

Integrating Immigrant Children into Schools in Europe

Measures to foster:

- Communication with immigrant families
- Heritage language teaching for immigrant children

April 2009



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Eurydice network

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FOREWORD

As part of the European Year of Intercultural Dialogue 2008 and in tandem with the preparation of a green paper on the links between education and migration ⁽¹⁾, the European Commission has asked the Eurydice network to update a part of the survey that it produced in 2004 on school integration of immigrant pupils in Europe ⁽²⁾. The choice concerned two aspects of particular importance in this context – improving communication between schools and the families of immigrant pupils and teaching the heritage language of the immigrant children. It is hoped that describing the policies and measures adopted today in European school systems with regard to these two aspects can contribute to the debates on the green paper, especially as regards the key issues of catering for the growing diversity of mother tongues present in schools and building bridges with immigrant families.

The measures analysed are applied within the school system, even though private individuals or members of non-governmental organisations may be involved in implementing them. Entirely private initiatives (taken by embassies, diplomatic missions and others) are not considered, although in certain countries they may represent an important support to school-based mother tongue tuition provision.

This document talks about immigrant children, who are defined here as either children born in another country (within or outside Europe) or children whose parents or grandparents were born in another country. So the term 'immigrant children' used here covers various situations, which can be referred to in other contexts as 'newly-arrived children', 'migrant children' or 'children of immigrant background'. Such children may be born to families with different legal status in the host country – families with full rights of residence and refugee status, asylum seeking families, or families without any rights of residence. Children from families who have been settled in the host country for more than two generations do not come within the scope of the paper.

Measures specifically targeting migrants within a country, such as the Roma and various kinds of travellers, and those aimed at ethnic or national minority groups are not subject to a comparative analysis in this paper. However, such measures are mentioned when children from immigrant families benefit from them, and there are no alternative measures targeted at immigrant communities.

The information provided relates to the reference year 2007/08. It comes from questionnaires filled in by the national units of the Eurydice network, other than Turkey. It covers pre-primary, primary and secondary levels of general education, provided by the public sector or the subsidised private sector (Belgium, Ireland and the Netherlands). Statistical data provided by Eurostat, the PISA and PIRLS 2006 surveys and certain national sources are also used.

(¹) Migration & mobility: challenges and opportunities for EU education systems. Brussels, 3.7.2008. COM(2008) 423 final.

(²) Eurydice 2004, *Integrating immigrant children into schools in Europe*.

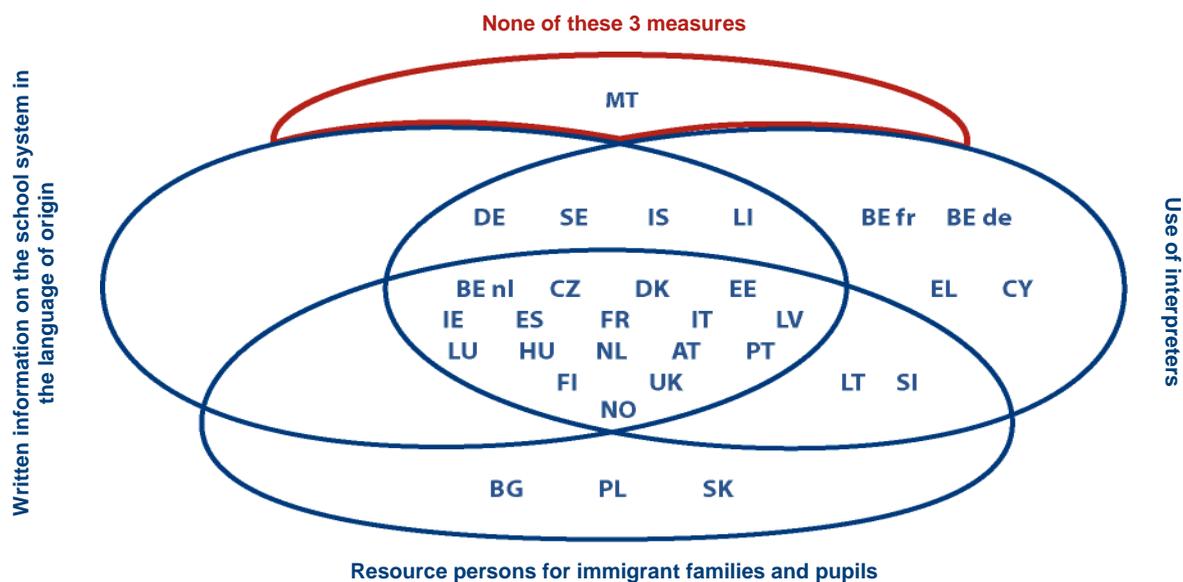
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CHAPTER 1: COMMUNICATION BETWEEN SCHOOLS AND IMMIGRANT FAMILIES

Parental involvement in the education of their children is important to children's success at school ⁽³⁾. However, many immigrant parents are likely to encounter difficulties of a linguistic or cultural nature and measures to ensure that information is passed on efficiently between schools and immigrant families, specifically by using languages other than those used at school, are therefore essential. This document focuses in particular on three methods of promoting communication between schools and immigrant families: publication of written information on the school system in the language of origin of immigrant families; the use of interpreters in various situations in the school life; and the appointment of resource persons, such as mediators, to be specifically responsible for liaising between immigrant pupils, their families, and the school. Figure 1.1 shows the positioning of the various countries depending on whether or not they offer one or more of these measures, without specifying if these measures are aimed particularly at certain 'categories' of immigrant families (asylum-seekers, refugees, immigrants from another member state, immigrants authorised to settle in the host country, etc.). It does not provide information on whether or not such schemes are compulsory, recommended, or reflect current practice, nor does it specify which of the four levels of education considered here are covered by the existing schemes. More specific information on the latter two points is provided in the text below.

Figure 1.1: Measures enhancing communication between schools and immigrant families, general education (ISCED 0-3), 2007/08



Data not available: RO

Source: Eurydice.

⁽³⁾ See *Education and Migration, strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers*. Report submitted to the European Commission by Prof. Dr. Friedrich Heckmann, on behalf of the Nesses network of experts. April 2008, pp. 48-49.

Additional notes

Spain: Measures are implemented by the Autonomous Communities and are thus specific to each Community.

Cyprus: The Ministry of Education plans to publish information on the education system in eight different languages beginning in 2009/10.

Poland: Since 2008/09, regulations allow schools attended by immigrant children to employ teaching assistants who speak the mother tongue of these pupils and can serve as interpreters.

Figure 1.1 shows that half of the countries of Europe make use of all three methods of promoting communication between schools and immigrant families analysed in this document. Most of the other countries use two of the three methods. In Belgium (French and German-speaking Communities), Greece, and Cyprus (until 2009/10), such measures are limited to the use of interpreters, while in Bulgaria, Poland and Slovakia, the only method in use is the appointment of resource persons for pupils and families. Although Malta uses none of the three methods at present, such policies may be defined in the near future owing to an increase in the number of immigrant pupils. In the countries in which written information on the education system in the home language of immigrant families is published, interpreters and/or resource persons are also usually provided.

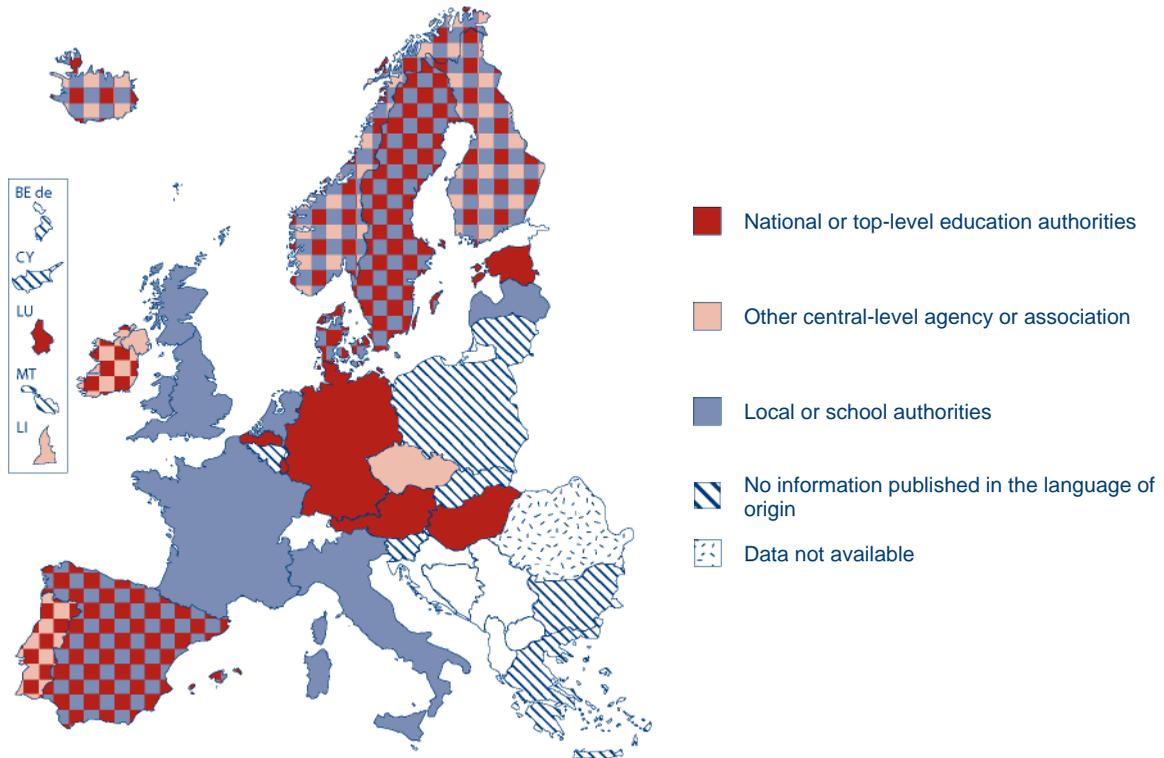
1.1. Most countries publish information on the school system in the mother tongue of immigrant families

