

COMMISSION OF THE EUROPEAN COMMUNITIES

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REPORT

on the implementation in the Member States of Directive 77/486/EEC
*on the education of the children of migrant workers

(presented by the Commission)

Quality problems with pages 117 and 133-141 are the same as in the original.

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⁵ The report will cover three factors within each of the Member States:
a) reception facilities (Directive 77/486/EEC, article 2, paragraph 1)
b) teacher training (Directive 77/486/EEC, article 2, paragraph 2)
c) teaching of the mother tongue and culture of the country of origin (Directive 77/486/EEC, article 3)

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I. INTRODUCTION

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P r e a m b l e

Notice of Directive 77/466/EEC¹ of 25 July 1977 on the education of the children of migrant workers was addressed to the Member States by the President of the Council on 2 August 1977, and the Directive became operative on that notification.

Article 4 of the Directive requires that the Member States to take the necessary measures to comply with the Directive within four years of its notification. In other words, the measures were to be applied in full in all member States from 2 August 1981.

In accordance with article 5 of the Directive², in 1982 the Commission requested the Governments of the Member States to furnish full particulars of their implementation of the Directive. Based on the information received by March 1983, the Commission staff drew up a report³ describing the measures adopted by Member States with a view to implementing the three objectives laid down by the Directive:

to provide free tuition to facilitate initial reception, in particular intensive teaching of the official language or one of the official languages of the host country;

to provide initial and further training for the teachers responsible for the children of migrant workers;

to promote teaching of the mother tongue and culture of the country of origin.

In July 1985, again in accordance with article 5 of the Directive, the Commission forwarded a second questionnaire to the Member States. The report that follows has been compiled in the light of their replies⁴. Since the replies were requested by December 1985, no account has been taken of the situation in Spain and Portugal.

¹ OJ No L 199/32, 6 August 1977

² Article 5 states: "The Member States shall forward to the Commission within five years of the notification of this Directive, and subsequently at regular intervals at the request of the Commission, all relevant information to enable the Commission to report to the Council on the application of this Directive".

³ COM(84) 54 final, 10 February 1984.

⁴ The information compiled refers to school year 1984-85.

For years the Commission has made efforts to bring solutions to the many problems raised in the Community by the education of the children of migrant workers.

To this end, the Community has introduced several legal instruments, and we shall devote a few lines here to their content and the extent to which they are binding.

1. **Regulation (EEC) No. 1612/68 of the Council of 15 October 1968 on freedom of movement of workers within the Community⁶.**

Article 12 of this Regulation is worded as follows:

"The children of a national of a Member State who is or has been employed in the territory of another Member State shall be admitted to that State's general educational, apprenticeship and vocational training courses under the same conditions as the nationals of that State, if such children are residing in its territory.

"Member States shall encourage all efforts to enable such children to attend these courses under the best possible conditions."

SCOPE OF ARTICLE 12: the European Court of Justice has stated that:

"In providing that the children of a national of a Member State who is or has been employed in the territory of another Member State shall be admitted to educational courses 'under the same conditions as the nationals' of the host State, Article 12 of Regulation No 1612/68 refers not only to rules relating to admission, but also to general measures intended to facilitate educational attendance."

⁶ OJ No L 257, 19 October 1968

⁷ Judgment of the Court of 3 July 1974 (case 9/74, Casagrande v Landeshauptstadt München), European Court Reports (ECR), 1974, pp. 773-785.

Judgment of the Court of 29 January 1975 (Alaino v Prefect of the Rhône), ECR, 1975, I, pp. 109-116.

On this subject, see also:

Judgment of the Court of 15 October 1969 (case 15/69, Ugliola), ECR, 1969, p. 363.

Judgment of the Court of 13 December 1972 (case 44/72, Marsman), ECR, 1972, p. 1243.

Judgment of the Court of 11 April 1973 (case 76/72, Michel S.), ECR, 1973, p. 437.

This means that all the aid, direct or indirect, given to promote access to general, technical and vocational education is also available to the children of workers of other Member States under the same conditions as for nationals. The same applies to grants for students continuing their post-secondary studies (whether or not at university) or post-graduate studies.

2. Resolution of the Council and the Ministers of Education meeting within the Council of 9 February 1976, comprising an action programme in the field of education⁸

In this Resolution, the Ministers express the will of the Member States to promote, for the benefit of the nations of Member States and of non-member countries, the following actions:

- "organizing and developing a reception system which would include intensive study of the language or languages of the host country;
- "providing more opportunities as appropriate for teaching these children their mother tongue and culture, if possible in school and in collaboration with the country of origin;
- "providing more information for families on the training and educational opportunities available to them."

To do this, the following measures are to be implemented at Community level:

- "exchange of information and experience concerning the organization of suitable types of teaching, taking the form of a limited number of pilot schemes to enable these types of teaching to be compared and assessed, and cooperation in the training of teachers required to assume responsibility in this field;

⁸ OJ No C 38, 19 February 1976, pp. 1-5

See also:

Council Resolution of 21 January 1974 concerning a social action programme, OJ No C 13, 12 February 1974, pp. 1-4.

Resolution of Ministers of Education meeting within the Council, 6 June 1974, on cooperation in the field of education, OJ No C 98, 20 August 1974, p. 2.

Council Resolution of 9 February 1976 on an action programme for migrant workers and members of their families, OJ No C 34, 14 February 1976, p. 2.

⁹ See on this subject the Report from the Commission to the Council (COM(84) 244 final, 27 April 1984) on pilot schemes (1976-1982) relating to the education of the migrant workers' children, Office for Official Publications of the European Communities, Luxembourg, 1984, 42 pages.

"educational studies and research" on various topics, such as adapted language-teaching methods and the place and importance of the mother tongue and culture in school curricula.

3. Council Directive 77/486/EEC, 25 July 1977, on the education of the children of migrant workers¹⁰.

Both the content and the binding force of this directive should be discussed in depth, since the subject of this report is the implementation of the directive within each Member State.

3.1 SCOPE OF DIRECTIVE 77/486/EEC

The scope of the directive, as a binding legal instrument, is confined to the dependant children of any worker who is a national of another Member State, where these children are resident in the territory of the Member State in which that national carries on or has carried on an activity as an employed person.

A Council declaration, published at the time of adopting the directive, however, confirms that it is the political will of the Council and Member States to implement the objectives stated in the directive in the case of children of migrant workers originating from non-EEC countries as well.

3.1.1 Article 1, Directive 77/486: the beneficiaries of the provisions of the Directive.

"The directive shall apply to children for whom school attendance is compulsory under the laws of the host State"

As of 1 January 1987, the period of compulsory school attendance in European Community Member States was as follows:

¹⁰ OJ No L 199/32. 6 August 1977

BELGIUM	6 to 18 ¹¹
DENMARK	7 to 16
FRG	6 to 15/16 ^{12, 13}
GREECE	5½ to 14½
SPAIN	6 to 14
FRANCE	6 to 16
IRELAND	6 to 15
ITALY	6 to 14
LUXEMBOURG	5 to 15 ¹⁴
NETHERLANDS	5 to 16 ¹⁵
PORTUGAL	6 to 15 ¹⁶
UNITED KINGDOM	5 to 16

3.1.2 Article 2, Directive 77/486: the beneficiaries of the provisions of the Directive.

"Member States shall, in accordance with their national circumstances and legal systems, take appropriate measures to ensure that free tuition to facilitate initial reception is offered in their territory to the children referred to in Article 1, including, in particular, the teaching - adapted to the specific needs of such children - of the official language or one of the official languages of the host State"

- 11 "Full-time school attendance shall be compulsory up to the age of fifteen and shall consist of a maximum of seven years' primary education and at least the first two years of full-time secondary education; in no circumstances shall compulsory full-time school attendance be extended beyond the age of sixteen.
"The period of compulsory full-time school attendance shall be followed by a period of compulsory part-time school attendance. The part-time school attendance obligation shall be fulfilled by continuing with full-time secondary education or by attending shorter hours of education or a course recognized as meeting the compulsory school education requirements." (Law of 29 June 1983 on compulsory school attendance, article 1, § 1; Moniteur Belge, 6 July 1983, p. 8832)
- 12 16 in the Länder of Berlin and North Rhine-Westphalia.
- 13 Part-time vocational education is also compulsory up to the age of 16 for those not in full-time school education.
- 14 The first year of compulsory school attendance is in pre-school education; primary education begins at the age of 6.
- 15 Compulsory school attendance ends:
 - either on completion of twelve full years' education
 - or at the end of the school year in which the child reaches the age of 16
 At the end of this period, the child must still attend school on a part-time basis for one year.
- 16 From school year 1987-88

Various forms of reception education are provided in the Community. Although there are many variations, basically they are of five types:

1. Language immersion: children are put in the normal class for their age, and are given separate intensive tuition in the host language, individually or in small groups, at least once a day;
2. Mixed reception classes: children of different nationalities are put into special classes with a smaller number of pupils for 1 or 2 years, where they receive intensive tuition in the host language, although they join the other children in the school for certain activities (such as gym or singing);
3. National reception classes: children from the same country are placed in a special class with a normal number of pupils for 1 or 2 years, where they receive intensive tuition in the host language and general education in their own language, to help them move on to an ordinary class;
4. Bilingual national classes: children of the same nationality attend these classes for 4 to 6 years, their education being given partly in their own language and partly in the host language;
5. Language support: remedial or compensatory education is provided for foreign pupils placed in ordinary classes, to improve their knowledge of the host language.

3.1.3 Article 2, Directive 77/486: the training of teachers.

The second paragraph of article 2 states that: "Member States shall take the measures necessary for the training and further training of the teachers who are to provide this tuition."

Member States are, therefore, under an obligation to provide initial and further training for teachers who are responsible for the children of migrant workers.

Various forms of initial and further training for the staff teaching the children of immigrants have been developed:

1. Optional or compulsory basic training modules designed as an introduction to the problems of foreign children and teaching methods.
2. Additional specialist training, such as specialisation in teaching the host language as a second language or in intercultural education.
3. In-service training, to make staff more aware of the problems of immigration or to provide further training in teaching methods suited to the needs of the children of immigrants.

3.1.4 Article 3, Directive 77/486: the beneficiaries of the provisions of the Directive.⁷

"Member States shall, in accordance with their national circumstances and legal systems, and in cooperation with States of origin, take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin" for the children of migrant workers.

Since the directive came into force, the teaching of the mother tongue and culture of the country of origin has become part of the school education provided for children of compulsory school attendance age in each of the Member States.

Various models for the teaching of the mother tongue and culture of the country of origin have been developed or are being tested:

1. Integrated teaching

Teaching whose methods and content are coordinated with ordinary teaching, imparted during normal school hours.

2. Deferred teaching

Teaching whose methods and content are coordinated with ordinary teaching, imparted immediately before or after normal school hours.

3. Teaching of the mother tongue as a foreign language

Teaching of the mother tongue and culture of the country of origin that replaces teaching of a foreign language, given as a compulsory or optional subject in the normal secondary education curriculum.

4. Extrascholastic teaching

Teaching that is not coordinated with ordinary teaching, imparted outside school hours by private associations or consulates, for which the educational authorities in the host country are not responsible. In other words, it does not meet the requirements set out in the Directive.

3.2 BINDING FORCE OF DIRECTIVE 77/486/EEC

3.2.1 General

Under article 189 of the Treaty establishing the European Economic Community, "A directive shall be binding, as to the result to be achieved, upon each Member State to which it is addressed, but shall leave to the national authorities the choice of form and methods".¹⁷

It is the Commission that supervises that a directive has been implemented by the various member States. To enable the Commission to perform this supervisory mission to the full, directives usually¹⁸ place an obligation on Member States to notify the Commission of the implementing measures they have adopted.

Article 169 of the EEC Treaty states:

"If the Commission considers that a member State has failed to fulfil an obligation under this Treaty, it shall deliver a reasoned opinion on the matter after giving the State concerned the opportunity to submit its observations.

"If the State concerned does not comply with the opinion within the period laid down by the Commission, the latter may bring the matter before the Court of Justice."

3.2.2 The special case of articles 2 and 3, Directive 77/486.

Whereas article 2 is so worded as to leave no doubt as to its truly binding force on Member States, this is not the case with article 3. The terms it employs ("Member States shall take appropriate measures¹⁹ to promote ...") are such that the directive merely places an obligation on Member States to deploy efforts along the desired lines.

¹⁷ "Freedom of form means that Member States are free to translate the directive into legislation, regulations or administrative provisions: it concerns the nature of the implementing measure. Freedom of methods, on the other hand, relates to the material content of the measure to be adopted." (René JOLIET, *op. cit.*, p. 149)

¹⁸ This is also the case with articles 4 and 5 of Directive 77/486/EEC.

¹⁹ What is covered by the concept of "appropriate measures" is difficult to interpret; this is a question of facts.

4. European Parliament Resolutions subsequent to Directive 77/486/EEC

In four resolutions dated 18 September 1981, 16 April and 9 May 1985 and 10 April 1987²⁰, the European Parliament "calls on those Member States which have shown a considerable delay in implementing the Directive to take measures to bring their statutory and administrative provisions into line with the provisions of the Directive as soon as possible", and asks the Commission "to initiate the procedures provided for in the Treaties against Member States who fail to fulfil their obligations".

It also calls on "the Council of the Ministers of Education to include in the agenda for its next meeting the education of the children of migrant workers, calling for very particular efforts to apply the directive in full". It points out "how important it is for the directive to be applied as a whole if effective equality is to be established for the citizens of the Europe of tomorrow, wherever their place of residence and whatever their nationality of origin".

In the same way, it "calls upon the Member States to extend, as some already have done either fully or partially, the provisions of the directive in question to the children of residents of all ethnic minority groups whose language or culture differs from that of the indigenous community amongst whom they reside. Urges, further, that this should be done irrespective of whether these ethnic minority residents have citizenship of the country in which they are living and even if they are permanently settled".

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Resolution on the education of the children of migrant workers, 18 September 1981, OJ No C 260, 12 October 1981, pp. 127-128;

Resolution on the implementation of Directive 77/486/EEC on the education of the children of migrant workers, 16 April 1985, OJ No C 122, 20 May 1985, pp. 61-63;

Resolution closing the procedure for consultation of the European Parliament on the communication from the Commission of the European Communities to the Council on guidelines for a Community policy on migration together with a draft Council resolution; OJ No C 141, 10 June 1985, pp. 462-468;

Resolution on the implementation of Directive 77/486/EEC, 10 April 1987.

INTRODUCTION

In the pages that follow, the ways in which the directive is being implemented in each member State, shall be reviewed under the following three headings:

- a. reception measures;
- b. teacher training;
- c. tuition in the language and culture of origin.

Conclusions shall be stated at the end of each section on the member States.

The analysis is based on the information provided by Member States regarding school year 1984-85; and some of the States may have adopted additional measures since then with a view to improving the education of the children of migrant workers in their territory²².

²¹ Note: up to the present no infringement proceedings have been initiated.

²² We shall report any major abrogations and/or amendments that have been made since 1985 that have come to our knowledge, where these might influence our judgment as to the existence or non-existence of infringements.

The statistics included in the report are only those available to the Statistical Office of the European Communities, and they are given purely for guidance.

**I I. SITUATION REGARDING THE APPLICATION OF THE
DIRECTIVE IN THE MEMBER STATES**

1. BELGIUM

INTRODUCTION

1. Statistics

The latest population census, conducted in March 1981, showed that there are 8,970,070 Belgian nationals²³ and 878,577 foreign nationals²⁴ in Belgium. This means that the latter group, more than 75% of whom are European nationals, account for almost 9% of the country's total population.

Foreign nationals make up 23.9% of the population of Brussels²⁵ and 12.7% of the population of Wallonia, but only 4.1% of the Flemish population. The number of foreign children attending Belgian schools can be estimated as 250,000²⁶.

In the light of the statistics for 1984-85 tables are drawn up on the following two pages.

 23 Compared with 8,954,662 at the time of the 1970 census, an 0.2% increase.

24 Compared with 696,282 at the time of the 1970 census, a 26.2% increase.

25 Note: in the Brussels region, young foreign nationals make up 42.5% of the 0-14 age group and 30.3% of the 15-19 age group.

26 "In year 1980-81, the number of foreign pupils was 232,057, i.e. 12.26% of the whole school population. Even so, the percentage varies considerably from one region to another. In Brussels, young immigrants make up 36.77% of the school population; the percentage is 17.13% in the Walloon region and 5.60% in the Flemish region." (BLAISE P., "La scolarité des jeunes immigrés", in Tribune immigrée, January-March 1988, p. 5).

French-speaking and German-speaking system

Country of origin	Nursery schools	Primary education	Secondary education first stage		Secondary education second stage		Special education	
			boys	girls	boys	girls	primary	secondary
Denmark	30	31	6	5	6	8		
Germany	678	1,122	293	224	381	312	23	36
France	3,664	8,516	2,282	2,009	3,251	2,845	589	1,214
Greece	782	1,396	339	334	582	558	42	75
Ireland	30	33	7	3	4	4		
Italy	12,650	26,551	5,417	5,183	7,216	7,581	980	1,115
Luxembourg	161	443	246	108	389	215	14	38
Netherlands	288	772	173	168	247	275	17	23
UK	445	609	113	118	120	109	6	8
Spain	1,806	3,829	990	962	1,622	1,579	137	209
Portugal	459	985	191	176	271	270	47	31
Turkey	3,764	6,850	998	988	978	755	196	117
Maghreb	9,503	23,340	3,561	3,304	4,052	3,013	990	763
Others	3,812	2,870	1,368	1,279	2,194	1,936	203	172
	38,072	77,345	15,984	14,861	21,313	19,460	3,244	3,801
	23.95%	23.73%	22.3%	22.18%	19.14%	18.33%	25.68%	28.59%
1980-81	21.1%		← 22.5% →		15.3%			

Dutch-speaking system

Statistics for 1984-85

Country of origin	Nursery schools	Primary education	Secondary education		Special education	
			boys	girls	boys	girls
Denmark	18	33	22	12	4	1
Germany	303	547	436	412	32	22
France	499	1,014	444	551	62	41
Greece	269	385	221	192	21	10
Ireland	8	10	11	8		
Italy	2,125	3,450	1,530	1,356	186	49
Luxembourg	13	28	24	22	1	1
Netherlands	1,724	3,392	3,160	2,875	145	74
UK	322	603	213	223	12	6
Spain	557	884	552	547	72	43
Portugal	128	174	108	92	10	7
Algeria	138	247	113	135	19	14
Morocco	4,238	6,770	2,153	1,809	340	178
Tunisia	229	270	77	73	14	6
Turkey	4,510	4,684	1,988	1,491	209	154
	15,081	22,391	11,052	9,798	1,127	662
	6.41%	5.41%	4.57%		5.50%	5.47%
1980-81	12,128	23,360	14,179		826	

% of total number of pupils (Belgian + foreign)

2. The division of responsibilities in Belgium

For more than a century, the Ministry of Public Education has been headed by a single minister responsible for the whole of Belgium and all educational matters.

