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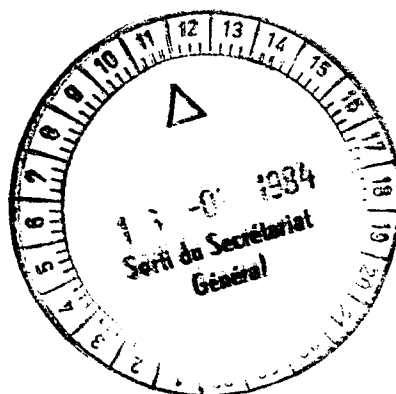
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COMMISSION OF THE EUROPEAN COMMUNITIES

COM(84) 54 final

Brussels, 10 February 1984

REPORT FROM THE COMMISSION TO THE COUNCIL
ON THE IMPLEMENTATION OF DIRECTIVE 77/486/EEC ON THE EDUCATION
OF THE CHILDREN OF MIGRANT WORKERS



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OF THE CHILDREN OF MIGRANT WORKERS

EXPLANATORY MEMORANDUM

Council Directive 77/486/EEC on the education of the children of migrant workers came into force in July 1981. In accordance with Article 5 of the Directive, in 1982, the Commission requested the Governments of the Member States to provide it with full information on the implementation of the Directive.

On the basis of the information received by March 1983, the staff of the Commission drew up a factual report describing the measures taken by the Member States to implement the three objectives laid down by the Directive :

- to provide tuition to facilitate initial reception including in particular intensive teaching of the language of the host country;
- to provide training and further training of teachers responsible for the children of migrant workers;
- to promote the teaching of the mother tongue and culture of the country of origin.

To take account of the diversity of educational structures in the Länder of the Federal Republic of Germany, separate reports have been drawn up for each of the Länder, together with a summary covering the entire Federal Republic.

REPORT TO THE COUNCIL OF THE EUROPEAN COMMUNITIES
ON THE IMPLEMENTATION OF DIRECTIVE 77/486/EEC ON
THE EDUCATION OF THE CHILDREN OF MIGRANT WORKERS

Article 5 of Directive 77/486/EEC, adopted by the Council on 25 July 1977, stipulates that the Commission must report to the Council on the application of the Directive throughout the Community within five years.

The Commission prepared this report on the basis of the replies to a questionnaire transmitted to the Member States in June 1982.

The report includes :

1. the text of Directive 77/486/EEC,
 2. the text of the questionnaire transmitted to the Member States,
 3. a description, for each Member State, of the situation regarding the application of the Directive. Account has been taken of differences in the replies from the respective Länder of the Federal Republic of Germany.
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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

Request for information from the Member States in accordance with the provisions of Article 5 of the Council Directive of 25 July 1977 on the education of the children of migrant workers (77/486/EEC)

Member States are invited to forward to the Commission by 1 November 1982 at the latest all relevant information for the preparation of a report which the Commission is required to submit to the Council under Article 5 of the aforementioned Directive.

To enable the information provided by the Member States to be presented in a clear and uniform manner, they are requested as far as possible to follow the form of the questionnaire below.

Although the Directive specifically concerns only the education of the children of migrant workers from other Member States (Article 1), the Member States are also invited to inform the Commission of measures taken for the education of children of workers from third countries.

I. Legislative or administrative provisions

1.1. Have any new legislative or administrative provisions been adopted since..... in regard to the education of the children of migrant workers, whether or not the latter are nationals of another Member State ?

1.2. If so, kindly attach the relevant texts.

II. Reception methods (Article 2, first paragraph)

2.1. Describe briefly the types of reception facility set up in the compulsory education sector for pupils with an insufficient knowledge of the language used for teaching, by the national, regional or local authorities.

2.2. State the number of pupils entering each type of reception facility, giving a breakdown :

- by language of origin and/or nationality (Community and non-Community nationals);
- by level (primary or lower secondary),
- state the percentage of pupils given reception tuition (in relation to total number of foreign pupils).

III. Tuition in the language and culture of origin (Article 3)

3.1. How is tuition in the language and culture of origin organized at national, regional or local level:

- for children from other Member States ?
- for children from non-member countries ?

3.1.1. In the context of the reception system (1)?

3.1.2. In the context of normal education:

- at primary level ?
- in the first stage of secondary education ?
 - . number of hours weekly for each year
 - . number of pupils at each level and by language taught
 - . number of pupils involved in relation to total number of foreign pupils.

3.1.3. Outside the school system:

- on the responsibility of the host country?
- on the responsibility of the consular authorities of the country of origin?
- on the responsibility of immigrants' associations? (2)

For each of these alternatives, give:

- a description of the type of tuition
- number of hours weekly for each year
- number of pupils at each level and by language taught
- number of pupils involved in relation to total number of foreign pupils.

Where these courses are given in school premisses, whether public or subsidized, is rent charged?

If so, who is responsible for payment?

(1) If the language of origin is also the language used for reception tuition or part thereof, the answer to this question already appears under 2.1.

(2) This question should be answered insofar as information is available.

Is a contribution obtained for operating costs (lighting, cleaning, heating)?

If so, from what source?

3.2. Teachers of the language and culture of origin

3.2.1. Host country nationals:

- what is their status and who is their employer?
- what qualifications have they?

3.2.2. Teachers from the countries of origin;

- what is their status and who is their employer (officials on detachment, employees of the consular service, regional or local authorities, immigrants' associations, etc.)?

3.2.3. In each of the two cases above, who is responsible for school inspection and educational guidance?

3.3. Cooperation between the host country and the countries of origin covering integrated tuition in the language and culture of origin

3.3.1. With which Member States of the Community

- . have bilateral agreements been concluded?
- . are negotiations in progress?

3.3.2. With which non-member country or countries

- . have bilateral agreements been concluded?
- . are negotiations in progress?

Kindly attach the texts of any relevant agreements.