In around two thirds of the countries, written information on the school system is published in several languages of origin of the immigrant families present in the country or region in question. This information generally covers all levels of education, from pre-primary to upper secondary. Measures of this type have, in general, been introduced recently, dating from only 2007 or 2008 in certain countries (Finland and Iceland).

In around half of the countries, the national or top-level education authorities are responsible for these publications. In Luxembourg, apart from the publication of documents by the Ministry of Education in French and German (official languages) as well as in Portuguese (mother tongue of 20 % of pupils), invitations and/or information letters sent to parents are translated on request in other languages by intercultural mediators and translators working for the foreign pupils' school service of the Ministry of Education. In the Czech Republic and Liechtenstein, national organisations responsible for social affairs publish information on the education system in a number of different languages. In the United Kingdom (Northern Ireland), a multilingual website for newcomers and their parents has been set up by the five Education and Library Boards in cooperation with each other.

In some countries, in addition to the initiatives taken by the ministry responsible for education, other centralised agencies also produce publications of this type. In Ireland, such information is also produced by the National Council for Curriculum and Assessment, the National Qualifications Authority of Ireland, the Reception and Integration Agency, the National Educational Welfare Board (NEWB), the All Ireland Programme for Immigrant Parents and The Jesuit Refugee Service, as an example. In Portugal, the Bureau of the High Commissioner for Immigration and Ethnic Minorities publishes general interest brochures that are regularly updated and are available on its website in English and Russian. In Finland and Norway, national associations for parents or families produce information on the education system in foreign languages aimed at immigrant families. In Iceland, the Ministry of Social Affairs has published a brochure in several languages containing information on various subjects, including the education system.

Figure 1.2: Bodies that publish written information on the school system in the language of origin of immigrant families, general education (ISCED 0-3), 2007/08



Source: Eurydice.

Additional notes

Denmark: Written information on the school system covers ISCED levels 1 and 2. Knowledge of Danish is a prerequisite for entry to ISCED level 3.

Germany: Written information on the school system is the responsibility of the Ministries of Education in the *Länder*.

Greece and Poland: Written information on the school system is published in English at the central level.

Spain: Measures are implemented by the Autonomous Communities and are thus specific to each Community. Most have produced information guides for immigrant families in various languages, in line with the relevant national recommendations.

Cyprus: The Ministry of Education plans to publish information on the education system in eight different languages beginning in 2009/10.

Slovenia: Written information on the education system in foreign languages is produced by NGOs for asylum seekers.

Information on the school system published centrally in a variety of foreign languages **more often than not addresses general matters**, such as how the education system is structured at the different education levels, enrolment, assessment, and orientation procedures, parental participation, and parental rights and obligations. More specific topics may also be addressed in some countries. For instance, the Flemish Community of Belgium has a brochure explaining the equal opportunities policy. In Ireland and Norway (primary and secondary education), national representative organisations of parents have published information guides focusing on the relationship between parents and schools. In Ireland, there is also the All Ireland Programme for Immigrant Parents which provides information on primary and post-primary education in addition to other services for parents that exist in the South and North of Ireland.

In Austria, a publication for parents of immigrant pupils with limited literacy has been produced in Bosnian/Croatian/Serbian, Turkish and Polish that explains how to prepare children for schooling

before they reach compulsory school age. The importance of the mother tongue for their success at school and the supportive role of parents are emphasized. Another brochure, published in German and five other languages, addresses parents of school beginners. It offers information on parental participation, and parental rights and obligations. A website offers information in Bosnian/Croatian/Serbian and Turkish on the possibility of language support in pre-primary education. In Iceland, in 2008 the Ministry of Education published in eight foreign languages a document describing all the upper secondary education schools.

These publications are generally published in a limited range of languages corresponding to the languages of the most widely represented immigrant groups. In Spain, Ireland (NEWB), United Kingdom (Northern Ireland) and Norway, written information on the education system is available in more than ten languages.

In eleven countries (see Figure 1.2), **local, regional or school authorities provide parents with written information on the education system and their services in several languages**, which may sometimes be tailored to more local linguistic requirements. This is the case in most regions of France in the regional centres concerned with the schooling of newly-arrived children and traveller children. In Denmark, certain municipalities provide parents with information on schools and extracurricular activities in several immigrant languages. In Latvia, schools that use one of the eight minority ethnic languages as their language of instruction provide parents with information on the education system in these languages.

In the Netherlands, schools attended by children seeking asylum or newly-arrived immigrant pupils translate the general information guide on the school system published by the Ministry of Education into the main languages of communication or the mother tongue of particularly numerous immigrant groups. More targeted information may also be translated in the course of the school year. However, these practices are sometimes discontinued as a result of national debates on the place of immigrant pupils' mother tongue in education.

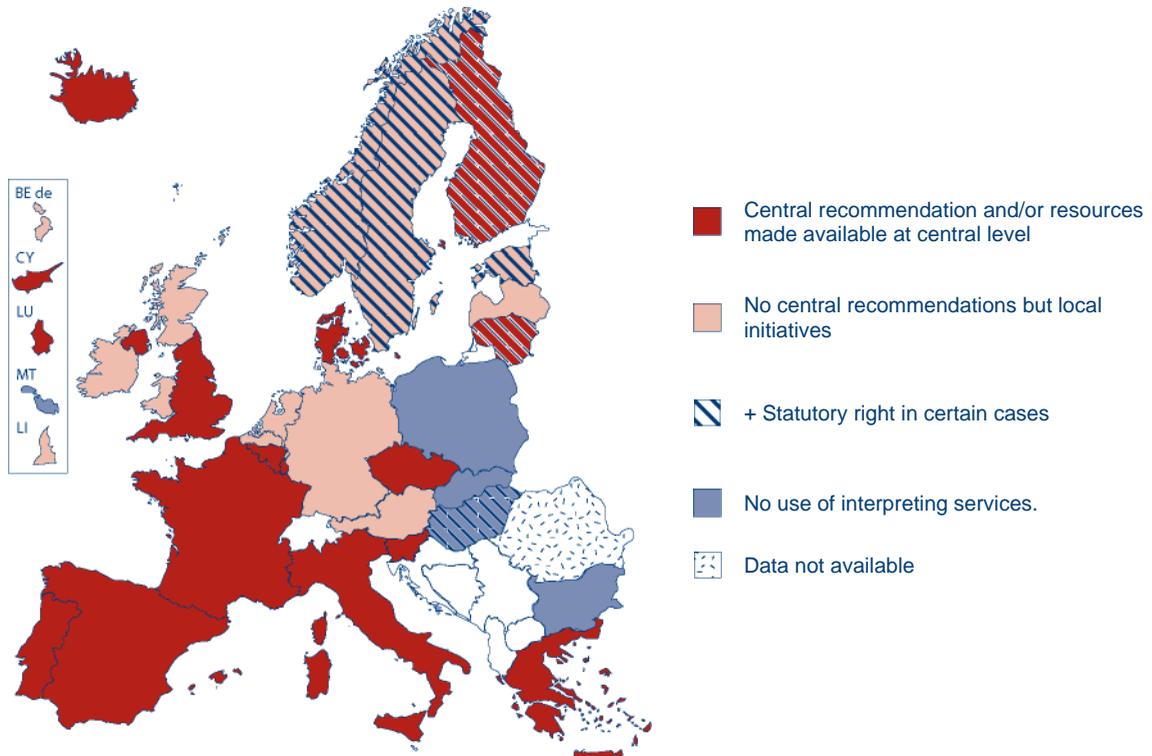
In Finland, the central education authorities have launched a project to support the development of multicultural skills at the local level. The guidelines for this project included details of the information to be provided to the parents of immigrant pupils. Many municipalities have produced information materials on school practices and activities in the languages spoken by the immigrant communities established locally.