Over the past thirty years, however, there have been two major changes. Taking them in chronological order, the first was the splitting of the ministry into two bodies, one headed by a French-speaking minister and the other by a Dutch-speaking minister. This was followed by the introduction of "article 59 bis" into the Belgian Constitution. Each language community has its own ministry, with the result that there are at present five ministers of education in Belgium.

The two national ministers deal, each within his or her respective sphere, with the subjects listed in article 59 bis §2.2, in other words everything pertaining to educational arrangements, compulsory schooling, teaching structures, diplomas, grants, pay and rules on the school population²⁷. The three language community ministers deal with everything not coming within the purview of the two national ministers.

In the pages that follow, we shall consider the steps that Belgium has taken in order to comply with the requirements of Directive 77/486/EEC.

Since differing measures have been adopted on the two sides of the language frontier, we shall describe separately the steps taken in Dutch-speaking Belgium and what has been done in French- and German-speaking Belgium.

²⁷ In practice, these seven subjects account for over 95% of all the matters that have to be handled.

I. FRENCH- AND GERMAN-SPEAKING BELGIUM.

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 Pre-school and primary education

1.1.1 Tuition in the school working language

Article 17 of Royal Decree of 30 August 1984²⁸ states:

"§1. Tuition in the language in which education is imparted may be arranged, in three periods a week, for the benefit of pupils who are stateless or of foreign nationality:

- 1) whose mother tongue or language of habitual use is not the language in which education is imparted;
- 2) who have been in Belgian primary education for less than three full years and do not have an adequate command of the language in which education is imparted to adapt successfully to the work of the class in which they are enrolled;
- 3) whose parents or guardians are domiciled or resident in Belgium and do not have Belgian nationality.

"§2. The course specified in §1. above shall be taken by special staff with a primary school teaching diploma²⁹.

The course may be established in any school having at least ten pupils satisfying the above requirements.

"§3. The number of periods per school for the pupils described in §1. above shall be as follows:

10 to 20 pupils	3 periods
21 to 44 pupils	6 periods
45 to 59 pupils	9 periods
60 to 74 pupils	12 periods
75 to 89 pupils	15 periods
each additional 15 pupils	+3 periods

"§4. The course shall be given during normal school opening hours."

28 Decree on pre-school and ordinary primary education based on a capital of periods, Moniteur Belge, 5 September 1984, pp. 12,238-12,246.

29 Unfortunately, the additional staff tend to be recruited from among young, unemployed and very inexperienced diploma-holders.

1.1.2 **Special temporary staff**

For many years³⁰, it has been permissible to take on additional teachers with special temporary status on an annual basis, to help with the education of the children of migrant workers³¹.

The number of teachers in a school depends on the number of children in that school. For the purpose of determining the size of the teaching staff, the number of children is adjusted as follows:

nursery schools in which over 30% of the children are stateless or foreign nationals: the number of such children is multiplied by a coefficient of 2;

primary schools in which over 30% of the children are stateless or foreign nationals:

1st and 2nd years: the number of children of immigrants is multiplied by a coefficient of 1.5;

other years: the number of children of immigrants is multiplied by a coefficient of 1.3.

In September 1986, staff with special temporary status and trainee teachers assigned to the education of the children of migrant workers were withdrawn in the French-speaking part of the country.

1.1.3 **Remedial teaching**

A ministerial circular of 1 August 1985 recommends, but does not specify the resources for, sustained support for the children of immigrants, as well as the recruitment of staff from the immigrant community to work for better links between the school and families.

1.2 **Secondary education**

1.2.1 **Tuition in the school working language**

Tuition courses have existed in primary education for many years, but were introduced into secondary education in September 1982.

The circular of 1 September 1982 by which they were established states that intensive courses in French may be arranged for the benefit of the children of migrant workers who have not attended the six years of French-speaking primary education, provided that:

³⁰ -----
by Royal Decrees, the details of which are set out in ministerial circulars. The most recent piece of legislation was the Royal Decree of 14 August 1981, laying down implementing procedures for the special temporary staff scheme in the National Education sector (Moniteur Belge, 28 August 1981, pp. 10,727-10,728).

³¹ Statistics: the number of staff with special temporary status taken on in school year 1985-86 in the French-speaking system was 150.

the local educational psychology centre has found them to be of sufficient ability, and in the opinion of the class or admission council, their command of the French language is inadequate.

It goes without saying that there is no compulsion on pupils to enrol for the course.

For a course to be set up, the norm is that there should be ten regular pupils, and that figure must be attained in each school year in which an annual course or studies are set up. For two such courses, there must be 16 pupils in the two groups combined, 31 in three groups, and so on per group of 15 additional pupils.

The level at which the course may be arranged is the first A year and the second common-core year, as well as the first B year and the second vocational year. For pupils taking the course, eight or nine 50-minute periods (depending on the classes) are set aside each week for French tuition.

If additional teachers have to be taken on because of the establishment of a course, they must be taken from the quota of "National Education Ministry trainees" assigned to each system. Nevertheless, mother-tongue teachers with permanent status may also be used (or those whose permanent status has been approved, in cases where such approval exists) if they would otherwise have been on the waiting list due to the shortage of teaching posts.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Belgian teachers

2.1.1 Initial training

No specific training for teachers who are to teach the children of immigrants has as yet been introduced.

In a 1975 circular, however, the Minister of National Education authorized the heads of teacher training colleges to arrange courses to make future teachers more aware of the problems created by the education of the children of immigrants, and a few of the colleges have embarked on this course of action.

A few higher education establishments that train teachers also require their students to go on placements in schools in which there are many foreign pupils.

In addition, a training module on the subject of intercultural teaching methods is under production. When it is introduced, it will be taken by all those who intend to teach in basic and lower secondary education.

2.1.2 In-service training

Continuing training for teaching staff has been arranged under a pilot scheme, which has been in existence since 1983 under the auspices of the Commission.

Teachers are allowed to take off two afternoons a month for further training. Some of the organizing authorities and associations³² are offering courses in intercultural teaching methods. Even so, no specific in-service teacher training measures have as yet been adopted.

2.2 Foreign teachers

2.2.1 Initial and additional training

No additional training in teaching methods has been arranged in Belgium for the foreign teachers made available by consulates.

2.2.2 In-service training

Foreign consulates arrange retraining sessions for their teachers.

No in-service training measure has been adopted in Belgium for foreign teachers.

3. Tuition in the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Primary education

Two ministerial circulars, issued on 28 September 1983 and 1 August 1985, recommend that the tuition in the language and culture of origin given by consular services be incorporated in the school timetable.

³² Such as the Freinet de Belgique movement, the Confédération Générale des Enseignants (Teachers' general confederation) and the Centre socio-culturel des immigrés de Bruxelles (Brussels immigrants' socio-cultural centre).

Some 92 schools offer "inserted tuition"³³ or "integrated tuition"³⁴ in the language and culture of origin. This is provided for about 10% of the children of immigrants³⁵.

3.2 Secondary education

In academic year 1984-85, two secondary schools offered tuition in the language and culture of origin under a pilot scheme.

3.3 Extra-scholastic tuition

Tuition in the language and culture of origin is arranged outside the school system by embassies and immigrants' associations.

3.4 Teachers of the language and culture of origin

3.4.1 Status

Foreign teachers in the service of consulates have the status of civil servants on detachment or special consular staff. They are appointed and paid by the consulates.

A few foreign teachers are paid by the local authorities and the Ministry of Employment, with the working status of special temporary staff.

A few Arab-language teachers are hired and paid by immigrants' associations.

3.4.1 Educational cooperation between Belgium and the countries of origin

Cooperation between school heads, teachers and the Belgian inspectorate on the one hand and, on the other, consular departments and foreign teachers exists under pilot schemes, on the subject of integrated and deferred tuition in the language and culture of origin. It does not exist elsewhere.

³³ Course included in the school timetable but not giving rise to cooperation with the Belgian education team.

³⁴ Course included in the school timetable and, for intercultural purposes, giving rise to cooperation with the Belgian education team.

³⁵ Although no amendment to legislation has as yet been tabled in Parliament, to say that the measures to integrate tuition in language and culture of origin are no more than pilot schemes would be an exaggeration. The Director General of Basic Education (especially in the French-speaking system) has not refused any applications for authorization.

II. DUTCH-SPEAKING BELGIUM.

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 Pre-school and primary education

1.1.1 Tuition in the school working language

Royal Decree of 13 August 1984 organizing pre-school and ordinary primary education on the basis of a capital of periods is also applicable to Dutch-speaking Belgium³⁶.

1.1.2 Special temporary staff

The measures applicable to French- and German-speaking Belgium also apply in Dutch-speaking Belgium³⁷.

Note: whereas staff with special temporary status and trainee teachers assigned to the education of the children of migrant workers have been withdrawn in the French-speaking part of the country, they have been retained in Dutch-speaking Belgium.

1.2 Secondary education

1.2.1 Tuition in the school working language

A circular of 24 November 1984 authorized the creation of transition classes (first B year) for the children of foreigners with an inadequate command of Dutch, in order to bring their language and general knowledge up to the requisite educational standard (eight hours' tuition in Dutch per week).

36 Statistics:

Language tuition (in Dutch-speaking system): 1,474 hours.
Approximately 4,910 pupils (about 18.5% of all foreign pupils in 1984-85).

37 Statistics:

Special temporary staff taken on in school year 1985-86 in the Dutch-speaking system: 200.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Belgian teachers

2.1.1 Initial training

A circular dated 26 June 1985 established an introductory course on the problems of immigrant children as part of all the shorter courses of teacher training higher education (the courses that train staff for pre-school, primary and lower secondary education). An intercultural training module has also been produced under a UNESCO scheme.

2.1.2 In-service training

The 26 June 1985 circular also established a link between initial and in-service training.

All schools are taking part in a pilot scheme entitled "Education à la rencontre"³⁸ and secondary education pilot schemes, under which they hold in-service training sessions for their staff. The stress is on the teaching of Dutch as a foreign language, intercultural education and the dynamics of heterogeneous groups.

2.2 Foreign teachers

2.2.1 Initial and additional training

No additional training in teaching methods has been arranged in Belgium for the foreign teachers made available by consulates, although the Ministry for Dutch-speaking Education has brought out an information booklet for foreign teachers.

2.2.2 In-service training

Foreign consulates arrange retraining sessions for their teachers, with courses in the Dutch language being offered to foreign teachers.

Foreign teachers taking part in the "Education à la rencontre" pilot scheme and foreign teachers in the secondary schools participating in pilot schemes attend in-service training sessions on a par with Belgian staff.

³⁸ This is described in the 1984 Commission report (Com(84) 54).

3. Tuition in the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Primary education

3.1.1 The "Education à la rencontre" pilot scheme has been extended by three years by a circular of 10 October 1985.

Statistics for 1984-85:

No. of schools taking part: 46

Total no. of pupils covered: 10,322

Language	Total no. of pupils	No. receiving tuition in their mother tongue and culture
Italian	1,006	542
Greek	147	71
Spanish	161	47
Turkish	2,544	2,265
Arabic	1,491	271
	5,431	3,142

No. of foreign teachers: 136

Part of the reason for the inequalities in the participation of the various nationalities is their geographical distribution.

3.1.2 Deferred education in the language and culture of origin is organized by foreign consulates, immigrants' associations or centres for migrant workers:

Number of pupils in 1984:

Language:	Greek	24
	Italian	179
	Spanish	43
	Turkish	894
	Arabic	425
		1,025

3.2 Secondary education

3.2.1 Transition classes

Established on the basis of a circular of 24 November 1984, these provide two hours' tuition per week in the language of origin. Five schools have launched these transition classes.

3.2.2 A pilot scheme: "immigrant pupils in secondary education"

This is taking place in five secondary schools in Limbourg. Five languages of origin are being taught by a variety of methods, both in general education and in technical and vocational education.

3.3 Extra-scholastic tuition

Tuition in the language and culture of origin is arranged outside the school system by foreign consulates and immigrants' associations. This tuition is not linked in any way with the Belgian primary or secondary educational system; in many cases, the same class is attended by pupils from both levels of education.

Number of pupils in 1984-85:

Language:	Arabic	515
	Greek	30
	Italian	305
	Portuguese	9
	Spanish	150
	Turkish	1,020
		<hr/>
		2,029

3.4 Teachers of the language and culture of origin

Everything stated on the subject of the French-speaking part of Belgium also applies under this heading.

C o n c l u s i o n s

Since 1982, Belgium has done very little to change the reception measures that help the children of migrant workers to fit into school education.

Satisfactory progress appears to have been made in the training of teachers, especially in the Dutch-speaking part of the country.

In the French-speaking part of the country, measures are needed to provide specific initial training for teachers who will be responsible for the children of immigrants.

The in-service training courses organized by a few private institutions are still inadequate⁴⁰ and should be expanded.

In connection with the teaching of the languages and cultures of origin of the children of migrant workers, integrated or deferred tuition in the language of origin is provided for 18% of the children of immigrants in primary education in Dutch-speaking Belgium, although only 10 secondary schools offer this tuition.

The situation is even less promising in the French-speaking area: the number of pupils receiving integrated or inserted tuition in their language of origin is only just 10% in primary education and virtually nil in secondary education. Furthermore, the inserted tuition that does exist is not coordinated with ordinary education.

The Belgian authorities should make a real effort to increase the provision of tuition in languages and cultures of origin (particularly at the secondary level), to coordinate this tuition with ordinary education more closely and to improve cooperation with the authorities of the migrant workers' countries of origin.

39 Note, however, that the withdrawal of special temporary staff and National Education trainees from the French-speaking system deprives schools of the staff that provide educational reception facilities.

40 Reminder: in French-speaking Belgium, over 22% of pupils in the 6-14 age group are the children of immigrants.

2. DENMARK

Introduction

Statistics

Denmark has a population of approximately 5,100,000.

In 1986, there were a total of 116,951 foreign nationals in Denmark, 25,680 of whom were from other European Community Member States.

Denmark has provided the following figures on the number of non-Danish children in primary and secondary education.

	Pre-primary and Folkeskolen	Upper secondary schools
Faroës/Greenland	104	
Scandinavian countries	378	303
European Community countries	389	417
Poland	166	—
Yugoslavia	1,099	48
Turkey	3,616	42
Central Europe	205	72
North America	98	136
Chile	162	
Rest of Central & Latin America	122	20
Morocco	530	
Rest of Africa	176	15
Middle East	209	
Pakistan	1,852	
Formosa - Hong Kong	68	
Vietnam	724	
Philippines	92	
Rest of Asia	351	117
Other countries	45	9
	* 10,386	1,179

* of whom: pre-primary schools 1.184 (988 in 1982)
Folkeskolen 9,303 (8,215 in 1982)

Measures adopted by Denmark in favour of the children of migrant workers⁴¹

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 Preliminary remarks⁴²

The reception system is based on work with individuals and with groups.

All the facilities that have been set up are available to the children of nationals of European Community Member States and other countries without distinction.

There is an individual right to reception tuition.

The cost of this tuition is borne by the local authority in which the pupil lives, even if pupils from two or more local authorities or at district level are grouped together.

1.2 Reception classes

Intensive tuition is given in the Danish language, the number of normal classroom activities in which the children join being gradually increased.

The maximum number of pupils per class at the beginning of the school year is 12.

1.3 Individual or group tuition in Danish

Intensive tuition is given in the Danish language. Outside the time spent on learning Danish, pupils join in normal classroom activities.

The maximum number of pupils per group is 7.

 41 These measures are set out in four circulars of 4 March 1976, 27 January 1978, 20 August 1980 and 20 November 1984.

42 Number of pupils receiving reception tuition:
 Pre-primary schools 162 (17.38% of immigrant pupils)
 Folkeskolen 1,514 (16.45% of immigrant pupils)

This education cannot begin until the child has acquired some knowledge of Danish, in other words after the reception class or intensive individual or group tuition.

There are no set standards as to the number of hours' tuition per week or a minimum number of pupils.

1.5 Special classes for new arrivals over the age of 14

Classes may be arranged by one or more local authorities for foreign-language pupils. They receive intensive tuition in Danish, as well as general education equivalent in standard to Folkeskolen classes 8 to 10.

The minimum/maximum number of hours per week is 24-30.

The maximum number of pupils per class at the beginning of the school year is 12.

1.6 Other measures

Exceptions may be made to the rules on the Folkeskole leaving examinations in the case of pupils whose mother tongue is not Danish:

more time to prepare for oral examinations;

more time allowed for written examinations in Danish, mathematics, English and German;

the text of maths and composition examinations may be tape-recorded by a teacher designated by the school;⁴³

dictionaries may be used to translate from Danish to the pupil's mother tongue or a third language.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Danish teachers

2.1.1 Initial training

The options open to future primary and lower secondary school teachers include subjects related to the teaching of foreign pupils.

The number of teacher training students opting for courses on immigration-related subjects is growing year by year, especially in teacher training colleges in the large towns.

⁴³ Note: examinations may still not be translated into the pupil's mother tongue.

2.1.2 In-service and further training

The following courses are provided for teachers who are responsible for foreign-language pupils:

a) Courses arranged by the Danish Teacher Training College:

"teaching foreign-language pupils" - 276 hours (19 students)

"use of Danish by foreign-language pupils" - 3 hours a week (19 students)

"the cultural and language context of Turkish pupils" - 3 hours a week (12 students)

"prejudice and discrimination" - 3 hours a week (18 students)

b) Courses arranged by the Directorate of primary and teacher training schools (Ministry of Education):

"the integration of foreign pupils into school education" - four-day course.

c) Local study groups:

Copenhagen - two 105-hour courses (52 students)

Rodovu: 105-hour course (12 students)

d) Short courses arranged by the local authorities:

"multicultural education" - two 15-hour courses (48 students)

"Danish as a second language" - 15-hour course (30 students)

"Bilingual education": two 15-hour courses (56 students).

2.2 Teachers of the country of origin

2.2.1 Initial training

A five-year basic training course has been set up for the children of immigrants who have successfully completed the second cycle of secondary education; on completion of the course, their qualifications will be equivalent to Danish teacher training qualifications.

In 1982 the Danish Government also created an additional 3½-year course for immigrants who have trained as teachers in their country of origin and wish to teach their own language and culture in Denmark.

2.2.2 In-service training

The Copenhagen teacher training college intends to set up a short course to familiarize foreign mother-tongue teachers with educational methods and the school system in Denmark.

Teachers of a foreign language and culture may also attend the various in-service training opportunities provided by the educational authorities, on a par with Danish teachers.

3. Tuition in the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Current measures⁴⁴

Mother-tongue teaching, inclusive of transportation, is provided free of charge to all pupils who speak a language other than Danish in their own homes, from the first to the ninth year of school education.