IV. Teacher training

4.1. Host country nationals

4.1.1. Preliminary training

- do primary and lower secondary school teachers receive preliminary training in preparation for their work with migrant children?
- if so, what is the nature of this preliminary training?
- give the number of teachers qualifying in 1981 who received preliminary training of this type.

4.1.2. Further training

Is further in response to the specific needs of migrant children available?

- . if so, give details
- . give the number of teachers who received training of this type in 1981.

4.2. Teachers from the countries of origin

4.2.1. Preliminary training

Is there, in your country, a preliminary or supplementary training scheme for teachers intending to work with the children of your country's nationals resident abroad?

- . if so, what is the nature of this preliminary training?
- . give the number of teachers qualifying in 1981 who received preliminary training of this type.

(1) In answering these questions, please specify the organizing authorities for each type of training :

- national and/or
- regional and/or
- local authorities
- private bodies.

4.2.2. Further training

- Do your consular services organize further training courses for teachers responsible for the children of your country's nationals?
 - . if so, in which Member States?
 - . give the number of teachers who received further training of this type in 1981.

 - Are your teachers of the language and culture of origin admitted to further training courses organized by the host country?
If so, on what conditions?
 - . give the number of teachers who received further training of this type in 1981.
-

Description, for each Member State, of the situation regarding
the application of the Directive

1. The description is based on the replies from the respective Member States to the questionnaire, of which a copy is annexed.
2. Each report contains four chapters :
 - I. Educational statistics :
 the number of immigrant children, with a breakdown by nationality, at each educational level;
 - II. Description of reception facilities at each level of education, giving figures;
 - III. Description of measures taken to promote the teaching of the mother tongue and culture of the country of origin at each level, giving figures;
 - IV. Description of measures taken regarding the training and further training of teachers responsible for the education of migrant children.
3. Each chapter is accompanied by comments drawing the reader's attention to strong points, weaknesses or lapses in the application of the Directive.
4. The report attempts to provide, as concisely as possible, objective information on the measures taken by the education authorities in the Member States in the areas covered by the Directive.
5. The report does not systematically distinguish between children of Community nationals and those from non-member countries. Where the measures taken by a Member State are considered inadequate, the measures in question concern the children of both Community and non-Community nationals unless the contrary is expressly indicated.

Where the report indicates that the Directive or part thereof has not been applied, the infringement noted concerns only the children of Community nationals. It should be understood that in these cases, the children of non-Community nationals are denied the same educational facilities.

- 1 Belgium
 - 2 Federal Republic of Germany
 - 3 Baden-Württemberg
 - 4 Bavaria
 - 5 Berlin
 - 6 Bremen
 - 7 Hessen
 - 8 Hamburg
 - 9 Lower Saxony
 - 10 North Rhine-Westphalia
 - 11 Rheinland-Pfalz
 - 12 Saarland
 - 13 Schleswig-Holstein
 - 14 Denmark
 - 15 France
 - 16 Greece
 - 17 Ireland
 - 18 Italy
 - 19 Luxembourg
 - 20 Netherlands
 - 21 United Kingdom
-

BELGIUM

Reference year : 1981/1982 school year

Dutch-speaking region

foreign pupils

Nationality	Nursery Schools	Primary Education	Special Education	Secondary Education
Turkish	2 960	4 696	....	1 299
Moroccan	2 709	4 696	....	1 105
Italian	1 985	3 497	....	2 378
Dutch	1 373	4 185	....	5 091
Spanish	466	1 395	....	1 182
French	426	888	....	412
German	336	657	....	569
British	249	554	....	342
Greek	224	409	....	392
Polish	150	240	....	149
Algerian	150	284	....	....
Tunisian	131	140	....	....
Portuguese	95	256	....	159
....				
	12 128	23 360	826	14 179

%

%

%

%

1980/81 school yearFrench and German-speaking Belgium

Foreign pupils

Country of origin	Nursery Schools	Primary education and first stage of secondary education	Second stage of secondary education	Number of girls
Denmark	....	....	....	....
Germany	574	2 114	398	160
France	3 373	15 104	2 670	1 255
Ireland	....	....	....	....
Italy	14 236	47 230	7 709	4 212
Luxembourg	147	1 221	345	131
Netherlands	309	1 361	355	197
United Kingdom	408	927	146	71
Greece	798	3 504	741	399
Turkey	3 050	8.090	416	201
Spain	2 006	9.291	1.974	1.089
Portugal	499	1 728	277	140
Maghreb	8 347	24 542	2.154	1 001
Other	3 975	29.896	2.818	1 243
	37.722	136 918	20.003	10 099
	21.1 %	22.5 %	15.3 %	

% of the total number of
pupils (Belgian + foreign)

The excellent attendance rate in the second stage of secondary education should be noted. The number of girls slightly exceeds that of boys.

2.1 Reception arrangements

- pre-school education

Pre-school education is free and open to all foreign children from the age of two and a half years.

Under the special temporary scheme it is possible to employ, in nursery schools, young teachers who have not found a permanent post. Where the number of migrant children in a school exceeds 30 %, the number of these children is multiplied by two to establish the number of nursery school teachers required.

- Primary education Language tuition

A course of three hours per week may be offered to foreign pupils who have no - or an insufficient - command of the school working language and who have attended a Belgian school for less than three years.

Number of pupils : 10 minimum
20 maximum

The special temporary scheme makes it possible to increase the staff of schools where more than 30 % of the children are foreign.

The number of teachers in a school is fixed as follows :

1st and 2nd year : the number of immigrant children is multiplied by 1.5.
Other years : the number of immigrant children is multiplied by 1.3.

- Secondary education : French-speaking system Remedial teaching

In 1st and 2nd year of secondary education, additional French classes may be organized from September 1982 for pupils with an insufficient command of the language.

