency for Education 2014. Language proficiency scale, Finnish and Swedish as a second language and literature (support material). Helsinki: Finnish National Agency for Education.

15 Council of Europe 2001. Common European framework of reference for languages: Learning, teaching, assessment. Cambridge, U.K: Press Syndicate of the University of Cambridge.

- Language and communication competence 40–50 credits
- Citizenship and working-life competence 20–30 credits,
- of which the scope of on-the-job learning at least 8 credits
- guidance 7 credits

The training includes one or more on-the-job learning periods. In addition, the student is offered optional studies according to their personal needs and goals.

FIGURE 1. SCOPE AND AREAS OF INTEGRATION TRAINING



Students' individual needs, the regional provision of education and the labour market situation are taken into account in the provision of education. Teaching groups can be formed in different ways according to the need for training and the number of students. When the groups are formed, students' capabilities to study and their different studying paces are taken into account.

The training can be split into modules of varying duration. For example, it can be organised in the following way:

- basic path for students with
 - basic studying skills.
 - technical reading and writing skills using the Latin alphabet
 - usually, some experience in studying a foreign language
 - whose goal is employment or vocational education and training
- a slowly progressing path for students with
 - a need to develop their study capabilities or whose life situation is challenging for learning

- satisfactory technical reading and writing skills using the Latin alphabet
- whose goal is employment or vocational education and training
- a path for fast progressing students with
 - fluent technical reading and writing skills using the Latin alphabet
 - experience in studying a foreign language
 - good study skills and capacities for independent and self-motivated study
 - a higher education degree or experience of academic studies
 - whose goal is employment in an academic profession or continuing education in their own field

The intensity, studying pace and emphases of the study paths of students in integration training may be different. Teaching methods, working methods and other pedagogical solutions are selected in a way that is appropriate for the study path and the group. When the training is implemented, it is taken into account that different students achieve different results during the integration training. As a rule, students progressing more slowly should be offered the training in its maximum scope. The possible need to reinforce the students' knowledge of the Latin alphabet should also be paid attention to in the implementation of the training. Where possible, studies aimed at reinforcing knowledge of the Latin alphabet can be organised, for example, as a separate module or as additional hours of teaching to students requiring it.

If necessary, the student can change their study path during integration training. The decision on this is made on the basis of guidance discussions between the student and the instructor and in cooperation with the party drawing up the integration or employment plan.

The heterogeneity of the teaching groups, the differentiation of instruction and the required adaptation of the training for students with disabilities are taken into account in the provision of the training. For example, access of some students to work corresponding to their occupation in Finland may be supported, while the emphasis for others may be on improving their language proficiency and basic skills. However, guidance in looking for work is included in the training for all the students. The training must also be adapted to the needs of highly educated students who have already lived in Finland for a longer time. There are also differences in how individual students find a place in education or training or find employment after integration training. For example, integration training can be reconciled with part-time work if the student finds employment during the training. Content providing orientation to the student's previous or a new occupation or rehabilitative content may be part of the integration training.

Especially in bilingual areas, it is possible to offer studies in the second national language as optional studies in integration training. Depending on the students' needs, studies in the second national language could be included in the modules towards the end of the training, paying attention to matters such as the needs related to finding employment and the smooth running of everyday life in a bilingual environment.

The learning previously acquired by the students is identified and recognised in the training. The training comprises instruction of vocational and other capabilities required in working life, career planning, and guidance for further studies, employment-promoting services or the labour market. Assessing the need for rehabilitation and actual rehabilitation may also be linked to the training.

3.1 Operating culture, learning environments and working methods

Operating culture

The underlying values of integration training are implemented in the education provider's operating culture. The operating culture includes all of the education provider's operating practices, behavioural models and the values, principles and criteria on which the quality of the training is based. The operating culture is visible at the level of the individual, the group and cooperation. Linguistic and cultural diversity are a special feature of integration training. This requires the education provider to be aware of the diversity of the community and commit itself to operating practices and procedures supporting it. The provider of integration training operates as a learning community and encourages all of its members to learn.

A learning community values languages and is aware of the importance of language for the student's identity. The importance of language in learning is also understood widely. Every employee in integration training, especially the teacher, is a linguistic model and a teacher of the language specific to the areas and contents they teach. The student is encouraged to use their language resources and to express themselves by using several languages and multimodally, for example, with the help of gestures and expressions. The operating culture takes into account plurilingualism in the support services offered to the students and in the linguistic accessibility of the learning environment, making understanding and becoming understood possible also at the beginning of the studies.

Students primarily learn the contents and skills of integration training in Finnish/Swedish, but other languages known by the students and the teaching staff are also made use of in teaching and guidance if possible. Because language is a central means of learning, it must be taught actively and in a goal-oriented manner as part of all contents of integration training. A language-aware teacher observes language and the use of language in different situations and supports the development of linguistic and content-related skills side by side. Language-aware teaching integrates linguistic and content-related studies into each another. Teaching is planned and implemented in cooperation between teachers in a manner that enables students to receive the linguistic support they need in all topics. Language awareness means that the importance of language in

teaching, learning and the activities of the education provider is identified. It is therefore essential to strengthen and develop the language-aware operating culture. In teaching, language awareness also refers to working methods that strengthen students' knowledge structures and support identification of text types and socialisation to different language use situations.

Learning environments

The learning environments and working methods must support the building of knowledge based on the student's earlier experiences and help the student learn and use strategies that promote the achievement of the objectives of the training. The training emphasises a sense of community, interaction and self-regulation in learning and working in networks. Authentic learning environments outside the educational institution's learning environment are used in instruction diversely to encourage the student to use the language of the studies in their daily life. The use of online learning environments also encourages the student to self-regulation, which will help support the differentiation of instruction.

The learning environments are planned and implemented in a manner that enables the student to set concrete and realistic goals of their own. The learning environments give the student opportunities to find and try out working methods that are suitable for their learning style.

The facilities and equipment selected for studying make the use of versatile study techniques and working methods possible. Students are familiarised with information retrieval methods and guided in using information and communication technology, which will also make it easier to organise the training partly or fully as online training. When the training is planned and implemented, attention is paid not only to the learning environment but also to the education provider's management culture, the motivation and commitment of the instructors and students, community members' opportunities to exert influence and the ways of working in cooperation.

Working methods

Language-aware working methods that emphasise the communality of learning are used in teaching and studying. The interaction between the teacher and the students and learning to work in different groups is essential. It promotes the understanding of different views and experiences and also prepares the students for working life. The working methods support self-regulation, taking responsibility and the strengthening of assessment competence. They also improve peer assessment and self-assessment skills and assessment of one's own actions in relation to other people and the entire wider society. The teacher activates engagement in cooperation, action and achievement of learning objectives.

It is important to take into account in teaching that students' ability to study independently varies and they need the teacher to guide their studying in different ways. Using some working methods may also require practising or unlearning the usual working methods. Students' different needs are taken into account through the differentiation of instruction. The purpose of differentiation is to find ways of studying that enable students to progress in their studies according to their goals. Differentiation helps students recognise their strengths, make use of them in their studies, improve the skills they use to progress in their studies and achieve their goals. Differentiation serves both slower and faster students. Different pedagogical solutions supporting the student's learning are used in differentiation. The dimensions of differentiation are related to variation in the extent, depth and pace of studying. The solutions may be related to the contents of teaching, teaching methods, practices, teaching material, learning environments, the number of tasks and assignments, and the available time. The student can also be directed to use opportunities outside the training, for example, in leisure-time activities or volunteering and mentoring activities.

The working methods can be made more inclusive by offering choice, regulating space use, grouping the students flexibly and using learning situations outside the educational institution. The student is guided to learn in a way that best suits them and to develop working and learning methods and study skills they will need in their future studies. Students may need different opportunities to demonstrate their competence and progress and always benefit from individual feedback.

3.2 Cooperation with other actors supporting integration

The provider of integration training works in extensive and diverse cooperation with other actors. Cooperation promotes integration and receptiveness of society. This means that students gain capabilities and motivation for integration. For cooperating actors, the aim for them is to be able to offer services and activities to students in integration training as well as adapt the services to meet the student's needs so they, in effect, are able to receive services.

