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SUMMARY OF EMN AD-HOC QUERY 2023.55

Linguistic diversity of students and young people with a migratory background

Requested by EMN Italy on 18 December 2023

1 Introduction and context

According to the Council of Europe¹, the challenges for the integration of migrants are not limited to learning the majority language of the host country. The mechanisms to be introduced must provide the prerequisites for an effective reconfiguration of all their entire language repertoires.

Current European education systems reflect the coexistence of a multiplicity of languages. Linguistic diversity, especially regarding the languages of so-called third countries, is quite natural in a complex classroom environment where students have different mother tongues and/or speak and understand more than one language.

In Italian educational institutions, neither **protocols** nor **national action plans** have yet been implemented aimed at acknowledging and systematically enhancing of specific multilingualism at each school level. Notwithstanding this, **the Ministry of Public Education' s guidance documents on the issue have always underlined the importance of these practices.**

In the document **Intercultural guidance – Ideas and proposals for the integration of pupils with a migratory background**², edited by the National Observatory for the Integration of Foreign Pupils and for Interculture of the Ministry of Education in March 2022, the subject of **education for multilingualism** is discussed, as outlined by the documents of the Council of Europe, from the perspective of the acknowledgement and valorisation of all the languages in the community, the activation of metalinguistic processes from a comparative perspective and the presence of multilingual books in school and public libraries.

Since 2006, the guidelines for the reception and integration of foreign pupils have underlined the strategic importance of "books in the original language, bilingual or multilingual"³ on the multicultural shelves of school libraries.

¹ Recommendation *CM/Rec (2008)4* of the Committee of Ministers to Member States on reinforcing the integration of the children of migrants and immigrants from a migration context.

² National Observatory for the integration of foreign pupils and for interculture of the Ministry of Education, Intercultural Guidance – ideas and proposals for the integration of pupils from migration contexts, available at this [link](#).

³ Ministry of Education, Universities and Research, guidelines for the reception and integration of foreign pupils, 2006.

In continuity with the previous document, **The Italian pathway to Intercultural Schools and the Integration of Foreign Pupils, edited by the National Observatory for the integration of foreign pupils and for intercultural education in October 2007**⁴, highlights how multilingualism is an opportunity for enrichment for all pupils and indicates two fields of action: multilingualism at school and individual multilingualism. In the first case, it suggests, among other things, extending the general foreign language teaching offer, “[...] *including the languages spoken by the largest communities, depending on the area of the country, and providing the respective qualifications: courses can be organised on the basis of school networks so that large class groups can be created.*” As regards individual multilingualism, reference is made to the importance of maintaining and teaching languages of origin for the purpose of cognitive growth, which also aids the process of learning Italian as a second language (L2).

The subsequent *Guidelines for the reception and integration of foreign pupils*⁵ - Ministry of Education, Universities and Research (2024) reaffirmed the relevance and visibility that should be given to learners’ linguistic repertoire, adopting the indications of the Council of Europe guide for the development and implementation of curricula for intercultural multilingual education (2010).

In the subsequent Ministerial Note 5535 of 9/9/2015 *Different from whom?*⁶, edited by the National Observatory for the integration of foreign pupils and for intercultural, among the ten focuses and proposals, optional teaching courses of mother tongue languages are promoted within schools, also aimed at Italian speaking pupils, as well as training courses for teachers on the issues of linguistic diversity and multilingualism. The most recent allocation of resources on this issue, assigned to Regional School Offices or delegated state educational institutions, is the public announcement for the presentation of projects to be financed through the Asylum, Migration and Integration Fund 2012-2027 – Specific Target 2 Legal Migration and Integration – Implementation Measure 2.d) - Field of application 2.h) - Intervention c) Inclusive education "Interventions to reinforce the educational integration of pupils and students of third countries 2023-2026", which indicates among possible actions the *"enhancement of multilingualism and linguistic diversity: through the acknowledgement of the languages spoken outside school, activation of comparisons and exchanges between languages, the use of multilingual, bilingual and mother tongue books and materials."*

The AHQ aims to examine the policies implemented in Member States on the promotion of linguistic expertise of young citizens of third countries or students from a migration context. This refers to the ability to speak several languages in succession over the course of a lifetime. This ability is part of the genetic heritage of all human beings. As indicated by the Council of Europe, multilingualism is one of the critical educational pillars for linguistic tolerance, that is, intercultural education. From this point of view, it constitutes an instrument of integration.