In Norway, the municipality of Trondheim has produced standardised letters in some 20 languages on various aspects of school life (meeting invitations, letters on the importance of sending children to school, extracurricular activities, etc.) that can be downloaded by parents and schools. Some local authorities in the Oslo area, where there is a high concentration of immigrant pupils, send information on pre-primary education in the mother tongue of immigrant families as a matter of course.

1.2. Use of interpreters: encouraged but rarely a statutory right

Interpreters are used in numerous countries in a variety of situations requiring communication between schools and immigrant families, at the primary and secondary education levels. Depending on the country, this practice may be a statutory right for families, may be the subject of a central-level recommendation that schools are supposed to implement, in some cases receiving specific resources from central government, or may be adopted as a local level initiative (See Figure 1.3).

Figure 1.3: Use of interpretation services for families of immigrant pupils, general education (ISCED 1-3), 2007/08



Source: Eurydice.

Additional notes

Denmark: Recommendations on the use of interpreters cover ISCED levels 0, 1 and 2.

Cyprus: In 2007/08, interpretation services were available at ISCED level 1 only, but the next year some schools at ISCED level 2 also benefited from it. Besides, the Ministry of Education plans to make interpreters available to schools located in priority education areas to facilitate communication with families and pupils beginning in 2009/10.

Latvia: In bilingual schools teachers may act as interpreters in communication with parents.

Luxembourg: In 2007/08, only young immigrants registered in a vocational education programme were entitled to an interpreter to help them adapt to the specific cultural environment of their host country, if required. As of January 2009, foreign children enrolled in primary education are entitled to the same service.

Austria: The Ministry of Education recommends that bilingual teachers be involved in specific needs diagnosis procedure, since children with an inadequate command of German are often mistaken with special-needs children.

Poland: Since 2008/09, regulations allow schools attended by immigrant children to employ teaching assistants who speak the mother tongue of these pupils and can serve as interpreters.

Norway: Statutory right to interpretation services applies to ISCED level 0.

Access to interpretation services is a statutory right in six countries and applies to a specific category of immigrant families (refugees) or in very specific situations requiring contact between immigrant families and schools. In these countries, with the exception of Hungary, national recommendations, national resources, or local initiatives cover those situations where this statutory right does not apply.

In Estonia, centres for asylum seekers have since 2005 been required to organise interpretation services to assist asylum seekers in all administrative procedures, including contacts with schools. However, as there are few asylum-seeking pupils, this right has not been exercised to date. In Lithuania, asylum seekers are entitled to interpretation services in the enrolment process and at parent/teacher meetings during the period in which their applications for asylum are being considered. In Hungary, the fee of interpretation used during the procedure of asylum seeking, which may include contacts with schools, is to be paid by the asylum authority. In Finland, it is mandatory for local authorities to provide interpretation services for refugees in all situations where they may need support, including in schools. In Sweden, interpreting services must be made available, where required, at the special welcome meetings for recently-arrived families. These families are also entitled to an interpreter to enable them to participate in the 'personal development discussion' held with all parents twice yearly. In Norway, national legislation grants immigrant pupils and their families the right to interpretation services in contacts with certain public services, including pre-primary educational institutions.

In all other cases, and **in most other countries, use of interpreters is not compulsory but is often strongly encouraged by the central authorities.** In the Czech Republic, these recommendations cover only applicants for international protection who are currently in refugee centres. In Germany, the local authorities recommend that schools use persons with a good command of both German and the language of origin of immigrant families in meetings and discussions with parents. In France, recommendations on the use of interpreters whenever necessary are implemented locally in response to specific needs – for example, during enrolment, or when families are given important information, or for pupil orientation purposes. Interpreters may be volunteers working for community associations or may be members of the immigrant pupil's family.

In Slovenia, foreign persons who are in contact with the public services may request interpreters, but must pay for them. Thus, in practice, schools tend to ask the families of immigrant parents who need interpretation services or bilingual pupils at the school to serve this function. These methods are also recommended in the 2007 strategy for the integration of immigrant pupils in the education system. In Finland, public authorities are encouraged to provide interpretation services during the meetings they organise with immigrant families. In Sweden, there are no express recommendations to schools on the use of interpreters, but schools have an obligation to ensure effective communication with all parents and must therefore adopt the measures necessary.

In the United Kingdom (England), the Department for Children, Schools and Families advises that the use of interpreters should be considered for school admission interviews, initial assessments, review meetings for special educational needs, parent consultation events and for meetings dealing with sensitive issues. In Wales, there are no central recommendations, but some local authorities make recommendations to schools. Cardiff local authority, for example, makes recommendations to schools

about the use of interpreters and also provides schools with a list of translators who are qualified and police-checked.

In Iceland, interpreters are used for information meetings on the rights and obligations of parents whose children are enrolled in reception classes and for parent/teacher meetings, if required.

In several countries that recommend the use of interpreters for communications with immigrant families, the national or regional public authorities provide schools with specific services or resources for this purpose. In the French Community of Belgium, this is the case when mediators in charge of violence and school dropout problems meet with immigrant families. In addition, a pilot project that ran from September 2007 to December 2008, aimed to involve interpreters in the school setting to facilitate communication between parents of immigrant origin and their child's school. The project was managed by a private organisation and co-funded by the government of the French Community and the European Fund for Refugees. It concentrated on new arrivals, refugees, and asylum seekers.

In Greece, the Ministry of Education has set up 26 cross-cultural schools in high-immigration areas and prioritised the recruitment of teachers who speak the pupils' mother tongues. In these schools, teachers are also available to provide interpretation and counselling services for immigrant pupils. In Spain, most of the autonomous communities provide schools attended by sizeable percentages of immigrants with mediators who also serve as interpreters. Moreover, in practice, schools use to ask immigrant students or the families that have been living in the country for some time, to act as interpreters for the new students and their families.

In Luxembourg, intercultural mediators provide interpreting services for information meetings on the school system, meetings between teachers and parents, or visits to school doctors or psychologists. This assistance is currently available in Albanian, Arabic, Cape Verdean Creole, Chinese, Spanish, Italian, Japanese, Farsi, Portuguese, Russian, Serbo-Croat and Turkish. Intercultural mediators are made available to schools by the foreign pupils' school service belonging to the Ministry of Education to facilitate the integration of immigrant pupils within the education system. In Portugal too, in order to communicate with families from another linguistic background, schools can request interpretation services from the socio-cultural mediators funded by the State or local authorities.

In Cyprus, interpreters are at present available to primary schools with Turkish Cypriot pupils and pupils from certain areas of the Former Soviet Union.

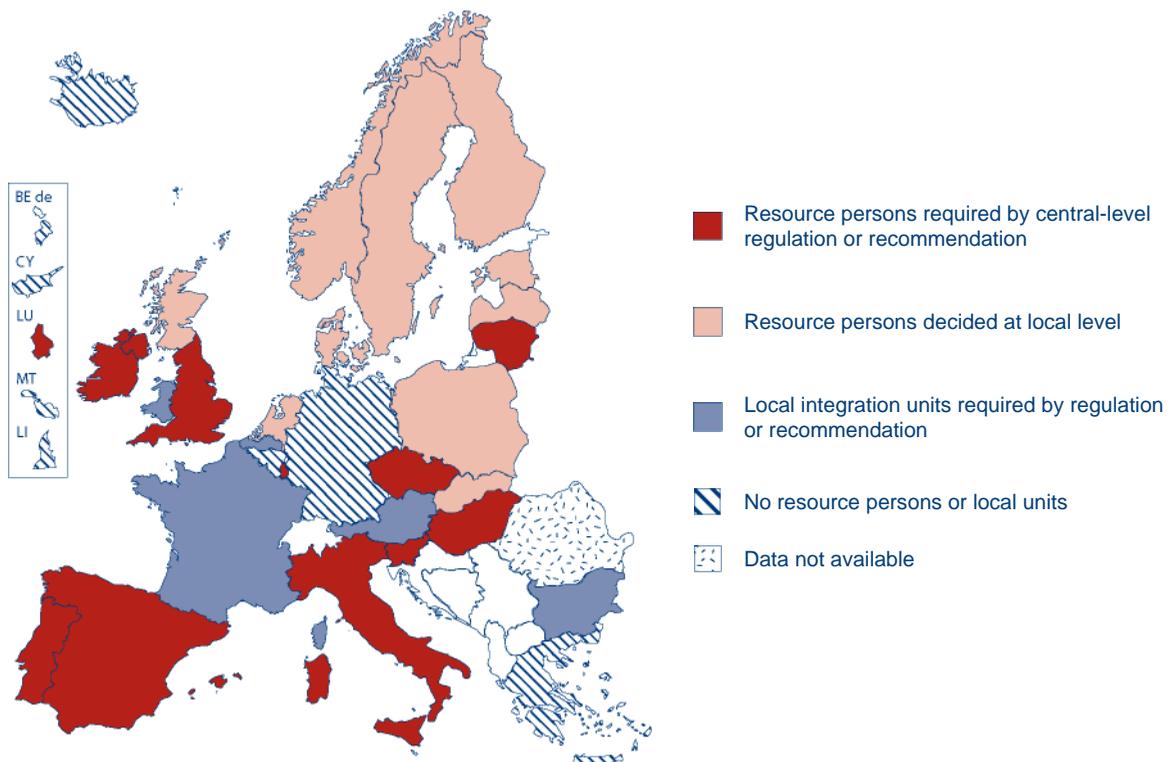
However, in various cases and in particular when no central or local recommendations exist on the use of interpreters, the schools must bear the cost of such services. As a result, 'volunteer' interpreters may then be used – i.e. persons made available by charitable organisations (German-speaking Community of Belgium), NGOs (Ireland), teachers at the school who speak the required languages (Austria), other immigrant parents (Ireland), or a bilingual member of the school learning support staff (United Kingdom (England)). In Ireland, during the meetings when sensitive subjects are discussed, interpretation services are used by schools at their own expense. Some local schools have networked together and used cultural mediation projects to offer interpretation and translation services. However, resources are provided when the services of National Educational Psychological Services are used in special circumstances and for refugees families, for example when the parents initially visit a school to register their children. In Austria, certain regional school counselling centres

for immigrant families have a pool of interpreters covering several languages (generally Bosnian/Croatian/Serbian and Turkish) who are available to the schools on request. In Norway, the municipalities cover the cost of interpreting services during enrolment procedures.