Minimum number : 10 pupils per group,
16 pupils for two groups,
31 pupils for three groups,
and so on, by increments of 15 pupils.

The total number of hours per week of intensive study of French includes 5 hours' tuition for all pupils, 2 hours of additional activities, and 2 hours of remedial teaching; i.e. a total of 9 hours.

Objectives : acquisition of basic French with initial emphasis on the spoken language; in second year vocational training the accent is placed on technical vocabulary.

- secondary education : Dutch-speaking system

Since September 1982 it has been possible to organize transitional classes for foreign pupils who are unable to follow an ordinary first-year class. Minimum number of pupils : 10; a second class is created as soon as there are 16 pupils.

2.2 Statistics

French-speaking Ministry

Number of additional teachers made available to nursery and primary schools : approximately 200.

No information is available on the number of pupils concerned by remedial measures at secondary level.

Dutch-speaking Ministry, primary education.

Nationals of Member States	Number receiving remedial teaching	Foreign pupils enrolled in 46 schools providing remedial language teaching
Danish	1	1
German	27	82
French	5	36
Greek	106	212
British	6	22
Italian	730	1 402
Luxembourg	-	2
Dutch	-	62
Irish	1	1
	876 48.1 % of 1 820	1 820

- Comments : 1. Although the children of immigrants born in Belgium receive about three years' pre-school education, special assistance may be necessary during the initial years of primary schooling.
2. Since it is only possible to organize language tuition for a minimum of 10 pupils, there is no special reception facility for new arrivals where their number is less than this minimum.

3.1 Tuition in the language and culture of origin

Dutch-speaking system - integrated education

The bicultural educational model introduced in a pilot/scheme carried out between 1976 and 1981 in Limbourg was extended in September 1982 to the entire Flemish region for an experimental period of 3 years.

Nationalities involved : Greek, Italian, Moroccan and Turkish.

Nursery school :

- classes attended by foreign children of several nationalities :
a foreign nursery school teacher working 4 periods per week with children of her nationality;
- classes in which the foreign component comprises 70 % of children of the same nationality : a foreign nursery school teacher is responsible for the children for 10 periods per week (1 period = 60 minutes).

Primary school :

- 1st and 2nd year : 4 hours per week of mother tongue teaching
- 3rd and 4th year : 3 hours per week of mother tongue teaching
- 5th and 6th year : 2 hours per week of mother tongue teaching

Secondary education :

There is no integrated education apart from a pilot scheme confined to some secondary schools in Limbourg.

Teaching outside the school system

Teaching outside the school system is organized by the foreign consular authorities and immigrants' association.

Number of courses in 1982 by province :

Language	Antwerp	Brabant	Limbourg	East Flanders	West Flanders
Turkish	4	-	17	7	-
Greek	-	-	9	-	-
Italian	2	-	15	-	-
Arabic	2	1	9	1	-
Spanish	3	1	8	-	-
Portuguese	-	-	1	-	-

Course duration : 4 hours per week. Attendance : 10 to 30 pupils per course.

State schools do not charge rent for the use of school premises. Rent is often charged by independent, regional and local authority organizing bodies, however.

The following languages are offered as first, second or third foreign language in secondary school : German, English, French, Spanish and Italian.

French-speaking system - integrated education

A number of primary schools have requested and been granted authorization to organize integrated courses on an experimental basis. A circular in September 1982 urged headmasters to apply for this authorization.

Number of hours per week : 4 hours.

Nationalities involved : Italien, Greek, Spanish, Portuguese, Moroccan.

No statistics are available.

Some ten schools were applying a system of integrated education during the 1981/82 school year.

A pilot scheme for integrated education in Italian, Spanish and Arabic will be launched in September 1983 with the cooperation of the Italian, Spanish and Moroccan consulates in nine secondary schools. In secondary schools, the following languages may be chosen as first, second or third foreign language : Dutch, German, English, Spanish, Italian.

Education outside the school system

Courses outside the school system in Italien, Greek, Spanish, Portuguese and Arabic are organized by the foreign consulates and immigrants' associations.

Course duration : 4 hours per week generally.

Use of State primary school premises is free of charge.

Use of State secondary school premises is free of charge for classes provided for children of school age during school hours. If classes are given on days when the school is normally closed or to adults, the organizers are charged rent.

Regional, local and independent schools generally ask course organizers to make a contribution to operating costs.

No statistics are available.

Comments :

1. The legislative amendments needed to authorize tuition in the language and culture of origin within the normal school system have not yet been put before Parliament. The two Ministeries of Education have consequently set up temporary pilot schemes to introduce education of this kind.

The Council had laid down a time-limit of 4 years, more than adequate to complete the formalities required to implement the Directive.

2. The charging of rent for the use of school premises for tuition in the language and culture of origin of children of school age who are nationals of other Member States of the Community seems incompatible with article 3 of the directive.

3.2 Teachers of the language and culture of origin

Foreign teachers employed by consulates have the status of seconded officials or a special consular status. They are appointed and paid by the consulates.

Some foreign teachers are paid by the local authorities and by the Ministry for Employment. They are employed in a special temporary capacity.

Some teachers of Arabic are employed and paid by immigrant associations.

3.3 Educational cooperation between Belgium and the countries of origin

Bilateral agreements have been made with Italy, Greece, Turkey and Morocco for the introduction of pilot schemes.

Foreign teachers appointed by the consulates are responsible to consular inspectors.

Teachers paid by the local authorities are responsible to local authority inspectors.

All teachers taking part in pilot integrated education schemes are under the guidance of the headmaster of the school in educational matters.

The teachers must show evidence of an adequate knowledge of French or Dutch, depending on the language area in which they are employed.

Comment :

With the exception of the pilot schemes, there appears to be no direct educational cooperation between Belgium and the migrants' countries of origin.

