

Multiculturalism, Migration, Mathematics Education and Language

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EDUCATIONAL POLICY TOWARDS MINORITIES IN FRANCE

Some information about French context:

- 1. There are not officially recognized minorities in French educational system*
- 2. Law forbids collecting data about racial and ethnic origin, however it's allowed to ask nationality (article 8 "Loi informatique et liberté").
There are current debates about collecting ethnic statistics in France.*
- 3. Standards are national, but there is an educational approach for special needs pupils (ENAF, physically or mentally disabled or emotionally disadvantaged..)*

The educational policy

In France, state schools are free and education is compulsory for girls and boys from 6 to 16 years old. A pupil can start school at 3 (sometimes 2, if places are available) and carry on beyond the age of 16.

Going to school is a legal right for French and foreign children living in France.

School respects and teaches the values of the French Republic: all children are admitted and respected, regardless of their origin, their nationality, their religion, their sex, their family status or any handicap they may have. Boys and girls study together and are treated equally. State schools are non-religious: they respect each other's cultures, languages and religions. No child or adult is allowed to promote, in any shape or form, his/her religious beliefs or political opinions at school In France, children schooling is organized according to their age-group. [8].

At school, pupils learn French. Being able to speak French is necessary because French is the language of the Republic. It is a factor of social insertion, and integration and of social cohesion Some characteristics of French language make its appropriation as school language more difficult than for other languages ([9] pp 17-33).

Recently, we can remark some evolutions of the educational policy about foreign children, children born from migrants or itinerant families.

- In a first time, texts concerned essentially foreign pupils who arrive in France (ENAF : pupils newly arriving in France). In 2002, three texts ([2]) specified:
 - (1) the rules to register foreign pupils in primary school and secondary school;
 - (2) the organization of the primary/secondary schooling for the ENAF who don't speak French or have learning disabilities;
 - (3) the missions and organizations of academic centers (CASNAV) for the schooling of ENAF and children from itinerant families.

- In 2005, the law n° 2005-380 (2005.04.23) about the general orientation and the future of the school system specifies that the aim of the child’s right to education is to assure acquisition of basic and general knowledge and, in accordance with choices, a vocational and technological teaching, but also the training to enable him to develop his personality, to enhance his education level, to take part in the social and professional life, to exercise his citizenship.
- In 2006, the new texts concerned also pupils born of migrants. Social and cultural integration is a strong stake. Aim of two specific operations «*objectif stage*” and “*parrainage*» is to reduce the social and ethnic discrimination which is observed during a search for a work placement.
- In 2009, relations between school and parents are brought into focus. The experimental operation «Open school to parents to succeed in integrating » takes place in ten academies. Its aim is to contribute to the learning of French language and to familiarize foreign or migrant parents with French school system.
- In 2012, October, three new texts ([3]) replace texts (2) and (3) published in 2005 :
 - (4) Organization of the schooling of pupils newly arriving in France and allophone.
 - (5) The schooling of children born from itinerant families and travellers
 - (6) Organization of the academic centers (CASNAV)

Example: pupils newly arriving in France and allophone.

A pupil newly arriving in France and allophone is a pupil arrived in France since less than one year, who can’t take place in a “normal class” because of difficulties with French language or school knowledge. These pupils arrive all year round.

The evolution of the numbers of pupils newly arriving in France and allophone is given below ([3]). In metropolitan France, six regions are essentially concerned and the first one is Ile-de-France (academies of Paris, Créteil, and Versailles) where the third of these pupils are living.

	2003 2004	2004 2005	2005 2006	2006 2007	2007 2008	2008 2009	2009 2010	2010 2011	2011 2012
primary school	18,600	19,400	19,000	17,600	17,300	17,000	17,300	18,500	19,000
lower secondary school	18,000	17,800	17,100	16,200	14,900	14,800	15,400	16,200	17,100
upper secondary school	2,500	2,800	3,200	3,300	2,700	3,000	3,000	3,400	3,900
Total	39,100	40,100	39,300	37,000	34,900	34,700	35,700	38,100	40,000
Part	4.1%	4.2%	4.1%	3.9%	3.7%	3.7%	3.9%	4.0%	4.2%

Table 3 – Pupils newly arriving in France and allophone since 2002, in secondary school (metropolitan France and DOM-TOM¹ without Mayotte, public + private) - source:[1]

¹ DOM-TOM : overseas French departments and territories

Since 1970-1980, arrangements were made for the reception of these pupils. A booklet (available in different languages [7], [8]) is given to parents to describe and explain the French school system.

An evaluation has to be proposed to each pupil arriving in France: level in French language, school skills and familiarization in writing in his previous school language, other skills and interests.

In accordance with the number of concerned pupils, in an urban area², some special reception classes (CLA) or modules of temporary reception (MAT) are opened.

The special reception classes (CLA) are two sorts:

- CLA-NSA for pupils who didn't go to school before their arrival in France. In 2010-2011, there were 94 such classes in France. Aim is to learn French language and the knowledge available at the end of primary school.
- CLA for pupils who need help but went to school before. In 2010-2011, there were 656 CLA in France. The pupils have to be registered in a "normal" class according to their age (± 2 years compared with the reference age) and an individual timetable is proposed in accordance with the evaluation: as often as possible, training course takes place in this "normal" class, particularly to study the subjects positively evaluated. The rest of the week, the training course takes place in the special class (CLA), to enable pupils to learn French as school language and to study at least two other subjects with different teachers, always in French. The aim is that pupils can take place as soon as possible in a "normal" class.