1.3. Resource persons responsible for reception and orientation of immigrant pupils: often teachers, rarely established structures

Among the methods used to promote communication between schools and immigrant families, the appointment of resource persons specifically responsible for welcoming and guiding immigrant pupils and serving as a liaison with their families is a widespread practice in Europe (see Figure 1.4). These persons may be school staff, provided by the central or local education authorities, or be part of a local unit specifically responsible for immigrant families. The appointment of resource persons may be required under the regulations or recommendations applicable to schools or municipalities, or may be initiated by parties other than the central education authorities, i.e. mainly the schools themselves. The regulations and recommendations governing resource persons have generally been issued fairly recently. In terms of education levels, most cover primary and secondary levels, but they also extend to the pre-primary level in the Czech Republic, Luxembourg, Slovenia and Norway. The information below pertains to ISCED levels 1-3.

Figure 1.4: Resource persons or local units responsible for the reception and orientation of immigrant pupils, general education (ISCED 1-3), 2007/08



Source: Eurydice.

Additional notes

Belgium (BE fr): School/home mediators are made available to schools by the Ministry of Education, to address problems such as violence.

Belgium (BE nl): Schools attended by a substantial proportion of children who do not speak Flemish at home can be allocated extra teaching periods, which can be used on the school discretion to develop activities or projects to promote parent and pupil participation.

Bulgaria: Information concerns only refugee pupils.

Czech Republic: Resource persons available at ISCED levels 0,1 and 2 for children who benefit from additional protection, of applicants for international protection and asylum holders, and at ISCED 1 and 2 for children from other EU member states.

Denmark: A budget of DKK 14 million has been earmarked for activities in the 2008-2011 period to strengthen cooperation between immigrant families and schools. This budget will be spent *inter alia*, on school/home counsellors.

Greece: A more holistic approach is used to communicate with families; priority is given to assigning teaching personnel that can speak the mother tongue of the majority of the immigrant students.

Latvia: Teachers working in schools serving ethnic minorities in which immigrant pupils may enrol are likely to serve as resource persons for these pupils.

Poland: Since 2008/09, regulations allow schools attended by immigrant children to employ teaching assistants who speak the mother tongue of these pupils and can help their integration and communication with their families.

Iceland: A June 2007 parliamentary resolution concerning a four-year action plan provides that schools at all education levels must work more closely with the families of immigrant pupils and that working rules for the reception of immigrant pupils in schools must be formulated.

Liechtenstein: In municipal service departments and certain national offices (Office of Education, Office for Equal Opportunities, etc.), persons are designated to take care of immigrant families.

In ten countries, the education authorities have issued regulations or recommendations on the resource persons to be appointed at school level or local authority level, to facilitate the welcome and integration of immigrant pupils at school.

In the Czech Republic, persons with asylum-holder status, persons who benefit from additional protection or are seeking international protection are included in the category of pupils with special educational needs. Schools attended by such pupils can ask their founders to provide teaching assistants to help pupils adapt to the school environment and support teachers in their educational activities and in communications with pupils and their families. In addition, teachers may be specifically appointed as resource persons for the children of immigrants from the EU states.

In Spain, most of the Autonomous Communities have integrated social workers into the guidance structure, which can be linked to a single school or to several schools. Their duties include reception and monitoring of all new students, especially of immigrants and of those from disadvantaged background.

In Ireland, teachers are appointed to assist students who do not have English as their first language. These teachers are responsible for the English needs of these pupils and for helping them to integrate socially at school. Furthermore, the home school community liaison coordinators, who generally work with marginalized families (including immigrant families) in schools in the areas of educational and social disadvantage, play an important role in promoting communication between school and families, as well as involvement of the families in school life. In Italy, the ministerial circular of March 2006, which contains the guidelines for the welcome and integration of foreign children, gives indications on the use of linguistic and cultural mediators in schools with foreign pupils. In practice, these mediators welcome and tutor newly-arrived pupils and help them integrate at school. They also have interpretation and translation duties, and serve as mediators in parent-teacher meetings, especially in specific problem cases.

In Lithuania, under the educational measures established in 2003 for immigrant children moving into the country, the municipalities must recruit a person to coordinate the education of immigrant children

within the municipality, and school heads must appoint one of their deputies to organise the education of immigrant children. In Luxembourg, the Ministerial unit responsible for welcoming new pupils guides all new arrivals aged between 12 and 18 years to an appropriate secondary education institution and provides information to the families on the school system. In Hungary, the intercultural education programme guidelines recommend that schools recruit teachers specialising in Hungarian as a foreign language, a teaching assistant, and a psychologist to facilitate the integration of immigrant pupils, although in practice insufficient numbers of immigrant pupils prevent schools from making such appointments.

In Portugal, pursuant to a 2001 law, socio-cultural mediators are appointed to develop contacts between home, school, and community. In Slovenia, all counselling units that include psychologists, educators, and social workers since 1999 have been responsible for organising meetings with immigrant pupils and their families, introducing these children into the school's social networks, and providing counselling for them, their families and the schools. In the United Kingdom (England), the Government recommends that schools have a reception policy for newly-arrived pupils who do not have English as their mother tongue and appoint a mentor responsible for welcoming all new pupils. Induction mentors are often learning support assistants. In Northern Ireland, the inclusion and diversity service provides training and support for schools to establish induction procedures for newly arrived pupils including those for whom English is an additional language.

Five countries or regions have local units that fulfil an information and counselling role for immigrant families in respect of their children's schooling. In Belgium (Flemish Community), the local integration services financed by the government are always at the service of immigrant families with questions or problems concerning education including in the event of conflicts with schools. In Bulgaria, each regional educational authority has a special commission responsible for providing proper support to refugee pupils and their parents. It primarily concerns providing them with information for the appropriate schools that would suit their needs and getting into contact with schools where the needs of the children of refugees would be adequately dealt with. In France, regional centres concerned with the schooling of newly-arrived pupils and traveller children assume the role of a family/school liaison body. In Austria, each region has a school advice centre for immigrant families whose personnel counsel parents on various aspects of their child's education as well as advising school heads and teachers when problems arise. In the United Kingdom (Wales) the ethnic minority achievement services in local authorities also fulfil an advisory role.

In ten countries or regions, the use of resource persons is not required under central-level regulations or recommendations but it **does form part of current practices**. These practices may be implemented by either the schools or the local authorities. Thus, in the Czech Republic, specialist teachers may be integrated in schools, and their teaching load reduced to enable them to perform their counselling function and to work with children with behavioural difficulties. School heads may also assign to these teachers the responsibility to closely monitor the education of foreigners. In Denmark, many schools with high numbers of bilingual pupils have a resource person who is specifically tasked with the integration of these pupils. Municipalities with a high percentage of immigrant pupils have a counsellor responsible for coordinating the education of these pupils and ensuring that a high-quality education is available to them. For example, the municipality of Copenhagen, where approximately 30 % of pupils are bilingual, has established linguistic support

centres in schools with the highest concentration of immigrant pupils, which include resource persons tasked with the integration of immigrant pupils. In Estonia, in certain schools, a teacher or pupil is appointed to help immigrant pupils during their adaptation period and to facilitate communication with their families. In the Netherlands, certain schools use a contact person to liaise between the school and immigrant families. In Finland, schools attended by immigrant pupils often appoint a teacher to serve as a coordinator or advisor for these pupils, or else use pupils as mentors. Furthermore, certain municipalities that have a high percentage of immigrants appoint a person to coordinate education of these children. In Sweden, it is the collective responsibility of all school staff to meet any needs that immigrant pupils and their families may have in terms of counselling and orientation. Besides, the local municipality is responsible for the reception of immigrants meaning that there can be 'resource persons or local units' if they so decide.