⁴ National Monitoring Centre for the integration of foreign pupils and for intercultural education, *The Italian pathway to intercultural schools and the integration of foreign pupils, 2007*, available at this [link](#)

⁵ Ministry of Education, Universities and Research, guidelines for the reception and integration of foreign pupils, 2006.

⁶ National Monitoring Centre for the integration of foreign pupils and for intercultural, *Different from whom?*, available at this [link](#)

2 Reference glossary

- **Access to education:** the requirements for and the scope of access to the education system for citizens of third countries (such as legally resident migrants, beneficiaries and applicants for international protection) in EU Member States.
- **Cultural diversity⁷:** diversity of forms of culture in a society made up of groups of people from many different cultural backgrounds.
- **Cultural pluralism⁸:** A policy aimed at the ensuring of harmonious interaction among people and groups with plural, varied and dynamic cultural identities as well as their willingness to live together.
- **Multiculturalism:** A policy that endorses the principle of cultural diversity and supports the right of different cultural and ethnic groups to retain distinctive cultural identities, ensuring their equitable access to society, encompassing constitutional principles and commonly shared values prevailing in the society.
- **Second generation migrants⁹:** A person who was born in and is residing in a country in which at least one of their parents previously entered as a migrant.

3 Questions posed to Member States of the EMN network and replies

Through the Ad Hoc Query instrument, Member States were asked:

- 1. Has your Member State implemented measures to maintain the mother tongue of students with migratory background? YES/NO.*
- 2. If your answer is YES to Q.1, which actions have been implemented at the pre-school level?*
- 3. If you answer to question no.1 is YES, which actions have been implemented at primary school level?*
- 4. If your reply to question no.1 is YES, which actions have been implemented at lower secondary school level?*
- 5. If your reply to question no.1 is YES, which actions have been implemented at upper secondary school level?*
- 6. If the reply to question No.1 is YES, are specific economic resources and funding foreseen to finance these interventions?*

⁷ The UNESCO Declaration on cultural diversity reflects the diverse and pluralistic concept of culture and defines cultural diversity at article 1, as follows: "The diverse forms of culture through time and space that are embodied in the uniqueness and plurality of the identities of groups and societies that make up humanity and are the source of exchange, innovation and creativity." The field of application and the agreed definition in the UNESCO declaration were in part retained in the UNESCO Convention on cultural diversity of 2005 (UNESCO Convention on the protection and promotion of diversity of cultural expressions), the subsequent Convention constitutes a historic agreement in modern international law and establishes rules, principles and common reference points for cultural diversity at the global level.

⁸ According to the UNESCO definition, policies for the inclusion and participation of all citizens are guarantees of social cohesion, the vitality of civil society and peace. Defined in this way, cultural pluralism gives political expression to the reality of cultural diversity.

⁹ This term is defined in the legislation but is inserted in a more sociological context; a broader definition has been used that includes the concept of "second generation migrant". The strict meaning of this term does not refer to a migrant, given the fact that the person concerned did not undertake a migration, but is included since it is commonly used in publications and in the media. Based on the Recommendations for the 2010 Population and Housing censuses (Recommendations for the demographic and residential censuses of 2010), the group defined as "second generation" is generally limited to those persons whose parents were born abroad, while those with a parent born in the country and the other born abroad are special cases (they form the group of persons with mixed backgrounds).

In general, **20 Member States replied** to the AHQ (AT, BE, BG, HR, CY, CZ, EE, ES, FI, FR, DE, LV, LT, LU, NL, PL, PT, SK, SE, SI) plus two additional **observer States**: RS and UA.

3.1 STATES OF THE NETWORK THAT HAVE IMPLEMENTED MEASURES AT MAINTAINING THE MOTHER TONGUE LANGUAGE OF STUDENTS WITH MIGRATORY BACKGROUND

Thirteen Member States¹⁰ and **one observer State¹¹** report the adoption of measures aimed at preserving the mother tongue of students with migratory background.

Five of the States that **have implemented measures** aimed at maintaining the mother tongue¹², stress the importance of teaching in the mother tongue from an early age in the development of the personality and identity of children and pupils with migratory background and their skills, as well as in the respective processes of integration in the host society.

Specifically, raising awareness of linguistic diversity contributes to socialisation and the promotion of equal opportunities in the respective national education and training systems.