Teacher training

Initial and further training of Belgian teachers

There are no legal or formal provisions regarding initial or further training adapted to the needs of immigrants. Students of some teacher training colleges complete periods of practice teaching in schools with a large intake of foreign pupils.

In-service training

Belgian teachers

Dutch-speaking system

Teachers attend series of conferences on a voluntary basis organized by the State University of Gent, the university faculties of Saint Ignatius in Antwerp and the Catholic University of Louvain.

Retraining courses have been organized for staff engaged in various pilot schemes.

French-speaking system

Some hundred Brussels primary school teachers took part in a pilot in-service training scheme in 1981/82.

Teachers attended conferences or training courses on a voluntary basis organized by associations or universities, in particular by the Mons State University.

Foreign teachers

The Italian Embassy regularly organizes retraining courses for Italian teachers responsible for integrated courses or courses outside the school system in the Italian language and culture.

Comment :

No formal provision has been made either for the initial or in-service training of teachers responsible for the education of the children of migrant workers.

FEDERAL REPUBLIC OF GERMANY

1. Division of responsibilities

In the Federal Republic education, including the initial and in-service training of teachers, is the sole responsibility of the Länder. By virtue of Article 91 (b) of the Basis Law, however, the Federal and Land Governments may collaborate in educational planning on the basis of agreements. In addition, the Federal authorities have certain responsibilities in the field of vocational training.

In consequence of the above, the implementation of Directive 77/486 EEC is a matter for the Länder. The action taken is harmonized and coordinated within the framework of the Standing Conference of Land Ministers of Education (Ständige Konferenz der Kultusminister der Länder der Bundesrepublik Deutschland, KMK).

2. Implementation of Directive 77/486 EEC in the Länder

2.1 Standing Conference Agreement of 8 April 1976

The problems of educating migrant workers' children occupied the attention of the Standing Conference of Education Ministers from a very early stage : Decisions were adopted in this connection on 14/15 May 1964 and 3 December 1971 with a view to ensuring appropriate action by the educational authorities of the individual Länder.

On the basis of the Decision of 8 April 1976 on the education of migrant workers' children, in the version of 26 October 1979, the Land educational authorities have now stepped up their action in this field to ensure the availability of appropriate reception facilities for foreign pupils and encourage the provision of tuition in languages and cultures of origin. This Agreement also includes provisions concerning initial and in-service teacher training and collaboration with sending countries.

2.2 Measures aimed at implementing Article 2 of the Directive

2.2.1 Reception arrangements

Foreign pupils have the same rights and obligations as German nationals. In particular, they are subject to the same requirements as regards compulsory schooling and part-time vocational education, which is compulsory for all young people between the ages of 16 and 18 who are not enrolled in a formal education or training scheme. Education is provided free of charge.

Foreign pupils with an adequate knowledge of German will normally be integrated into an ordinary class corresponding to their age and aptitudes.

The following special types of provision have been introduced with a view to facilitating the integration of foreign pupils :

- reception classes and preparatory classes (Aufnahmenklassen, Vorbereitungsklassen);
- bilingual classes;
- intensive tuition in German;
- remedial tuition.

The above have been arranged in line with the school systems and regulations of the individual Länder.

The duration of attendance at preparatory classes or reception classes is normally two years.

In bilingual classes foreign pupils of the same mother tongue are prepared for a German school certificate. German and the mother tongue share the role of medium of teaching.

The curricula and teaching materials for reception classes and bilingual classes are based on German curricula.

The arrangements as regards the duration and organizational form of reception classes and bilingual classes differ from Land to Land. The task of teaching the mother tongue and culture is entrusted to teachers from the country of origin.

Intensive tuition in German is provided where the number of foreign pupils is insufficient to justify the establishment of a reception class.

With a view to facilitating the integration of foreign children and teenagers, remedial tuition of various kinds designed to improve their knowledge of German or their general education is provided within the framework of ordinary classes.

Other measures such as assistance with homework and guided study take place outside school hours.

2.2.2 Initial and in-service training of teachers

In the majority of Länder, provision has been made for the special needs created by immigration to be studied within the framework of initial, further and in-service training.

This provision takes a variety of forms in the individual Länder :

- special study of the methodology of teaching foreign pupils as part of the normal course leading to the State examination;

- further, post-basic training with the emphasis on German as a second language;
- initial training leading to qualification as a teacher of German as a foreign language;
- further training on an in-service basis;
- continuing training on an in-service basis;
- advanced courses for German and foreign teachers with responsibility for migrant workers' children.

Teacher training activities include the organization at school district level of seminars on the following topics :

- the integration of foreign children and adolescents into German schools and society;
- an introduction to the methodology and practice of teaching German as a second language;
- the mother tongues and cultures of the main groups of foreign pupils in the Federal Republic.

2.3 Measures aimed at implementing Article 3 of the Directive :

Tuition in the language and culture of origin

Where foreign pupils do not receive tuition in their mother tongue in a reception class or bilingual class, additional tuition is offered in the language and culture of origin over and above the instruction provided in German classes. This additional tuition is given by teachers from the country of origin, generally at the rate of 4 or 5 hours a week, either during or outside school hours.

In Bavaria, Hessen, Lower Saxony, North Rhine-Westphalia and Rheinland-Pfalz, mother tongue tuition in schools is organized by the German school authorities; the teachers are employed and paid by the Land. Tuition outside schools is organized and paid for by the relevant consular authorities.

In Baden-Württemberg, Berlin, Bremen, Hamburg, Schleswig-Holstein and Saarland, mother tongue tuition both within and outside schools is organized by the diplomatic and consular representations of the countries of origin; the foreign teachers concerned are employed by the authorities of these countries. These Länder encourage the teaching of mother tongues

and cultures by making school premises available free of charge. A number of them - including Baden-Württemberg, Berlin, Hamburg and Saarland - contribute towards operating costs and teacher salaries.