Some local authorities also offer mother-tongue teaching to nursery school children and those in the tenth year of Folkeskole.

Three to five hours' education in the language and culture of origin is provided a week, usually outside school hours. The courses may also be on the history, geography and society of the country of origin.

This education is arranged and paid for by the local authorities. A minimum of twelve pupils is required for a course.

If the number of pupils in a local authority is fewer than twelve, the authority must join in a group of two or more in the same "circle" or district. The local authorities in whose area the children live always bear the cost of the education and transportation.

Three private schools also exist, with about a hundred foreign pupils, offering integrated education in the language of origin.

⁴⁴ About twenty languages are taught.

Number of pupils receiving education in their own language and culture in 1984: 5,280 (57.40% of foreign pupils in the Folkeskolen. Note: this percentage ranges from 14% to 93%, depending on the local authorities and demand from parents).

Immigrants' languages and cultures are taught solely by teachers from the country of origin.

Foreign teachers are employed and paid by the local authorities. They have the status of temporary teachers, full- or part-time, or are recruited under annual contracts. They come under the administrative and educational authority of the school heads. They must have a teaching diploma from their own country.

Considerable problems arise with the inspection and educational status of foreign teachers because of the number of languages taught, the geographical dispersion of teachers and the small number of teachers for each language.

3.3 Educational cooperation between Denmark and the countries of origin

The only country with which Denmark has reached a bilateral cultural agreement is Yugoslavia. Under this agreement, there is to be cooperation between educational specialists in the two countries regarding the education of Yugoslav children and adolescents in Denmark, to include the organization of mother-tongue teaching.

There is no form of cooperation with consular authorities, and no negotiations are being conducted on this subject.

C o n c l u s i o n s

Since 1982, Denmark has continued to develop the various measures it had already been taking to help the children of migrant workers.

In 1984-85, about 17% of the total number of children of migrant workers were receiving reception education and more than 55% were being taught their own language and culture. Furthermore, a growing number of student teachers are opting for courses on immigration-related subjects during their studies.

The conclusion is, therefore, that Denmark has adopted a set of highly satisfactory measures for the education of the children of migrant workers, those measures being particularly well suited to a country like Denmark with a low level of immigration.

We feel, however, that one comment is called for on the education of these children in their language and culture of origin: where there is a sufficient concentration of certain national groups in urban regions, it would be desirable to arrange for the teaching of their languages and cultures to be integrated into school education.

3. FEDERAL REPUBLIC OF GERMANY

I n t r o d u c t i o n

1. Statistics

1.1 Global statistics

The Federal Republic of Germany has a population of about 61,400,000.

In 1986, there were a total of 4,512,700 foreign nationals in Denmark, 1,364,700 of whom were from other European Community Member States.

The Federal authorities have provided the following figures on the number of non-German children in primary and secondary education.

Federal Republic of Germany - basic statistics

Primary and secondary general education

Nationality	Nursery school	Grundschule	Foundation classes	Hauptschule	Real-schule	Gymnasium schule	Gesamt-schule	Special education	% of foreign pupils
Greece	...	17,642	725	15,331	3,556	4,136	1,429	1,605	6.7
Italy	...	29,694	1,228	22,726	4,820	3,431	2,979	5,985	10.6
Spain	...	7,750	648	5,754	2,365	2,168	1,296	1,144	3.2
Portugal	...	5,133	341	4,504	1,182	867	644	825	2.0
Yugoslavia	...	38,385	1,557	19,538	8,383	7,320	3,195	3,466	12.3
Turkey	...	153,712	6,739	109,288	16,100	11,414	15,704	22,774	50.4
Others	...	38,469	2,055	16,144	8,531	22,751	6,833	3,565	14.8
	127,000	290,75	13,293	193,321	44,937	52,119	32,080	39,364	660,899
% of total school pop. 1980-81	9.6%	12.7%	5.5%	13.2%	4.0%	2.8%	13.2%	13.7%	
			11.8%		2.1%	1.9%	7.9%	7.8%	792,899

Definitions

- Grundschule Primary school taking pupils for the first 4 years of education (the first 6 years in Berlin).
- Hauptschule Secondary school taking pupils from the 5th (7th in Berlin) to the 9th year of their education. In some Länder this also includes the 10th year of education. Provides general education leading up to vocational education.
- Sonderschule Special school for children with physical or mental disabilities.
- Realschule Secondary school taking pupils from the 5th (or 7th) to the 10th year of education. Its leaving certificate gives access to Fachoberschulen, Fachgymnasien and other branches of vocational education.
- Gymnasium Grammar school taking pupils from the 5th (or 7th) to the 13th year of education. Its leaving certificate (Abitur) gives access to higher education.
- Gesamtschule Secondary comprehensive school incorporating the various forms of secondary education.
- Fachgymnasium Specialist grammar school providing three years' education (from 11th to 13th years). For admission, a pupil must have a Realschule leaving certificate or the Fachschulreife. Its own leaving certificate gives access to higher education.

Vocational and technical education

Nationality	Berufsschule	Berufsvorbereitungsjahr	Berufsbildungsjahr	Berufsschule	Berufsaufbauschule *	Fachoberschule Gymnasium*	Fachschule *	Schüler Gesundheitswesen *	% of foreign pupils
Greece	4,738	431	312	1,482	15	249	72	74	6.4
Italy	9,960	848	658	2,009	43	296	130	150	12.2
Spain	3,714	273	264	884	11	188	78	114	4.8
Portugal	1,710	167	176	497	2	58	17	67	2.3
Yugoslavia	6,934	472	424	1,847	32	381	106	212	9.0
Turkey	37,538	6,802	3,222	5,950	92	1,417	230	378	48.3
Others	10,871	808	844	3,334	101	1,455	1,027	11,126	17.0
	75,464	9,801	5,900	16,003	296	4,044	1,660	2,121	115,289
1980-81	4.1%	...	...	4.6%	2.4%	2.9%	2%	...	...
TOTAL	3.9%	...	...	3.4%	1.6%	2.0%	2.5%	115,290	...

Definitions

Berufsschule Part-time vocational school for apprentices and young workers (or unemployed youngsters). Attendance of a vocational school is compulsory up to the 18th birthday.

Berufsgrundbildungsjahr full-time pre-vocational training year (for further general education and basic vocational training).

Berufsfachschule Full-time vocational school (generally 2 years), leading to the "Fachschulreife" certificate.

Berufsaufbauschule Full-time vocational school (1 to 1½ years), or part-time (3 to 3½ years) leading to the "Fachschulreife" certificate.

Fachoberschule Two-year technical school leading to certificate of aptitude for specialist short-term higher education (Fachhochschule). For admission to the Fachoberschule, the young person must have a Realschule leaving certificate or the equivalent (tenth year of Gymnasium, the Fachschulreife).

Fachschule Specialist technical college : full-time attendance of 2 to 6 semesters, part-time attendance of 6 to 8 semesters, depending on the specialist subject. Open to holders of a Gesellenbrief (certificate of completion of apprenticeship) and have practical experience or the Fachschulreife.

Primary and secondary general education (1984)

	Grund- & Haupt-schulen	Special schools	Real-schulen	Gymnasien	Gesamt-schulen	Evening schools/ colleges
Baden-Württemberg	99,600	11,300	11,700	9,700	1,500	300
Bavaria	67,400	3,300	4,400	9,900	400	100
Hesse	48,500	3,600	5,800	6,500	3,200	300
Lower Saxony	31,300	2,600	3,000	2,600	1,100	0
North Rhine/Westphalia	176,100	12,900	14,700	17,100	6,700	800
Rheinland-Pfalz	18,100	900	1,200	1,500	100	0
Saarland	4,800	300	400	600	200	0
Schleswig-Holstein	7,600	900	1,200	1,000	100	0
Berlin	27,300	1,800	2,200	2,800	4,700	300
Bremen	6,000	400	900	600	200	0
Hamburg	13,700	1,200	1,700	2,400	2,100	100
Total	500,400	39,200	47,200	54,700	20,300	1,900

Vocational and technical education (1984)

	Berufs-schulen	Berufsauf-bauschulen	Berufs-fachschulen	Fachober-schule	Fach-schulen
Baden-Württemberg	17,800	0	5,800	9,000	600
Bavaria	16,200	100	1,000	2,600	700
Hesse	11,000	0	1,300	700	400
Lower Saxony	5,700	0	1,100	400	300
North Rhine/Westphalia	25,400	0	7,500	1,000	900
Rheinland-Pfalz	3,600	0	500	100	300
Saarland	1,200	0	100	0	0
Schleswig-Holstein	1,700	0	200	100	100
Berlin	4,600	0	500	200	1,200
Bremen	1,200	0	300	100	0
Hamburg	3,200	0	800	200	200
Total	91,600	100	19,100	14,400	4,700

1.2 Reception Measures

Vocational and technical education (1984)

	Berufsschulen	Berufsaufbauschulen	Berufsfachschulen	Fachoberschule	Fachschulen
Baden-Württemberg	17,800	0	5,800	9,000	600
Bavaria	16,200	100	1,000	2,600	700
Hessen	11,000	0	1,300	700	400
Lower Saxony	5,700	0	1,100	400	300
North Rhine/Westphalia	25,400	0	7,500	1,600	900
Rhineland-Palatinate	3,600	0	500	100	300
Saarland	1,200	0	100	0	0
Schleswig-Holstein	1,700	0	200	100	100
Berlin	4,600	0	500	200	1,200
Bremen	1,200	0	300	100	0
Hamburg	3,200	0	800	200	200
Total	91,600	100	19,100	14,400	4,700

1.3 Tuition in the language and culture of origin

1984-85 - Teaching of the language and culture of origin for which the Länder are responsible

	Bavaria		Hessen		Lower Saxony		North Rhine/ Westphalia		Rhineland Palatin.
	P & H	.. & G	P	S1	P	S1	P	S1	P & S1
Greek	427	...	1,294	861	873	576	4,866	2,621	90
Italian	2,087	...	2,614	1,631	813	722	5,385	3,523	921
Spanish	794	...	1,320	914	620	570	3,663	1,781	190
Portuguese	260	...	548	376	209	340	1,899	1,673	177
Turkish	16,196	...	9,867	7,216	6,238	5,284	48,600	43,460	5,433
Serbian	...	...	|	|	|	|	6,297	2,704	174
Slovenian	3,858	...	3,083	1,662	955	669	101	173	...
Macedonian	-	-	|	|	|	|	195	177	-
Albanian	-	-	|	|	|	|	258	201	-
Arabic	80	-	645	118	-	-	215	124	-
	23,702	350	19,371	12,728	9,708	8,161	71,379	56,437	6,985
TOTAL									252,821

P primary education

H Hauptschule

R Realschule

G Gymnasium

S1 1st cycle of secondary education (Sekunderstufe 1)

Teaching of the language and culture of origin under the responsibility of
the consular authorities of the country of origin (1984-85)

	Baden Württemberg P + S1	Berlin P + S1	Bremen ...	Hamburg P + S1	Saarland P + S1	Schleswig Holstein ...
Greek	439	438		530	45	
Italian	11,220	143		260	1,700	
Spanish	2,734	147		382	-	
Portuguese	1,765	30		898	40	
Serbo Croat				1,703	140	
Slovak	15,603	2,877			-	
Albanian					-	
Macedonian					-	
Arabic	290					
Turkish	21,923	3,203		2,400	830	
	60,974	6,838	...	6,173	2,755	...
					TOTAL	76,840

P primary education

S1 1st cycle of secondary education (Sekunderstufe 1)

Teachers employed by the Länder

Language taught	Bavaria	Hessen	Lower Saxony	N. Rhine Westphalia	Rhineland Palatinate	Total
Greek	245	53	27	118	22	465
Italian	69	79	32	131	28	339
Spanish	29	55	16	67	4	171
Portuguese	6	20	11	46	9	92
Serbian		67			7	
Slovenian		1			-	
Albanian	96	1	41	109	-	
Hungarian		-			-	324
Macedonian		2			-	
Arabic	4	-	-	2	-	6
Turkish	498	245	163	1,064	86	2,056
Moroccan	-	10	-	-	-	10
	947	533	290	1,537	156	3,463

1.4 Teacher training (1984-85)

	Teaching of foreigners		Initial or further training		In-service training	
	Intro-duction	Special-ization	German as foreign language	Inter-cultural education	Central or Regional	Local
Baden-Württemberg	compul.	x	x		x 760	...
Bavaria	x	x	x		x 610	2,955
Berlin	x	x			x 100	-
Bremen	x	x	x		x 40	-
Hamburg	x	x			x ...	-
Hessen	x	x	x	x	x 983	1,350
Lower Saxony	x	x			x 1,000	
N. Rhine/Westph.	compul.				x 2,937	
Rheinland-Palat.	compul.		x		x 1,307	
Saarland	x				x 150	-
Schleswig-Holstein		x	x		x 200	-
T O T A L						12,392

x training offered as an option

compul. training compulsory for all future teachers

Nationality of foreign teachers attending continuing training sessions: (1984-85)

	Greek	Italian	Spanish	Portug.	Turkish	Yugoslav	Arab	Others	TOTAL
Baden-Württemberg	60	-	86	118	-	-	-	-	264
Bavaria	30	10	10	-	120	10	-	2,536 *	2,716
Berlin	-	-	-	-	20	-	2	-	22
Hamburg	-	14	25	-	120	15	-	-	174
Hessen	-	-	-	-	-	-	-	250	250
Lower Saxony	-	-	-	-	-	-	-	-	-
N. Rhine-Westphalia	157	115	68	55	968	77	-	-	1,440
Rhineland-Palatinate	-	-	-	-	-	-	-	138	138
Saarland	-	20	-	-	-	-	-	-	20
Schleswig-Holstein	-	-	-	-	-	-	-	-	-
Total	247	159	189	173	1,228	102	2	2,924	5,024

* one-day or one-week seminars arranged by the Ministry of Education or local authorities; two or more may be attended by the same people.

2. The distribution of responsibilities in the Federal Republic of Germany

In Germany, education (including the initial and in-service training of teachers) is the sole responsibility of the Länder⁴⁵. By virtue of Article 91 (b) of the Basic Law, however, the Federal State and the Länder may reach agreements on collaborating on educational planning. The Federal authority also has certain responsibilities in the field of vocational training.

This means that it is the Länder that are responsible for implementing Directive 77/486/EEC. Harmonization and coordination of the measures come within the purview of the Standing Conference of Land Ministers of Culture (Ständige Konferenz der Kultusminister der Länder der Bundesrepublik Deutschland, KMK). Since 1964, this Conference has made several recommendations on the subject. The latest, entitled "The education of the children of migrant workers", dated 8 April 1976, is still in force (with an amendment dated 26 October 1976).

⁴⁵ The Federal Republic of Germany is divided into 11 Länder: Baden-Württemberg, Bavaria, Berlin, Bremen, Hamburg, Hesse, Lower Saxony, North Rhine-Westphalia, Rhineland-Palatinate, Saarland and Schleswig-Holstein.

⁴⁶ Since each Land enacts its own legislation, Germany is covered by very many laws and regulations on the subject and it would be inappropriate to list them all here.

MEASURES ADOPTED BY THE LÄNDER IN FAVOUR OF THE CHILDREN OF
MIGRANT WORKERS

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 Preliminary remarks

In the Federal Republic of Germany, foreign pupils have the same rights and obligations as German nationals. They have the right to be educated free of charge and are under the same obligation to attend school and take part-time vocational education between the ages of 16 and 18 unless they are still in formal education.

If the children of migrant workers have an adequate command of German, they are normally placed in the ordinary class for their age and ability.

Nevertheless, special forms of education are provided to help children with an inadequate command of German. The main facilities (which exist in almost every Land) are:

- reception and preparatory classes;
- bilingual classes;
- intensive tuition in German;
- remedial courses;
- help with homework.

These forms of education are planned and implemented with due regard for the school systems and regulations in each individual Land.

1.2 Preparatory or reception classes

The purpose of these classes is to help pupils learn German quickly and provide help with their general education. Foreign children and adolescents usually stay in these classes for two years.

47 Note: The reception facilities are the same as those described in the previous report; here we shall confine ourselves to a brief review of the main measures now in force in Germany. Readers seeking more detailed information on measures in individual Länder are referred to the report, Com (84) 54 final.

The curricula and teaching materials are designed on the basis of German curricula. Teachers from the country of origin are used to teach the pupil's language and culture of origin.

The duration and organization of these classes differ from Land to Land.

1.3 Bilingual classes

Foreign pupils of the same mother tongue prepare for a German school certificate. Subjects are taught in German and in the mother tongue.

The curricula and teaching materials are, as in the case of the reception classes, designed along the lines of the German curricula. Here again, the language and culture of origin are taught by teachers from the pupils' own countries.

The duration and organization of these classes differ depending on the Land.

1.4 Intensive courses in German

These courses are made available when there are too few foreign pupils to warrant the formation of a reception class.

1.5 Remedial courses

For foreign children and adolescents, various help is available in adapting to and integrating in the school system; these are remedial courses given to children in normal classes to improve their knowledge of German or their general education.

1.6 Help with homework

This is arranged in several Länder, almost always being given outside school hours.

48 There are other measures as well, varying in individual Länder. For further details, the reader is referred to the previous report, Com (84) 54 final.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Baden-Württemberg

2.1.1 **Initial and further training for German teachers**

Students training to teach in Grundschulen and Hauptschulen must take a one-semester course on methods of teaching foreign pupils. This course may be taken as a special subject in the normal curriculum or as an optional extra.

Practising teachers may also take a further training course spread over a two-year period.

2.1.2 **In-service training**

2.1.2.1 German and foreign teachers employed by the Land

In-service training is provided by special institutes in the form of seminars, study weeks and a series of lectures. The school authorities also arrange study groups for teachers.

In addition, all those who teach in reception, remedial, bilingual and intensive German classes as well as the leaders of study groups are entitled to attend a one-week seminar once a year.

2.1.2.2 Foreign teachers employed by consular authorities

The Education Ministry subsidizes schemes organized by the consulates, training institutes and universities.

2.2 Bavaria

2.2.1 **Initial and further training for German teachers**

During their initial training, students may opt for a course on "German as a foreign language", a language of an immigrant community and many options covering the problems of emigration.

49 Note: Since the arrangements for the training of teachers are the same as those described in the previous report, we shall confine ourselves to a brief review of the principal measures in force in Germany today. Readers seeking more detailed information on measures in each Land should refer to that report, Com (84) 54 final.

Since 1980, a supplementary course has been available for trainee teachers who will be taking responsibility for foreign pupils in Grundschulen and Hauptschulen and in vocational and special education.

2.2.2 In-service training

2.2.2.1 German teachers

Since 1980, the Dillingen institute for in-service teacher training has performed a central role in methods for the teaching of immigrant children. It has a special section for in-service training for teachers and educational advisers and for the coordination of educational measures in favour of the children of immigrants.