These measures can consist of **language and/or culture courses**, as part of which children and pupils are taught to speak and write in their mother tongue and are introduced to the culture, history and traditions of the country of origin, or may consist of the possibility of following entire **courses in specific subjects in their mother tongue**. In this case, the teaching and courses can also be implemented on the basis of a **protocol of collaboration with third countries** and mother tongue teachers.

Attendance of language courses is often **free¹³** and on a **voluntary** basis¹⁴, even if the actual organisation of these courses may depend on the demand as well as the availability of sufficient resources available to the school¹⁵. In some States, such as **Sweden** and **Estonia**, the obligation is laid down for educational institutions to organise language and culture courses for students with a different mother tongue, on condition that there are a certain number of students in the institution who share the same mother tongue or who speak the same language with their respective relatives.

Even within the same State and depending on the study cycle, courses can be framed as "extra-curricular" or "optional" and are therefore not subject to assessment and are conducted outside normal school hours, or they can be framed as "curricular" or "integrative", subject to assessment and conducted in parallel with or during normal school hours.

In the remaining ten States for which no **measures** aimed at maintaining the mother tongue of students with migratory background were found, three highlighted specific measures, organised at a local level¹⁶ and/or aimed exclusively at benefitting specific, previously identified national minorities¹⁷.

The measures can take the form of **guidelines, recommendations and methodological materials of various kinds**.

¹⁰ AT, BE, BG, DE, EE, ES, FI, FR, LU, PL, SE, SI, SK

¹¹ RS

¹² AT, FI, LU, FR, ES

¹³ AT, BE, FI, PL, SE

¹⁴ PL

¹⁵ AT, FI, SE

¹⁶ CY

¹⁷ HR (apart from the specific case of Ukraine), LT

In **Slovakia**, for example, the National Institute for Education and Youth, an organisation managed directly by the Ministry of Education, recommends schools support the maintenance of the mother tongue of pupils, both in the learning process in the strict sense of the term, through innovative programmes, the training of teachers and the adoption of methodological manuals, and through cooperation with their parents and tutors. The Institute highlighted in particular that the understanding of the mother tongue is very important for minors since learning is faster if pupils are allowed to use their mother tongue.

Similarly, in **France**, the academic centre for the education of newly-arrived pupils and minors from itinerant families (*centre académique pour la scolarisation des élèves allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs – CASNAV*) is responsible for the education and the pedagogic follow-up of new arrivals. The acknowledgement and promotion of multilingualism in the school curriculum of newly arrived minors are an integral part of the academic and departmental training plans for teaching French as a foreign language. For example, CASNAV of Paris published a guide called "Multilingualism in school? A resource, not an obstacle!" which includes theoretical, pedagogic and cultural material. The document is completed, moreover, with a training guide created in collaboration with the Sorbonne Nouvelle University and co-financed by the European Plus Social Fund (FSE+).

In The Netherlands, on the other hand, the fact that, in some cases, the law allows lessons to be conducted in a different language from the official ones is actually functional to promoting the understanding by minors of the didactic materials and not to preserving knowledge of the minor's mother tongue.

In **Bulgaria**, the existing regulatory framework distinguishes according to the status of pupils and the specific languages in question.

Citizens who speak different traditional languages (Turkish, Armenian, Hebrew and Romanian) can access mother tongue courses from educational grades I to VII. Other languages (English, French, German, Italian, Spanish and Russian) are included in state didactic programmes and other foreign languages can be included after completing basic education, so after the seventh grade.

In **Sweden**, access to measures for maintaining the mother tongue is differentiated depending on whether the language in question is that of a national minority or not. Access to language schools is arranged for minors who do not belong to a minority but only if there are at least five students and if a suitable teacher is available.

In **Estonia**, schools organise language courses only if there is a minimum number of at least ten pupils with the same mother tongue or who speak the same language at home. If there are fewer than ten, then the school decides, in collaboration with the Municipality or with the city government, whether it will be possible to provide this education. Parents must present an appropriate application.

3.2 ACTIONS IMPLEMENTED AT THE PRE-SCHOOL LEVEL.

Ten States¹⁸ reported specific measures at the pre-school level.

¹⁸ AT, BE, BG, EE, ES, FR, FI, LU, PL, SE.

In substance, these measures can range from language and/or traditional culture courses to drawing up and disseminating methodological instructions in the form of guidelines and manuals.

In general, the measures take the form of appropriate teaching courses. In Austria and Bulgaria, these are configured as language courses, while in Estonia, Finland, Belgium, France, Sweden and Luxembourg, they are configured as introductory courses to awareness of linguistic diversity.