The Federal and Land Governments work together with the Governments of the sending countries in bilateral committees of experts established under existing cultural agreements. These committees are particularly concerned with the question of tuition in the language and culture of origin.

A committee concerned with the education of Greek pupils has been in operation since 1976 and another concerned with the education of Italian pupils has been in operation since 1978.

The Federal Republic has also established bilateral committees of experts with certain non-member countries.

The school authorities of the Länder also maintain technical contacts with the diplomatic and consular representations of the sending countries.

3. Pilot schemes in the field of education for migrant workers' children conducted under the auspices of the Joint Federal-Land Commission for Educational Planning and the Promotion of Research Activities

Since 1972 the Land education authorities have, with the assistance of the Federal Ministry of Education and Science, conducted a large number of pilot schemes aimed at devising and testing new measures in the field of education for migrant workers' children.

Pilot schemes have, for example, been conducted in the following areas :

- development of curricula for courses in German as a second language for foreign pupils ;
- development of bilingual teaching materials for primary education;
- teaching in multinational classes;

- integration of foreign pupils into secondary schools;
- initial and in-service training for teachers taking foreign pupils;
- cooperation between the school and foreign parents.

4. Overall statistics

At the beginning of the 1980/81 school year a total of 738 214 foreign pupils were attending establishments of general, vocational and technical education :

		% of total enrolments	
Grundschulen/Hauptschulen	522 345	11.8	
Sonderschulen	27 819	7.8	
Realschulen	27 660	2.1	
Gymnasien	39 195	1.9	
Gesamtschulen, Freie Waldorfschulen }	20 054	7.9	667 073 general education
Berufsschulen	72 460	3.9	
Berufsgrundbildungsjahr	11 208	10.5	
Berufsfachschulen	10 744	3.4	94 412 vocational education
Fachoberschulen }			
Fachgymnasien }	2 701	2.0	
Berufsaufbauschulen	336	1.6	
Fachschulen	1 738	2.5	
Schulen des Gesundheitswesens	1 663		
Other	290		6 728 technical education

5. Analysis of action taken in the Länder to implement Directive 77/486/EEC.

DEFINITIONS

Grundschule	<u>Primary school</u> taking pupils for the first 4 years of schooling (the first 6 years in Berlin)
Hauptschule	<u>Secondary school</u> taking pupils from the 5th (Berlin : 7th) to the 9th year of schooling. In some Länder also covers 10th year of schooling. Provides general education preparatory to vocational training.
Sonderschule	<u>Special school</u> for children with physical or mental handicaps.
Realschule	<u>Secondary school</u> taking pupils from the 5th (or 7th) to the 10th year of schooling. Leaving certificate gives access to Fachoberschulen, Fachgymnasien and the other branches of vocational education.
Gymnasium	<u>Academic secondary school</u> taking pupils from the 5th (or 7th) to the 13th year of schooling. Leaving certificate (Abitur) gives access to higher education.
Gesamtschule	<u>Secondary school</u> within which the various different forms of secondary schooling co-exist.
Fachgymnasium	<u>Specialized academic school</u> Duration of attendance 3 years (11th to 13th year of schooling). Open to pupils holding a Realschule leaving certificate or the Fachschulreife. Leaving certificate gives access to higher education.

Berufsschule	<u>Part-time vocational school</u> for young apprentices, workers or unemployed persons. Attendance compulsory up to eighteenth birthday.
Berufsgrundbildungsjahr	Full-time prevocational training year (further general education, basic vocational training).
Berufsfachschule	Full-time vocational school (generally 2 years). Studies lead to <u>Fachschulreife</u> .
Berufsaufbauschule	Full-time (1 - 1 1/2 years) or part-time (3 - 3 1/2 years) vocational school awarding <u>Fachschulreife</u> .
Fachoberschule	Two-year technical school awarding certificate of aptitude for specialized short-course higher education (Fachhochschule). Open to holders of Realschule leaving certificate or equivalent (10th year of Gymnasium, Fachschulreife).
Fachschule	<u>Technical college</u> Duration of attendance full-time between 1 and 6 semesters; part-time 6 to 8 semesters depending on specialization. Open to holders of Gesellenbrief (certificate of completion of apprenticeship) with practical experience and holders of the Fachschulreife.

BADEN-WÜRTTEMBERG

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	11 196	690	924	834	45
Italian	19 164	2 804	1 267	687	145
Spanish	3 268	365	457	284	45
Turkish	42 043	3 708	1 440	815	195
Yugoslav	16 612	928	1 744	1 198	94
Portuguese	2 602	321	171	68	11
Other	6 964	513	1 288	3 471	539
	101 849	9 329	7 361	7 357	608
	14.2 %	16.2 %	2.9 %	2.2 %	5.1 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	1 156	30	441	7	66	22
Italien	3 713	55	751	11	66	41
Spanish	687	21	238	2	26	16
Turkish	8 272	129	1 928	11	96	21
Yugoslav	1 758	50	651	15	85	23
Portuguese	385	6	95	3	2	6
Other	1 130	36	778	20	132	232
	17 101	327	4 882	60	473	361
	6.0 %		6.0 %	2.6 %	1.6 %	1.2 %

Comments : 1° Immigrants adequately represented in part-time and full-time vocational education but seriously under-represented in technical education.

2° Prevocational training provision in process of being extended (see 2.2).

3° Dramatic increase in numbers of immigrant pupils at Grundschulen and Hauptschulen.

4° Immigrants under-represented in the élite branches of secondary education.

2.1 Reception arrangements

- Grundschule and Hauptschule

- a) Reception classes aimed at helping pupils to learn German quickly and upgrading their general education;

Class size : 10 pupils minimum

class may be split at 20 generally various
class must be split at 24 nationalities

Duration : 1 - 2 years

Children starting primary school who do not have an adequate knowledge of German are assigned to special "Vorbereitungsklassen für Schulanfänger".

