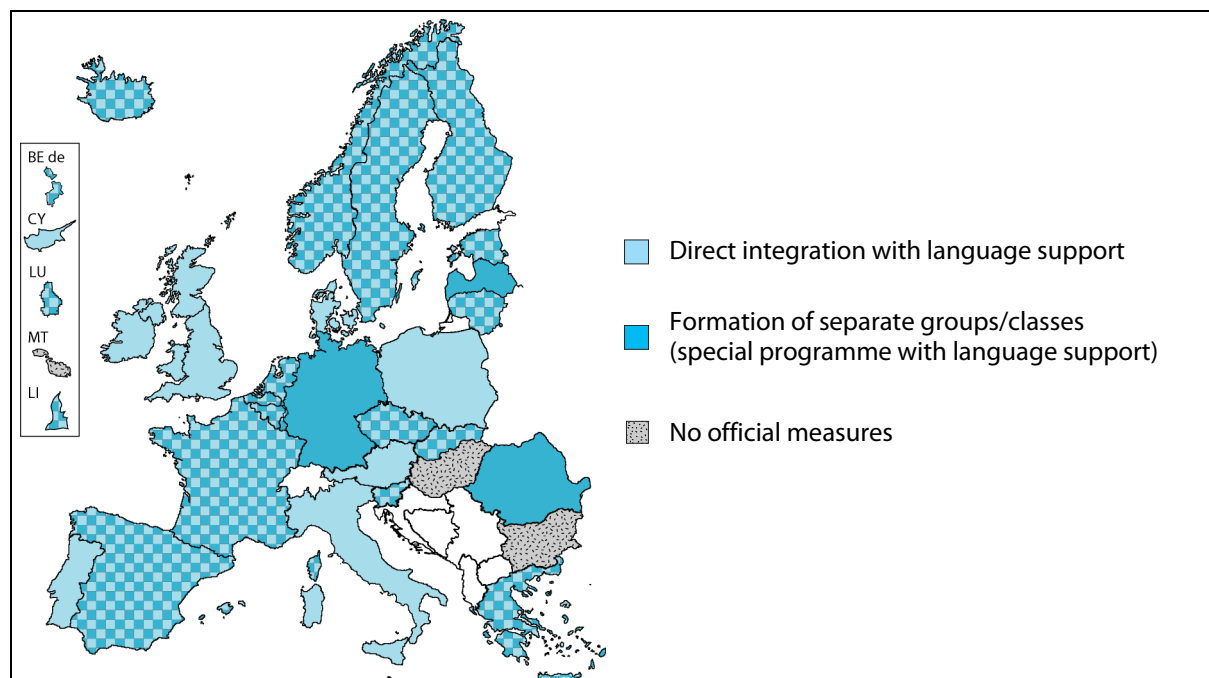


Figure E7: Arrangements for language support offered to immigrant children of foreign mother tongue in full-time compulsory education, 2002/03



Source: Eurydice.

Additional notes

Czech Republic: Schools are not obliged to offer assistance with learning the Czech language to immigrant pupils integrated within mainstream classes but, in practice, special support is offered to immigrant children of foreign mother tongue.

Estonia: These measures relate mainly to immigrant children of Russian mother tongue who are enrolled in schools or classes in which the language of instruction is Russian (for at least 60 % of the curriculum). In such cases, the children concerned receive support in learning Estonian (which is compulsory from the first year of school onwards).

Ireland: In order for a school to provide separate 'initiation/immersion' classes, over 20 % of its pupils must be of immigrant origin. Only a small number of schools are in this category.

Latvia: The Figure relates solely to schools/classes providing special educational programmes (with a bilingual approach) for pupils from Russian, Polish, Ukrainian, Hebrew, Lithuanian, Estonian, Romany and Belorussian linguistic minorities. All these pupils are also taught Latvian as a compulsory subject from their first school year onwards.

Malta: Since October 2003, all children of migrant workers within the compulsory school age group (5 to 16 years) have been subject to school-based measures indicated in the legislation, including support for learning one of the official languages.

Austria: The teaching of German as a second language depends on the resources allocated to schools. Only in rare cases, which need the consent of the federal ministry, is it possible to set up special classes for pupils who are newcomers to the country.

Poland: In 2002/03, schools were not obliged to offer assistance with learning Polish to immigrant pupils integrated within mainstream classes but, in practice, special support was offered to immigrant children of foreign mother tongue. Legislative measures for the benefit of immigrant children were introduced with effect from May 2004.

United Kingdom (ENG/WLS/NIR): Although central authorities provide funding for support measures and guidance on good practice, this funding is devolved to local authorities and (in England and Wales) to schools so that measures can be put into place according to local circumstances. Direct integration with additional support is the predominant model but not the only model.

Explanatory note

Only types of support specified in official documents emanating from the central (or top-level) authorities for education are referred to. Where these authorities explicitly empower local authorities or schools to decide what policies to adopt, this is indicated in a note and the map shows the one or more most frequently encountered situations.

Support measures for immigrant children to learn their mother tongue, further lessons outside the official timetable and facilities provided by centres for asylum seekers are not shown in the Figure.

Formation of separate groups/classes: temporary attendance in classes/lessons specially organised for eligible immigrant children of foreign mother tongue. In these classes, they follow a programme geared specifically to their needs, which includes time devoted to teaching the language of instruction.

Direct integration: eligible immigrant children of foreign mother tongue enrol directly in classes in mainstream education. These children receive special support with learning the language of instruction during normal school hours.

Immigrant children; children of foreign mother tongue: See definitions.

Language support is generally provided for immigrant children of foreign mother tongue

In order for immigrant children to integrate into the education system, European countries have found several ways of organising life for them at school. Among the first criteria considered when allocating them to mainstream classes is that of language. These children have to be capable of following lessons in the language of instruction used at their school ⁽¹⁾.

In most education systems, immigrant children of foreign mother tongue receive special assistance intended to meet their particular needs vis-à-vis the language of instruction. In Hungary, Malta, and Bulgaria, no such special measures have been introduced.

The majority of these language support measures have been devised for immigrant children who have recently arrived in the host country. This support is provided in accordance with two main models:

- an **integrated model** in which immigrant children are allocated directly to classes consisting of children of the same age (or younger depending on circumstances) in mainstream education. Here they follow methods and the curricular content intended for native pupils. **Language support measures** are implemented on an individual basis for each immigrant pupil during normal school hours.
- a **separate model** in which immigrant children are grouped together **separately from other children for a limited period** (ranging from a few weeks to one or two school years) so that they can receive special tuition geared to their needs. However, they may attend some lessons in the corresponding mainstream classes with all other pupils.

In general, these two main models for the provision of assistance to immigrant children of foreign mother tongue are not mutually exclusive. They often exist in combination within a given country (Figure E5). Nevertheless, a small group of countries, namely Denmark, Ireland, Italy, Cyprus, Austria, Portugal, Poland and the United Kingdom (Scotland) provide solely for direct integration within mainstream classes with additional language support for pupils where appropriate or, alternatively, solely for separate support as in Germany, Latvia and Romania.

⁽¹⁾ For further details on migrant populations in Europe, see *Integrating Immigrant Children into Schools in Europe, Survey*. Brussels: Eurydice 2004.