



Multiculturalism, Migration, Mathematics Education and Language

M³EaL Project International Workshop

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National policies

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Common general context

Recognition of the children's rights
(Convention on the Rights of the child
ratified)

A European Union framework: declarations
and directives.

Differences

The presence of foreign children in schools requires adaptations.

→ Substantial differences between partner countries

- organization
- minorities concerned
- teachers training

Austria

No educational policy specifically designed for minorities.

Czech Republic

19/09/2014

INSTITUTION

Government Council for National Minorities

- an advisory, initiative-taking and co-ordinating body of the Czech Government
- two Chairpersons: the first one represents the public administration, the second one represents the national minorities
- 31 members who represent several ministries, the Office of the president of CR, the Office of Public Protector of Rights the Government Commissioner for Human Rights

LANGUAGE POLICY

Czech language is the language of instruction in all types of schools.

Minorities are guaranteed the right to education in their mother tongue by the Education Act.

Programmes

Each year, programmes supporting education in languages of national minorities with several thematic areas :

- support of education in languages of national minorities
- support of multicultural education
- creation and realization of educational programmes and teaching materials oriented to eliminate racial and national intolerance, racism anti-Semitism
- quantitative and qualitative researches and analysis

Programme for the integration of Roma Community

A special programme and a state-budget:

- Pre-school preparation of Roma children
- Education of pupils from Roma communities at elementary and secondary schools to contribute to the integration of Roma pupils into the main educational system
- Methodological support of pedagogical staff
- Creation of didactic materials and specialized studies for the needs of preparing educational programmes, methods and strategies
- Extracurricular and leisure-time activities for Roma children and youth in connection with their educational needs

The integration of aliens

The Ministry of Education, Youth and Sports guarantees the compulsory school attendance of the children of refugees and asylum seekers

Cooperation between all the ministries and the Czech School Inspectorate to implement projects :

- To contribute to remove the language barrier and facilitate the integration of children aliens into normal life while respecting the differences of individual ethnic groups, their culture, religions, customs, etc.

- To assist teachers in acquiring skills to work with children-aliens

FRANCE

Main principles

Education is compulsory (6 -16)

State schools are free of charge and non religious

Going to school is a legal right regardless origin, nationality, religion, sex, family status.

Everyone should be granted equal opportunities for access to education

Minorities

There are not officially recognized minorities in the French educational system.

The law « Informatique et liberté » forbids collecting data about racial and ethnic origin (nationality is allowed)

Standards are national but there is an educational approach for pupils with special needs.

Particularly :

- Children newly arrived in France and allophone
- Children from itinerant families and travellers

For example : ENAF

An evaluation has to be proposed to each child arriving in France : level in French language, school skills, familiarization in writing in his previous school language

New texts in 2012 : the choice is now to include these students, if they already went to school before, in « normal class » according to their age (± 2 years compared with the reference age).

The first year, they are splitted from the class for 9 h (primary)/12 h(secondary) to learn French language.

Actions towards parents

A booklet in many languages is given to the parents to describe and explain the French school system.

Projects « Open school to parents to succeed in integrating » are developed in many academies.

The aim is to contribute to the learning of French language and to familiarize foreign or migrant parents with French school system.

Teachers

Organization in a network of academic centers
(CASNAV)

CASNAV :

- co-ordinates the inclusion of pupils from minorities in the academy in collaboration with different partners
- provides resources for teachers
- proposes teachers training (mostly for in service teachers)

All teachers of French language have to be able to teach FLS but there is also a complementary diploma to teach FLS.

GREECE

The main categories and educational areas

Most of the interventions target :

- The education of the Muslim minority in Western Thrace (the only minority officially recognized)
- The education of repatriated Greeks, mostly from Soviet Union and Germany
- The education of immigrants and foreigners who entered in the 1990s and 2000s in big numbers
- The education of Roma

The number of students concerned has increased significantly in recent years

Organization

Intercultural school

- the number of students with multicultural and linguistic diversity approaching 45 % of the total student population
- curriculum of the traditional state schools tailored for the particular educational, social and cultural needs of their students

From 1996-2008, twenty six schools have been designated as intercultural

Furthermore : the Reception Class Scheme and Supplementary tutorial classes

Class I : intensive course to learn Greek as a second language (one year)

Class II : after the class I. Courses in ordinary classes with parallel language teaching support

Supplementary tutorial classes : students who haven't study in Reception Classes but have difficulties in language learning. Outside ordinary school hours.

Roma and Muslim children

Special actions for Roma students :

- The attendance card for travelling Roma students. They are accepted in any school with this card.
- Special preparatory classes for Roma children
- Financial assistance to low income Roma families who enroll their children in compulsory education
- Certain public schools have been transformed in intercultural schools.

Roma and Muslim children

Special actions for Muslim minority in Thrace :

- The Greek state is obliged to provide bilingual education to the children.

- Minority schools (primary and secondary) have a bilingual programme, divided in two equal parts.

- Muslim students are not obliged to make use of the so-called « minority education » but they are not a lot of Muslim students that attend the general primary and secondary school.

Teachers training

Projects have as central actions the production of teaching material and teachers' training in multicultural teaching approaches and the intercultural communication inside or/and outside school.

ITALY

The presence of foreign children in schools is a dynamic reality and needs a dynamic scenario.

A progressive stabilisation of migration trends due to changes in the pattern of families migration projects and to the growing number of immigrant families who are born in Italy or start their schooling in Italy.

Four main principles

1. A Universal Approach

Convention on the Rights of the child ratified in 1991

Tradition of safe guarding diversity in Italian schools dating back to the seventies.

- Each child has the right to education (including children who do not hold an Italian citizenship) and bears rights as an individual
- School education is also an obligation that parents must comply with and safeguard especially with regards to compulsory education
- Everyone should be granted equal opportunities for access to education, school success and guidance

Four main principles

2. A common School

Tradition of inclusion

The choice to introducing foreign students in mainstream schools and classes to avoid the creation of two separate environments

However, a common practice of splitting children in two groups for short periods of time and in specific areas of learning, especially Italian language classes

Four main principles

3. The Centrality of the Person

This trend underlies Italian education laws, (particularly law on pre-school and primary school reform 2003).

This principle is to be applied to *all the students*

It emphasises diversity and reduces the risks of assimilation and standardisation

Four main principles

4. Intercultural education

Italian schools have chosen to adopt an intercultural perspective. It promotes for all students and at all levels, exchanges, dialogue and mutual transformations which are needed to ensure coexistence and face inevitable conflicts

To go beyond special compensation measures for migrant students

Norway

Samic people are a minority in Norway but not immigrants, rather indigenous people.

Most samic pupils are in multicultural classes.

The teaching for samic pupils should take its origin in samic language, culture and societal life according to the special curriculum for them (based in the Norwegian fundamental law).

There is no full education programme or specialization for teacher education with respect to mathematics and language and multicultural groups.

In some universities there are master courses dealing with issues about multiculturalism and language issues in teaching.