Pupils are also encouraged to continue to study their first school language, at school or by a distance teaching ([6]).

When the level of a pupil is appropriate, with written and spoken French, and when he is considered as being aware of the school rules, he can leave the CLA.

Since the new texts published in 2012, names of all the special structures have changed. A same name has been chosen to improve legibility: "**UPE2A** = unité pédagogique pour élèves allophones arrivants" (Pedagogical Unit for Pupils Arriving and Allophone).

In 2010-2011, in lower secondary school and in vocational school, about 91% of these pupils are helped to learn French language, but only 68% in general and technological school ([4]).

However, this arrangement varies with the academy: less than 70% of pupils newly arriving in France and allophone are registered in these special classes in an academy and 100% in other academies.

² In rural area, some particular arrangement can be implemented with specialist teachers working in few schools for example.

	CLA	CLA-NSA	Modules of temporary reception	Normal class with help	Normal class without help	Total	Part of pupils with help
Lower secondary school	8934	1227	1112	3468	1421	16162	91.2%
General and technological training course	385		115	436	427	1363	68.7%
Vocational training course	1024	75	163	634	183	2079	91.2%
Total	10343	1302	1390	4538	2031	19604	89.6%

Table 4 – Pupils in secondary school in accordance the kind of class - source: [4]

Disparities in teaching courses and diplomas

Data about children of migrants show that their school courses are different from those of pupils born from parents who were born French ([9],[10]). They are more often than pupils born from parents who were born with the French nationality:

- registered in ZEP (Priority Education) in lower secondary school
- in late compared with the reference age at their arrival in lower secondary school
- orientated towards vocational course
- without diploma at the end of schooling (table 5)

	2003	2004	2005	2006	2007
Among migrant pupils	51.4%	49.8%	47.2%	46.2%	44.7%
Among non migrant pupils	24.7%	24.8%	23%	21.6%	20.3%

Table 5- Part of pupils without diploma at the end of their schooling - source:INSEE

The migrant population not being homogeneous, disparities are existing in the teaching course and the school results in accordance with migratory origin, sex, age of the arrival in France, size of the family. For example, children from countries of E.U. have often results as good as French pupils and best results sometimes.

However, the consideration of the social and family environment reduces strongly these disparities: when the observed population consists of workers, employees in services or non-working parents, there are no more differences in the guidance between general and technological school and vocational school between pupils born from migrants and the other ones. Thus, disparities are mainly due to the social conditions, and 35 % of children born from migrants don't have any diploma and the unemployment rate in children born from migrants having no diploma is also 35% (43 % for young men).

Some further information about French context:

Standards are national, but there is an educational approach for special needs pupils (ENAF, physically or mentally disabled or emotionally disadvantaged..)

Resources

[1] Bulletin officiel n° 37 du 11 octobre 2012, Ministère de l'éducation

http://www.education.gouv.fr/pid25535/bulletin_officiel.html?pid_bo=26821

- Organisation de la scolarité des élèves allophones nouvellement arrivés circulaire n° 2012-141 du 2-10-2012 (NOR : REDE1236612C)
- Scolarisation et scolarité des enfants issus de familles itinérantes et de voyageurs circulaire n° 2012-142 du 2-10-2012 (NOR : REDE1236611C)
- Organisation des Casnav circulaire n° 2012-143 du 2-10-2012 (NOR [REDE1236614C](#))

[2] Les élèves nouveaux arrivants non francophones en 2010-2011 - DEPP, Note d'information 12.01, Mars 2012

<http://www.education.gouv.fr/cid58968/les-eleves-nouveaux-arrivants-non-francophones.html>

[3] Rapport au Premier ministre pour l'année 2010 - Les défis de l'intégration à l'école, HCE (Haut Conseil à l'intégration)

<http://www.ladocumentationfrancaise.fr/var/storage/rapports-publics/114000053/0000.pdf>

[4] Enseignement de langue et de culture d'origine (ELCO)

<http://eduscol.education.fr/pid24109-cid52131/enseignements-de-langue-et-de-culture-d-origine.html>

[5] Français langue de scolarisation

<http://eduscol.education.fr/cid59114/francais-langue-de-scolarisation.html>

[6] Welcome booklet for migrants parents (English) :

http://cache.media.eduscol.education.fr/file/FLS/45/5/E2A_livret_accueil_Anglais_206455.pdf

[7] Ministère de la Culture et de la communication, Délégation générale à la langue française et aux langues de France.

<http://www.dglf.culture.gouv.fr>

[8] Les enfants d'immigrés ont des parcours scolaires différenciés selon leur origine migratoire

http://www.insee.fr/fr/ffc/docs_ffc/ref/IMMFRA12_d_D2_scol.pdf

[9] Le tableau de bord de l'intégration, DEPP, décembre 2010

http://www.immigration.gouv.fr/IMG/pdf/indicateurs_integrations_122010.pdf