In **Austria, Luxembourg and Finland**, mother tongue teaching is an integral part of the state education programme. Conversely, in **Estonia, Belgium** mother tongue teaching is not an integral part of the state education offer.

Only one State, **Austria**, indicated that mother tongue teaching can be offered as a compulsory exercise for three hours a week, both in integrative formats or parallel to regular classes.

In **Estonia**, on the other hand, children of pre-school age do not have the option of attending language and culture classes for pupils who have a different mother tongue from Estonian within the public system but can attend private courses for linguistic minorities, outside the system of formal education.

In **Sweden**, although the preschool should contribute to the children being able to develop their mother tongue, there is no obligation for educational institutes to offer appropriate teaching courses, which are provided for subsequent levels of education.

In **Finland** and **Luxembourg**, the accent is placed on the importance of mother tongue teaching in the development of children from an early age. In this context, children are encouraged to use their mother tongue in everyday situations. In **Finland**, for example, children are invited to speak their mother tongue with relatives and friends for greetings, saying "thank you" and offering a few kind words to show reciprocal interest.

In **Luxembourg**, on the other hand, multilingual teaching is the subject of a **specific programme, implemented since 2017 by the Ministry of Education**, which aims to introduce children between the ages of 1 and 4 years in the multilingual context at an age when they are particularly able to learn. In this case, while the language normally used is Luxembourgish, children are offered an initial introduction to French and, at the same time, they are encouraged to use their own mother language.

Among **Belgium's French community** (communauté française de Belgique e communauté Wallonie-Bruxelles), as part of the "Openness to Language and Cultures" Course, there is a course that aims to develop activities for cultural diversity education at participating schools. In primary school, **the introduction to languages and cultures can assist linguistic awareness.**

Raising awareness of linguistic diversity is also the goal pursued in **France**, where the Ministry of Education and Youth published a specific guide in June 2023. The document underlines that making pupils aware of linguistic differences from an early age ensures that children grow up knowing different languages. In this way, children realise that their languages and their cultural backgrounds are welcome in their school, and it is believed that this constitutes an incentive to use them every day. Moreover, the guidelines recommend that parents are supported in their decision to pass on the family language and are invited to come to present their language in class, if they wish to do so.

3.3 ACTIONS IMPLEMENTED AT THE PRIMARY SCHOOL LEVEL

Eleven States¹⁹ reported specific actions implemented at the primary school level for the maintenance of the mother tongue. These States provided a description of the courses offer, their inclusion as part of school programmes and the conditions required for their activation.

The actual activation of the courses is often optional, depending on the availability of teachers²⁰ and a minimum number of minors with migratory background²¹.

In the same way, participation in the courses is generally voluntary²² and not subject to grading²³. For this reason, in some States the courses are often conducted outside normal school hours.

In **Finland**, for example, courses are conducted twice a week in the afternoon or the evening, while in **Austria**, courses can be conducted in an integrative format or as additional courses in the afternoon. Participation in modules in parallel with ordinary courses is however only possible if it does not prevent a pupil from attending compulsory courses or if the same teaching is in any event guaranteed in the pupil's mother tongue.

The number of lesson hours provided by the courses varies: from 1.5 hours a week in **France** to between 2 and 6 hours of lessons a week in **Austria**.

In some States, the teaching of the mother tongue is part of broader programmes.

In **France**, a programme is provided called *International Teaching of Foreign Languages (Enseignement International de Langues Etrangères – EILE)*, which is based on the collaboration between the French Ministry of Education and Youth and six partner countries (Algeria, Italy, Morocco, Portugal, Tunisia and Turkey), which was developed as part of specific bilateral agreements. As a result of this collaboration, students from the third to the last year of primary school can take part in foreign language courses held by mother tongue teachers. Courses take place weekly for an overall duration of an hour and a half of lessons and are put together on the basis of the indications of the Common European Framework of Reference for Languages (QCER). In addition to this programme, there are so-called international sections, offered at the primary, secondary and upper school levels up to the first year of upper school in France and in French schools abroad, which make up a bilingual and bicultural system established by the French Ministry of Education, in collaboration with partner countries.

These are unique systems, since they integrate not just the language in the French system but also the culture and teaching methods of partner countries. Their aim is to facilitate the integration and reception of foreign pupils in the French education system and train French pupils in the in-depth practice of a foreign language, specifically through the use of the language of partner countries in certain subjects.