The United Kingdom (Scotland) also reports that it is a common practice to use resource persons to communicate with immigrant families.

In Poland and Slovakia, resource persons are provided in centres for asylum seekers to serve as a liaison between families and schools. Social workers and other agents/personnel working in these centres work with the schools in the area to help resolve any problems concerning parents' relationships with schools, information on pupils' progress, future education opportunities, etc.

Lastly, in Norway, the national parents' association for primary and lower secondary education has established a network of parents of various linguistic origins who advise parents and schools on the education of immigrant children and provide parents with information in their own language.

CHAPTER 2: HERITAGE LANGUAGE TEACHING FOR IMMIGRANT CHILDREN

Proficiency in their language of origin is widely considered to be of great importance for immigrant pupils ⁽⁴⁾. Proficiency can make it easier for these pupils to learn the language of instruction and thus stimulate their development in all areas. In addition, the manner in which their mother tongue is viewed in the host community helps secure the self-esteem and identity of immigrant children and their families. In most European countries, educational support measures exist to enable immigrant pupils to learn their mother tongue. Some of these are specifically designed for immigrant pupils while others are intended for different categories of pupils (national ethnic minorities) and in some cases even all students (foreign language lessons or forms of bilingual tuition). **Mother tongue tuition for immigrant pupils** is the main focus of this analysis, which examines the main characteristics of such tuition in terms of target pupils and organisation. With regard to organisation, a key issue analysed is the extent to which mother tongue tuition is incorporated within the core school curriculum. According to a report issued by the European Parliament on the integration of immigrant pupils ⁽⁵⁾, tuition given outside the standard curriculum adds to pupils' school hours and can lead to feelings of rejection, mainly owing to the stigmatisation that attending such lessons can create.

The information collected primarily concerns the primary and secondary levels of general education, since only few countries have thus far taken steps to introduce teaching in the language of origin at pre-primary education level. These countries are mentioned further in the text.

With regards to foreign language teaching and forms of bilingual tuition, this document covers only the steps taken in certain countries to ensure that the languages covered by such initiatives correspond more closely to the languages spoken by the immigrant communities established in that country ⁽⁶⁾.

In a number of countries, the education programmes designed for national ethnic minorities can give certain immigrant pupils the option of completing their school education in their mother tongue. However, these situations are not taken into account ⁽⁷⁾ except in the case of countries where there are no specific regulations concerning the mother tongue tuition of immigrant pupils and these pupils therefore use the minority language programmes established for national ethnic minorities (Latvia).

In Latvia, pupils belonging to the Estonian, Lithuanian, Polish, Belorussian, Jewish, Romany and Russian national minorities (which account for around 1/3 of pupils), have the option of attending schools where their mother tongue is the language of instruction. Although these pupils, of which those of Russian origin are by far the most numerous, frequently form part of communities long-established in Latvia, some nonetheless meet the description of immigrant given above, since their families have been established in Latvia for less than four generations.

⁽⁴⁾ See Eurydice 2004, *Integrating immigrant children into schools in Europe*, p. 51, and *Migrants, minorities and education. Documenting discrimination and integration in 15 member states of the European Union, Equality and diversity for an inclusive Europe*. EUMC comparative study. 2004, p. 78.

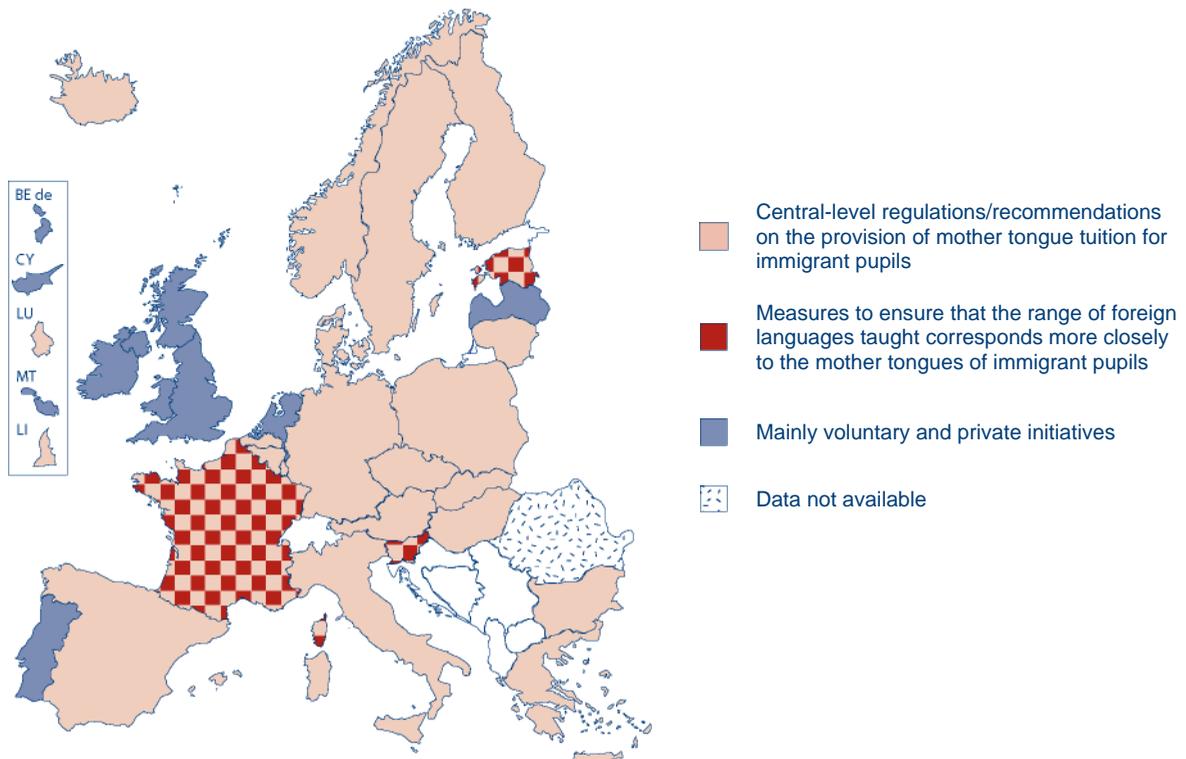
⁽⁵⁾ Report on the integration of immigrants in Europe via schools and plurilingual tuition, (2004K2267 (INI)), Commission for culture and education, author: Miguel Portas. 2005.

⁽⁶⁾ For detailed information on the teaching of foreign languages, see Eurydice, *Key Data Teaching languages at schools in Europe 2008*.

⁽⁷⁾ Migration and the formation of national minorities are phenomena that in Europe have resulted in the creation of educational structures of differing types and aims. See *Education and Migration, strategies for integrating migrant children in European schools and societies. A synthesis of research findings for policy-makers*. Report submitted to the European Commission by Prof. Dr. Friedrich Heckmann, on behalf of the Nesse network of experts. April 2008, pp. 68-69

The situation in Lithuania is very similar to Latvia, in that the programmes in place for ethnic minorities are the form of mother tongue tuition most often used by immigrant pupils. The language concerned in the vast majority of these cases is Polish, Belorussian or Russian.

Figure 2.1: Educational measures for teaching the language of origin of immigrant pupils, general education (ISCED 1-3), 2007/08



Source: Eurydice.

Additional notes

- Germany:** The regulations concerning the provision of mother tongue tuition for immigrant pupils are passed at *Länder* level.
- Latvia:** Immigrant pupils can follow school programmes in minority languages that are offered for the national ethnic minority populations.
- United Kingdom (ENG/WLS):** Schools have always been able to offer languages spoken by their pupils within the modern foreign languages curriculum, if they so wish. From 2008/09, there are revisions to the curriculum intended to make it easier for them to do so.
- United Kingdom (SCT):** A number of schools are offering classes in Polish language and culture.

Explanatory note

Clarification of the levels of education covered by the national regulations and recommendations on the provision of mother tongue tuition for immigrant pupils can be found in Figure 2.1.

As illustrated in Figure 2.1, around twenty countries have issued regulations or recommendations on the school-based provision of mother tongue tuition for immigrant pupils. In the remaining countries, mother tongue tuition for immigrant pupils mainly depends on voluntary and private initiatives, which sometimes are supported by central and/or local authorities. In some of the countries without recommendations there is only a very small number of immigrant pupils in the education system (e.g. the German-speaking Community of Belgium). In Ireland, the very recent and diversified character of immigration (over 160 nationalities are represented), led in the early 2000s to prioritisation of

additional resources for teaching the language of instruction rather than mother tongues. In 2004 the Dutch government decided to abolish the provision for tuition in the language and culture of origin that had until then existed at primary education level, and to earmark more resources to support immigrant pupils learning the language of instruction. It should be noted that learning the language of instruction is also a priority in many other countries, irrespective of whether or not school-based mother tongue tuition is also provided.