2.2.2.2 Foreign teachers

There has been a distance training course since 1973, designed for foreign teachers who do not speak German, or whose German is not of a high enough standard. The course is for a period of 2½ years.

Several pilot schemes have also been conducted in Bavaria since 1980.

2.3 Berlin

2.3.1 Initial and further training for German teacher

The universities and specialist colleges (Fachhochschulen) in the city of Berlin offer courses in "the teaching of foreign pupils", "the problems of immigration" and "the languages of immigrants".

2.3.2 In-service training

2.3.2.1 German and foreign teachers employed by the city

Compulsory in-service training courses have been set up for those who teach foreign pupils.

Foreign teachers not speaking German or whose knowledge of German is inadequate when they take up the job must attend courses at the Goethe-Institut; renewal of their contract then depends on their passing a German test.

2.4 Bremen

2.4.1 Initial and further training for German teachers

Since 1978, the University of Bremen has offered an eight-semester course in "German, specializing in the teaching of German as a foreign language". Its students may also learn Turkish.

Also since 1978, there has been a one-year further training course for those already working as teachers, during which trainees teach in a reception or remedial course for 6 hours a week.

2.4.2 In-service training for German and foreign teachers

The Wissenschaftliches Institut für Schulpraxis provides in-service training for German and foreign teachers employed by the city authorities, basically on reception class teaching methods and the Turkish language.

German and foreign teachers taking the children of immigrants for the first time also attend a one-year preparatory course, their hours of work being reduced by 5 hours a week for the first semester and two hours a week for the second

2.5 Hamburg

2.5.1 Initial and further training for German teachers

Hamburg University offers a course in the teaching of German as a foreign language. A further three-semester course in the teaching of foreign children was introduced in October 1980.

2.5.2 In-service training

2.5.2.1 German teachers

The Institut für Lehrerfortbildung (Institute for In-service Teacher Training) offers a course in the teaching of German as a foreign language. A teacher guidance unit was also established within this Institute in 1981.

A one-semester course (for 409 teachers at a time) is also held to offer teaching staff refresher training. Those attending are allowed to take five teaching periods off per week during the course.

2.5.2.2 Foreign teachers

Foreign teachers employed by the city can take advantage of the same in-service training opportunities as German teachers.

Consulates arrange for the in-service training of their own teachers.

2.6 Hessen

2.6.1 Initial and further training for German teachers

The methodology of the teaching of foreign pupils, mixed classes, German as a foreign language and related matters is taught in universities. The University of Kassel also offers a four-semester course in the teaching of German as a second language.

Trainee teachers are to the extent possible assigned to placements in which they will come in contact with foreign pupils.

2.6.2 In-service training

In-service training and study groups are open to both German and foreign teachers. Special courses are arranged for new foreign teachers, who are also offered tuition in German.

2.7 Lower Saxony

2.7.1 Initial and further training for German teachers

A number of options are available in both universities and colleges: the methodology of teaching immigrants, problems arising from immigration, immigrant languages, etc.

Since 1981, the University of Oldenburg has also offered a supplementary course in "the teaching of foreigners" to students who have passed the first State examination.

In 1980, another institute was made responsible for establishing a two-year, 500-hour further training course, given in about 20 regional centres. Trainees are given five hours off their teaching duties every Wednesday to enable them to attend.

2.7.2 In-service training

Events are arranged for German teachers of classes with a high percentage of foreign students. Foreign teachers employed by the Land authorities are normally expected to attend an in-service training course once a year.

2.8 North Rhine-Westphalia

2.8.1 Initial and further training for German teachers

Courses on the "methodology of teaching foreigners" and on the teaching of "German as a second language" are offered at several universities. The University of Bielefeld has a full degree course on the teaching of German as a second language.

2.8.2 In-service training

2.8.2.1 German teachers

The school authorities organize educational study groups.

The Rheinisch-Westfälische Auslandsgesellschaft arranges seminars, series of lectures and study visits to immigrants' countries of origin.

2.8.2.2 Foreign teachers

The Landesinstitut für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung has offered a distance course in German since 1975.

2.9 Rhineland-Palatinate

2.9.1 Initial and further training for German teachers

The University of Mainz-Gemersheim and the Landau Erziehungswissenschaftliche Hochschule (College of Education) offer a three-semester further training course. Students may apply for a grant for these courses, in which an immigrant language must be studied.

2.9.2 In-service training

No information is available on either German or foreign teachers.

2.10 Saarland

2.10.1 **Initial and further training for German teachers**

An optional course on the methodology of teaching foreigners is offered by Saarbrücken University.

2.10.2 **In-service training**

Some German teachers attend in-service training sessions. Foreign teachers may attend lectures on teaching methods arranged by the Consular inspectorate.

2.11 Schleswig-Holstein

2.11.1 **Initial and further training for German teachers**

The colleges of education in Kiel and Flensburg offer a course in the teaching of German as a foreign language.

2.11.2 **In-service training**

2.11.2.1 German teachers

The Landesinstitut für Praxis und Theorie der Schule (IPTS) in Lübeck has held training sessions for teachers since 1976, supplemented by regional study groups. IPTS coordinates the production of teaching materials for reception classes and the teaching of German. Since 1980 it has also offered a course in Turkish.

2.11.2.2 Foreign teachers

The consular authorities arrange training sessions for these teachers.

3. Tuition in the language and culture of origin (Directive 77/486/EEC, article 3)⁵⁰

3.1 Current measures

Foreign pupils who are not taught their mother tongue in reception or bilingual classes are offered the opportunity of extra tuition in their mother tongue and the culture of their country of origin, in addition to the teaching they receive in German classes. This tuition is given by teachers of the country of origin, usually four or five hours week inside or outside school hours.

In the Länder of Bavaria, Hesse, Lower Saxony, North Rhineland and Rhineland-Palatinate, the teaching of pupils' language and culture of origin in primary schools and the first cycle of secondary education is arranged and paid for by the German school authorities.

Attendance of this form of education is optional except in Hesse, where the language of origin is part of the compulsory curriculum, although parents may ask for their children to be exempted.

Marks obtained in this subject are automatically included in the school record of each child, although they are not taken into account in decisions on upward moves from the first to the fourth class. From the fifth class on, the language of origin may be chosen instead of the first or second foreign language.

In the Länder of Baden-Württemberg, Berlin, Bremen, Hamburg, Saarland and Schleswig-Holstein, tuition in the language and culture of origin comes under the responsibility of the consular authorities for the countries in question, who supervise the teaching and bear the cost. Nevertheless, these Länder encourage the teaching of the mother tongue and the culture of the country of origin by making school premises available free of charge.

⁵⁰ Note: Since current measures on the teaching of the language and culture of origin to the children of migrant workers are on the whole the same as those described in the previous report, we shall confine ourselves to a brief review of the principal measures in Germany today. Readers seeking more detailed information on measures in each Land should refer to that report, Com (84) 54 final.

Some of the Länder (Baden-Württemberg, Berlin and Hamburg) subsidize this teaching.

Marks obtained in the subject may be entered in the school record.

Several of the Länder also take responsibility for offering education in the language and culture of origin as the first or second foreign language in secondary education, but only in Berlin is this form of teaching well developed.

In both systems, the maximum number of hours per week is 5. Classes normally take place in the morning, but if necessary all or part of the tuition is given in the afternoon.

As recommended by the Conference of Education Ministers, the language of origin may be offered in first cycle secondary classes instead of one of the foreign languages. The marks obtained are then taken into account in deciding on promotion to the next higher class. The choice of whether to learn the language of origin is free, except in Hesse where these courses are compulsory (although parents may ask for an exemption).

The Standing Conference of Education Ministers is currently engaged in consultations with a view to improving teaching in the language of origin. The Länder of Hesse and North Rhineland are producing teaching materials and guides for foreign teachers, while other Länder have similar plans.

The Federal Government and the governments of the Länder are working with the Governments of the countries of origin by setting up bilateral committees of experts under existing cultural agreements, part of their mission being to discuss education in the mother tongue and the teaching of the culture of origin.

There is also contact between the school authorities in the Länder and diplomatic and consular representatives of the countries of origin on technical matters.

3.2 Teachers of the language and culture of origin

In Bavaria, Hesse, Lower Saxony, North Rhineland and Rhineland-Palatinate, teachers who take integrated or deferred classes in the language and culture of origin are employed by the Land.

They are recruited by the Ministry of Education in each Land, and the German school authorities are responsible for school inspection, teaching support and in-service training. Consular educational directors may, accompanied by a German inspector, inspect the courses of language and culture of origin being given to their co-nationals.

In the Länder of Baden-Württemberg, Berlin, Hamburg, Bremen, Saarland and Schleswig-Holstein, teachers of the language and culture of origin are civil servants of the country concerned detached for that job or foreign consulate employees. They are appointed and paid by their respective consulates, which are also responsible for school inspection and educational support.

Where these Länder offer the language of origin as a subject in the secondary school curriculum as an alternative to the first or second foreign language, the teachers are recruited and paid by the Länder. The position in the five other Länder is as described above.

3.3 Educational cooperation between the host country and the country of origin

Cooperation between the Federal Republic of Germany and the governments of the Länder on the one hand and the governments of the countries of origin on the other is regulated by cultural agreements with those countries. Committees of experts, with representatives of the Federal Government and the German Länder Ministries and representatives of the Ministries of Education and Foreign Affairs in the countries of origin, generally meet once a year.

Joint committees of this kind have been set up with Italy, Greece, Spain, Portugal, Yugoslavia and Turkey.

At grassroots level, there is regular contact between the consular cultural departments and the German school authorities.

C o n c l u s i o n s

There has been very little change in reception facilities in the Federal Republic of Germany since 1982. Nevertheless, the following points should be made:

there has been marked progress in the pre-school education of foreign children;

the number of children who have already been in education in their country of origin has fallen. Most foreign pupils entering the first year of primary education today were born in Germany or came to Germany before the age of six, and many already know German well enough to be placed in an ordinary class. The result has been a reduction in the number of reception and bilingual classes. On the other hand, measures to meet language needs and help with integration in school education are of growing importance.

The measures to promote the teaching of the language and culture of origin described in the Commission's first report are still applicable in general, and the same is true of teacher training measures.

It should be pointed out, however, that there has been a significant increase in the number of foreign teachers employed by the consulates who attend training sessions arranged by the German authorities (approximately 450 in 1984-85).

In-service training on teaching methods in the field of immigration are attracting more and more German teaching staff in Grundschulen, Hauptschulen and vocational schools. Little interest has been displayed by staff in Realschulen and Gymnasien.

The conclusion must be that the Federal Republic of Germany has adopted a series of very satisfactory measures to promote the education of the children of migrant workers.

Existing reception measures are almost universally adequate, particularly those in Grundschulen and Hauptschulen.

More attention might perhaps be paid to increasing these facilities for Gymnasium and Realschule pupils, as too much reliance may be placed on the assumption that a foreign pupil enrolling in an academic stream of secondary education is already integrated into the German school system.

The initial and in-service training system for teachers is altogether satisfactory almost everywhere. The only point to which attention might be devoted is the greater integration of foreign teachers with consular status.

Although much has already been done as regards the teaching of languages and cultures of origin, perhaps there should be encouragement for this tuition to be given in normal school hours.

It would also be a good thing to create more links between extra-scholastic teaching of these subjects and normal education, extending the teaching of languages and cultures of origin to the more academic streams of lower and upper secondary education.

Efforts should also be made in the following directions:

- 1) when foreign pupils in the first cycle of secondary education have been taught their own language and culture as an extra subject, it should be possible for them to be credited with that subject for the purpose of admission to upper secondary Gymnasium classes;
- 2) pupils who have studied their mother tongue as an alternative to the first or second foreign language should encounter fewer difficulties in continuing with their studies in the second cycle of secondary education.

4. SPAIN

Since 1 January 1986, the date on which Spain joined the European Community, article 7 and 12 of Regulation 1612/68 and Directive 7/486/EEC have applied to the children who are dependants of any Spanish worker residing in the territory of another Member State in which that worker is or has been in paid employment.

Children who are the dependants of workers of other Member States living in Spain enjoy the same benefits.

The reference year for this second Commission report on the application of Directive 77/486/EEC is 1984-85 and it does not, therefore, cover Spain.

S7 bis

5. FRANCE

I n t r o d u c t i o n

1. Global statistics

France has a population of approximately 54,350,000.

In 1982, there were a total of 3,680,100 foreign nationals in France, 1,577,900 of whom were from other European Community Member States.

France has provided the following figures on the number of non-French children in primary and secondary education.

2. Courses in language and culture of origin
(1984-85)

Elementary school pupils	Total	% *	integrated teaching	deferred teaching
Algerian Arabs	36,345	30.1%	30,559	5,786
Moroccan Arabs	10,427	13.2%	4,740	5,687
Tunisian Arabs	8,471	32.3%	4,011	4,460
Spanish	8,364	58.0%	813	7,551
Italian	14,396	100.0%	12,519	2,879
Portuguese	41,419	48.1%	19,585	21,834
Turkish	14,783	53.74	7,029	7,754
Albanian				
Macedonian	3,325	52.6%	104	3,221
Serbian				
Slovenian				
	137,532	37 %		

* % of total number of pupils of that nationality

Number of teachers, 1984-85

Algerian	340
Spanish	209
Italian	77
Moroccan	75
Portuguese	443
Tunisian	90
Turkish	173
Yugoslavs	77
	<hr/>
	1,484

i.e. an average ratio of 1 teacher
per 93 pupils receiving integrated or
deferred tuition in their language of origin.

3. Teacher training

**Centres de Formation et d'Information pour la Scolarisation
des Enfants Migrants - CEFISEM**

**(Training and information centres for the education
of the children of migrants)**

Antilles - Guyana

Besançon

Bordeaux

Caen

Chartres

Clermont-Ferrand

Creteil

Douai

Grenoble

Lyons

Marseilles

Metz

Montpellier

Nantes

Nice

Orléans-Tours

Paris

Strasbourg

Surinam

Toulouse

Versailles

1.3 Secondary education⁵²

1.3.1 **Adjustment classes**

These classes are for foreign pupils who do not speak French and who arrive in France between the ages of 12 and 16. Their aim is to upgrade the language skills of new arrivals and help them to settle into school. Pupils remain in the class for up to one year; the class size is about 15 pupils.

1.3.2 **Support classes**

These are remedial classes in the French language and general education, held in two hourly periods a week. The groups may consist of no more than 15 pupils.

1.4 Primary and secondary education

Since school year 1982-83, an annual appropriation has been made to fund specific tuition in French in the form of additional hours' teaching for non-French-speaking pupils who are too widely scattered to enroll in the reception facilities of a single primary or secondary school.

Educational support measures for the children of migrant workers are also arranged outside the hours of compulsory schooling⁵³.

In cooperation with the Ministry of Social Affairs and National Solidarity and with the financial support of the Fonds d'Action Sociale pour les travailleurs immigrés et leurs familles (FAS - Social action fund for immigrant workers and their families), the Education Ministry has made provision for reception education for foreign children, the purpose being to help them settle into school and neighbourhood life.

Originally set up on an experimental basis in a few departments and for restricted age groups, the facility has now been extended to the whole of France by two ministerial circulars dated 10 June 1982 and 14 August 1984.

A memorandum of 13 March 1985 created an experimental programme of establishing and supporting libraries and documentation centres in lower secondary schools. This rapidly growing facility is promoting the wider recognition of the cultures of immigrant communities.

52 **Statistics** (school year 1984-85)
Adjustment classes in secondary schools: 3,608 pupils

53 **Statistics** school year 1984-85):
675 extracurricular promotion cycles were arranged for about 10,125 children.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 French teachers

2.1.1 Initial training

The curriculum for teacher training colleges (first cycle teacher training) has included an optional 70-hour unit since 1980, making future teachers more aware of the language, cultural and social problems of the children of migrant workers and paving the way for more comprehensive study during their in-service training.

This optional unit has been introduced into most teacher training colleges in geographical departments with a high percentage of immigrants. It touches on linguistic, cultural, psychological, socio-economic and educational factors as well as teaching methods. Other course units, especially on general French-language teaching methods, also cover some of these topics.

The new curriculum now being drawn up will also take systematic account of the immigration factor.

Since 1975, at the request of the Education Ministry, there has also been an additional training facility for trainers and advisers in the Ecole Normale Supérieure (ENS) at Saint-Cloud. Trainees are seconded for a year to work on educational research and the production of educational materials, the teaching of French as a second language and the training of trainers, under the supervision of teachers at ENS and research workers from CREDIF (Centre de Recherche et d'Etude pour la Diffusion du Français).

2.1.2 In-service and further training ⁵⁴

2.1.2.1. Training centres

Since 1975, training centres known as CEFISEM (Centres de Formation et d'Information pour la Scolarisation des Enfants Migrants - Training and information centres for the education of migrant workers' children) have been set up in departments with a large immigrant community. They are attached to teacher training colleges and offer training for primary and secondary school teachers involved in the education of foreign children.

⁵⁴ **Statistics:** about 3,000 French teachers first and second level) received in-service training in 1984-85.

Between 1975 and 1985, 23 such centres were set up. At the beginning they concentrated on primary education, but their field of action has gradually been extending to secondary technical schools and lycées.

CEFISEMs arrange seminars, working meetings and courses tailor-made to their participants' needs. They serve as a forum where staff can become acquainted with the problems and obtain information on training. In addition, trainees can help with research projects, surveys and the production of teaching materials.

Certain activities are aimed jointly at French and foreign staff responsible for teaching migrant workers' children.

CEFISEMs work closely with CREDIF (Centre de Recherche et d'Etudes pour la Diffusion du Français - Research and study centre for the dissemination of French) and universities. At the request of the Education Ministry, they have also cooperated in organizing and running pilot schemes under the auspices of the Council of Europe or the Commission of the European Communities.

Information and experience have been systematically pooled by the CEFISEMs, and senior CEFISEM officials and officials from the Education Ministry responsible for the education of the children of migrant workers also meet annually for this purpose.

2.1.2.2 Other measures

Other training bodies (universities, academic teams, teacher training colleges, priority zone authorities and regional educational documentation centres) also take part in the in-service training of teachers responsible for foreign children, on occasions in liaison with CEFISEMs. These bodies act when commissioned to do so or on their own initiative.

2.2 Foreign teachers⁵⁵

2.2.1 In-service training

Embassies and consulates make their own arrangements for information and training sessions for their teachers.

⁵⁵ ~~Statistics~~ in 1984-85, over 500 foreign teachers out of a total of 1,454 received in-service training.

The French authorities systematically offer a reception course for all foreign teachers starting work in France to brief them fully on their new duties and the environment in which they will be working, the French school education system, the nature of the school population and the role of the teaching of language and culture of origin in school activities. These courses last a week and are usually run by the CEFISEM serving the school in which the teachers are to work.