The objective of the cooperation is to enable students to learn to know different actors (e.g., employers, professional networks, networks and services supporting entrepreneurship, education providers, public services, third sector) and their nearby environment, locality and living area. This cooperation helps students find authentic situations for using the language skills they have learnt and for learning new things. In addition, cooperation diversifies the studies offered, the learning environments and the working methods.

The cooperation contents of integration training for immigrants include familiarisation visits to companies and workplaces and participation in the operation of the third sector. The student groups may receive visitors and the students may be offered opportunities to complete optional studies offered by cooperation partners. Topics requiring special expertise should be discussed in cooperation with visiting experts. Events organised by visiting experts may be offered in different languages and tailored according to the needs of different student groups.

Cooperation models and practices are described in the education provider's curriculum. The education provider's general cooperation models and networks are used in cooperation carried out with external actors. If the provider of integration training also offers other education, students in integration training are familiarised with the study opportunities offered by the organisation, taking into account the students' individual needs and goals. The education provider's curriculum also describes the implementers of the possible outsourced training modules, such as instructors for working life certificates and organisers of the national certificate of language proficiency tests.

The objective of the cooperation with employers is to find on-the-job learning workplaces and jobs for the students. Cooperation enables the student to learn about the employers, the sectors that provide employment, entrepreneurship and businesses in the region. The aim is also to strengthen employers' capabilities to receive, guide and familiarise with working life persons who may still need linguistic and other support in their work.

If the training is organised to students who live wide apart, multidisciplinary cooperation is conducted where applicable. Cooperation can also be carried out online in an appropriate manner.

4 ASSESSMENT IN INTEGRATION TRAINING FOR IMMIGRANTS

The progress of the student's learning and the student's competence are assessed both during (formative assessment) and at the end of the training (summative assessment). Assessment covers the areas of both language and communication competence and citizenship and working life competence. Formative assessment describes the student's progress in relation to their personal learning goals. Formative assessment is an important part of interaction between the teacher and the student. The feedback received during the studies, self-assessment carried out with the teacher's support and peer feedback help the student understand their own learning, identify their strengths and develop their work in line with the learning objectives. Summative assessment is aimed at describing how the objectives set for learning have been achieved.

Language and communication skills are assessed at language proficiency levels below A1.2, A1.2, A1.3, A2.1, A2.2, B1.1, B1.2 and above B1.2. Citizenship and working life skills are assessed as *completed/not completed*. The on-the-job learning period related to citizenship and working life competence is assessed as *completed/not completed*. Transversal competence is not assessed separately, but as part of the assessment of the different areas of language and communication competence and citizenship and working life competence. The possible optional studies are not assessed.

4.1 Tasks and objectives of assessment

Assessment is a process that continues throughout the training. Good assessment supports learning, is diverse and is implemented using appropriate methods. It helps the student form a realistic understanding of their competence and develops their learning-to-learn skills. Assessment is aimed at giving the student encouraging and guiding feedback and supporting their individual learning. Information obtained through assessment helps teachers adapt their instruction to the students' needs. In addition, guiding assessment and giving assessment feedback is important when the student moves to the next module or to another path.

Good assessment involves the student. The student is offered different possibilities, opportunities and methods of demonstrating their knowledge and skills during the training. Versatile assessment is based on demonstrations of skills and competence collected using a variety of methods. The teacher selects the assessment methods in a manner that is appropriate for the objectives set for the different areas of the training. When the assessment methods are selected,

it must be taken into account that one assessment method alone is not sufficient for assessing all of the objectives that have been set. The needs for support for learning and other reasons complicating the demonstration of competence are also taken into account in the assessment practices. Assessment also serves as an important tool in the identification of the student's potential support needs. Everyone teaching and guiding the student cooperates in the assessment.

The objectives and tasks of assessment are crystallised in the education provider's assessment culture. The assessment culture refers to the values, norms, and practices that are manifested in the assessment criteria and are applied to the shared assessment work. Determining the assessment criteria promotes the transparency of assessment. The students must know what they are expected to learn and how their progress will be assessed.

4.2 Assessment during integration

Assessment during studies is aimed at helping the student understand their own learning, identify their strengths and areas requiring development, and develop their motivation and working to reach the objectives that have been set. The development of self-assessment and assessment of working is supported. The student's competence is assessed in relation to the general objectives of integration training, the student's personal goals and the key contents.

Diverse and flexible systems that take into account the student's background and competence are used in assessment so that everyone can demonstrate their competence. Assessment feedback is given both individually and jointly to the group.

Learning is assessed by giving the student regular oral and written feedback on the progress of learning. In addition to the planned assessment situations, the student receives direct feedback from the teacher and other students in study situations. Appreciative interaction is emphasised with regard to giving feedback. This supports the student in perceiving their learning and progress. Based on the assessment of learning, the necessary changes are made to the student's personal study plan and will be taken into account in the provision of teaching and support for learning.

4.3 Assessment at the end of the integration training

At the end of integration training, students are assessed in relation to the objectives set for the entire training. The assessment focuses on the student's general progress and achievement of the objectives of the different areas of the training.

4.4 Certificate and the information recorded in it

A certificate is awarded for integration training at the end of the training. The following information is marked in the certificate:

- the name of the training organisation and the possible name of the educational institution
- the student's name and date of birth
- the name and scope of the training and the scope of the areas of the training the student has completed (number of credits/number of days and lessons)
- the scope of the on-the-job learning period/periods and their place/places of completion
- the issue date of the certificate
- the stamp of the training organisation /educational institution
- possible additional information (for example, recommendation for next training)
- signatures
- the information that the integration training has been implemented in accordance with the National core curriculum for integration training drawn up by the Finnish National Agency for Education (Finnish National Agency for Education regulation OPH-649-2022).

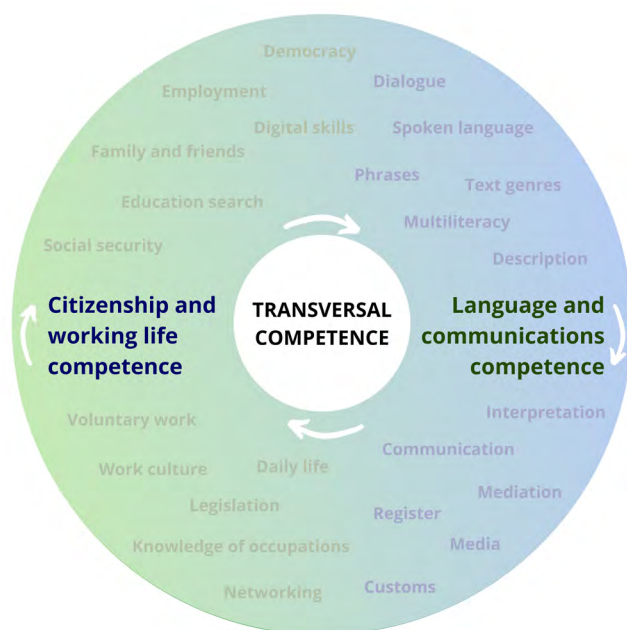
The language proficiency achieved by the student in the areas of language proficiency described in the National core curriculum (oral and written reception and oral and written production) are marked in the certificate. The student's citizenship and working life competence and the on-the-job learning period related to it are assessed and marked as *completed/not completed*. The on-the-job workplace gives the student a work certificate, the details of which are in compliance with the model certificate provided in the National core curriculum.

The names and scopes of the optional studies completed by the student are marked in the certificate.

5 KEY OBJECTIVES AND CONTENTS OF THE AREAS OF INTEGRATION TRAINING

The areas of the training form a continuum of intertwining knowledge and skills, ways and strategies of learning, dissemination of information and interaction. The topics dealt with will be repeated spirally during the training so that the contents of language and communications competence and citizenship and working life competence support each other (Figure 2).