Some countries and regions have recently taken steps to enable the range of foreign languages taught to correspond more closely to the mother tongues of immigrant pupils. They include Estonia, France, Slovenia and, from 2008/09, the United Kingdom (England and Wales). With the exception of the United Kingdom, all these countries or regions are amongst those which have also issued recommendations on mother tongue teaching.

2.1. Two principal methods of organising mother tongue tuition for immigrant pupils: bilateral agreements and provision of tuition funded by the national educational system

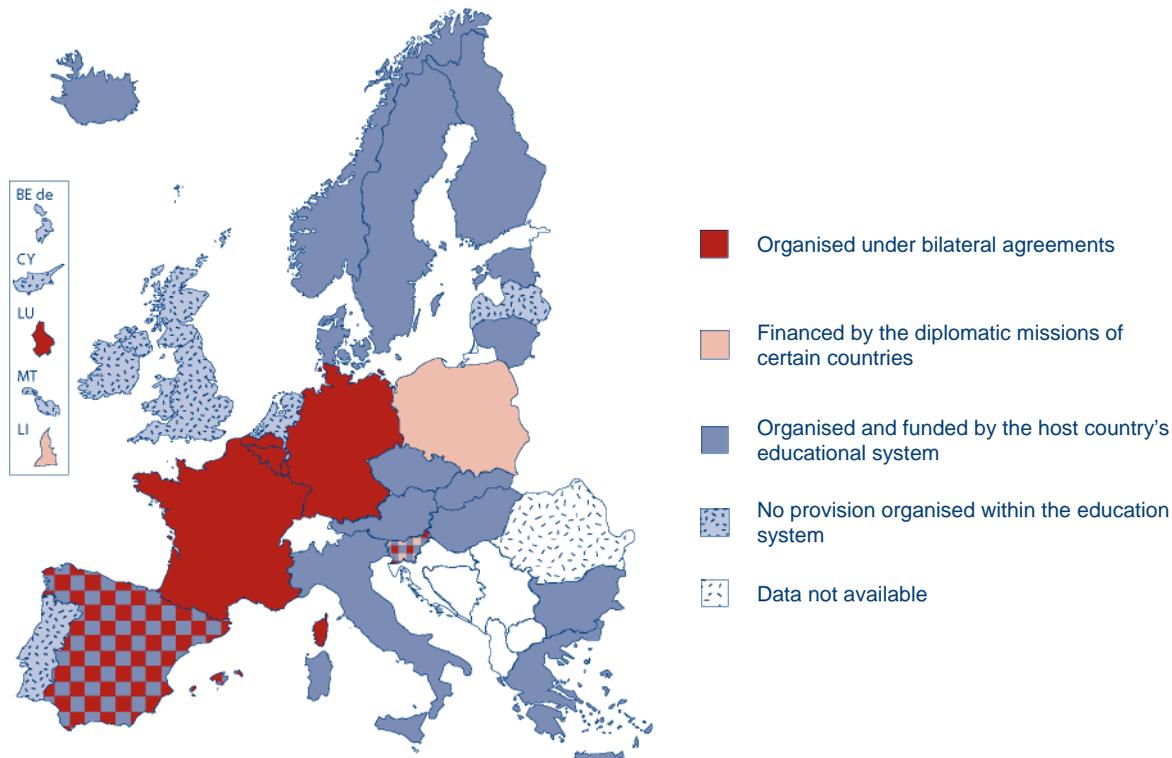
In the European countries, there are two main types of policy in respect of mother tongue tuition for immigrant pupils (see Figure 2.2). The first approach consists of arranging for the provision of tuition under bilateral agreements concluded between the host country and the countries from which the main immigrant communities present in the country originate. In Poland, Slovenia (for classes in the language of the FYR of Macedonia) and Liechtenstein mother tongue classes for immigrant pupils are financed by the embassies, consuls or cultural associations of the country of origin of pupils, and take place in school buildings. Nevertheless there is no umbrella bilateral agreement for these initiatives. The second approach, which is more common, is to adopt the principle that all immigrant pupils have the right to mother tongue tuition, albeit generally subject to a minimum demand threshold being met and the necessary resources being available. The latter are then provided within the national educational system. The policy adopted in Spain and Slovenia combines elements of both approaches.

The various regulations and recommendations on the provision of mother tongue tuition for immigrant pupils generally cover both primary and secondary education. Some countries recommend that such measures also be introduced at the pre-primary level.

In the French and Flemish Communities of Belgium as well as in Spain, activities covering language and culture of origin are organised from the pre-primary level under bilateral agreements. In Luxembourg, developing the mother tongue of immigrant pupils is encouraged at the pre-primary level by the ministerial recommendation that a mother tongue teaching assistant be employed. In Sweden, the curriculum for this education level stresses the importance of providing children with opportunities to develop their knowledge of their mother tongue.

In Norway, the 2006 plan issued by the Ministry of Education and Research on the Content and Aims of Pre-Primary Education establishes that schools must support children whose mother tongue is not the language of instruction in the use of their language of origin, while at the same time actively fostering development of their command of Norwegian. The government has provided a grant for improvement of the linguistic proficiency of these pupils in pre-primary education, which may be used specifically to recruit staff of immigrant origin.

Figure 2.2: Provision of mother tongue tuition for immigrant pupils, general education (ISCED 1-3), 2007/08



Source: Eurydice.

Additional notes

Belgium (BE fr): In 2007/08, mother tongue tuition was available at ISCED levels 1 and 2. In September 2008, a partnership was agreed with Portugal and Romania that extends cover to ISCED level 3.

Belgium (BE nl): The teaching of languages and cultures of origin is restricted to ISCED level 1.

Bulgaria: In 2007/08 the regulatory framework of mother tongue tuition has been in the process of definition, however schools have not yet implemented such provision so far.

Denmark, Slovenia, Liechtenstein and Norway: The regulations/recommendations on the provision of mother tongue tuition for immigrant pupils cover ISCED levels 1 and 2.

Germany: Bilateral agreements for the provision of mother tongue tuition for immigrant pupils are concluded at *Länder* level.

Latvia: The possibility of immigrant pupils learning their mother tongue is provided for in the minority language programmes established for national ethnic minorities.

Hungary: If schools do not have sufficient material and human resources to organise mother tongue tuition themselves, the Ministry of Education recommends seeking advice and assistance from the diplomatic mission of the relevant country.

Poland: Persons who are not Polish citizens and are subject to compulsory schooling can follow classes in the language of their country of origin that are organised by the diplomatic, consular or cultural association of their country of origin at the school premises. Such classes are organised outside the regular timetable and require consent given by the school head and the local educational authorities.

Slovenia: Mother tongue tuition in the language of the Former Yugoslav Republic of Macedonia is provided under the legislation of the FYR of Macedonia. The latter country provides funds for teachers, while Slovenia provides premises.

Liechtenstein: The government gives the possibility and the framework within which to organise tuition in mother tongue and history of the country of origin. It is up to embassies, consulates or cultural interest groups (e.g. Turkish cultural association) to organise and pay for these courses. Regarding the smallness of Liechtenstein, this may be embassies, consulates or cultural groups in the neighbouring areas of Switzerland and Austria. Such courses are organised outside the regular timetable.

2.1.1. Tuition dependent on bilateral agreements organised for pupils of certain countries: often extracurricular

Where bilateral agreements for the provision of mother tongue tuition exist, responsibility for the resources to be allocated and decisions to be made is shared between the two countries party to the agreement. The infrastructures are provided by the host country while the teachers are generally employed by the country of origin and thus have considerable pedagogical autonomy. However, in France and Luxembourg, the marks obtained by pupils learning their mother tongue are recorded in their official school reports. The minimum demand threshold that must be met before tuition is provided is established by the host country in Belgium (Flemish Community), Germany and France, while in Belgium (French Community), the country of origin is responsible for determining this threshold.

The tuition organised under bilateral agreements with the countries of origin of immigrant pupils is by definition designed for pupils from certain countries in particular, the number of which varies from one country to another (see Figure 2.3).

Figure 2.3: Countries that have signed bilateral agreements on mother tongue tuition for immigrant pupils, general education (ISCED 1-3), 2007/08

Host country	Country of origin
French Community of Belgium	Greece, Italy, Morocco, Portugal and Turkey
Flemish Community of Belgium	Greece, Italy, Morocco, Spain and Turkey
Germany	Croatia, Greece, Italy, Morocco, Portugal, Spain and Turkey
Spain	Morocco and Portugal
France	Algeria, Croatia, Italy, Morocco, Portugal, Serbia, Spain, Tunisia and Turkey
Luxembourg	Portugal
Slovenia	Austria, Bosnia and Herzegovina, Croatia, Germany, Montenegro, Russia and Serbia

Source: Eurydice.

Additional notes

Belgium (BE fr): In 2007/08, the programmes for teaching language and culture of origin organised under bilateral agreements covered ISCED levels 1 and 2 only. A partnership with Portugal and Romania agreed in 2008 extended cover to ISCED level 3.
Belgium (BE nl): The teaching of languages and cultures of origin is restricted to ISCED level 1.