Foreign teachers can also take advantage of training measures arranged by CEFISEMs, for example by attending:

- special courses to help foreign teachers adapt their teaching efforts to French schooling;
- mixed courses for French and foreign teachers, specifically planned to promote collaboration between them with a view to the educational integration of the teaching of languages and cultures of origin;
- courses for teachers who are to be responsible for the children of immigrants.

Foreign teachers working in schools under bilateral agreements are also eligible for any in-service training arranged in France provided that it relates to the field in which they work and that their national authorities permit them to attend.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)⁵⁶

3.1 Primary (elementary) education

Three hours a week (set aside in the normal 27-hour school week) may be devoted to the language and culture of the country of origin of children whose country has signed a bilateral agreement with France.⁵⁷ This tuition has the same status as early-learning games and activities during school hours (basically in the afternoon).

In the introductory classes, the teaching of language and culture of origin follows the same system.

⁵⁶ Since April 1983 the French educational system has taken direct responsibility for setting up tuition in languages and cultures of origin, in cooperation with the embassies of the countries in question.

⁵⁷ Portugal (1973), Italy (1974), Tunisia (1974), Spain (1975), Morocco (1975), Yugoslavia (1977), Turkey (1978) and Algeria (1981).

3.2 Secondary education

Pupils whose language is one of the twelve⁵⁸ that can be chosen as a first or second foreign language in the French school system may select their own language as their first foreign language in the sixth class and as their second foreign language in the fourth class. This subject is taught for three hours a week from the sixth or fourth class to the final year of secondary school.

Pupils in lower secondary schools who have opted to study their own language as their first or second modern language may continue these studies in the lycée or vocational lycée. If a modern languages section cannot be set up, optional tuition may be arranged for three hours a week.

In lower secondary schools and vocational lycées, 3 hours' tuition in the language and culture of origin may be offered each work as optional subjects provided that 20 or so pupils enroll.

3.3 Primary and secondary education

3.3.1 Extracurricular tuition

Three or more hours' tuition is arranged jointly by the French school authorities and the consular authorities for the countries of origin. The curricula, subjects and methods are left to the discretion of the Consulates.

3.3.2 Language activities

Language activities - theatre, music, stories, puppets, drawing, etc. - are arranged out of school hours by associations, usually funded by the Fonds d'Action Sociale pour les Travailleurs Immigrés et leurs Familles.

3.4 Teachers of the language and culture of origin

3.4.1 Foreign teachers⁵⁹

In primary education, optional courses in middle schools and lycées and extracurricular tuition, languages and cultures of origin are taught by teachers recruited and paid by the consulates of their countries of origin, who also arrange for their training and supervision.

58 German, English, Spanish, Italian, Portuguese, Arabic, modern Hebrew, Russian, Japanese, Dutch, Serbo-Croat and Chinese.

59 The number of teachers made available by the countries of origin falls far short of the number needed by a school population of 560,500 (elementary and the first cycle of secondary education). The ratio is 1 teacher per 378 potential pupils.

The teachers are civil servants on secondment or people with special consular status. They have the qualifications required in their countries of origin for teaching at primary or secondary level.

For short-term or supply teaching, embassies sometimes call on temporary staff recruited from among their own nationals listing in France.

The French inspectorate has the right to inspect the teaching of languages and cultures of origin if they are treated as school activities in their own right (i.e. integrated or deferred tuition).

3.4.2 French teachers

Foreign languages taught as the first or second foreign language in secondary education are taken by French teachers recruited by a nationwide competitive examination among holders of the CAPES (secondary education teaching certificate) or agrégation (university teaching certificate).

3.5 Educational cooperation between France and the countries of origin

Foreign inspectors appointed by their governments, usually attached to the embassies, are responsible for the academic inspection and educational management of integrated and extracurricular courses at secondary level.

Links have been established with the French administrative and educational authorities, especially at geographical department level, to decide on the locations of future courses (integrated and extracurricular) and the number of classes at the start of the school year. The school inspectors are responsible for setting up joint committees for this purpose.

Cooperation with Community Member States and other countries is based on ad hoc bilateral agreements or on the work of joint cultural, scientific or technical committees, or on manpower agreements.

Educational cooperation exists with the consular authorities. This helps to create a link between the French school curricula and teaching methods and the teaching of the language and culture of origin imparted inside or outside the school.

C o n c l u s i o n s

Since 1982, there have been no changes in the arrangements for the reception and French teaching for pupils who do not speak the language, i.e. introductory and remedial classes in primary schools and adjustment classes in middle schools.

Even so, some progress has been made. Since 1982-83, annual appropriations have been made to fund specific teaching of French for pupils who do not speak the language and are too scattered to benefit from reception facilities in a primary or lower secondary school.

Educational support measures for the children of migrant workers are also being arranged outside normal school hours, and libraries/documentation centres are being set up in middle schools and vocational lycées.

With regard to teacher training, the measures taken to set up initial training can be regarded as satisfactory, and the in-service training system is quite outstanding. Since 1982, there has been an expansion in the CEFISEM network, which now covers almost the whole of metropolitan France (only about three more such centres being needed). Furthermore, the intercultural option that has been included in CREDIF and CEFISEM courses since 1978 is promoting closer cooperation between French and foreign teachers.

Although relatively few French teachers attend in-service training in this field by comparison with the number of pupils from immigrant communities, there has been great progress with cooperation with embassies or consulates on the in-service training of foreign teachers. The only point to be made is that embassies often find it difficult to replace teachers while they are on a course.

With regard to the teaching of languages and cultures of origin in primary education, since 1983 there has been progress in establishing educational cooperation between the French and consular authorities. The number of pupils is also growing (137,000, compared with 113,000 in 1980-81).

6. G R E E C E

It is very disappointing, however, that the number of optional courses in secondary education is disproportionately low compared with the number of pupils who have been studying their own language in elementary school. There has been very little progress with the teaching of the language and cultures of origin in middle schools and lycées, only 70 such courses being reported in 1984-85. The French Government could take more practical steps to promote this teaching, especially for Spanish, Italian, Portuguese and Greek pupils.

The only Community countries with which bilateral agreements have been reached are Italy, Portugal and Spain. Although there are fairly large populations of residents in France coming from West Germany (43,800) Belgium (50,200), the United Kingdom (34,200) and the Netherlands (14,000), France has not signed bilateral agreements with these countries and has taken no step to make arrangements for the teaching of their languages and cultures of origin.

It may also be pointed out that the foreign language courses given in the middle schools and lycées are in general aimed at pupils studying a foreign language rather than improving their knowledge of their own language of origin.

Introduction

1. Statistics

Greece has a population of approximately 9,350,000.

In 1985, there were a total of 295,841 foreign nationals in Greece. Of these, 208,476 were from other European Community Member States, although it should be pointed out that 197,585 members of this group were Greek emigrants with foreign citizenship returning to Greece for a certain period.

The Greek authorities have provided the following figures on the number of non-Greek children in primary and secondary education in academic year 1984-85.

Country of origin	Foreign pupils attending Greek state schools		No. of international schools	Foreign pupils attending international schools
	Primary	Secondary		Primary & Secondary
Belgium	20	7	-	2
Denmark	3	1	-	9
Germany	89	30	2	274
France	64	2	2	275
Ireland	1	-	-	-
Netherlands	11	6	-	55
UK	65	2	1	282
Italy	-	19	1	236
Spain	-	2	-	-
Austria	-	-	-	12
US	-	-	4	1,500
Japan	-	-	1	99
- - - - -	-	-	-	-
	253	69	11	2,744

**Number of pupils in primary education
receiving instruction in Greek language and culture**

	VBKL		Bilingual classes		Integrated classes		mother-tongue classes		Greek primary schools	
	85/86	86/87	85/86	86/87	85/86	86/87	85/86	86/87	85/86	86/87
Belgium	-	-	-	-	25	43	1,071	1,030	25	36
Denmark	-	-	-	-	-	-	8	35	-	-
Germany	243	275	2,661	934	5,131	3,428	9,914	9,332	4,154	3,985
France	-	-	-	-	-	-	628	553	-	-
Italy	-	-	-	-	-	-	37	36	33	33
Luxembourg	-	-	-	-	-	-	17	17	-	-
Netherlands	-	-	-	-	-	-	266	230	-	-
UK	-	-	-	-	-	-	3,713	3,620	62	77
Spain	-	-	-	-	-	-	4	-	-	-
- - - - -	-	-	-	-	-	-	-	-	-	-
Total	243	275	2,661	934	5,181	3,471	15,658	14,853	4,274	4,131

VBKL = Vorbereitungsklassen - pre-primary education

mother-tongue = deferred tuition, optional or extrascholastic

**Number of pupils in secondary education
receiving instruction in Greek language and culture**

	lower secondary education								upper secondary education			
	integrated classes		mother tongue classes		reception classes		private schools		mother tongue classes		private schools	
	85/86	86/87	85/86	85/86	85/86	86/87	85/86	86/87	85/86	86/87	85/86	86/87
Belgium	-	-	282	296	-	-	-	-	145	142	-	-
Denmark	12	-	4	8	-	-	-	-	-	-	-	-
Germany	2,570	2,282	3,392	3,347	-	47	3,251	3,501	-	-	4,529	5,196
France	-	-	61	88	-	-	-	-	-	-	-	-
Italy	-	-	-	-	-	-	-	-	59	36	-	-
Luxembourg	-	-	-	-	-	-	-	-	-	-	-	-
Netherlands	-	-	103	69	-	-	-	-	-	-	-	-
UK	-	-	-	-	-	-	-	-	-	-	-	-
Spain	-	-	-	-	-	-	-	-	-	-	-	-

**Pupils and teachers receiving/giving
instruction in Greek language and culture**

	Number of pupils				Number of teachers			
	primary education		secondary education		primary education		secondary education	
	85/86	85/86	85/86	86/87	85/86	86/87	85/86	86/87
Belgium	1,121	1,109	427	438	58	53	28	28
Denmark	33	35	16	8	1	1	1	1
Germany	22,103	17,954	13,742	14,373	725	682	594	631
France	628	553	120	124	22	22	4	5
Italy	70	69	-	-	2	2	-	-
Luxembourg	17	69	-	-	1	1	-	-
Netherlands	266	230	103	69	12	11	6	6
UK	3,775	3,697	-	-	43	40	-	-
Spain	4	-	-	-	1	-	-	-
- - - -	-	-	-	-	-	-	-	-
Total	28,017	23,664	14,408	15,012	865	812	633	671

1985/86 total no. pupils 42,425 total no. teachers 1,498
 1985/86 total no. pupils 38,676 total no. teachers 1,483

2. Preliminary remarks

Before reviewing the measures in favour of the children of migrant workers in Greece, it should be pointed out that this is not a country that hosts immigrants but one from which labour emigrates to other states. Foreign labour is only a tiny percentage of the Greek work force and is made up mainly of workers from Arab countries. The group fluctuates considerably in number and is dispersed throughout the country, its members generally not being accompanied by children of school age.

Up to the present, the Greek Ministry of Education has received no requests for the provision of education for the children of these workers.

On the other hand, Greece faces the delicate problem of reintegrating the children of returning Greek workers in the social environment and the educational system, and it has set up reception education for this purpose.

The other group of foreigners living in Greece tends to be the staff of diplomatic and consular services or trade representatives from the Community and other countries. Satisfactory provision for their children's education is generally made by the private foreign schools, with special legal status, in the main cities.

Measures in Greece in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

At present most of the children of the nationals of Community and other countries who work and are established in Greece attend private schools in the major Greek cities where they live during the nine years' period of compulsory education. The consular and diplomatic authorities for the countries of origin are responsible for the curriculum of studies in such schools.

The special and delicate problem of educating Greek children whose parents have returned to the country after living abroad has led the Greek Government to set up reception classes in primary and secondary education in Thessalonica and the region of Serres to cater for children returning from Germany.

These classes have come into being in pursuance of a ministerial directive, the objective being to help pupils settle into Greek education, society and culture and brush up their knowledge of Greek.

They consist of a minimum of 10 and a maximum of 25 pupils from the same area of emigration (German- or English-speaking).

Where there are too few pupils to justify the creation of a reception class, remedial tuition has also been established. Their aims are the same as those of reception classes: to provide educational, especially language, support, for children placed in ordinary classes.

60 Presidential decree 494, enacted in 1983, apparently covers reception classes and tuition in the Greek language for immigrants, teaching of the language and culture of origin and teacher training, but the report on Greece offers no information as to the application of the decree.

These groups consist of 4 to 9 children, to the extent possible from the same area of emigration (German- or English-speaking). Five to six hours a week are devoted to remedial teaching.

Where possible the reception and remedial classes are taken by primary or secondary school teachers who have taught in the pupils' country of origin.

The reception and remedial facilities are within primary and lower secondary education. They are designed for pupils who have returned from the Federal German Republic and English-speaking countries.

Originally introduced in two regions, Thessalonica and Serres, in 1982-83 they were extended to the whole of the country.

In practice, however, there have been difficulties in setting up reception classes: gathering 10 pupils to form a class, finding classrooms and extra teaching staff and of course the cost and inconvenience of transporting pupils. This means that there is a general tendency to place pupils in ordinary classes and reinforce educational support measures.

A pilot scheme has been conducted under the auspices of the Commission to develop appropriate teaching methods and materials.

Note: Greek pupils returning from English- and German-speaking countries have the opportunity to continue studying English and German.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Greek teachers

2.1.1 Initial and further training

There appears to be no specific training for Greek teachers.

2.1.2 In-service training

The Centre for educational research and training in Athens is responsible for the in-service training of teachers in charge of reception and remedial facilities for Greek pupils returning to the country.

Unfortunately we have no figures for teachers taking such training in 1984-85.

2.2 Foreign teachers

Teachers in private international schools do not come within the purview of the Greek Government.

As of this time, no teachers of language and culture of origin are attached to Greek state schools.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Current measures

Most of the children of Italian, German, British and French nationals attend the international schools, where the curricula of their countries of origin are taught in their own languages, with Greek being taught as the first or second foreign language.

These schools are in private school premises belonging to the organizing authorities, who also bear the full running costs; the Greek State makes no contribution.

In reception classes for repatriate Greek children, teaching is in Greek for 20 to 25 hours a week, with 3 or 4 hours a week being devoted to the language of their country of origin (usually German or English). These classes are in official school buildings and the full running cost is borne by the Greek authorities.

To the extent possible, Greek repatriate children attend secondary schools where the language of the country from which they have returned is taught.

Note: we have no information on the teaching of languages of origin in Greek state schools.

3.2 Teachers of the language and culture of origin

Teachers in the international schools are either teachers in their own country who have been seconded there or staff recruited under contract by the private school authorities. These schools come under the supervision of their organizing bodies (the consular authorities or private companies) and the Greek Ministry of Education.

There are no reports on any foreign teachers of language and culture of origin except for the staff at these international schools.

The teaching staff in reception classes for the children of Greek nationals returning to the country and those providing remedial tuition are teachers of various subjects in Greek state education (languages, mathematics, etc.). In general they are Greek primary and secondary school teachers who have worked abroad.

The Greek Ministry of Education and its administrative and supervisory bodies are responsible for the supervision, administration and educational direction of these classes.

3.3 Cooperation between Greece and the countries of origin

No EC Member State or third country has as yet contacted the Greek Government regarding the teaching of its language and culture to the children of its migrant workers.

There is, therefore, no educational cooperation between Greece and other countries on this subject.

C o n c l u s i o n s

Since 1982, Greece does not seem to have made much progress in implementing Directive 77/486/EEC.

Although reception measures do exist, they are only for the children of Greek workers returning home after working abroad. The same applies to the teaching of languages and cultures of origin.

Children from other Member States seeking education suited to their needs and instruction on their own language and culture have virtually no alternative to attending international schools with private status, where the education they obtain is very expensive.

The Commission wonders whether the reason why parents opt for private, fee-paying education might not be the lack of reception facilities in state schools rather than a deliberate decision.

With regard to the initial and continuing training of Greek and foreign teachers, Greece does not seem to have made much progress: here again the only form of training that exists is directed towards teachers in reception and remedial classes for Greek children returning home.

7. IRELAND

I n t r o d u c t i o n

1. Preliminary remarks

Since Ireland has not replied to the questionnaire it was sent by the Commission in 1985, we have drawn up the report that follows on the basis of the information supplied in 1982.

2. Statistics

In 1981, the population of Ireland was 3,443,405.

In 1983, Ireland supplied the following information on the number of foreign children in primary and secondary education. These figures are for school year 1981-82.

Foreign pupils (whose mother tongue is not English)

<u>Nationality</u>	<u>Primary and secondary education</u>
Belgian	9
Danish	14
French	116
Greek	2
German	179
Italian	67
Dutch	128
Others	130
	—
	645

(of whom 227 are in Dublin)

Measures in Ireland in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

In the first two years of primary school, great importance is attached to developing the pupil's linguistic skills. In most primary and secondary schools, remedial teachers are available to help pupils with language difficulties.

A few reception classes are arranged for Vietnamese refugees.

No statistics are available on the number of foreign pupils receiving extra language tuition.

2. Teacher training (Directive 77/486/EEC, article 2.2)

Since there are so few immigrant children and they are widely scattered no special training has been initiated, although it should be noted that Irish primary school teachers receive training in the teaching of Irish to pupils who speak English at home and that the teaching of English as a second language is a subject offered in the universities.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 International schools

There are two international schools: the Franco-Irish school and the Germano-Irish school, which accept pupils of various nationalities.

The French school consists of a nursery school, a primary section and a secondary section affiliated to the Centre National pour l'Enseignement à Distance in France.

The German school has a nursery school section, a primary section and a secondary section.

The teachers' salaries are covered by the Irish Ministry of Education, while the salaries of the heads of the schools are covered by the French and German Governments.

Apart from these two schools in the Dublin area, no other schools offer tuition in the language and culture of origin. No mention is made of extrascholastic tuition in languages and cultures of origin. The Ministry has, however, stated that it is prepared to give favourable consideration to any applications.

3.2 Teachers of the language and culture of origin

In both the international schools, the teachers of English, Irish and religion are Irish. The other teachers are French or German.

3.3 Educational cooperation between Greece and the countries of origin

Cooperation in the Franco-Irish school is governed by a Franco-Irish cultural agreement of 1967.

The Germano-Irish school operated without a formal agreement until February 1983, when a cultural agreement was signed.

Cultural agreements between Ireland and the Netherlands, Belgium, Greece, Norway and Spain have not given rise to any initiatives relating to tuition in languages and cultures of origin.

C o n c l u s i o n s

Since Ireland, notwithstanding its obligation under article 5 of the EEC Treaty and articles 4 and 5 of Directive 77/486/EEC, has not replied to the questionnaire it was sent in 1985, we cannot assess the progress that has been made since the Commission's previous report.

In 1982, very few steps had been taken towards setting up reception teaching to meet the needs of migrant workers, providing for the initial and in-service training of teachers responsible for the children of immigrants or promoting the teaching of those children's languages and culture of origin.