FIGURE 2. INTERTWINING AND SYNERGY OF LANGUAGE AND COMMUNICATION COMPETENCE AND CITIZENSHIP AND WORKING LIFE COMPETENCE.



Studying progresses from the most central and important language use situations to a more general level, more demanding language use situations and more abstract discussions of societal topics. The learning-to-learn skills and study skills also develop and the student's self-regulation becomes stronger. When the training progresses, the student's knowledge and skills become deeper and expand and their actions in different situations become more diverse.

The teaching of language and communication competence emphasises linguistic objectives and objectives related to communication, while the emphasis in the teaching of citizenship and working life competence is on objectives related to knowledge and skills. Cooperation between teachers is essential so that the training can create meaningful learning experiences from the point of view

of the student's integration and reinforce the increasing and strengthening of knowledge and the development of skills.

In integration training, prior learning is identified and the training includes vocational planning and career guidance. The training thus helps the student structure their own education path and plan their life. The student learns about the Finnish education system, is able to position themselves in it and knows how prior learning and education can be recognised. The student may also be given other teaching and guidance that promote their access to employment and further education and other capabilities needed in society.¹⁶ The student knows how to apply to further education, for work and to measures promoting employment.

Understanding the diversity and variability related to the student's cultural identity is also seen as one of the key objectives during integration training: the different layers of the individual's identity, the forming of culturally diverse social networks, and the process of social inclusion and belonging to a group are supported throughout the training.

The student sets persons goals and is supported and guided in setting up and reaching them. Efforts are made to organise the training flexibly so that it gives an opportunity to build a personal study path.

5.1 Transversal competence in integration training

Transversal competence refers to the cognitive skills that learning and competence are based on, the meta skills and other skills that the student needs in their daily life, studies, society and working life. The aim of transversal competence is to support the student in developing as a person and to promote their membership in democratic society and the competence required by a sustainable way of living. The areas of transversal competence also reflect the underlying values of integration training, the task of the training and its general objectives.

The areas of transversal competence and their assessment are linked to the objectives of language and communication competence and citizenship and working life competence and to teaching their content, and are assessed as part of their assessment.

16 Act on the promotion of immigrant integration 1386/2010, section 20

Transversal competence consists of the following areas:

Learning-to-learn skills and study skills

The student knows how to obtain information and produce, structure, evaluate and apply it. They can take responsibility for their studies and plan them realistically and in a goal-oriented manner. They know how to use appropriate and diverse learning methods and strategies and are aware of their effect on learning. They understand the importance of the peer group and other people close to them as support for learning and studying.

Multiliteracy

The student is able to interpret and produce different texts and learns to use multimodal texts. Multimodal texts include spoken, written, visual and audiovisual texts and their combinations. They may contain different forms of language from everyday language to the language of the studies and the language of different fields of knowledge. Multiliteracy includes not only the reading and writing skills but also visual literacy, media literacy and mathematical literacy. Multiliteracy also teaches the student to read texts critically and to understand cultural references. The student needs multiliteracy in managing the daily life, in interactive situations and in studies.

Digital skills

The student knows how to use a computer, a smartphone and other mobile devices as aids for studying, acquiring information, translating texts, job hunting, applying to education and interaction. They know how to act responsibly in social media and digital environments. They use digital services securely when dealing with the authorities and other service providers that require the use of electronic services.

Interaction skills

The student acts in the manner required by the situation in different interactive situations and expresses different views constructively. They are able to listen to and respect the views of others and bring up their own views as an individual and a member of a group. They develop their empathy skills. They are able to use their language resources appropriately and effectively in communication. They are able to communicate appropriately also on different digital platforms.

Well-being skills

The student understands the importance of health and a healthy lifestyle. They know how to take care of their physical, mental and social functional capacity. They adopt practices that support their well-being and recognise communities

that promote these practices. They can plan their use of time to alternate studying and free time appropriately. They know how to search for information, help and support to maintain their well-being and how to seek help from well-being and healthcare services if necessary.

Environmental skills

The student understands the importance of sustainable development for society and the globe and knows how to act in compliance with sustainable development. They identify and understand the main changes in the environment and the role of human activity in them. They are familiar with the objectives of sustainable development and understand the interactions of phenomena from a cultural, social, economic or some other perspective. They know how to act supporting the sustainable way of living and take responsibility for the environment in cooperation with the others.

Cultural skills

The student deepens their knowledge and understanding of their identity and the diversity of the languages, cultures and world views in the study community and society. They are aware of the different stages of their integration process and can assess their situation. They increase their experiences of internationalisation in their daily life and learning environment and through visits, cultural events, network cooperation or other cooperation.

5.2 Language and communication competence

The instruction of language and communication competence is based on understanding the student as an actor who uses language to their communication needs and participates actively in their learning process. As language proficiency develops in different language use and interactive situations, the emphasis in teaching is placed on conversation and interaction strategies and sociolinguistic skills, such as suitability for the situation, politeness and a command of different registers.

The target language environment provides a wealth of opportunities for practising language and communication skills, and the training supports the utilisation of these opportunities. During the training, the students are also directed to use language in different interactive situations outside the training in their free time and in hobbies. The student is encouraged to independent observation of the language environment and to use Finnish/Swedish in language use situations in their own life. In a target language environment, the student learns to assess their skills and language use needs.

Language awareness permeates the teaching in integration training. In the teaching of language and communication competence, language is taught actively and in a goal-oriented manner as part of the teaching of different content areas. Whenever possible, the student's diverse language resources are utilised in discussing the content areas. Taking advantage of plurilingualism also supports conveying the message, or mediation, in situations where everyone does not have a common language. Mediation comprises both conveying messages and supporting the different parties in a communication situation in their communication. In addition to modifying the comprehensibility of the message, mediation also involves conveying one's own thinking to the other party and developing these ideas further together. In the interaction across linguistic and cultural boundaries in integration training, mediation is not limited only to language but also involves conveyance of cultural interpretations. Mediation requires active participation in communication situations.

In integration training, the objective for the student is to gain sufficient proficiency in Finnish/Swedish to meet the needs of their career planning and other objectives that are determined in the personal study plan. The initial level of language proficiency is assessed at the beginning of the training. The general aim of the training is to enable the student to achieve on average the basic language skills in Finnish/Swedish required in daily life. Proficiency profiles vary by individual, so the student's language proficiency may be higher or lower than the target level of integration training in some areas of language proficiency. This should be taken into account when setting the objectives in the student's personal study plan. Students' study skills and learning-to-learn capabilities also vary. The training must pay attention to the needs of the student group and the individuals when setting the objectives and deciding how the contents are emphasised. If necessary, the training is adapted as required by sign language and Braille.

The objectives of language and communication competence and the student's competence are described using the language proficiency levels A1.2-A1.3, A2.1-A2.2 and B1.1-B1.2. The contents and the language use situations related to them are repeated and deepen from one level to the other, forming a continuum. The contents of citizenship and working life competence and language and communication competence are intertwined. The aim is to provide the student with the linguistic capabilities they need in studies and working life. Students' capabilities to develop their command in the language specific to their vocational field are also practised and supported during the training. Language and communication competence develops from one level to the other and offers the student increasingly diverse methods of expression. The description of the student's competence from one level to the other provides an overview of how the teaching contents deepen and broaden and of the objectives of the area of language and communication competence.

5.2.1 Key contents

The contents of language and communication competence deal widely with themes related to the people close to the student and the student's everyday life and well-being. The linguistic norms and conventions used when talking about each theme are also included in teaching the themes. In addition, the vocabulary and concepts required in studying the contents of citizenship and working life competence are discussed from the point of view of interactive situations. The starting point for selecting the contents to be discussed and their extent are students' needs and goals. When the contents are selected, attention is paid to current phenomena and events, which strengthens the student's participation and active agency. Authentic situations and materials encourage the student to use the language outside teaching situations and after the training has ended.