In the **French community of Belgium**, on the other hand, a Programme of openness to languages and cultures has been implemented - Programme d'ouverture aux langues et aux cultures (OLC) – based on the partnership between the French Community of Belgium and ten partner countries (China, South Korea, Spain, Greece, Italy, Morocco, Portugal, Romania, Tunisia and Turkey). Each school can establish collaboration agreements with one or more of the partner countries in order to create two types of teaching courses, aimed at pupils of pre-school age and those attending primary and

¹⁹ AT, BE, EE, FI, FR, DE, ES, LU, PL, SK, SE.

²⁰ FI

²¹ SE, PL

²² AT, DE, FI, FR, EE, PL, SE

²³ AT, PL

secondary schools, with the purpose, respectively, of teaching a foreign language or education in the foreign language and culture.

In the first case, the languages available are Arabic, Chinese (Mandarin), Korean, Spanish, Greek, Italian, Portuguese, Romania and Turkish. Language courses are organised free of charge for children of primary and secondary schools. These courses are held in more than 400 schools of the Federazione Vallonia-Bruxelles (French community of Belgium) and can be attended by pupils from different schools.

In the second case, the course is aimed at all pupils of the same class and is considered an integral part of the activities organised by the teacher as part of the weekly schedule (the course is called Openness to Languages and Cultures).

In Spain, the Arabic Language and Moroccan Culture Programme (PLACM) is a linguistic and cultural programme carried out in collaboration with the Government of Morocco. PLACM is a state programme, but its implementation is the responsibility of the educational administrations and it is implemented in twelve out of the seventeen autonomous regions. In some autonomous regions (e.g. Castilla-La Mancha, Catalonia or Madrid), other programmes related to the maintenance of linguistic diversity of origin are developed. For example, the Portuguese Language and Culture Programme (El Programa de Lengua y Cultura Portuguesas). This is a programme for the dissemination of Portuguese language and culture in Spanish schools with a dual purpose: to promote the integration of pupils of Portuguese descent and to give pupils of other nationalities the opportunity to learn about Portuguese culture and language. There are also programmes for teaching Romanian, Bulgarian, or Polish Language, Culture, and Civilization. These programmes are usually part of the broader context of collaboration between the Government of Spain and the various states interested in facilitating the knowledge of their language, culture, and civilization, especially for students with family roots in those countries.

Among States that did not indicate specific measures implemented at the primary school level, **Croatia** and **Serbia** should be mentioned, which reported certain measures deemed relevant for members of a national minority, including Ukrainian students.

In **Croatia**, in particular, the so-called "Model C" is provided, that is, "learning a minority language and culture", as part of which pupils with a minority language can benefit from a course regarding their language and culture of origin. This course is intended, as mentioned, for students belonging to national minorities but, following the Ukrainian emergency, it was also extended to holders of temporary protection. The course is structured as a separate teaching subject and occupies between 2 and 5 hours of teaching a week. The subjects covered range from learning the language and reading the literature of the national minority to the study of specific subjects such as geography, history, music and fine arts. With reference to students who benefit from temporary protection, the Ministry of Science and Education ensures the implementation of courses outside school that, among other things, can include learning the mother tongue.

In **Serbia**, on the other hand, the Ukrainian language is taught as part of the Serbian education system as one of the minority languages through an optional curriculum with elements of national culture. The programme is available for pupils from Ukraine in the primary schools. The Ministry of Education actively cooperates with the National Council of the Ukrainian Minority on this issue.

In **Poland** accordance with the regulation of the Minister of National Education of August 23, 2017 on the education of persons who are not Polish citizens courses of language

and culture of the country of origin can occur if at least 7 students express their intention to participate in these classes. This provision applies to students from abroad in the age of compulsory schooling and compulsory education bidding in Poland (7-18 years). Moreover, Pursuant to Art. 165 section 15 of the Education Law, for persons who are not Polish citizens and are subject to compulsory education, a diplomatic or consular mission of their country of origin operating in Poland or a cultural and educational association of a given nationality may organise at school, in consultation with the school principal and with the consent of the managing body, language and culture learning of the country of origin. The school provides rooms and teaching aids free of charge.

4 ACTIONS IMPLEMENTED AT THE LOWER SECONDARY SCHOOL LEVEL

Eleven States²⁴ reported specific actions implemented at the secondary school level for the maintenance of the mother tongue. They have similar characteristics to those implemented at the primary school level, although with certain differences, as indicated below.