8. ITALY

I n t r o d u c t i o n

1. Statistics

In 1981, the population of Italy was 56,556,911.

The total number of foreigners in Italy at the time was 211,937, 79,329 of whom were from European Community Member States.

Note: As of this date, the Italian Government has not conducted a census of foreign pupils in Italian primary and secondary education and no statistics can be provided on the subject in this report.

Measures in Italy in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

In primary education and in lower secondary schools, the reception arrangements set up by a Ministerial circular of 4 July 1981 are designed to facilitate the integration of foreign pupils into the Italian school system

by:

- courses in Italian language and culture
- remedial courses in other subjects
- guided individual study
- complementary activities
- remedial teaching

Foreign pupils may also apply for admission to a residential school on a par with Italian pupils.

Detailed information and statistics on the implementation of the 4 July 1981 circular are not available, although the following trends can be discerned:

the intensive remedial teaching of Italian is most common in the early years of primary school;

foreign pupils are integrated in ordinary classroom activities as soon as possible;

there are no special reception classes, but there are many individual or group arrangements for language learning and remedial teaching;

foreign pupils learn Italian quickly.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Italian teachers

A draft inter-ministerial decree of 21 December 1984 states that teaching staff who are to work in Italian schools and cultural institutions abroad must attend a training and guidance course lasting at least two weeks.

The in-service training of Italian teachers employed in Member States is governed by Law 604/1982. There is, however, absolutely no provision for the initial or in-service training of teachers responsible for the children of migrant workers in classes in Italian schools.

2.2 Foreign teachers

There are only two Dutch teachers, and no training arrangements have been made.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Tuition in the language and culture of origin for foreign children established in Italy

Decree 722 of 1982 requires primary and lower secondary schools to draw up a curriculum for pupils from other EC Member States that includes teaching of the language and culture of origin, to be coordinated with the compulsory subjects on the school syllabus.

The Foreign Ministry has brought these provisions to the attention of the Embassies of other Member States. As a result, the Netherlands has asked for courses in the language and culture of origin to be set up for Dutch nationals in Varese and Milan⁶¹. These courses have now been arranged jointly by the Italian authorities and the Dutch Consulate in Milan.

No other country (Community or other) has made any application along these lines to the Italian authorities.

3.2 Teachers of the language and culture of origin

The only staff to have taught such courses in Italy during school year 1984-85 have been the two Dutch teachers. They are employed as foreign experts under a contract for the rendering of services. Their salaries are paid by the Italian State, which applies the principle of reciprocity.

3.3 Educational cooperation between Greece and the countries of origin

There is contact between the Italian authorities and the Dutch Consulate in Milan.

No other Community Member State or third country has as yet entered into contact with the Italian authorities.

⁶¹ Number of pupils in 1984-85: Varese 6; Milan 12

C o n c l u s i o n s

It is difficult to assess the manner in which Italy is applying article 2.1 of directive 77/486/EEC.

The Italian Government has supplied no statistics on foreign pupils attending the various types of education or on pupils taking intensive courses in the Italian language or receiving other remedial teaching.

The only comment that can be made on the information forwarded by the Italian State is as follows: the reception and support measures now being applied affect only primary and lower secondary education (the "scuola media"). There is no such provision in vocational and technical education, or in the lycées and more academic schools.

As regards the training of teachers, the conclusion must be that Italy has done nothing: the only training that has been set up is for Italian teachers who are to work with the children of Italian workers abroad. There is no trace of any initial, further or in-service training for Italian teachers responsible, now or in the future, for foreign children in Italy.

With regard to the teaching of the languages and cultures of origin of the children of migrant workers, some progress can be reported. Previously there was no teaching of this type in Italy. In 1984-85, a course was set up for the 18 children of Dutch workers.

It seems, however, that no other EEC Member State or other country has applied for such courses to be set up, although they have the right to do so under a 1982 decree and although the Italian Foreign Ministry has apparently notified the embassies of the countries of origin of migrant workers that such a possibility exists.

9. LUXEMBOURG

Introduction

Statistics

1. Global statistics

The Grand Duchy of Luxembourg has a population of approximately 360,000.

In 1981, there were a total of 95,789 foreign nationals in Luxembourg, 88,572 of whom were from other European Community Member States.

The Luxembourg authorities have provided the following figures on the number of foreign children in primary and secondary education.

Basic statistics, 1984-85

Nationality	Pre- primary school	Primary education	Secondary education		Vocational education		Special education		Total 100%
			boys	girls	boys	girls	boys	girls	
Italian	449	2,117	918	758	-	-	31	16	21.0
Belgian	147	425	131	159	74	72	6	-	5.0
Danish	6	17	-	-	-	-	-	-	0.1
German	132	430	269	234	113	103	2	2	6.3
French	243	753	260	318	134	137	6	1	9.1
Greek	3	7	-	-	-	-	-	-	0.1
Irish	4	10	-	-	-	-	-	-	0.1
Dutch	63	180	108	82	58	36	-	-	2.6
British	34	73	20	25	6	3	-	-	0.8
Spanish	70	286	94	77	58	33	3	2	3.0
Portuguese	1,420	5,266	551	531	335	359	95	52	42.1
Others	194	696	204	210	89	86	8	3	7.3
Total	2,765	10,287	2,255	2,394	1,347	1,225	151	76	
	35.34%	39.26%	19.54%	20.07%	22.34%	22.6%	55.9%	56.7%	
80-81	2,976	10,099	4,241		1,051		104		

2. Reception measures

Pupils in reception classes, 1984-85

Belgian	3
German	2
French	5
Italian	16
Dutch	2
British	3
Spanish	8
Portuguese	199
Others	38
	—
	312

i.e., 3% of foreign pupils in primary education

3. Teaching of language and culture of origin

1984-85

Nationality	Extrascholastic tuition*	Integrated or deferred courses**	Number of pupils
Italian	78	16	538
Spanish	25	2	176
Portuguese	369	13	3,809
Greek	3	-	13
Yugoslav	2	-	-
Turkish	1	-	-

40% of foreign pupils in primary education receive tuition in their own language and culture.

* primary and secondary education

** primary education

Number of teachers (integrated, deferred and extrascholastic, 1984-85)

Italian	9
Spanish	5
Portuguese	33
Greek	1

Negotiations are being conducted on extending integrated and deferred courses in primary education.

Measures in Luxembourg in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 Pre-school education (pre-primary)

Foreign children born in Luxembourg attend nursery schools from the age of 4, where they learn Letzebuergesch.

The Government is considering measures to promote the early learning of Letzebuergesch.

1.2 Primary education

Foreign children whose parents are living in Luxembourg for only a short period (one or two years) may, at the parents' request, attend one of the international schools or primary classes in which there are special language arrangements.

Foreign children aged 6 to 8 who have been born in the country or are new arrivals are placed in ordinary classes where, if necessary, they receive remedial teaching.

The reception arrangements include:

one or two reception classes in schools having the six primary classes;

while in ordinary classes, pupils attend lessons as appropriate for their level of knowledge (for example, Portuguese, French and Italian pupils take French lessons and mathematics taught in French in ordinary classes);

remedial tuition, either individual or in small groups, is arranged as needed;

the school attaches an extra teacher to each reception class, who is responsible for the provision of remedial teaching and contact with parents; together with the the reception class teacher, he or she provides guidance to the pupils.

62 These measures have been regulated by a series of circulars, issued on 24 May 1982, 25 May 1983, 15 May 1984 and 17 May 1985.

If there are too few pupils to justify the creation of a reception class foreign children are placed in ordinary classes, where they are taught the languages in which lessons are given (French or German) and Letzebuergesch.

Schools are allocated staff for the provision of this remedial teaching as needed.

A circular dated 17 May 1985 also recommends that meetings be held to inform foreign parents of the institutional structure, curricula and methods of Luxembourg schools and educational problems associated with immigration.

1.3 Secondary education

Newly arriving children aged 12 to 15 are placed either in short vocational education suited to their language skills or in intensive courses in German and French, lasting one to two years.

Steps have been taken with regard to French and German examinations to help the children of immigrants move to general or technical secondary education.

Pupils with an inadequate knowledge of German are entitled to opt for French-speaking classes in the 7th, 8th or 9th year.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Luxembourg teachers

2.1.1 Initial training

A number of students from teacher training colleges take a course leading to work with immigrant children. The courses in teaching methods at the Higher Institute of Educational Studies and Research are specifically based on the situation of the children of migrant workers.

A more detailed course on "the educational and social problems of the children of migrant workers" is offered as an option.

In 1984-85, 22 teacher training students out of 48 chose this option, which includes an introduction to intercultural education and the methodology of teaching German as a foreign language, as well as a course in Portuguese.

In the training for future teachers in technical education, a course on "interactive relationships in the school" also covers the problems created by the presence in a school of children from different cultures.

2.1.2 In-service and further training

Teachers have opportunities during their careers to learn the languages of immigrants' countries of origin and to attend short courses in those countries.

In addition, literature on such subjects as intercultural education and reception education methods has been produced for teachers.

A documentation and information centre has been set up in Luxembourg with the backing of the Education Ministry, the city authorities and an association for migrant workers; its services are available to Luxembourg and foreign staff.

Luxembourg and foreign teachers help to run the centre, which has information on socio-cultural life and school systems in migrants' countries of origin.

2.2 Foreign teachers

No additional or in-service training is arranged for foreign teachers by the Luxembourg authorities.

The Italian, Spanish and Portuguese consulates organize in-service training sessions for their own teachers.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Primary education

A circular of 24 May 1982 calls on local authorities to arrange for the integrated teaching of languages and cultures of origin for Portuguese and Spanish children; such teaching has already been available for Italian children since 1980. The two hours' integrated lessons may be supplemented by two hours' deferred teaching.

Joint meetings between Luxembourg and foreign teachers should help to coordinate the teaching of the language and culture of origin with school curricula.

It should be pointed out that school premises are made available to foreign consulates free of charge.

3.2 Secondary education

There is no provision for integrated or deferred education in school curricula.

3.3 Tuition outside school hours

Extrascholastic tuition in various languages and cultures of origin is arranged by consulates for children in primary and secondary education.

School premises are made available to consulates by the local authorities, although in a few cases a token rent is charged.

Note: this extrascholastic tuition is still by far the most common form.

3.4 Teachers of the language and culture of origin

All teachers of the language and culture of origin are appointed and paid by their own consulates. Their status is that of civil servants on secondment, or special consular status. The consular authorities are responsible for inspection and educational guidance.

3.4 Educational cooperation between the host country and the country of origin

Bilateral agreements have been reached with Italy, Portugal, Spain and Yugoslavia. Educational cooperation is just beginning between the Luxembourg school authorities and the consular authorities on integrated mother-tongue classes.

C o n c l u s i o n s

Since 1982, there has been little change in reception arrangements in primary education (although the existing arrangements seem to be well suited to the multilingual status of Luxembourg schools).

There has been a slight improvement in the arrangements in secondary education, although they are still regarded as inadequate.

In the field of teacher training, the initial training of Luxembourg teachers appears to be satisfactory, but there is no formal structure for the in-service training of teachers responsible for the children of immigrants. With such a large number of foreign pupils, especially Portuguese children, there is a need to adapt teaching methods. Such a reform is feasible only if substantial efforts to promote in-service teacher training are made.

It would also be desirable for additional training to be offered to foreign teachers at the time of starting work in Luxembourg; these teachers should attend certain in-service training courses together with Luxembourg teachers.

On the subject of the teaching of languages and cultures of origin, it should be pointed out that tuition is still prevalently given outside the school, many of the courses not being coordinated with the Luxembourg school curriculum. No integrated tuition in languages and cultures of origin exists in secondary education and only a few pupils in secondary schools receive tuition in their language and culture outside school hours.

The Luxembourg State could take action, therefore, to promote this education and encourage better coordination with the Luxembourg school system.

One point of note, however, is that an agreement is being negotiated with the Portuguese authorities. The aim is to set up a pilot scheme to develop teaching programmes, methods and materials for the integrated teaching of Portuguese language and culture in several pre-primary and primary schools.

10. NETHERLANDS

I n t r o d u c t i o n

S t a t i s t i c s

1. Global statistics

The Netherlands has a population of approximately 14,000,000.

In 1986, there were a total of 552,533 foreign nationals, 161,533 of whom were from other European Community Member States.

The Dutch authorities have provided the following figures on the number of foreign children in primary and secondary education.

Basic statistics, 1984-85

Nationality or ethnic group	Nursery school	Primary education	General secondary education		* Lager beroepsonderwijs		** Middelbar beroepsonderwijs		Total
			boys	girls	boys	girls	boys	girls	100%
German	.	.	918	102	480	327	144	141	1.4
Italian	526	440	630	786	383	219	94	83	2.3
UK			670	693	221	141	79	59	1.1
Belgian			294	300	141	96	61	50	0.7
Greek	161	440	141	150	66	52	12	8	0.7
French			83	96	18	12	4	5	0.2
Spanish	766	1,952	524	612	374	337	68	99	3.4
Portuguese		1,151	190	226	170	82	31	6	1.2
N. American	.	.	229	365	61	31	21	17	0.5
Central and S. American	.	.	141	146	81	65	21	16	0.3
Surinam									
Antilles	2,128	13,183	.	.	.	.	.	.	11.1
Asian			1,005	823	761	390	236	84	2.4
Moluccan	1,181	2,844	74	120	67	39	45	47	0.2
Oceanian									
Turkish	20,275	20,503	2,233	1,734	5,397	3,229	355	148	39.2
Yugoslav	639	1,302	131	157	109	82	9	123	1.8
Moroccan	8,837	17,602	1,010	838	3,405	1,862	92	68	24.6
Cape Verde			35	24	124	171	5	77	0.3
Tunisian	193	1,151	32	32	12	17	1	1	1.1
Others	4,224	8,453	.	.	.	.			9.1
Total	29,448	69,184	8,742	3,487	12,008	7,244	1,319	887	
			17,229		19,252		2,206		
% of total school pop.	6.72	6.34	2.2	1.9	4.9	4.3	1.0	0.6	
1980-81	20,700	54,128	11,884		13,296		897		

Total: 137,319

* LBO - lower secondary vocational education

** MBO - middle secondary vocational education

2. Tuition in the language and culture of origin

Pupils receiving tuition in their language of origin in primary education
- 1984-85

Nationality	No. of pupils	Percentage
Turkish	17,713	86.39
Moroccan	11,599	65.89
Spanish	1,342	68.75
Greek	319	77.80
Yugoslav	961	73.81
Portuguese	728	63.24
Italian	454	100.00
	33,116	

Nationality	1984-85
	No. of teaching posts
Turkish	327
Moroccan	213
Spanish	24
Greek	6
Yugoslav	18
Portuguese	13
Italian	8
South Vietnamese	3
Others	3
	615

Measures in the Netherlands in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)⁶³

Educational methods, content and curricula for pre-primary schools (nursery schools) and primary schools are the responsibility of their organizing authorities; the Ministry of Education and Science may not intervene in the choice of reception methods or arrangements, except for creating the conditions under which reception teaching can be implemented.

These conditions are as follows:

1.1 In pre-school education

per group of 7 to 15 children not speaking Dutch or with an inadequate mastery of the language: 0.5 additional teacher
 per group of 15 to 24 children not speaking Dutch or with an inadequate mastery of the language: 1 additional teacher

1.2 In primary education

1.2.1 Foreign pupils enrolled in a Dutch school for less than 2 years:

fewer than 7 pupils	1 additional timetable unit
7 to 8 pupils	2 additional timetable units
9 to 11 pupils	3 additional timetable units
12 to 14 pupils	4 additional timetable units
15 to 16 pupils	5 additional timetable units

Note: One timetable unit corresponds to approximately 2½ hours a week; the school week consists of 11 timetable periods. Eleven units correspond to one full-time teacher's post.

⁶³ Percentage of children in reception facilities:
 80% of foreign children in nursery schools (about 22,000)
 20% of foreign children in primary schools (about 16,000)
 20% of children in lower secondary education (about 5,000)

1.2.2 Foreign pupils enrolled in a Dutch school for more than 2 years:

7 to 15 pupils	1 additional timetable unit
16 to 24 pupils	2 additional timetable units
25 to 33 pupils	3 additional timetable units
34 to 42 pupils	4 additional timetable units
43 to 52 pupils	5 additional timetable units
53 to 63 pupils	6 additional timetable units
64 to 75 pupils	7 additional timetable units
76 to 88 pupils	8 additional timetable units
89 to 102 pupils	9 additional timetable units

Example: a school with 100 category A pupils and 100 category B pupils is entitled to 56 additional timetable units, corresponding to 5.1 full-time teachers.

Because of the freedom enjoyed by educational establishments and the multiplicity of organizing bodies, it is impossible to describe all the reception arrangements that exist, but a distinction may be made between four basic types:

1 Immersion method

Pupils who do not speak Dutch are put in a normal class for their age and taught individually or in groups of 2 to 4 for at least one period a day until they have acquired the language. This is a very common method.

2 National reception classes

Children are placed in these classes for 1 or 2 years. The aims are intensive learning of Dutch, social integration of the children, adaptation of their knowledge and a continuation of their general education in their own language.

3 National schools

These are schools attended solely by pupils of a single nationality, although they follow the syllabus and use the methods applied in Dutch schools. This is the arrangement adopted in places where there is a large concentration of pupils of a single nationality.

4 Bilingual transition classes

During the first two years, half of the time is devoted to teaching in the pupils' language of origin and the other half in Dutch. Over the next four years, teaching in the pupils' own language is continued for one or two timetable units.

Note: the first and second year classes are twinned with Dutch classes.

1.3 In secondary education

Secondary schools are free to arrange international transition classes instead of the transition year taken by all pupils on entering secondary education, since they do not decide on their course options until the second year. The aim of these international classes is to provide intensive tuition in Dutch for new arrivals or to improve their knowledge of the language.

In the first stage of secondary education, schools are entitled - like primary schools - to extra teachers to supervise pupils with an inadequate or non-existent knowledge of Dutch.

1.4 General measures

To improve the quality of teaching for foreign pupils, the Ministry of Education and Science supports the provision of information, guidance, educational research and the development of teaching materials.

National coordinators are responsible for organizing support measures. The regions or towns with a large number of foreign pupils are entitled to employ educational advisers with special responsibility for the teaching of immigrants.

The regulations for the final examination in secondary education contain provisions to help pupils of foreign origin whose knowledge of Dutch is inadequate.

Note: funding for intensive Dutch teaching for new arrivals not familiar with the language is limited to one school year in both primary and secondary education.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Dutch teachers

2.1.1 Primary, pre-primary and special education

2.1.1.1 Initial training

Teacher training colleges in immigrant areas offer optional courses on teaching methods for immigrants.

2.1.1.2 In-service and further training

An annual in-service training course on "the teaching of cultural minority groups" is offered by 44 teacher training colleges.