The following contents and the vocabulary and key concepts related to them are discussed in the teaching of language and communication competence:

- people close to the student, everyday life and well-being, housing and safety at home
- the basic public services in the student's living area and different service use situations: education and early childhood education and care; social, health and well-being services, library and cultural services, employment services, rescue services, police services
- free time and hobbies, voluntary work
- participation and exerting influence in society, third-sector activities and services
- digital and multilingual media and services
- nature and the environment, the principles of sustainable development

5.2.2 Objectives and the student's competence

The objectives of language skills and communication competence are based on the Language proficiency scale of the Finnish National Agency for Education (Finnish National Agency for Education 2019) and the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, Supplement and additional descriptors (Finnish National Agency for Education 2018). In this National core curriculum, the student's competence is described from the perspectives of oral and written reception and production, interaction and mediation.

A1.2–A1.3 DEVELOPING AND FUNCTIONAL ELEMENTARY PROFICIENCY

Objectives

The student is able to cope with many routine communication situations, occasionally relying on the support of their communication partner. They participate in communication but continue to need communication aids frequently. They are able to react using limited verbal expressions or other minimum feedback. They need to ask for clarification or repetition very frequently.

The student can use some polite expressions in routine interactive situations. They understand written texts and slow speech that include simple, familiar vocabulary and expressions with the support of the context. They are able to find the simple information they need in a short text. They know a limited amount of memorised short expressions, key vocabulary, and basic level sentence structures. They are able to discuss some everyday issues important for themselves using a limited resource of expressions and to write simple messages.

Student's competence

Oral and written reception	Oral and written production
<p>The student</p> <ul style="list-style-type: none">• understands the most common basic questions, clear and/or adapted speech targeted at themselves about familiar topics and illustrated instructions supporting the context (e.g., customer service, teaching situations)• knows how to observe and pick up individual pieces of information from their environment (e.g., maps, signs, information boards, advertisements, short texts and texts supported with pictures)• understands the key content and parts of short, simple texts in their surroundings (e.g., advertisements, notices, stories, news)• identifies some key written and spoken text genres	<p>The student</p> <ul style="list-style-type: none">• knows how to express their immediate needs and, using simple expressions, talk about themselves, their daily life and some matters related to people close to them and their surroundings• can pronounce words and sentences fairly comprehensively• can fill in their basic information in a form, write a short text, such as a note or a message about a familiar subject• can express their attitude mainly orally using simple expressions that they have learnt by heart

Interaction and mediation

The student

- knows how to act in routine everyday interactive situations and give simple answers to questions about themselves orally and in writing
- uses the most common communication devices, with support if necessary

- is able to say whether they understand and whether they need repeating or specifying
- knows how to act in guided group situations and, for example, ask for assignments to be specified in more detail if necessary
- is able to express their attitude by using different strategic methods (non-verbal communication, plurilingualism)

A2.1–A2.2 FIRST STAGE OF BASIC PROFICIENCY AND DEVELOPING BASIC PROFICIENCY

Objectives

The student is able to cope with many types of everyday communication situations reasonably well and is increasingly capable of taking initiative in communication situations. Occasionally, they have to ask for repetition, specification of key words or clarification with standard expressions. They are able to use simple language for the most central purposes, such as the exchange of information and appropriate expression of opinions and attitudes. They are able to have a polite conversation using common expressions and basic-level communication routines.

The student is able to follow the main points of a clear-cut, non-fiction spoken text, frequently recognises the topic of the conversation around them and understands the main ideas in a standard language text or slow speech including familiar vocabulary. They are able to deduce the meanings of unfamiliar words based on the context.

The student is able to list and describe things related to daily life using ordinary vocabulary, some idiomatic expressions and basic structures.

Student's competence

Oral and written reception	Oral and written production
<p>The student</p> <ul style="list-style-type: none"> • understands short conversations and narratives about topics they are familiar with and the main content of clearly spoken texts • understands the main content of simple authentic everyday texts and factual texts • knows different written and spoken text genres that are meaningful to them and knows how to use them 	<p>The student</p> <ul style="list-style-type: none"> • is able to talk about matters related to their life, such as their personal and work history, free time and nearby environment orally • knows how to apply some basic rules of pronunciation, also in expressions that have not been practised • is able to write a short, coherent text such as an email about familiar topics and write down short notes • is able to express their attitude and preferences and justify them using simple, common expressions also in writing

Interaction and mediation

The student

- knows how to act in predictable and routine service use situations orally and in writing
- can use the communication devices they need themselves
- can ask for repetition and specification for matters that they do not understand and tolerate understanding something only partially
- in group situations, can make requests according to social norms and convey information and instructions
- can discuss familiar matters and express their opinion in a limited way by using different strategic methods (non-verbal communication, plurilingualism)
- is familiar with the conventions of spoken and written language

B1.1–B1.2 FUNCTIONING AND FLUENT BASIC PROFICIENCY

Objectives

The student understands the context relevance of language use and is able to adapt their communication in the most common situations. They know how to act in different interactive situations when the situation or the topic is familiar or important to them.

The student can use different communication strategies, for example, they are somewhat able to take initiative in different stages of communication and know how to verify whether the communication partner has understood the message. They know how to circumvent or replace an unknown expression or reformulate their message and negotiate the meanings of unknown expressions. They understand the main ideas and some details of clear standard language speech delivered almost at the regular tempo, and popularised written text. They understand speech or written text based on a shared experience or general knowledge. They are able to find the main ideas, keywords, and important details from texts, also without preparation. They are able to explain the key points and also some details of different topics connected to daily life that interest them.

Student's competence

Oral and written reception	Oral and written production
<p>The student</p> <ul style="list-style-type: none">• understands the main ideas and details important for them in speech about general topics• understands speakers with different pronunciations• can read many kinds of multimedia texts of different lengths and find the main ideas, keywords and important details from the text when the topic is familiar to them• knows the intended use of different text genres and can interpret and use appropriately the text genres they know	<p>The student</p> <ul style="list-style-type: none">• can already talk about their background and competence orally in quite a lot of detail and explain events and situations related to a general topic that is familiar to them• pronunciation is fairly easy to understand• can produce texts compliant with the most common text genres on topics important to themselves (e.g., job application) and, with guidance, can take notes on what they hear or read when the topic is familiar to them• can express their point of view, preferences and opinions and justify them in fairly diverse ways both orally and in writing

Interaction and mediation

The student

- can act orally and in writing in many kinds of situations, also in less routine and semi-formal ones
- can use the most common communication devices, search for information from different media and convey and summarise it to others
- can ask for specification or clarification for specific matters and specify and correct their own speech in interactive situations
- can act in a group in informal interactive situations such as a teaching situation and participate in brainstorming ideas together when the topic is familiar to them
- can express their point of view in an interactive situation and interpret their interaction partner by using different strategic methods (non-verbal communication, plurilingualism)
- recognises context-related variation, social practices and norms of language in predictable situations

5.2.3 Assessment of language and communication competence

The variation in students' language proficiency profile is taken into account when language and communication competence is assessed. The student's competence is assessed in oral and written reception and in oral and written production. The perspectives of interaction and mediation are considered in all assessment. The language proficiency levels used in the assessment are A1.2, A1.3, A2.1, A2.2, B1.1 and B1.2. If the student's proficiency at the end of integration training is assessed to be below A1.2 in some area, *below A1.2* is marked in the certificate. Similarly, if the student's proficiency in some area is above the proficiency level B1.2, *above B1.2* is marked in the certificate.

An overall assessment of the language proficiency level achieved by the student is given at the end of the training for the purposes of administration of integration training and for referral to education and training after integration training. This overall assessment is calculated as the average of the proficiency levels in the different areas of proficiency by weighting the key areas from the point of view of the student's further plan, if necessary. The general assessment is not marked in the certificate, it is only used as a tool in the administration of the training courses and further recommendations.

5.2.4 Studies reinforcing the students' knowledge of the Latin alphabet

Those students whose ability to read is based on a non-alphabetic writing system or alphabet other than the Latin alphabet and whose reading skills may still require practice to reach functional reading skills in addition to the technical reading skills may be offered a study unit supporting the reinforcement of the knowledge of the Latin alphabet as part of integration training. The precondition for this is that the students' learning capabilities and educational background are sufficient for the study unit and integration training with its objectives and contents is the most appropriate training for them.