Duration : 1 - 2 years

Special reception classes are also organized for new arrivals aged 13 / 15.

Objectives : rapid acquisition of a knowledge of German preparation for vocational education.

- b) Intensive language tuition

Where the number of pupils involved is insufficient for the establishment of a reception class, the school must organize intensive language tuition. Aside from this tuition in German the pupils concerned are integrated into an ordinary class. Minimum 4 pupils,
6 hours per week.

- c) Experimental bilingual classes

Normal-sized classes for pupils of a single nationality covering years 1 to 4 (Grundschule) and 5 to 6 (Hauptschule) of compulsory schooling. These classes provide tuition using the mother tongue as a medium of instruction and introducing pupils gradually to German.

- d) Remedial tuition

Foreign pupils assigned to ordinary classes who experience difficulties in German or other subjects may receive remedial tuition.

Minimum 4 pupils
4 hours per week.

- e) The establishment of an ordinary class for foreign pupils alone is in theory prohibited. Where the formation of such a class is inevitable, the school must ensure that its pupils receive some tuition jointly with German pupils.
- f) Grundschulen, Hauptschulen and special schools are entitled to a further 1 hour per week of teacher time, over and above the normal allocation, for every 4 foreign pupils. In schools with a high percentage of foreign pupils a teacher is assigned to pupil guidance and parent consultation work for 2 - 4 hours per week.

- Realschule and Gymnasium

Remedial tuition of 2 hours per week may be offered in the 1st and 2nd years (5th and 6th years of schooling).

- Full-time prevocational education

Young foreigners aged 15 or 16 who have not obtained the lower secondary leaving certificate (Hauptschulabschluß) or who entered the country at a late stage may undertake 1 year of full-time prevocational education.

- Part-time vocational education (compulsory up to 18th birthday)

- Foreign pupils with no knowledge of German receive intensive language tuition (8 hours per week);
- Foreign pupils with insufficient knowledge of German receive 3 hours' remedial tuition per week;
- Foreign apprentices and young foreign workers may where necessary receive 2 hours' remedial language tuition.

2.2 Statistics (1981/82)

Reception classes

<u>Nationality</u>	<u>Number of pupils</u>
Italian	860
Greek	362
Yugoslav	427
Turkish	4 233
Spanish	60
Portuguese	97
Other	235

including : Grundschule 2 801
 Stage I secondary 3 491

Intensive language tuition 6 753 pupils including : 4 336 Grundschule
 2 417 Stage I
 secondary

Remedial tuition 53 445 pupils including : 34 553 Grundschule
 18 892 Stage I
 secondary

Bilingual classes

Italien pupils	67
Greek pupils	2 207
Turkish pupils	<u>599</u>
	2 873

including : Grundschule 2 161
 Stage I secondary 712

Number of pupils per class : c. 20

Percentage of foreign pupils benefiting from transition arrangements
 (reception classes and bilingual classes) : 8.9 %.

Prevocational classes

1978	600 pupils
1979	850 pupils
1980/82	scheme in process of expansion

2.3 Educational provision outside school

Extensive facilities for assistance with homework and guided study are provided by private associations.

Organizers :	195 (situation as at 1979)
Pupils :	8 600
Staff :	2 000

(including many volunteers) State subsidy DM 1 200 000.

3.1 Tuition in the language and culture of origin

- Grundschule and Hauptschule

There is no provision in the curricula of reception classes for tuition in the mother tongue and culture.

Homogeneous bilingual classes are in operation on an experimental basis at Grundschule level (cf. Table 2.2) and during the first 2 years of Hauptschule.

Cost of experimental scheme in 1980 : DM 1 750 000.

An experimental scheme involving integrated tuition in the mother language and culture has been in operation since 1977 for Greek pupils at Hauptschulen (in large urban centres only).

School year 1979/80 : 77 classes
444 pupils

The intention is that pupils should be able to study their mother tongue in place of English (from the 5th to 9th years of schooling).

Outside school, courses of 5 hours per week in the language and culture of origin are organized under the auspices of the consular authorities for young foreigners between the ages of 6 and 15.

This tuition may be stepped up to 8 hours per week for pupils attending reception classes - in this case it includes general education using the mother tongue as the medium of teaching.

To qualify for a Land subsidy, a class must have at least 12 pupils at the beginning of the school year.

Premises are made available free of charge by the local authorities.

Land contribution in 1979/80 : DM 7 315 000 (c. DM 2 600 per course).

Out-of-school tuition

Language	Pupils 1981/82	Teachers 1979/80
Arabic	262	11
Greek	8 593	216
Italian	11 899	301
Serbo-Croat	12 276	105
Portuguese	2 662	25
Spanish	3 232	50
Turkish	23 981	175
Slovenian	843	-
Albanian	161	-
Macedonian	238	-
	64 147	883

Percentage of foreign children receiving out-of-school tuition in the language and culture of origin : 58.3 %.

Number of teachers in 1981/82 : c. 1 000.

- Realschule

No integrated tuition in the mother tongue; possibility of tuition outside school.

- Gymnasium

In principle, pupils entering the 6th and 7th years (10th and 11th years of schooling) may elect to take their mother tongue in place of one of the foreign languages in the curriculum. There are plans to make this possible from the 3rd year on.

- Vocational education

Vocational schools may call on the services of foreign teachers to assist with foreign pupils whose knowledge of German is as yet inadequate.

3.2 Teachers of the language and culture of origin

The foreign teachers taking bilingual and integrated classes are employed as non-established staff and paid by the Land authorities.

The teachers of courses outside the school system are recruited, controlled and paid by the relevant consular authority, which is also responsible for deciding on curricula and teaching methods. These teachers are either seconded officials or employees of the consulate.

The inspection of bilingual classes and the provision of guidance for their teachers are the responsibility of the Land authorities. A bilateral committee comprising representatives of the Land authorities and the Greek Consulate-General is responsible for establishing the curriculum for integrated tuition in Greek.