In **Austria**, teaching a mother tongue at lower secondary school level can alternatively be an optional subject, with grading, or a subject of choice without grading. Teaching can be conducted over a period of 8-21 hours a week for 4 years. As already observed with reference to first language teaching in primary school, these lessons can be offered in an integrative format or as additional courses in the afternoon. Parallel courses are also allowed only if the pupil does not drop a compulsory subject or if it is guaranteed that the same subject is taught in the mother tongue.

In **Belgium**, "Openness to Language and Cultures" courses tackle topics such as linguistic knowledge, interculturality, global citizenship, coexistence and the battle against stereotypes. Courses are rich in content and in the methods with which they are delivered. In this regard, twinning projects and the organisation of events on an intercultural topic, intercultural projects etc. were highlighted.

In **Estonia**, learning a mother tongue can be chosen as an optional subject. Since autumn 2024, students have also been given the possibility of choosing a mother tongue as a compulsory subject (as foreign language B).

In **France**, pupils who wish to do so can also continue the study of languages at secondary school with the international teaching programme of foreign languages (Enseignement International de Langues Etrangères – EILE) as part of the general curriculum on foreign languages. At the secondary education level, teaching exclusively by secondary school teachers of the national French education system is ensured as part of the provision drawn up by the competent academic authorities. The languages mostly studied at secondary school are: English, German, Spanish and Italian. It is also possible to learn other foreign languages: Chinese, Dutch, Polish, Portuguese, Arabic or regional languages. However, this possibility depends on the offer formulated by each school or the implementation of the aforementioned "*international sections*", that offer bilingual teaching in a non-linguistic subject, in addition to the timetable dedicated to foreign languages. The bilingual sections established by school heads also make it

²⁴ AT, BE, EE, ES, FI, FR, DE, LU, PL, SK, SE.

possible for pupils to continue learning one of the languages started in EILE, in addition to a foreign language.

5. ACTIONS IMPLEMENTED AT THE UPPER SECONDARY SCHOOL LEVEL

Three Member States indicated that specific measures have been implemented in upper secondary schools, noting differences compared to those provided for the previous educational levels.

In **Austria**, in particular, first language teaching in upper secondary schools is offered either as non-binding exercise without grading or as optional subject with grading. Generally, teaching occupies between 2 and 8 hours a week over 4 years.

In **Finland**, teaching a mother tongue is an integral part of the upper secondary school programme but pupils of vocational schools can also take part. Lessons are often organised in the form of courses/modules and generally provide two 45-minute lessons a week.

In upper secondary schools in **France**, all students, without distinction of origin, continue to learn the two foreign or regional languages studied in lower secondary school.

The following foreign languages can be chosen as modern languages: Arabic, Armenian, Cambodian, Chinese, Danish, Dutch, English, Finnish, German, Greek, Hebrew, Italian, Japanese, Korean, Norwegian, Farsi, Polish, Portuguese, Russian, Spanish, Swedish, Turkish and Vietnamese.

6. ECONOMIC RESOURCES AND SPECIFIC FUNDING

Six States²⁵ reported the existence of dedicated economic resources and specific funding to implement actions in support of the maintenance of the mother tongue, indicating the **authorities responsible** for managing them and the **scope of the activities** covered.

Austria, Belgium, Estonia, Finland, Luxembourg reported that the funding of the measures usually takes place through **state resources and funds**²⁶, which are then managed by the respective competent authorities (for example, Ministry of Education and/or associated agencies). In **Slovakia**, on the other hand, the management of resources for any language and culture courses is the responsibility of **individual schools**.

The resources allocated can cover the entire cost of the study course or just a part. Specifically, **Finland** indicated that funding can be disbursed for mother tongue courses for a maximum of two hours a week for each group of four pupils during the pupil's studies in primary and lower secondary schools. The same State indicated that, due to the increased cost of teaching, the current system of funding covers only 60% of the actual costs of language courses, rather than the 86% envisaged by the law.

Luxembourg reported that the latest tranches of resources assigned by the Ministry of Education regard a line of funding intended to support upper schools that make available their facilities for the organisation of language course held by associations, embassies or foundations. This budget covers the costs for the premises where lessons are held, including reception, cleaning, heating, water and electricity.

²⁵ BE, EE, FI, LU, SE, SI.

²⁶ Finland, however, also indicated the option for educational institutions to make resources available, increasing those available for teaching the language and culture of origin.