In the beginning, the focus of the studies reinforcing knowledge of the Latin alphabet is on technical reading and on writing at the level of words and sentences, and later on understanding, interpreting and producing texts. The aim is to strengthen the student's awareness of phonemes and syllables and understanding the principle of phoneme-grapheme correspondence in reading and writing. During the study unit, students practise to distinguish, identify and produce phonemes and letters and to understand the connection between them. They also practise combining phonemes into syllables and words. The development of technical reading and writing skills using the Latin alphabet also makes reading comprehension and interpretation and production of different texts possible. Students' reading and writing skills must be strengthened throughout the integration training.

5.3 Citizenship and working life competence

The studies of citizenship and working life competence run parallel to studying language and communication competence from the very beginning. The students' proficiency in Finnish /Swedish is taken into account in the contents. The contents are discussed and emphasised in an order that is appropriate for the implementation. The emphases of the contents may vary according to the needs and goals of students and teaching groups. The student may have participated in plurilingual orientation to society or may have acquired knowledge about Finnish society, education and working life through a job, studies or their networks.

The studies in citizenship and working life competence support and deepen this knowledge and provide the student with capabilities to use Finnish/Swedish in situations in working life, education and society. The aim of the studies is also to develop the social and communication skills, information search skills and digital skills required in these situations.

The studies in citizenship and working life competence support the immigrant's integration process and social inclusion. They help the student form a realistic and up-to-date picture of both the operating mechanisms of Finnish society and their own opportunities as a member of society in working life and in their daily life. The training provides tools to support vocational and other further plans and information about the Finnish work culture. The student gains knowledge and skills that help them act in the new life situation and make choices.

The contents of citizenship and working life competence are taught from the beginning of integration training and they are intertwined with the contents of language and communication competence. In the contents, particular attention is paid to the practical needs that the student has in different life situations. The studies progress from everyday situations to wider knowledge of society and working life. As the training progresses, the student's competence deepens into knowledge and skills that help the student understand Finnish society and the values and attitudes influencing society. At the initial stage of the training, the focus is more on vocabulary and the key concepts, and the themes are discussed more extensively and in more depth as the training progresses.

The aim of the training is also to increase the student's knowledge of the local area. Special features such as the labour market situation and the education and training offered are paid attention to in the contents. If necessary, expertise from outside the educational institution is obtained to organise the studies.

As part of teaching citizenship and working life competence, students are also encouraged to participate in leisure-time activities and volunteering in addition to finding work and education opportunities. Students are supported in building networks that will benefit them in their integration and access to employment. Students' networking can be supported, for example, by organising different events with collaboration partners, encouraging students to engage in leisure-time activities and volunteering, and supporting them in finding a mentor in their own field.

The student's citizenship and working life competence is assessed throughout the training. Where possible, part of the studies can also be provided in the student's mother tongue or in some other language used by the student.

5.3.1 Citizenship competence

The studies in citizenship competence provide the student with general knowledge, skills and capabilities to understand Finnish society and cultural environment and to act as an equal and active member of society. In citizenship studies, students learn about the basic structures of society, knowledge of the country and the basic public services. By examining Finnishness and the Finnish cultural environment, the student forms an understanding of the practices and values that Finnish society is based on. The aim is that the student learns to observe and interpret customs, values, norms and attitudes related to cultures. Students are supported in having a constructive dialogue with different kinds of people, which contributes to building a safe society.

BASIC STRUCTURES OF SOCIETY AND KNOWLEDGE OF THE COUNTRY, 3–6 CR

Objectives and contents

The aim is that the student will be familiar with the structure and operation of Finnish society and receives the basic knowledge required for acting as an active and equal member of society. The student identifies similarities and differences between themselves, their previous living environments and Finland, relating these to their experiences, previous living and cultural environments and their current sphere of life. The student understands the operation of a democratic society. The topics studied provide the student with basic knowledge about Finland's legislation and especially about the legal basis essential for their integration. The student understands the importance of the legislation and values related to gender equality and sexual rights in Finland. The position and rights of families, children and young people in Finland are also discussed in the studies. Fundamental and human rights, Finland's international human rights obligations and commitments, and the monitoring of fundamental and human rights are also discussed as part of legislation to the extent they are relevant from the point of view of integration. The student identifies forms of discrimination and racism and gains capabilities to act in situations where they may encounter discrimination. The student acquires capabilities to act in a non-discriminating manner themselves.

With the studies, the student becomes familiar with the main features of Finland's geography and the nearby areas and Finland's position and operation as part of the Nordic countries, Europe and the world. The student learns about participation in society, industries and nature in the region and in their municipality of residence. The student is familiar with the public access rights and the obligations of those out and about in nature. Cooperation partners with expertise in specific matters are used for topics requiring special expertise.

The following contents are discussed in teaching:

- the key events in Finland's history and knowledge of the country
- the principles of sustainable development, the environment and nature
- the basic characteristics of the structure of Finnish society, such as the political system, local government, government organs
- funding of public services and the values underpinning society
- national and local industrial structure
- Finland as part of the European Union and globalisation
- fundamental rights and obligations of a person living in Finland
- principles of non-discrimination and gender equality
- opportunities to exert influence in society
- identifying the different forms of Finnish customs, values and norms

Student's competence

The student

- knows the main events in the history of Finland and Finland as a country
- knows the principles of environmental protection and sustainable development
- knows the nearby nature and the opportunities it provides
- knows the basic features of the social and the industrial structure of Finland
- knows the fundamental rights and obligations of a person living in Finland
- knows and can use political and other opportunities to exert influence in society
- knows the principles of non-discrimination, gender equality and freedom of religion and gains the capabilities to act according to them
- knows what to do when encountering discrimination, gains capabilities to act without discrimination
- is familiar with Finnish customs, values and norms

BASIC PUBLIC SERVICES IN SOCIETY, 3–5 CR

Objectives and contents

The aim is to familiarise the student with those services provided by the public, private and third-sector that the student can use as a member of society. The student is familiar with the system of basic public services and their rights and obligations as a user of the services. The student is supported in acting responsibly with awareness of their rights and obligations as a consumer. The aim is that the student will know the different forms of housing, matters related to safety at home and knows what to do in an emergency. The student knows how to seek a service they need, knows where to get information about a service they need and knows how to act when using the services. The aim is that the student will know how to use digital and multilingual services.

The following contents are discussed in teaching:

- Basic public services in own residential area, such as education and early childhood education and care, health and social services, library and cultural services, employment and entrepreneurship services
- Well-being and social security
- Housing, forms of housing and safety at home
- Other important services such as rescue services and police services
- Digital and multilingual services
- Public and private sectors as a service provider, financing of services
- Acting as a consumer and planning one's own finances
- Activities and services of the third sector, voluntary work and leisure-time activities

Student's competence

The student

- knows rules and practices related to housing
- knows benefits and services essential in their life situation and can seek the services they need
- knows their main rights and obligations as a user and a consumer of services
- knows how to use digital services securely and responsibly
- knows how to get involved in leisure-time and voluntary activities

5.3.2 Working life competence

The studies in working life competence include knowledge of occupations and education, working life knowledge and on-the-job learning. The aim is to provide the student with knowledge and skills that enable them to access working life and find sustainable employment in the Finnish labour market in line with their wishes. The studies in working life competence also provide the student with skills for coping in everyday work at the workplace and in the changing working life. The studies support the student in questions related to choosing one's occupation, in career planning and in the identification, assessment and description of prior learning. The student is better able to compare their own competence and capabilities in relation to the requirements in the labour market and use this knowledge in finding employment, choosing their occupation and in identifying their needs for further education or supplementing competence.

KNOWLEDGE OF OCCUPATIONS AND EDUCATION, 2-4 CR

Objectives and contents

The aim of Knowledge of occupations and education is to give the student a diverse picture of occupations, education opportunities and the requirements of working life to support their career planning and further plans. The student compares their competence, strengths and opportunities to the requirements of occupations and acquires capabilities that help them to plan their employment path. The aim is to increase the student's understanding of their opportunities and clarify their further plan.