The aim of this 36-hour course is to give teachers a reference framework for their experience, knowledge and expertise in the teaching of pupils from different cultures, covering the content and organization of teaching for a multicultural target group.

An "inter-cultural education" course is also available for those who teach immigrant children. The 40-hour course at present can cater for 25 groups of 20.

Since 1982, there has also been a special 60-hour course for those responsible for Moluccan pupils, attended by 80 teachers a year.

2.1.2 Secondary education

An annual course on "teaching young foreigners" is offered to secondary school teachers by 11 training establishments. The aim of the course is to help teachers acquire the knowledge, skills and attitude needed for intercultural teaching. The course is in two parts, each consisting of 30 hours.⁶⁴

Note: A 60-hour course on "working with specific groups of girls of foreign origin" was put on for a period for women teachers and trainers in Amsterdam, but has been discontinued due to lack of interest.

⁶⁴ Number attending: 1983-84 - 13 groups with 60 participants
1984-85 - 5 groups with 100 participants.

2.2 Foreign teachers

On 1 August 1981, an additional course was introduced for the benefit of foreign teachers in primary education. It is designed for the those who have teaching diplomas in their own country and now wish to qualify for primary school teaching in the Netherlands. The three-part course, attended by about 80 people each year, is held in Amsterdam, Rotterdam and Hengelo.

On 1 August 1982, a course was launched for foreign teachers and interpreters in secondary education. The 60-hour course is attended by about 60 people a year.

A course leading to a qualification in "language and culture of origin" has also been compulsory since 1 August 1983 for foreign teachers wishing to teach their own language and culture in pre-primary and primary schools. This one-year course consists of 250 hours' tuition and a half-day practical work. In 1983-84 it was attended by 22 people, in 1984-85 by 54 people.

There is also an additional "Dutch" training course in which foreign teachers can improve their knowledge of the Dutch language. This is a one-year (250-hour) course, attended by 60 people in 1983-84 and by 70 in 1984-85.

Part-time courses were also launched on 1 August 1984. These three-year courses are for foreign teachers wishing to qualify for teaching Arabic and Turkish in the first stage of secondary education.

It should be noted that foreign teachers employed by Dutch schools are eligible for intercultural education courses and all other forms of in-service training available to Dutch teaching staff.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Basic education (pre-primary and primary)

Tuition in their own language and culture is offered to four groups of pupils in the 4-12 age group:

- a. pupils from the Maghreb;
- b. pupils with at least one parent from one of the following countries: Greece, Italy, Portugal, Spain, Yugoslavia, Morocco, Tunisia and Cape Verde;
- c. pupils who are dependents of a national of another EEC Member State;
- d. pupils with at least one parent having political refugee status.

Schools may join together to arrive at the minimum of eight pupils needed for a course to be arranged.

The course may be for 5 hours a week (2½ hours of which are in school hours). In practice, the organizers offer either 2½ hours during school hours or 4 to 5 hours after school hours. It should be pointed out that these deferred courses are arranged only when requested by parents.

Schools are allocated extra staff for these courses:

- 8 to 14 pupils - an extra 0.2 teaching post
- 15 to 21 pupils - an extra 0.3 teaching post
- for each 7 pupils thereafter - an extra 0.1 teaching post

65 The law on basic education enacted on 1 August 1985 covers inter-cultural education, the teaching of the language and culture of origin and measures for pupils whose education is retarded due to cultural or socio-economic factors. Since basic education includes what used to be known as pre-primary and primary education, the measures introduced by the new law apply to children aged 4 to 12. A law of 26 November 1986 also covers the teaching of languages and cultures of origin in secondary education.

For categories a. and b. pupils, the school recruits staff direct. For category d. pupils, the school head must first request permission from the Ministry. No staff are allocated for category c. pupils.

Whether it is given inside or outside school hours, tuition in the language of origin offered by primary schools is in theory coordinated with other subjects. Registration for this tuition is at the parents' request.

3.2 Secondary education

At present, two hours' tuition a week may be given on an experimental basis. The languages currently being taught are Italian, Turkish, Arabic and Chinese.

3.3 Teachers of the language and culture of origin

3.3.1 **Basic education**

The teaching of the language and culture of origin is the responsibility of the school organizing authorities, and foreign teachers have enjoyed the same pay and status as Dutch teachers since 1 August 1984. The only exceptions are teachers who have been provisionally allowed to teach without qualifications.

Teachers of the language and culture of origin are in theory the holders of a diploma qualifying them to teach in primary education in their countries of origin. People with a certificate of secondary education in their own country who have also taken a basic education teaching qualification in the Netherlands or have attended an additional training course are also qualified.

3.3.2 **Secondary education**

New measures have come into force in the 1987-88 school year. Immigrant languages may be chosen as a subject in the curriculum and in teacher training examinations.

Schools are inspected by the Dutch authorities. The regional educational services are responsible for the supervision of the teachers.

3.4 Educational cooperation between Greece and the countries of origin

The Netherlands has signed bilateral agreements under cultural treaties with Italy, Spain, Turkey, Yugoslavia and Morocco.

Joint work groups, with special responsibility for adapting the teaching of languages and cultures of origin to Dutch education, have been set up by the Netherlands with Italy, Turkey and Yugoslavia. A Dutch-Spanish work group is also being established.

108 lis

11 PORTUGAL

C o n c l u s i o n s

The Netherlands currently provides good reception education facilities. Various measures have been adopted by the Dutch authorities (immersion learning, national reception classes, bilingual transition classes and international transition classes).

On the subject of teacher training, initial training provisions can be said to be satisfactory, whereas the in-service training system that has been set up is excellent. The same applies to the arrangements for the specific training of foreign teachers.

Provisions for the teaching of the languages and cultures of origin of the children of migrant workers in primary education are also very good, with about 80% of foreign pupils in primary schools receiving tuition in their language and culture of origin.

The measures introduced for secondary education, however, lag behind the application of Directive 77/486/EEC. Only 1% of pupils attend an integrated course in the language and culture of origin.

It should also be pointed out that educational cooperation with other countries seems to depend on the goodwill of the primary school organizing authorities.

The Dutch Government could try to make progress in this matter.

Since 1 January 1986, the date on which Portugal joined the European Community, article 7 and 12 of Regulation 1612/68 and Directive 7/486/EEC have applied to the children who are dependants of any Portuguese worker residing in the territory of another Member State in which that worker is or has been in paid employment.

Children who are the dependants of workers of other Member States living in Portugal enjoy the same benefits.

The reference year for this second Commission report on the application of Directive 77/486/EEC is 1984-85 and it does not, therefore, cover Portugal.

12 UNITED KINGDOM

I n t r o d u c t i o n

S t a t i s t i c s

1. Global statistics

The United Kingdom has a population of approximately 56,450,000.

In 1986, the population regarded by the United Kingdom as foreign amounted to 1,736,000 (754,000 of whom were from other European Community Member States).

Note: the United Kingdom does not have school statistics on pupils' nationalities or ethnic origins. The 1981 census provides figures only for people living in a household whose head was born abroad.

The children of parents born in the United Kingdom are not included in the figure, whereas the children of British nationals who themselves were born abroad are included. Even so, the information can be used to arrive at an approximate estimate of the number of pupils of foreign nationality or from a foreign ethnic group.

England and Wales

	5 to 9	10 to 14	15 to 19
Old Commonwealth	5,852	6,018	7,672
Pakistan	33,118	33,720	19,284
East Africa	15,684	12,653	13,540
Rest of Africa	7,407	6,882	6,412
West Indies	42,616	74,043	89,788
India	65,124	73,860	64,695
Bangladesh	8,615	5,718	4,450
Far East	8,811	8,417	10,588
Mediterranean	13,600	16,308	17,426
Others	6,306	6,075	5,179
Rep. of Ireland	60,732	95,175	109,236
Belgium	690	714	803
Denmark	490	602	648
France	1,573	1,842	2,307
Fed. German Rep.	2,880	2,418	2,755
Germany	3,528	3,940	5,090
Greece	1,037	1,010	966
Italy	11,987	15,651	15,777
Luxembourg	13	7	13
Netherlands	1,586	1,822	1,839
Portugal	1,472	1,604	1,443
Spain	4,266	4,221	3,178
Other European countries	9,554	15,459	23,293
Middle East	5,374	4,979	6,506
US	9,299	8,793	7,417
USSR	842	2,239	4,662
Rest of the world	18,073	16,874	17,297
	<hr/>	<hr/>	<hr/>
	346,229	420,924	442,226
	(estimate)	children of 16	1/5 = 88,445
		total 5 to 16	855,598

Scotland	5-15	16-19
Pakistan	9,398	3,105
East Africa	565	209
West Indies	277	124
Bangladesh	145	36
India	3,398	1,183
Far East	1,592	562
Mediterranean	277	135
Other New Commonwealth	593	235
Rest of the World	10,429	4,757
Republic of Ireland	7,722	3,908
	35,396	14,254
	no figures	‡ = 3,563 (aged 16)
	Total Scotland: aged 5-6	38,959
	Northern Ireland	no figures

The number of pupils of foreign origin in the 5-16 age group in Great Britain, therefore, is about 894,557 (approximately 9.5% of the total population in this age group).

Applying an estimated 25% correction indicator to allow for the grandchildren of immigrants who have retained their culture of origin, it is estimated that the total is about 1,118,000 (about 11% of the total population in this age group).

2. Reception measures

Pupils aged 5-15 - breakdown by birthplace of head of household

	Total no. of pupils aged 5-15	Republic of Ireland	New Com- monwealth & Pakistan	Rest of world	Language skills	Reception classes & centres
Bedfordshire	87,162	4,256	9,096	3,952	—	1,065
Birmingham	165,637	14,031	40,134	2,427	8,000	500
Bradford	78,044	1,265	14,105	1,488	—	1,964
Coventry	52,609	4,783	7,854	977	—	800
Inner London	236,653	23,050	75,603	24,671	—	—
Manchester	68,440	7,129	8,070	1,504	—	—
Newhaven	33,437	1,129	12,805	571	—	—
Nottinghamshire	164,057	2,582	7,395	2,539	—	—
Waltham Forest	32,549	1,220	8,898	746	2,564	—
	—	—	—	—	—	—
	968,588	59,445	183,960	38,875	—	—
	100%	6.74%	18.99%	4.01%		
			29.74%			

The above table sets out the results of a survey conducted in nine local education authorities (1984-85).

3. Teacher training

Statistics on in-service training

A survey on nine local education authorities has produced figures on three of these authorities:

Bradford	3 teachers per school per year
Coventry	250 teachers per year
Newhaven	500 teachers per year

The survey also shows that teachers employed under Section 11 generally receive special training.

GOVERNMENT AID

Section 11, on the educational needs of children from the Commonwealth, allocates £75 million for the additional teaching posts (1983-84), to include in-service training for this staff.

Urban Programme, to meet the educational needs of children from ethnic minority groups (1985-86):

- £ 5.4 million for education schemes;
- £14 million for cultural and education schemes (a substantial portion of which is for the teaching of English as a second language (ESL) and teaching of languages and cultures of origin).

Education Support Grant Scheme (1985-86)

- £1 million to meet the educational needs of a multiracial society, including £94,000 for schemes that promote the teaching of the language and culture of origin.

	Bedfordshire			Birmingham			Bradford			Coventry			Inner London			Manchester			Newhaven			Nottingham			Waltham Forest		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Irish	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Urdu	.	.	.	.	.	.	x	5935	.	25	69	200	x	x	x	.	.	.	x	x	x	.	.	.	.	.	.
Tamil	.	.	.	.	.	.	.	.	.	.	.	.	x	x	x	.	.	.	.	.	.	.	.	.	.	.	.
Bengali	.	.	.	x	x	.	-	670	2	-	100	x	x	x	x	.	.	.	.	.	.	.	.	.	.	.	.
Punjabi	.	.	.	x	x	.	x	800	208	202	610	x	x	.	.	.	.	.	.	.	x	x	x	.	.	.	
Gujerati	.	.	.	x	x	.	x	200	5	1	270	x	x	x	.	.	.	.	.	.	x	x	.	.	.	.
Polish	.	.	.	.	.	.	.	125	-	-	75	-	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Spanish	.	.	.	.	.	.	.	.	.	.	.	.	x	x	x	.	.	.	.	.	.	.	.	.	.	.	.
Italian	730	x	.	.	.	.	.	90	.	.	.	.	x	x	.	.	.	.	.	.	.	.	.	.	.	.	.
Portuguese	.	.	.	.	.	.	.	.	.	.	.	.	x	x	.	.	.	.	.	.	.	.	.	.	.	.	.
Hindi	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Ukrainian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Greek	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Serbian	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Turkish	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Arabic	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Chinese	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Redfordshire										2						3											
Birmingham	40 teachers			760 classes			19 teachers			10,300 pupils																	
Bradford	-			-			19 teachers			8,000 pupils																	
Coventry	243 pupils			257 classes			19 teachers			1,312 pupils																	
Inner London	-			-			-			117 classes																	
Manchester	15 teachers			-			6 teachers			2,500-3,500 pupils																	
Newhaven	5 teachers			-			6 teachers			-																	
Nottingham	-			-			-			-																	
Waltham Forest	-			-			-			55 classes																	

Legend:
 . no figures available
 x education reported
 1 primary education
 2 secondary education
 3 extracurricular education organized by ethnic minorities

Tuition in languages and cultures of origin

Number of pupils receiving tuition in their language and culture of origin
in nine local education authorities

	Total no. ethnic minority pupils aged 5-15	primary edu- cation	second. edu- cation	%	extra- schol- astic education	%	total	%
	17,304	730		4.2%	...	...	730	4.2%
	56,592	[4,000]	[1,900]	10.4%	10,300	18.2%	16,200	28.6%
	16,858		[2,200]	13.0%	8,000	47.5%	10,200	60.5%
	13,614	243	281	3.8%	1,312	9.7%	1,836	13.5%
	123,324		[5,140]	4.1%	[2,340]	1.9%	7,480	6.0%
	16,703	-	-	0 %	3,000	17.9%	3,000	17.9%
	14,505	[1,500]	[800]	15.8%	...	...	2,300	15.8%
	12,516	-	-	0 %	[1,100]	10.1%	1,100	10.1%
	282,280	17,894		6.3%	34,312	12.1%	52,206	18.4%
	352,850			(5.0%)		(9.7%)		(14.7%)
	894,557							
	(1,118,000)							

[] estimate

Measures in the United Kingdom in favour of the children of migrant workers

1. Reception and support measures (Directive 77/486/EEC, article 2.1)

1.1 English-language teaching

The reception arrangements described in the Commission's first report are being replaced by a more integrated approach.

The reception classes and centres that had previously been established are gradually being discontinued.

Schools have qualified staff (teachers of English as a second language - ESL) for the intensive teaching of English and for remedial language teaching.

As a result most local authorities have "flying squads" of ESL teachers working in one or more schools, based in centres which serve both as documentation units and in-service training centres. These ESL teachers work in liaison with the class teachers, often in parallel in the same classroom.

In a growing number of schools, one or more specially trained teachers on their own staff are given overall responsibility for ESL teaching in their school, providing continuity between the support from the roving ESL teachers and the work done by class teachers.

Some schools with a high proportion of children from foreign ethnic communities have a special team and premises for remedial language teaching, documentation and support for teachers in those schools.

In general, the children of immigrants are placed in the normal class for their age. If necessary, however, they may be placed in a special class for a year where they work separately with an ESL teacher for a few hours a week until they are sufficiently familiar with English to participate fully in the activities of an ordinary class.

1.2 Intercultural education

Two circulars issued in 1985 encourage interracial and intercultural education measures. The School Curriculum Development Committee has undertaken that all the curricula it develops will allow for cultural and ethnic diversities of society.

A growing number of local authorities are establishing posts of intercultural education advisers, who are backed by the roving teachers whose services are available to schools.

According to a survey conducted in 1984-85 in nine local education authorities with a particularly high percentage of pupils from foreign ethnic minorities, the extent of language support measures varies from one place to another. For example, 26.5% of pupils (excluding Irish pupils) in Waltham Forest are receiving help, compared with only 18% in Birmingham.

There is also a varying level of recourse to reception classes or centres.

2. Teacher training (Directive 77/486/EEC, article 2.2)

2.1 Initial training

The new Teacher Training Council began work in 1986. All curricula for the initial training of teachers must from now on include a course on working with the children of foreign ethnic minorities (the education of bilingual children, ESL teaching and interracial and intercultural relations).

In addition, the Swann Committee and the Secretary of State for Education have recommended that teacher training establishments arrange a placement in a multiracial school for their students.

2.2 In-service and further training

The subjects offered by the establishments providing in-service training for teachers are the same as those offered in initial training.

It is of note that serving teachers may be released from all or part of their teaching duties in order to attend a course leading to a formal qualification. Short-term secondments are also possible.

Some establishments offer introductory courses for teachers newly appointed to a post in a school with a high proportion of children of immigrants.

In addition, the local education authorities and the school inspectorate organize introductory courses, weekend seminars, lectures and meetings in schools. The policy is to make as many new teachers as possible aware of the issues and provide further training to a small number of experienced teachers, who will then pass on information and the benefit of their experience to their colleagues.

A circular also defines the conditions for local authorities applying for Government grants so that their teachers can be trained to develop suitable curricula and methods for a multi-ethnic society. These 20- to 25-day courses are open to school heads and experienced teachers who are responsible for the education of children from ethnic minorities. These grants cover course running costs and the cost of replacing staff while on the courses. The number of participants is set at 630 a year.

2.3 In-service and further training for foreign teachers

The Italian embassy organizes in-service training sessions for Italian teachers who are made available to the education authorities or assigned to extracholastic teaching.

3. Teaching of the language and culture of origin (Directive 77/486/EEC, article 3)

3.1 Existing measures

There are three types of tuition in the language and culture of origin:

1. tuition coordinated with normal education, arranged for one year in primary classes or outside school hours by the local authorities. Teachers are appointed and paid by the local authority, usually with the support of Government grants.

2. tuition in the language of origin provided as part of the secondary school modern languages syllabus. These classes are open to all pupils. The Secondary Examinations Council is making an effort to improve the syllabuses and examinations for the ethnic minority languages.
3. tuition in the language and culture of origin, sometimes linked with religious education, arranged by the immigrant communities themselves outside school hours in private premises or in premises made available by the local authorities.

This education is not linked with school education. On occasions it is subsidized by the local authorities, who then provide support in the form of teaching materials and advisors. The teachers are appointed and paid by the ethnic minorities.

Surveys conducted by the Commission for Racial Equality and the Schools Council have shown that, in 1983, 56 local authorities (out of 135) arranged their own courses in languages and cultures of origin or were at least partially funding extrascholastic courses arranged by ethnic minority groups.

3.2 Teachers of language and culture of origin

Most teachers of languages and cultures of origin are British citizens of the same ethnic group as their pupils.