3.3 Educational cooperation between host country and country of origin

The Land Education Ministry hopes, by extending the system of bilateral committees, to improve the coordination of curricula for ordinary schooling and mother tongue tuition outside the school system. These committees also have a role to play in the expansion and improvement of integrated tuition.

Comments

1. The percentage of foreign pupils in special education is abnormally high (6.5 % as against 2.9 % of German pupils). In particular, it should be noted that more than 10 % of Italian, Spanish and Portuguese pupils were attending special schools in 1979/80.
2. The reception facilities are excellent at Grundschule and Hauptschule level. The arrangements for the allocation of additional teachers to schools attended by foreign pupils are particularly worthy of note.
3. There are scarcely any reception facilities at Realschulen and Gymnasien. The presumption is that any foreign pupil enrolling in one of the élite branches of secondary education is already integrated into the German school system.
4. The provision of tuition in mother tongues and cultures outside the school system, which predominates in quantitative terms, is not coordinated with ordinary in-school teaching.
5. There is little sign of any movement towards integrated tuition.
6. More than half of all foreign pupils benefit from some kind of tuition in their mother tongue and culture (either outside or in school). In Realschulen and Gymnasien there is little sign of any diversification in foreign language teaching.

4. Teacher training

4.1 Initial and further training of German teachers

- a) Future teachers at Grundschulen and Hauptschulen must take a course in teaching foreign pupils (Ausländerpädagogik) for one semester (1 900 students in 1981/82).

This course may be taken either as a special subject for the normal course or as an additional course and is provided at the Pädagogische Hochschulen (colleges of education) in Karlsruhe, Schwäbisch-Gmünd and Weingarten.

A course of further training spread over 2 years may be taken by serving teachers.

4.2 In-service training

- Foreign teachers employed by the consular authorities

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

Example : course for Greek teachers at Esslingen University.

Number of participants between 1977 and 1980 : 250.

- German and foreign teachers employed by the Land authorities

In-service training is provided by special institutes in the form of seminars, study weeks and programmes of conferences / lectures.

The school authorities organize study groups for teachers. At least once a year all teachers at Grundschulen and Hauptschulen (reception classes, remedial classes, bilingual classes, intensive German classes) and heads of study groups are entitled to attend a 1-week seminar.

Number of German teachers participating in in-service training : 1 300 in 1981/82.

Comments

1. Training provision for German and foreign teachers employed by the Land authorities is exemplary.
 2. Foreign teachers taking classes outside the school system should also benefit from the in-service training organized by the institutes and the school authorities. This would help to improve coordination between their activities and those carried out within the framework of ordinary schooling.
-

BAVARIA

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	7 915	94	124	962	2
Italian	6 978	535	320	445	17
Spanish	1 139	75	120	118	3
Turkish	37 599	1 061	846	1 050	20
Yugoslav	8 421	281	411	534	17
Portuguese	556	29	22	18	-
Other	7 596	286	1 465	4 376	162
	70 204 7.4 %	2 361 4.8 %	3 308 1.6 %	7 503 2.3 %	221 3.8 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	871		71	5	66	48
Italian	1 611		55	6	66	14
Spanish	349		25	1	26	5
Turkish	10 280		92	18	96	31
Yugoslav	1 010		34	6	85	19
Portuguese	101		9	1	2	1
Other	1 977		374	34	132	227
	16 199 4.1 %		660 3.1 %	71 0.9 %	473 1.5 %	345 1.3 %

Proportions comparatively high in vocational and prevocational education, comparatively low in technical education.

Immigrants under-represented in the élite branches of secondary education.

2.1 Reception arrangements

a) Mixed reception classes (Übergangsklassen)

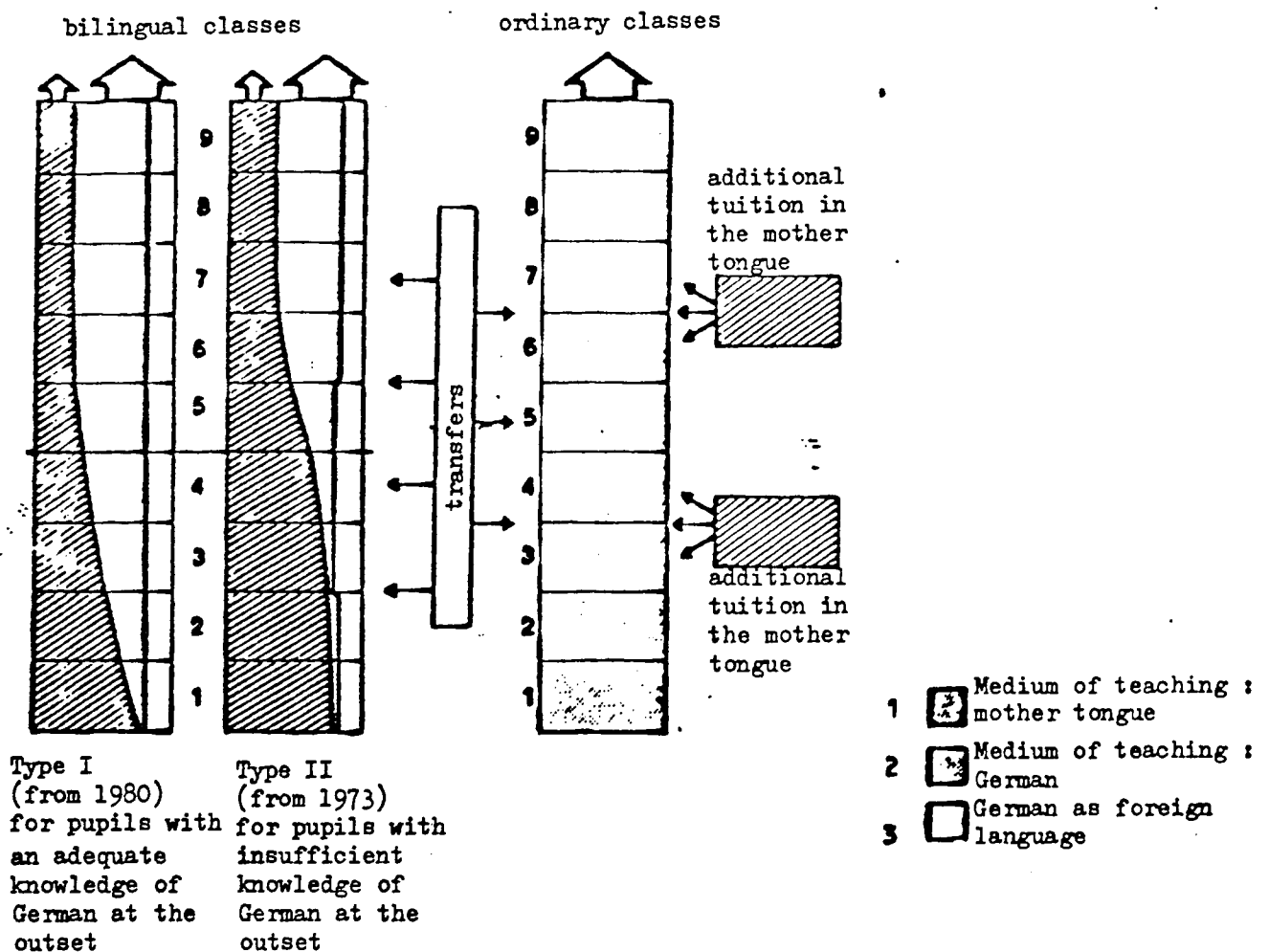
Aim : to provide intensive tuition in German (10 hours per week) and upgrade pupils' general education.