Knowledge of occupations is aimed at providing the student with knowledge of occupational fields, occupations and their requirements. In addition to general knowledge of occupations, the emphasis is on occupations and fields that particularly benefit the student. The student learns about occupations, work tasks, the requirements of the occupation such as the required education and language proficiency, possible workplaces and pay. The student is supported in the identification of own competence and relating it to the requirements and opportunities in working life in Finland. In addition, the student learns the professional language related to their competence and vocational field and can supplement their knowledge of these independently after the training.

Knowledge of education aims to give the student not only general information about the Finnish education system but also information about their own competence in relation to the qualification and competence requirements of working life. The student acquires knowledge of education opportunities and application procedures, studying, qualifications and degrees, and funding of studies. A special focus area is training provided to immigrants, such as different kind of preparatory training. The student acquires capabilities to apply for suitable studies during or after the integration training. Visits and familiarisation visits to education programmes and educational institutions are included in the studies.

The following contents are discussed in teaching:

- vocational fields, occupations and their requirements, work tasks, workplaces, pay
- the Finnish education system, levels of education, qualification and degree system
- forms of education, education opportunities, funding of studies
- education search

Student's competence

The student

- knows occupations, work tasks and their requirements
- is able to talk about their vocational and other competence, experience and goals
- is familiar with the Finnish education system
- can relate their own educational background and competence to the Finnish education system
- knows the education offered and study opportunities in the region where they live and the possibilities to finance their studies
- knows different application procedures and knows how to apply to education or training suitable for them

KNOWLEDGE OF WORKING LIFE, 4-7 CR

Objectives and contents

Knowledge of working life includes information on Finnish labour legislation, the operating mechanisms and current situation of the labour market, job hunting, entrepreneurship and general operating practices related to the Finnish work culture. The aim is to provide the student with information on basic matters related to labour legislation and the practices of working life in general and particularly from the point of view of the employee and the daily work at the workplace. In addition to factual knowledge of working life, special emphasis is placed on practical situations that the student encounters both when finding employment and when working. In addition, Finnish work culture, equality in working life and the importance of work in Finnish society are discussed.

The studies also include familiarisation with the labour market so that the student gains an understanding of their opportunities and factors related to finding employment. Based on this, they will be able to assess their capabilities and development needs. This information is used in the provided guidance and in planning the student's further path.

The aim of coaching for job hunting is to provide the student with knowledge and skills that enable them to look for work in a goal-oriented manner. The student's opportunities to use their prior education or work experience and other competences and the possibility to use the relevant documents, which can be modified for job hunting, are assessed with the student. The student is directed to start networking and to use networks as support for job hunting.

The following contents are discussed in teaching:

- the rights and obligations of the employer and the employee
- the basics of labour legislation, such as the beginning and end of an employment relationship, employment contracts, duration of the employment relationship and forms of work, annual leave and other leave, pay and taxation of employees, occupational health and safety and occupational safety regulations, the pension system.
- collective industrial organisations and their operation, right of association, system of shop stewards
- Finnish work culture, equity and non-discrimination in working life
- labour markets and the mechanisms of their operation, sectors that offer employment, competence requirements
- entrepreneurship, entrepreneurial activities, services for entrepreneurs
- job hunting, job-hunting channels, tools for job hunting, employment services
- importance of networking in job hunting

Student's competence

The student

- knows the rights and obligations of the employee and the employer
- understands basic things related to labour legislation and practices in working life
- knows how to act according to the practices and rules of working life
- is familiar with local work opportunities, employers and the employment situation in their field, and is aware of their own prospects in the labour market
- is familiar with the basics of entrepreneurial activities and the services available to entrepreneurs, can assess their own opportunities to engage in entrepreneurship
- understands the competence needs in working life, can relate their own competence to them and knows how they should develop their competence
- understands the importance of language proficiency in work tasks and in interactive situations in working life
- knows how to present their competence in an appropriate manner when applying for a job (for example, a CV in its different forms, electronic forms) and how to behave in a job interview
- knows how to use channels that are modern and appropriate for themselves when applying for work and apply for work independently
- knows how to use networks to support job hunting

ON-THE-JOB LEARNING, AT LEAST 8 CR

The scope of the on-the-job learning period is at least 8 credits and its duration, dates and objectives may vary depending on the student's personal study plan. The period can be completed as one period, in shorter sections or the student may work in the on-the-job learning workplace regularly on individual days or part of the day. The on-the-job learning period can be completed in different workplaces. Depending on the student's goals and capabilities, the development of the language and communication competence, increasing social inclusion, strengthening vocational competence or access to employment can be emphasised when selecting the workplace. Periods implemented towards the beginning of the training may focus on developing the language and communication competence, while periods implemented at a later stage may emphasise the perspective of employment and professional development. If necessary, the on-the-job learning period may be implemented through familiarisation with education or training supporting the student's career plans, if it benefits the student more. Part of the on-the-job learning period can also be implemented as activities supporting social inclusion, such as participation in activities of associations or organisations or volunteering. If necessary, the on-the-job learning period or a part of it can be replaced with a rehabilitation period.

Objectives

The aim is to enable the student to learn about working life in Finland, develop their working life capabilities and the communication skills required in working life. On-the-job learning is also aimed at promoting the student's employment prospects and supporting their training and employment plan. The aim is also to give the student an opportunity to assess their prior vocational competence in work tasks of their own field at a workplace, together with a workplace instructor.

During the on-the-job learning period, the student develops their language and communication competence and forms an understanding of typical interactive situations and the required language proficiency at the workplace or field in question. Based on this, the student is guided in developing their language and communication competence to a sufficient level to be able to progress in their work or training path.

One of the objectives of the on-the-job learning period is also to network with actors in the student's field. Through networks, the student receives information about their field and their employment prospects and gains better employment prospects. The student is directed to network with actors in their own field when looking for the on-the-job learning workplace and, where possible, also at the workplace. If implemented well, the on-the-job learning period also strengthens employers' capabilities to receive, guide and familiarise with the workplace persons who may still need linguistic or other support in their work.

Student's competence

The student

- identifies their vocational competence and the skills required at work
- identifies the requirements of the work task and assesses their own learning
- identifies and assesses their work ability
- identifies their strengths and capacities in planning their career and possible vocational and other further studies
- identifies the importance of networking and knows how to use networks to support job seeking
- knows the most important occupational safety and health regulations and instructions related to the field of their work placement and knows how to act according to them
- is able to comply with the rules and practices of the workplace
- familiarises themselves with the work environments and tools of their field
- understands the oral and written instructions and messages at the workplace
- can work in interaction with their work community and customers
- forms an understanding of whether their language skills and communication competence are sufficient for working life and knows how to develop them in future
- familiarises themselves with the Finnish work culture and compares it to their previous experiences of working life

Implementation of the on-the-job learning period

The education provider supports the student in finding a workplace for on-the-job learning. Efforts are made to find an on-the-job learning place that best supports the student's employment and career plan.

The on-the-job learning period is implemented in close cooperation between the education provider, the workplace and the student. A designated workplace instructor at the workplace acts as the student's instructor. The education provider designates a person responsible for the on-the-job learning period to be responsible for the practical cooperation related to the period and drawing up the required agreements. The responsible person designated by the education provider also ensures that the workplace instructor has sufficient knowledge of the general objectives of the on-the-job learning period, the student's goals, how the student is guided and what language-aware guidance is like. At the workplace, the student must receive induction and guidance to the work tasks, the practices of the workplace and the occupational safety regulations. The student must also receive support for developing their language proficiency at the workplace. At the on-the-job learning place, guidance focuses on those objectives that the student, the person responsible at the education provider and the workplace instructor have agreed together. When determining the objectives for the student, the person responsible agrees together with the employer on

how the student can demonstrate their vocational competence during the period and how it is identified and documented.