Those who take integrated or deferred courses in primary or secondary education are employed by the local authorities. Many of them have teaching qualifications obtained in the United Kingdom, but teach their own language without having been specifically trained to do so. Those who have taken a teacher training course in the United Kingdom have the status of qualified teachers, while the others are instructors, classroom assistants or tutors.

Those who take extracholastic courses are voluntary workers or are paid by the immigrant communities or ethnic minorities or, in a very few cases, by the local authorities. It is the immigrant community or minority group concerned which decides whether they are qualified.

The embassies of several European Community Member States place teachers at the disposal of the local education authorities, more particularly the Spanish, Italian, Portuguese and Greek embassies. A few Greek language teachers are made available by the High Commissioner for Cyprus.

The responsibility for inspecting integrated and deferred courses lies with inspectors and advisors designated by the local authorities, or on occasions with H.M. inspectors. Teaching outside the school is supervised by the immigrant communities or the ethnic minorities arranging that teaching.

3.3 Educational cooperation with the countries of origin

The United Kingdom has signed cultural agreements with several Member States. Meetings are held every two years to discuss the problems of educating the children of their nationals in the United Kingdom. Regular meetings are held with representatives of the Italian Government.

C o n c l u s i o n s

There have been changes in the reception measures provided in the United Kingdom since 1982. The arrangements described in the Commission's first report are giving way to a more integrated approach.

On the whole, reception arrangements in primary education can be regarded as satisfactory, but the arrangements in secondary education should be reinforced.

On the subject of teacher training, initial, further and in-service training can be said to be very satisfactory. All the training available is open to teachers of languages and cultures of origin who have the status of qualified teachers.

There are no arrangements, however, for the joint training of British teachers and teachers with consular status, for which provision should be made as soon as possible.

It would also be desirable for consular teachers from Member States to receive additional training at the time of starting work in the United Kingdom.

Finally, it should be pointed out that only 56 local authorities report measures to promote the teaching of the languages and cultures of origin of the children of migrant workers, and even in these 56 authorities only about 6% of immigrant pupils are offered integrated or deferred tuition in their language and culture of origin.

The language and culture of origin is, furthermore, almost systematically organized outside the school (without being linked to ordinary education).

The United Kingdom could therefore, take steps to promote this tuition further and provide closer coordination with ordinary education.

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III. CONCLUSIONS

Implementation of the Directive

Article 2, paragraph 1 states that "Member States shall, in accordance with their national circumstances and legal systems, take appropriate measures to ensure that free tuition to facilitate initial reception is offered in their territory to the children referred to in Article 1, including, in particular, the teaching - adapted to the specific needs of such children - of the official language or one of the official languages of the host State".

It should be pointed out with regard to this provision that reception education for pupils with an inadequate or non-existent knowledge of the language in which education is imparted is every child's subjective right.

Member States have resorted to various methods in applying the Directive, bearing in mind the wording of Article 2: "in accordance with their national circumstances and legal systems".

The purpose of this wording is to allow for the position of a Member State whose national legislative body does not have the power to legislate on the content of the school curriculum. In the Federal German Republic, for example, this power is invested in the Länder, while in the United Kingdom it is delegated to the local education authorities or even the schools themselves.

The Commission's flexibility, however, does not imply any lack of resolve to intervene at this level, nor its readiness to accept that a Member State might not perceive the need to apply the Directive because of the small number of children of migrant workers there.

In this respect, according to the information available to the Commission, we should cite the situation of Ireland, which has passed no legislative or administrative measures at all, and Greece where, despite a presidential decree providing for reception classes and tuition in the Greek language for immigrants, no implementing measure has been reported to the Commission.

Article 2, paragraph 2 states that "Member States shall take the measures necessary for the training and further training of the teachers who are to provide this tuition".

Over the past few years, most member States have taken steps to improve the training of teachers who are to work with the children of migrant workers. More particularly, courses have been established on intercultural education, the needs of a multi-ethnic society, the teaching of the national language as a foreign language and the social and language problems associated with immigration.

Nonetheless, it appears that, certain Member States have taken no formal measures to provide for the initial and further training of teachers who are to be responsible for reception education. These States are Ireland, Italy and Greece.

Article 3 states that "Member States shall, in accordance with their national circumstances and legal systems, and in cooperation with States of origin, take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin for the children referred to in Article 1".

For a proper interpretation of this article, it should be borne in mind that Article 3 does not give the persons covered by Article 1 an individual, subjective right to be taught their mother tongue and the culture of their country of origin.

The obligation to promote such teaching does, however, imply, recourse to measures and methods - including research and experimentation - that might in fact promote this type of teaching.

The obligation placed on the host State to promote the teaching of the mother tongues and cultures of the countries of origin assumes that the State of origin should cooperate with the host State, to include financial aspects.

The situation in Member States as regards the teaching of the language and culture of origin is described in the body of the report.

At this point, only two basic comments will be made on the commitment entered into by the Council in adopting Article 3 of the Directive:

1. The legal scope of this Article is limited to an interpretation of the word "promote".

The Commission feels that this Article might give rise to infringement proceedings if no measure has been adopted by a State to promote this teaching and in specific cases such as:

parents having to bear the cost of the teaching of the language and culture of origin;

the host State refusing to cooperate in any way with the State of origin in setting up such teaching;

the host State refusing to coordinate the teaching of languages and cultures of origin with normal education.

2. The fact that the child does not have a subjective right to be taught his or her language and culture of origin does not mean that this teaching is the least important part of the directive. On the contrary, it is a vital link in achieving the free movement of persons and in the necessary adaptation of education to the personality of the immigrant child.

Member States should therefore devote greater efforts, bearing in mind the observations set out in this report, towards ensuring that school curricula take more account of the teaching of the language and culture of origin of migrants, by:

making sure that this teaching is in fact coordinated with normal education, if possible in the school timetable;

setting up effective cooperation between the host country and the country of origin by bilateral agreements.

The Commission has thus ascertained certain gaps as to the implementation of the Directive. Given the lack of up to date information, it will invite Member states to proceed to a prompt control of the description of the State of implementation of the Directive in the main part of the report.

The Future

The mass migration from regions of the Community in decline or whose development was delayed towards areas of expansion - a feature of European economies in the 1960s in particular - has now dried up, for obvious reasons.

It is unlikely that the single European market will change this situation. What we must expect is a fluid exchange of qualified people rather than a return to mass migration.

Most immigrants from outside the Community arrived before the immigration controls of 1973-74. Migrants are now tending to settle down, creating ethnic and cultural minority groups.

Two complex situations are coming into existence today: the position of "second generation" youngsters, and the great pressure to migrate to the Community due to economic, population and political crises in the Third World.

Community action on the education of the children of migrant workers was at first directed towards the problems of new arrivals and their children, who needed a reception system and facilities to acquire a new language rapidly. Even so, the preservation of the language and culture of origin has not been neglected.

The subject of this report is the Member States' implementation of the Council directive on the education of the children of migrant workers.

The Commission has accumulated ten years' work on pilot schemes in this field, and has embarked on a process of assessment of those schemes. A report is to be forwarded to the Council next year.

It should also be recognized that, despite the considerable efforts made by some of the Member States to guarantee equal opportunities for the children of migrants, success rates are still too low and failure rates too high, making it difficult for these children to go on to further education and training.

Unless efforts are stepped up, these young people might well continue to be "the disadvantaged" of our society,

It is the Community's moral and political obligation to contribute, through the act of education, towards developing mutual understanding and respect among peoples and cultural and language groups.

This should be a priority aim for the educational authorities in Member States, in order to prevent social inequalities and permit mutual comprehension and respect.

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IV. ANNEXES

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II

(Acts whose publication is not obligatory)

COUNCIL

COUNCIL DIRECTIVE

of 25 July 1977

on the education of the children of migrant workers

(77/486/EEC)

THE COUNCIL OF THE EUROPEAN
COMMUNITIES,

Having regard to the Treaty establishing the European Economic Community, and in particular Article 49 thereof,

Having regard to the proposal from the Commission,

Having regard to the opinion of the European Parliament⁽¹⁾,

Having regard to the opinion of the Economic and Social Committee⁽²⁾,

Whereas in its resolution of 21 January 1974 concerning a social action programme⁽³⁾, the Council included in its priority actions those designed to improve the conditions of freedom of movement for workers relating in particular to reception and to the education of their children;

Whereas in order to permit the integration of such children into the educational environment and the school system of the host State, they should be able to receive suitable tuition including teaching of the language of the host State;

Whereas host Member States should also take, in conjunction with the Member States of origin, appropriate measures to promote the teaching of the mother tongue and of the culture of the country of origin of the abovementioned children, with a view principally to facilitating their possible reintegration into the Member State of origin,

HAS ADOPTED THIS DIRECTIVE:

Article 1

This Directive shall apply to children for whom school attendance is compulsory under the laws of the host State, who are dependants of any worker who is a national of another Member State, where such children are resident in the territory of the Member State in which that national carries on or has carried on an activity as an employed person.

Article 2

Member States shall, in accordance with their national circumstances and legal systems, take appropriate measures to ensure that free tuition to facilitate initial reception is offered in their territory to the children referred to in Article 1, including, in particular, the teaching — adapted to the specific needs of such children — of the official language or one of the official languages of the host State.

Member States shall take the measures necessary for the training and further training of the teachers who are to provide this tuition.

Article 3

Member States shall, in accordance with their national circumstances and legal systems, and in cooperation with States of origin, take appropriate measures to promote, in coordination with normal education, teaching of the mother tongue and culture of the country of origin for the children referred to in Article 1.

⁽¹⁾ OJ No C 280, 8. 12. 1975, p. 48.

⁽²⁾ OJ No C 45, 27. 2. 1976, p. 6.

⁽³⁾ OJ No C 13, 12. 2. 1974, p. 1.

Article 4

The Member States shall take the necessary measures to comply with this Directive within four years of its notification and shall forthwith inform the Commission thereof.

The Member States shall also inform the Commission of all laws, regulations and administrative or other provisions which they adopt in the field governed by this Directive.

Article 5

The Member States shall forward to the Commission within five years of the notification of this Directive, and subsequently at regular intervals at the request of

the Commission, all relevant information to enable the Commission to report to the Council on the application of this Directive.

Article 6

This Directive is addressed to the Member States.

Done at Brussels, 25 July 1977.

For the Council

The President

H. SIMONET

Demande d'information aux Etats membres conformément aux dispositions prévues par l'Art. 5 de la directive du Conseil du 25 juillet 1977, relative à la scolarisation des enfants des travailleurs-migrants.

1.1. Les Etats membres sont invités à transmettre à la Commission pour le 20 décembre 1985 au plus tard toutes les informations utiles à l'élaboration du deuxième rapport de la Commission sur la mise en oeuvre de la directive 77/486/CEE.

1.2. Afin de permettre une présentation claire et comparable des informations provenant des Etats membres, il est demandé aux instances gouvernementales de respecter le schéma du questionnaire ci-après et de prendre comme année de référence, l'année scolaire 1984/85.

1.3. Bien que la directive ne concerne directement que la scolarisation des enfants de ressortissants communautaires exerçant un emploi dans un autre Etat membre (Art. 1), les Etats membres sont invités à communiquer à la Commission également les mesures prises en faveur de la scolarisation des enfants de travailleurs migrants provenant de pays tiers, et de la scolarisation d'enfants nationaux appartenant à des ethnies d'origine extérieure (cfr. résolution du P.E. du 16.4.1985, J.O. ...).

.../...

II. Dispositions législatives ou administratives

- 2.1. De nouvelles dispositions législatives ou administratives ont-elles été prises depuis la date du 1.1.1982
- en faveur de la scolarisation des enfants des travailleurs migrants, que ceux-ci soient originaires d'un autre Etat membre ou d'un pays tiers,
 - en faveur de nationaux appartenant à des ethnies d'origine extérieure.
- 2.2. Veuillez joindre au rapport les textes de ces nouvelles dispositions.
- 2.3. Veuillez joindre au rapport les références des réglementations législatives et administratives régissant l'éducation des enfants d'immigrés et en vigueur à la date de la remise du rapport.

III. Méthodologie d'accueil (Art. 2 - § 1)

- 3.1. Décrire brièvement les nouveaux types d'accueil mis en place dans l'enseignement obligatoire pour élèves ayant une connaissance insuffisante de la langue véhiculaire de l'enseignement, par les autorités nationales, ou le cas échéant, par les autorités régionales ou locales.

3.2. Nombre d'élèves bénéficiaires par type d'accueil

éléments
statistiques
nécessaires.

par langue d'origine, nationalité ou ethnie (ressortissants communautaires, y compris ressortissants nationaux appartenant à une ethnie d'origine extérieure, ressortissants de pays tiers)

par niveau d'enseignement (enseignement primaire, enseignement secondaire du 1er cycle, enseignement secondaire du 2ème cycle et enseignement professionnel);

pourcentage d'élèves bénéficiant d'un enseignement d'accueil (par rapport au nombre total d'élèves repris sous 1.3.

IV. Enseignement de la langue maternelle et de la culture du pays d'origine (Art. 3)

4.1. Comment est organisé au niveau national, ou le cas échéant, au niveau régional ou local, l'enseignement de la langue maternelle et de la culture du pays d'origine

- pour les enfants de ressortissants d'autres Etats membres,
- pour les enfants de ressortissants de pays tiers,
- pour les enfants nationaux appartenant à une ethnie d'origine extérieure,

4.1.1. dans le cadre des dispositifs d'accueil (1);

4.1.2. dans le cadre de l'enseignement normal (enseignement intégré et différé) (2)

- au niveau primaire,
- au premier cycle de l'enseignement secondaire,
- au deuxième cycle de l'enseignement secondaire,

éléments
statistiques
nécessaires

- . nombre d'heures/semaine par année d'étude,
 - . nombre minimum d'élèves pour l'instauration d'une classe.
- nombre d'élèves par niveau d'étude et par langue enseignée

(1) Si la langue maternelle est la langue véhiculaire de l'enseignement d'accueil ou d'une partie de cet enseignement, la réponse à cette question est déjà donnée sous 2.1.

- (2) enseignement intégré : enseignement de la langue maternelle et de la culture d'origine donné durant le temps scolaire et en coordination avec l'enseignement normal.
- enseignement différé : enseignement de la langue maternelle et de la culture d'origine donné partiellement ou entièrement hors du temps scolaire, mais en coordination avec l'enseignement normal.
- enseignement extrascolaire : enseignement de la langue maternelle et de la culture d'origine donné hors du temps scolaire et sans coordination avec l'éducation scolaire normale.
- cf. 4.1.3.)

4.1.3. hors du cadre scolaire, sans coordination avec l'enseignement normal (enseignement extrascolaire)

- sous la responsabilité du pays d'accueil,
- sous la responsabilité des autorités consulaires du pays d'origine,
- sous la responsabilité d'associations d'immigrés (1).

Pour chacune de ces modalités

éléments
statistiques
nécessaires

- description des types d'enseignement
- nombre d'heures/semaine par année d'étude
- nombre d'élèves par niveau d'étude et par langue enseignée

4.1.4. Au cas où des enseignements extrascolaires de langue maternelle et de culture d'origine sont donnés dans les locaux d'écoles publiques ou subventionnées, un loyer est-il perçu ? (2)

Si oui, à charge de qui ?

(1) Répondre à cette question dans la mesure du possible

(2) La perception d'un loyer ou d'autres frais pour l'occupation de locaux scolaires par des cours intégrés ou différés de langue et culture maternelle est illégale

Y a-t-il participation dans les frais de fonctionnement (éclairage, nettoyage, chauffage) ?

Si oui, à charge de qui ?

4.2. Enseignants de langue maternelle et de culture d'origine

4.2.1. Enseignants du pays d'accueil,

- quel est leur statut et qui est leur employeur ?
- quelle est leur qualification ?

4.2.2. Enseignants en provenance des pays d'origine,

quel est leur statut et qui est leur employeur (fonctionnaires détachés, employés au service des consulats, des autorités locales ou régionales, d'associations d'immigrés, etc.).

4.2.3. Comment est exercée, dans les deux situations précitées, l'inspection scolaire et/ou la guidance pédagogique.

éléments
statistiques
nécessaires

Nombre d'enseignants de langue maternelle et de culture d'origine dispensant un enseignement intégré ou différé, par langue enseignée.

4.3. Coopération pédagogique entre pays d'accueil et pays d'origine régissant l'enseignement intégré de la langue et de la culture d'origine

4.3.1. Avec quels Etats membres de la Communauté

- . des accords spécifiques ont-ils été conclus pour la mise en oeuvre de la directive,
- . des négociations sont-elles en cours ?

4.3.2. Avec quel pays tiers

- . des accords visant une coopération pédagogique ont-ils été conclus ?
- . des négociations sont-elles en cours ?

Veillez joindre au rapport les textes des accords ou conventions.

V. Formation des enseignants (1)

5.1. Enseignants du pays d'accueil

5.1.1. Formation initiale spécifique
.....

- les enseignants du niveau primaire et du 1^o cycle de l'enseignement secondaire suffisent-ils d'une formation initiale les préparant à la prise en charge d'enfants de travailleurs migrants ?
- quelle est la nature de cette formation spécifique ?

éléments
statistiques
nécessaires

nombre d'enseignants diplômés en 1984 ou 1985 ayant bénéficié d'une formation initiale spécifique.

5.1.2. Formation continue
.....

- Une formation continue répondant aux besoins spécifiques des enfants des travailleurs migrants a-t-elle été mise en place ?
- Décrivez-la

éléments
statistiques
nécessaires

Nombre d'enseignants ayant bénéficié d'une telle formation continue durant l'année scolaire 1984/85.

5.2. Enseignants du pays d'origine

5.2.1. Formation spécifique
.....

- Existe-t-il dans votre pays un modèle de formation initiale ou complémentaire pour enseignants destinés à prendre en charge les enfants de vos ressortissants établis à l'étranger ?
- quelle est la nature de cette formation spécifique ?

éléments
statistiques
nécessaires

nombre d'enseignants sortis en 1984/85 ayant bénéficié d'une formation spécifique.

(1) Spécifier pour chacune des réponses à ces questions quelles sont les autorités organisatrices des divers types de formation

- autorités nationales et/ou
- autorités régionales et/ou
- autorités locales
- associations privées, subventionnées, non subventionnées

5.2.2. Formation continue

- Vos services consulaires organisent-ils une formation continue des enseignants ayant en charge les enfants de vos ressortissants ?

. dans quels Etats membres ?

éléments statistiques nécessaires

nombre d'enseignants ayant bénéficié en 1984/85 d'une formation continue par Etat membre

- Vos enseignants de langues et cultures d'origine sont-ils admis au cours de formation continue organisés par les pays d'accueil ?

Si oui, sous quelles conditions ?

éléments statistiques nécessaires

Nombre d'enseignants ayant bénéficié en 1984/85 d'une telle formation continue, par Etat membre