All the above countries that are party to bilateral agreements have signed such agreements with both EU member states and non-member states, reflecting historical patterns of immigration in their countries. There are several such immigration profiles. In Belgium, Germany, France and Luxembourg, there have been sizeable communities of immigrant workers for decades, while in Spain, immigration is a far more recent phenomenon⁽⁸⁾. Luxembourg has the highest percentages of non-native 15-year old pupils (40.1 %) and pupils with a non-indigenous language⁽⁹⁾ as their mother tongue (23.7 %) in Europe (see PISA, 2006).

⁽⁸⁾ See Eurydice, *Integrating immigrant children into schools in Europe*. 2004. p. 52 and *Migrants, minorities and education. Documenting discrimination and integration in 15 member states of the European Union, Equality and diversity for an inclusive Europe*. EUMC comparative study. 2004, p.10.

⁽⁹⁾ A language that is neither the language of instruction nor another language of the country (national, regional or a dialect, with or without official status).

The language tuition given under bilateral agreements also encompasses elements of the culture of origin. These lessons are most often held outside normal school hours. Spain and Luxembourg are exceptions in this respect, in that they more often incorporate such tuition within the mainstream school curriculum.

In Spain, lessons for pupils of Moroccan origin may be given during regular school hours if the school has a sizeable immigrant community. Language lessons given under the bilateral agreement with Portugal have always taken place during usual school hours. At primary level, either the activities in Portuguese are attended by all pupils, with both a Spanish teacher and a Portuguese teacher present in the classroom, or the Portuguese lessons are given in separate classrooms. At secondary level, Portuguese is an optional subject. In addition to the bilateral agreements, in line with the national recommendations, most of Spain's Autonomous Communities aim to provide teaching in their language of origin for as many immigrant pupils as possible.

2.1.2. Tuition organised by the host country for all immigrant pupils: often dependent on availability of resources

In around half of the countries (see Figure 2.2), mother tongue tuition is organised and funded by the host country. In most cases, the official texts recommend that schools offer mother tongue tuition to all pupils of immigrant origin, irrespective of their precise status (asylum seekers, newly-arrived pupils, etc.) and nationality. This tuition may in principle cover a diverse range of different languages. Bulgaria, the Czech Republic, Denmark, Lithuania and Norway have established specific definitions for the categories of immigrant pupil entitled to mother tongue tuition.

In Bulgaria, the National Education Act was modified at the end of 2006, laying down that all pupils from the EU and the EEA member states or Switzerland whose parents are employed on the territory of the country, are entitled to mother tongue tuition if they wish so. A working party was set up at the end of 2008 by the Minister of Education and Science, in order to prepare a draft legislative act on the educational provision for mother tongue and culture.

Inspired by the European Directive 77/486, the Czech Republic encourages schools to provide teaching of the language and culture of their country of origin for immigrant pupils originally from the EU member states, in cooperation with the country of origin if possible. This recommendation has been little implemented to date, for various reasons including lack of demand.

In Denmark, municipalities have since 2002 been legally required to provide mother tongue tuition only for the children of immigrant workers whose mother tongue is not the language of instruction who are covered by European Directive 77/486 (EU/EEA countries, Faroe Islands and Greenland). Municipalities may also offer such tuition to the children of immigrant workers from other countries, assuming the related costs themselves.

In Lithuania, national legislation recommends that schools offer mother tongue tuition to children of immigrants who have temporary or permanent right of residence in the country and the children of migrants who enter the country with the intention of working or settling in Lithuania.

In Norway, before 2007, educational support measures for mother tongue tuition were restricted to immigrant pupils whose mother tongue is not the language of instruction with an inadequate command of Norwegian, and designed primarily to redress this situation. In 2007, the strategic plan Equal Education in Practice! Strategy to better Learning and greater Participation by Language Minorities in day-care Centres, Schools and Education established that immigrants with a good command of Norwegian may also receive teaching in their mother tongue. One municipality has already implemented this measure on a pilot basis as part of its extracurricular programme of activities.

The extent to which the central authorities are involved in organising mother tongue tuition designed in principle for all immigrant pupils and funded by the host country varies from one country to another, as do the conditions that must be met before tuition is provided. However, in all countries, the decision on

whether to organise such tuition is ultimately dependant on demand and the availability of material and human resources.

In Spain, Italy, Hungary, Slovakia and Iceland, the provision of mother tongue tuition is for the most part left to the initiative of the schools and local authorities. In Iceland, the regulations recommend that schools and local authorities work with parents to arrange such tuition.

In Estonia, Greece, Lithuania, Austria, Finland and Sweden, the central government authorities (or the regional authorities in the case of compulsory education in Austria) have set a minimum demand threshold that must be met before mother tongue tuition is provided. In Estonia and Sweden, all immigrant children are indeed formally entitled to mother tongue tuition, if they wish.

In Estonia, since 2004, schools are required to offer language and culture of origin lessons whenever there is demand from a minimum of ten pupils whose mother tongue is not the language of instruction. The cost of such provision, in terms of human and material resources, is met from the state budget. However, so far, due to the small number of immigrant pupils and other material difficulties, this provision has only rarely been implemented.

In Greece, four hours of extracurricular tuition per week can be organised whenever there is demand from at least seven pupils and depending upon availability of qualified teachers. The cost of this tuition is met by the State.

In Lithuania, mother tongue tuition must be provided whenever a group of at least five pupils exists and provided a teacher is available.

In Austria, within academic secondary education, which is organised and funded by the central authorities, the minimum number of pupils required is 12. However, in practice, mother tongue tuition is often not viewed as a priority by schools.

In Finland, the national education authorities assign specific resources for mother tongue tuition to the local education authorities provided there is a minimum of four immigrant pupils requiring such provision.

In Sweden, teaching in their mother tongue is provided to immigrant pupils, if there is a group of at least five, the language in question is their language of everyday communication, and a teacher is available. The conditions that must be satisfied are less stringent in the case of tuition in the country's five minority languages (Finnish, Hebrew, Meänkieli, Romany and Sami).

As a general rule, mother tongue tuition organised and funded by the national educational authorities is usually provided outside normal school hours. Only in five countries (Estonia, Lithuania, Austria, Sweden and Norway) is mother tongue tuition (sometimes) included in the normal school timetable or its inclusion recommended. In Spain, certain Autonomous Communities are looking at ways of integrating teaching in immigrant pupils' mother tongue and culture of origin (where not provided under bilateral agreements) within the normal school timetable.

In Estonia, lessons in immigrant pupils' mother tongue take place during normal school hours. The programme is organised by the teachers that give the lessons. Pupils' performance in these lessons is subject to obligatory assessment and such assessments must be performed in accordance with the procedures defined by the school.

In Austria, teaching in the language of pupils whose mother tongue is not the language of instruction was included in the compulsory education programme in the course of the last decade and in academic secondary education in the current decade. At present, a total of 19 languages are taught under mother tongue tuition programmes, including a number of European languages, Arabic, Chinese, Farsi and Pashto. By far the greatest number of courses are offered in Bosnian/Croatian/Serbian and Turkish. Mother tongue tuition is optional and may be given either during normal school hours (which is often the case for the two most widespread migrant languages in Viennese primary schools), or in afternoon classes. The latter ones are much more frequent, particularly when the languages spoken are relatively rare and when pupils attending lessons are from different schools. In primary schools, mother tongue tuition is not subject to assessment. In secondary education, assessment is optional. The 'mother tongue' may replace the 'language of instruction' in the assessment system and the latter then is assessed as a foreign language.

In Norway, from the school year 2007/08, the subject curriculum for Mother Tongue for Teaching for Language Minorities has been developed for pupils (ISCED 1 and ISCED 2) speaking minority languages (including immigrant children) who are entitled to particular support in Norwegian. This curriculum is a level-oriented transitional plan that can be used until pupils are able to follow the teaching in the ordinary curriculum for Norwegian. Therefore, no assessment mark is given.

2.2. Closer correspondence between the foreign language provision and the mother tongues of immigrant pupils

Estonia, France, Slovenia and, as of 2008/09, the United Kingdom (England and Wales) have introduced measures to encourage or recommend to schools to include the languages of origin of immigrant populations in the foreign language options they offer.

In Estonia, immigrant pupils enrolled in primary and secondary education have since 2006 had the right to choose their mother tongue as their second compulsory foreign language. The schools must then find suitable teachers and resources, the cost of which is met from the State budget. To date, however, due to the small number of immigrant pupils, this provision has only rarely been implemented.

In France, as of 2008/09, at primary level, lessons in the language and culture of origin (in particular Spanish, Italian and Portuguese) may be transformed into tuition in a living foreign language and thus included in the school's standard curriculum and timetable. This change was made possible because foreign languages have since 2005 been a full subject included on the core curriculum for this level of education. At secondary level, tuition in the language and culture of origin tends increasingly and as far as possible to be replaced by tuition in living foreign languages that form part of pupils' compulsory or optional curriculum. However, there are certain limitations to this process, particularly those arising as a result of the national education and qualification systems for teachers of foreign languages.