The student, the person responsible and the workplace instructor monitor how the on-the-job learning period progresses and assess it together. During the completion of the on-the-job learning period, the student receives feedback from the responsible person and from the workplace instructor. One or more feedback discussions are conducted during the on-the-job learning period. The student, the workplace instructor and the person responsible at the education provider participate in the discussion. The on-the-job learning place gives the student a certificate in which the details referred to in the National core curriculum have been recorded. The student also receives a separate assessment of the on-the-job learning period. The assessments and the feedback received during the on-the-job learning period are used in the guidance provided to the student and in planning the student's further path.

5.3.3 Assessment of citizenship and working life competence

Citizenship and working life competence is assessed as *completed/not completed*.

The on-the-job learning period is also assessed as *completed/not completed*.

5.4 Optional studies

Depending on the student's needs, the training includes optional studies aimed at helping the student towards working life and further studies and at promoting integration. The content of the studies must be suitable and appropriate from the point of view of the student's personal study and integration or employment plan. Optional studies are agreed on in the student's personal study plan. Optional studies should also be agreed on with the party drawing up the integration or employment plan so that it will be possible to check in advance whether there are matters that may affect the unemployment benefit. In addition to the studies offered by the education provider itself, the studies offered in the entire region and online training courses can be used in the provision of optional studies. Optional studies and their provision methods are described in the education provider's local curriculum.

Optional studies may include the following

- certificates required in working life
- continuing education related to updating competence in the student's vocational field
- additional studies in Finnish/Swedish according to the student's vocational field or career plan

- studies in other languages (for example, the second national language or English)
- studies in mathematics to support the transition to working life or further studies (for example, mathematics related to the student's occupation, such as pharmaceutical calculations, calculation of surface area and material consumption)
- orientation studies for common units of vocational upper secondary qualifications
- guided familiarisation visits and periods in educational institutions according to the student's further plan
- preparing for a national certificate of language proficiency
- multilingual period of orientation to society
- other studies relevant from the point of view of the student's integration and further plan

6 GUIDANCE AND SUPPORT FOR LEARNING

In integration training for immigrants, the student receives personally planned and implemented guidance and support for completing the training, for study and career planning, and for drawing up the plans and applications related to them throughout the training. Guidance and dissemination of information are part of guidance situations. The practical implementation of guidance is described in the education provider's guidance plan.

During the integration training, guidance is mainly given by guidance and counselling professionals. However, guidance and support may also be given by other personnel involved in integration training. In addition to personal guidance, guidance and support may also be organised as teaching in the form of study units, as guidance provided in small groups or as a combination of these. Guidance may also be given in the student's mother tongue or in some other language that the student knows well.

The student has an active and participatory role in the guidance. The guidance must be need-based, timely and in line with ethical principles. Effective guidance supports the student in achieving their goals and supports smooth transitions to work or further education and training.

6.1 Guidance as part of integration training

Guidance promotes students' inclusion and equal position in society and prevents social exclusion. Guidance means provision of interactive support to the student with the aim of enhancing the student's agency and active role in their integration. It motivates and encourages the student to strive towards their objectives and goals. The aim of guidance in integration training is to strengthen and support the student so that the student will be able to make choices and decisions on education, employment and career planning and understands how these will affect their life. Guidance promotes the transition to working life, applying to further education or training, and the student's professional development. It supports the student's well-being, prevents dropping out from studies, and encourages to self-awareness, increased self-regulation and active citizenship. Guidance also improves the student's abilities to find support for solving challenges that may be related to their life situation, studies and learning.

Guidance creates equal opportunities for students' placement in further studies and working life. Guidance is provided in a language-aware manner, and all the languages the student knows can be used in the guidance. Meeting the student's needs is a central value in the guidance. As a result, the guidance is not generic

but based on each student's personal situation, goals and needs. The student is seen as an agent and expert on their own life, to whose disposal the person providing the guidance gives their expertise.

In guidance, the instructors are aware of, for example, how prejudices and preconceptions related to certain fields or to the gender, age or ethnic background of the student receiving the guidance may affect career planning and access to employment. Guidance is aimed at dismantling these preconceptions and influencing attitudes positively. A wide range of professional and career options are introduced to the students.

Guidance provides the student with support for studying and continuous learning, planning their further path and, if necessary, life management. The student's goals and life situation are taken into account and suitable options and solutions are sought together with the student. Guidance helps the student identify the different stages of their integration process and consider their own situation. It provides the student with capabilities to clarify their choices and plan the content and structure of their studies according to their resources. In guidance situations, the student and the instructor discuss the information and contents provided in teaching. To be able to internalise the information, the student must know how to relate it to their own life.

Objectives

- Drawing up the student's personal employment plan and/or plan for further training
- Promoting the student's career and life planning skills
- Supporting the student's professional development and studies at different stages of integration training
- Supporting integration
- Promoting interaction and social skills
- Preventing difficulties related to studying

Core contents

- Guidance for learning and study skills
- Perceiving and planning students' education, training and employment paths
- Guidance for students requiring special support
- Guidance and support in problem situations
- Guidance related to applying for a job or looking for an on-the-job learning place
- Identification and recognition of prior learning
- Other support services offered by the education provider

6.2 Career guidance

The aim of career guidance provided as part of integration training is to give the student diverse information on working life and on career and training opportunities. The student's career plans and goals for and professional orientation are discussed together with the student in guidance discussions. Career guidance supports the development of the student's career planning skills and helps the student to structure their career path after the integration training.

In the guidance discussions, the student's competence and goals are reviewed and the needs to develop the student's competence are identified and discussed. The guidance activities support the student concretely in perceiving their further plan. A student who is considering their career choices is directed to familiarise themselves with different career choice options with an open mind. The student is also guided in preparing for continuous learning and acquiring diverse capabilities that will be required in working life and in different further studies. Guidance also highlights the importance of networking from the point of view of the career path and access to employment. In career guidance of students with a higher education background, cooperation is carried out with higher education institutions if necessary.

Instructors providing career guidance need a comprehensive understanding of the labour market situation, work and training opportunities, and entrepreneurship in their region. Contacts with working life and the key actors from the point of view of students' further paths are an advantage when providing guidance. During the on-the-job learning period included in integration training, guidance is given by a representative of the employer and a representative of the education provider. Both the student's goals related to their career and vocational plan and their employment prospects are paid attention to when selecting workplaces for the on-the-job learning period.

The guidance discussions and the on-the-job learning period provide the student with information and feedback on their vocational skills and competence and how applicable they are to working life in Finland. The further plan drawn up with the student includes the student's long-term vocational goals and the measures required in the near future to achieve them. The career guidance given during the training is a continuous a process that supports the clarification of the student's own goals and career plan. The guidance strengthens the student's agency and motivation also in situations in which the goals and the plan are still not clear and achieving the main goal requires the student to reach several interim objectives.

6.3 Personal study plan

A personal study plan is drawn up in cooperation with the student at the beginning of the training. The aim of the plan is to clarify the student's goals, support the student in achieving objectives and goals and develop the student's active agency. The plan helps the student commit themselves to the studies and to promoting the objectives and clarifies the integration process. The plan also serves as a tool for the teacher in the guidance provided to the student and in planning the study path. The plan makes the guidance given during the integration training visible and studying more goal-oriented.

The personal study plan consists of vocational and career guidance, guidance for studies and learning, and possible support measures to achieve the objectives. The plan will also include the student's objectives for the short term and the goals for the long term as well as the measures defined for achieving them, the methods of completing the studies, the need for personal guidance and possible support measures. When setting the goals and objectives, account is taken of the student's prior studies and the prior vocational and other competence, the student's abilities, strengths and interests and their needs and areas requiring development. The plan will also include measures for the identification of prior learning and, where necessary, measures for completing certificates required in working life. Activities supporting integration more widely, such as participation in organisations, voluntary activities, mentoring and leisure-time activities, may also be included in the plan.