In Slovenia, for the last three years of their compulsory education, foreign or stateless pupils may choose their mother tongue as their foreign language option provided there is a sufficient number of interested pupils. In 2007/08, the foreign language tuition organised for this level of education, i.e. lessons in German, Spanish, French, Italian, English, Croatian, the language of the former Yugoslav Republic of Macedonia, Russian and Serbian, reflected the languages spoken by immigrant pupils.

In the United Kingdom (England and Wales), schools have always been able to offer languages spoken by their pupils within the modern foreign languages curriculum. However, until recently, they were required to include at least one official EU language in their offer to pupils. This requirement was lifted from 2008, and schools may now offer a world language instead. These measures are intended to make it easier for schools to offer a diverse range of languages reflecting the needs of the local community. In addition, more flexible methods of accrediting pupil attainment have been developed. These methods aim to increase take-up of languages generally, and to provide flexibility for pupils whose ability to speak their home language, for example, may exceed their ability to write it. The traditional form of accreditation for foreign language learning in compulsory education is the GCSE, which provides a balanced assessment of the four language skills (speaking, listening, reading and writing). Although this will remain the normal route, schools will also be able to offer alternative forms of assessment. From 2009, the short course GCSE can be taken in either speaking and listening or reading and writing. Asset Languages qualifications are even more flexible as they allow for each skill area to be assessed separately and at different levels.

In Ireland, a working group set up by the Department of Education and Science is looking into the possibility of implementing the Council of Europe recommendations for a plurilingual approach to education. Finally, with regards to forms of bilingual tuition, a prime example is provided in Portugal, where the Ministry of Education is supporting a research project of bilingual classes of Portuguese-Mandarin and Portuguese-Cape Verdian Creole education.

2.3. Several national strategic policies for education are underpinned by linguistic and cultural diversity at school

A number of European countries have recently established strategic policies concerned with the phenomenon of migration in their educational systems that see the linguistic diversity linked to the mother tongue of immigrant pupils as a benefit and reflect a readiness to cultivate this diversity.

In Germany, a 2007 statement entitled 'Integration as a chance – together for more equality' issued jointly by the Standing Conference of Ministers of Education and Cultural Affairs and organisations for people with a migration background stressed in particular the importance of linguistic diversity and of including the languages of origin of immigrant children in everyday school life.

In Estonia, the Integration strategy 2008-2013 specifically seeks to establish, in education and other areas, conditions in which every person will be able to maintain his or her language and culture of origin.

In Spain, the Strategic Plan for Citizenship and Integration 2007-2010 includes among its lines of action the preservation of languages and cultures of origin and provides for their promotion within the education system via various methods.

In Portugal, in 2005 the Ministry of Education issued a document containing general recommendations for the promotion of mother tongues and cultures of origin as well as proposals for specific projects that reflect these principles.

In Finland, the 2007-2012 government plan for education and research underlines the importance of taking the presence of immigrant pupils in schools into account and introducing measures that enable these pupils both to succeed in the national educational system and to receive lessons in their mother tongue.

Ireland, in a report on its national strategy for intercultural education that will be implemented as of 2009, Greece, in its most recent strategic framework on policy and educational actions to be taken, Luxembourg, and Slovenia in its 2007 strategy for the integration of immigrant pupils in the education system and its 2009-2011 educational and cultural policy, have all adopted similar policies.

CONCLUSIONS

Mother tongue tuition is offered to immigrant pupils in a variety of forms, not all of which are specifically designed for these children. Some countries have chosen a combination of approaches: tuition for immigrant pupils organised under bilateral agreements together with tuition organised and funded by the national education system (Slovenia), or tuition for immigrant pupils coupled with a closer correspondence between the provision of foreign languages and the languages spoken by the immigrant communities established in the country (Estonia and France). Mother tongue tuition for immigrant children is provided more often at compulsory education level than at upper secondary education level. Lastly, in different countries, mother tongue tuition can be offered outside the school framework, by voluntary and private initiatives, such as specific communities themselves. As a general rule, no systematic correlation between national immigration profiles⁽¹⁰⁾ and the policies adopted in respect of mother tongue tuition is apparent. Three examples can be cited in evidence.

Firstly, Belgium, Germany, France, Luxembourg, the Netherlands and the United Kingdom all have a long history of immigration linked to their colonial pasts, their industrial characteristics or both (Eurydice 2004). Hence the policies adopted in each in respect of mother tongue tuition differ. The first four countries listed have taken the path of bilateral agreements, accompanied, in the case of France, by a policy of gradually replacing certain lessons in the language and culture of origin specifically for immigrant pupils by lessons in foreign languages for all pupils. The Netherlands, which had also in the past provided tuition in languages and culture of origin specifically for immigrant pupils, decided a few years ago to instead prioritise the teaching of the language of instruction to immigrant pupils. Lastly, the United Kingdom has made no commitment to offering mother tongue tuition to immigrant children within the school curriculum, but England and Wales are at present opening up the possibilities for schools to consider teaching a broader range of foreign languages.

A second group of countries, Estonia, Latvia and Lithuania, has had low levels of immigration since their respective dates of independence and has developed bilingual teaching structures for the national minorities established in their countries that may also benefit immigrant pupils. However, they have not all adopted the same policy for teaching languages of origin. Estonia and Lithuania have issued regulations that make express reference to the importance of providing mother tongue tuition for immigrant pupils, while in Latvia legislation makes no provision for measures of this type for immigrant pupils as defined by its national legislation.

Finally, those countries where mother tongue tuition is sometimes included in the normal school curriculum differ both in their history and the scale of immigration.

National strategic policies that value linguistic and cultural diversity in the school system exist as much in countries where immigration is a relatively recent phenomena as in those where immigration is more historical, and in countries with varying proportions of immigrants in the school population.

Overall, a vast majority of countries has adopted measures to support mother tongue tuition for immigrant pupils, but several advise that the implementation of such measures may be hampered by their dependence on the human resources available.

⁽¹⁰⁾ See on this subject EUMC, *ibid.*

GLOSSARY

Country codes

EU-27	European Union
BE	Belgium
BE fr	Belgium – French Community
BE de	Belgium – German-speaking Community
BE nl	Belgium – Flemish Community
BG	Bulgaria
CZ	Czech Republic
DK	Denmark
DE	Germany
EE	Estonia
EL	Greece
ES	Spain
FR	France
IE	Ireland
IT	Italy
CY	Cyprus
LV	Latvia
LT	Lithuania
LU	Luxembourg
HU	Hungary
MT	Malta

NL	Netherlands
AT	Austria
PL	Poland
PT	Portugal
RO	Romania
SI	Slovenia
SK	Slovakia
FI	Finland
SE	Sweden
UK	United Kingdom
UK-ENG	England
UK-WLS	Wales
UK-NIR	Northern Ireland
UK-SCT	Scotland
EFTA/EEA countries	The three countries of the European Free Trade Association which are members of the European Economic Area
IS	Iceland
LI	Liechtenstein
NO	Norway

Statistical code

: Data not available

International Standard Classification of Education (ISCED 1997)

The International Standard Classification of Education (ISCED) is an instrument suitable for compiling statistics on education internationally. It covers two cross-classification variables: levels and fields of education with the complementary dimensions of general/vocational/pre-vocational orientation and educational/labour market destination. The current version, ISCED 97 ⁽¹¹⁾ distinguishes seven levels of education (from ISCED 0 to ISCED 6). Empirically, ISCED assumes that several criteria exist which can help allocate education programmes to levels of education. Depending on the level and type of education concerned, there is a need to establish a hierarchical ranking system between main and subsidiary criteria (typical entrance qualification, minimum entrance requirement, minimum age, staff qualification, etc.). The following levels are distinguished:

- ISCED 0: Pre-primary education
- ISCED 1: Primary education
- ISCED 2: Lower secondary education
- ISCED 3: Upper secondary education
- ISCED 4: Post-secondary non-tertiary education
- ISCED 5: Tertiary education (first stage)
- ISCED 6: Tertiary education (second stage)

This study takes into account ISCED levels 0 to 3 only. Full details are given in the following paragraphs:

ISCED 0: Pre-primary education

Pre-primary education is defined as the initial stage of organised instruction. It is school- or centre-based and is designed for children aged at least 3 years

ISCED 1: Primary education

This level begins generally between 5 and 7 years of age, is compulsory in all countries and generally lasts from four to six years.

ISCED 2: Lower secondary education

It continues the basic programmes of the primary level, although teaching is typically more subject-focused. Usually, the end of this level coincides with the end of compulsory education.

ISCED 3: Upper secondary education

This level generally begins at the end of compulsory education. The entrance age is typically 15 or 16 years. Entrance qualifications (end of compulsory education) and other minimum entry requirements are usually needed. Instruction is often more subject-oriented than at ISCED level 2. The typical duration of ISCED level 3 varies from two to five years.

⁽¹¹⁾ <http://unesco.org/en/pub/pub0.htm>

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