The personal study plan also takes into account the language proficiency target of integration training and the student's individual target in relation to their further plans. Factors affecting the student's capabilities to study and their study skills include, for example, age, educational background, experience in learning foreign languages and life situation. The level of language proficiency required in different fields and occupations is discussed with the student. Language proficiency and communication skills also do not always improve at the same pace with other working life skills, which must be taken into account in the personal study plan.

When drawing up the personal study plan, the student's situation is examined holistically. A holistic approach requires a confidential guidance relationship so that the student's learning and achievement of objectives and goals can be supported. The plan takes into account the student's life situation, capacities for studying and access to employment, and other factors affecting studies or complicating learning. The factors affecting employment are assessed and the information is used in the student's career choices, guidance and in drawing up the further plan so that the student can be supported in planning a realistic and meaningful path to employment. If matters emerge in the training or during the on-the-job learning period that give reason to separately assess or specifically

support the student's work ability and functional capacity, the student must be referred to training or a service that better meets their needs or to an assessment of work ability or functional capacity, if necessary.

The personal study plan is drawn up by the student and the teacher together. The realisation of the plan and the progress of the studies is followed and updated together with the student throughout the training. If necessary, external experts may also participate in drawing up the plan.

6.4 Identification and recognition of prior learning

Identification and recognition of prior learning are an integral part of individualisation and the personal study plan process during integration training and part of wider identification of the student's employment and learning capabilities and wishes. The identification of prior learning continues the assessment, the documentation of learning and using it as part of career planning that started in the initial assessment referred to in the Act on the promotion of immigrant integration. It also serves as a basis for the work required in identifying and recognising prior learning and the guidance provided after the integration training.

Competence consists of three areas, which are knowledge, skills and qualifications. It is not tied to how it has been acquired. Competence is accumulated in formal, non-formal and informal learning environments. In integration training, it is essential to identify prior learning that helps the student in finding employment, gaining professional qualifications or applying to further studies. Learning acquired in different ways is identified and recognised systematically throughout the integration training, for example, as part of guidance. The information accumulated during the training is recorded in documents related to looking for work, a competence or employment certificate, a portfolio or in some other appropriate format that will benefit the student in future. The information related to identification and recognition of prior learning is also recorded in the student's further plan to make it possible to supplement and use it later in the student's further guidance and career plan.

In the training, the student learns about the concept of competence, the objectives, benefits and methods of identifying prior learning, and receives guidance, opportunities and tools for demonstrating their prior learning. For those students who are less familiar with the identification and description of their prior learning, it is important to start from the basics and the identification of informal learning, and to guide the student in the assessment of their vocational skills and competence.

For example, prior learning is identified in guidance discussions, as integrated into teaching, during on-the-job learning periods, in competence surveys or workshops, through competence demonstrations, and with different competence, work and qualification certificates, including the certificates required in working life. The student may also participate in entrance exams of other study programmes and the information received from them can be used in identifying prior learning. The identification and recognition of learning taking place during on-the-job learning periods in cooperation with the employer plays a very important role in integration training. During the on-the-job learning periods, the student is given work tasks and other opportunities to demonstrate their vocational and other competence in authentic work tasks at the workplace.

If it is essential for the student to have their professional qualification recognised for a regulated profession in Finland, for a profession in the field of law or to have a decision on the comparability of their higher education degree, the student is referred to the authority competent to recognise the qualification or degree. During the training, the student is guided and supported in starting the process of having the qualification acknowledged and in any possible further actions related to it as part of career planning and guidance.

Different applications and tools can be used to support the identification of prior learning, and these tools may also be multilingual, visual and virtual. The student's mother tongue and other languages that the student knows well can be used in identifying prior learning. In addition to the cooperation conducted with employers, identification of prior learning may also be carried out for example, with vocational institutions, higher education institutions, guidance services and the third sector.

Identification and recognition of prior learning during integration training are a prerequisite for guidance during the training and for sustainable career planning during and after the training. Making the learning acquired in different ways visible increases the student's resources and has a positive impact on the student's employment prospects. The student will be able to relate their strengths and capabilities to the requirements of working life, work tasks and professions and receives information on their possible development, education and training needs. Conducting the identification of prior learning in Finnish or Swedish also supports the language learning target of integration training. The student acquires capabilities to verbalise and describe their own prior learning and strengths in line with the level of their language proficiency, which benefits the student in career planning, at work, and when applying for studies and looking for work.

6.5 Support for learning and studying

The aim of support for learning and studying is to increase the student's learning capabilities and learning-to-learn skills and to promote the student's well-being.

With the support, the student gets equal opportunities to achieve objectives and goals during and after the training.

Learning and studying are guided and supported both by the teachers in integration training and other professionals. As for students requiring special needs support and, where necessary, other students requiring support, it is possible to take advantage of the expertise of professionals such as special needs teachers. Knowledge of learning difficulties, their identification and the different support forms benefit those working in teaching and guidance. If necessary, cooperation is carried out with local or regional experts and actors in different fields.

In guidance for learning, special attention is paid to developing the student's learning capabilities and learning-to-learn skills. The student is also guided in taking responsibility for their own studies. They are supported in planning their studies, setting their goals and assessment, helped to understand the objectives and importance of studying, and given feedback, guidance and support that promote succeeding. It is essential to strengthen the student's active agency in the studies, in carrying out the further plan and in participation in society.

Differentiation of instruction and guidance is the primary way of taking into account the different needs of students (see Chapter 3.1). Differentiation also serves as a tool for detecting challenges with learning and for identifying the right kind of support measures. The aim is to recognise the student's obstacles to learning and learning difficulties as early as possible. In addition to the observations made by teachers and other staff, the student's own observations and experiences are key to identifying the need for support. Efforts will be made to identify the difficulties of a student requiring support so that the right kind of methods for supporting learning can be found. The student can be offered both individual and communal support and solutions related to learning environments. The impact of support on the student's learning is monitored and the observations made during the training are also paid attention to when directing the student to another training or service. This way it is possible to ensure that the student will receive the support they need also in the future.

The student's life planning and life management skills also affect learning. In guidance, the student's overall situation is taken into account by discussing not only the studies but also the activities in the daily life. The student is also offered advice and guidance in other possible factors with a negative influence on studying and learning, such as problems related to personal life or health. If factors related to students' physical, psychological or social situation are observed at the beginning of or during the training, the student is directed to receive support that provides help and support with the problem and finding a solution to it as early as possible. The student may also be proactively directed to seek support and help to avoid any interruptions in the training and to prevent any accumulation of problems.

APPENDICES

Appendix 1 Certificate of integration training

Name of training organisation
CERTIFICATE
Forename Surname
Date of birth

has completed the integration training provided by Training organisation

NAME OF TRAINING (scope cr)

At the end of the training, the student has been assessed as follows:

Language and communication competence (xx credits)

Listening comprehension (oral reception)	B1.1
Reading comprehension (written reception)	A2.2
Speaking (oral production)	B1.1
Writing (written production)	A2.1

Citizenship and working life competence

(xx credits)

completed/not completed

Basic structures of society and knowledge of the country	5 credits
Basic public services in society	3 credits
Knowledge of occupations and education	4 credits
Knowledge of working life	4 credits

Optional studies

Hygiene Passport	<i>completed</i>
Preparing for the National Certificate of Language Proficiency test	<i>completed</i>

The student has received guidance (scope credits).

The student has completed an on-the-job learning period/periods at *Company Ltd* between xx xx 20xx and xx xx xx20 (x weeks in total).

Signature
Principal

Signature
Responsible instructor

Place and date _____ 20__

The training has been implemented in compliance with the Finnish National Agency for Education regulation (OPH-649-2022) *National core curriculum for integration training 2022*.

This certificate complies with the National core curriculum for integration training approved by the Finnish National Agency for Education on 1 March 2022.

Appendix 2 Work certificate model

Certificate for completion of the on-the-job learning period included in integration training

Forename Surname, date of birth

has completed the on-the-job learning period included in integration training as follows

Name of company/employer:

Duration of on-the-job learning period:

Work tasks:

Possible additional information about on-the-job learning period:

Signature

Employer's representative

City/municipality:

Date:

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