Class composition : 20 pupils maximum, various nationalities.

Duration : 2 years.

b) Bilingual classes

These offer tuition from the 1st to 9th year of schooling using the mother tongue as a medium of teaching with a gradual shift towards the use of German. One type of bilingual class has been in operation since 1973 and 1980 saw the introduction of another type better adapted to the needs of foreign pupils who already have some knowledge of German on entry into primary school.



c) Intensive language tuition

For pupils unable to cope with the work of an ordinary class owing to inadequate knowledge of German. Such tuition is organized in cases where the number of pupils involved is insufficient for the establishment of a reception class or bilingual class.

d) Additional tuition in German (maximum 4 hours per week)

Organized for foreign pupils in ordinary classes whose knowledge of German is inadequate.

e) Reception classes for late arrivals

In existence since the 1980/81 school year.

f) Other measures

- Pupils at Hauptschulen taking the leaving certificate (Hauptschulabschluss) may opt to be examined in German as a foreign language and to take an examination in their mother tongue in place of the usual examination in English.
- Additional tuition of 1 hour per week in German and English is available to pupils in the 3rd year (7th year of schooling) at Realschulen.
- In the 3rd, 4th and 5th years at Realschulen the usual marks in German may be replaced by comments on the pupils' ability to express himself orally and in writing.
- A number of secondary schools (5 in 1979/80) organize transition classes (Eingangsklassen) at 3rd-year level (7th year of schooling).

Extra tuition in German and English is provided in these classes with a view to equipping pupils for a move into ordinary classes the following year.

(Extra tuition amounts to : 4 hours per week in German; 2 hours per week in English).

- Pilot transition classes for Turkish pupils have been established in 8 Gymnasien. They provide first- and second-year pupils with more intensive tuition in German (8 hours per week). The start of classes in English is postponed to the 3rd year and the mother tongue is studied as a compulsory subject. It is expected that transition classes will be established in other Gymnasien. Wherever there are at least 5 foreign pupils a special 6-hour per week course in German may be offered in the 1st year; in the 2nd year 2 hours' additional tuition in German and 1 hour in English may be offered to foreign pupils.
- The Institut für Film und Bild in Grünwald is devising bilingual textbooks for bilingual classes and vocational schools plus educational films for in-service teacher training.

2.2 Numbers of pupils/classes

Reception classes for late arrivals : (1980/81) 16 with 320 pupils

Mixed reception classes (80/81) : 10 with c. 200 pupils
(81/82) : 1 026 pupils

Bilingual classes (79/80) : 717 with 21 219 pupils
(80/81) : 897 with 24 882 pupils (35.3 % of foreign pupils)

Type I : 270 classes

Type II : 627 classes

(81/82) : Italian 2 273

Yugoslav 2 782

Greek 1 829

Turkish 19 989

Spanish 151

26 964 pupils

Greek private schools 4 976 pupils

Intensive tuition in German :

Number of classes : (79/80) : 1 508 including 1 340 in Gesamtschulen and
(80/81) : 2 246 Hauptschulen
(81/82) : 15 100

Percentage of foreign pupils benefiting from transition arrangements
(reception classes and bilingual classes) : 47.8 % (81/82).

2. Tuition in the language and culture of origin

- Grundschule and Hauptschule

As regards bilingual classes see 2.1 and 2.2.

Integrated tuition in the language of origin

Additional tuition (Ergänzungsunterricht) is organized in the languages and cultures of the 6 sending countries for pupils attending ordinary German classes.

Number of pupils per mother tongue class : minimum 12, average 16.27
in 79/80

maximum 25

Number of classes in 79/80 : 600

Number of classes in 80/81 : 798

This additional tuition is organized by the Bavarian school authorities, which are responsible for paying the foreign teachers involved and for monitoring their progress and providing the necessary guidance.

3.1 Religious instruction in the language of origin

Instruction in Islam is provided by Turkish teachers in bilingual classes for Turkish pupils. *

Of the 652 Turkish bilingual classes, 392 receive 2 hours' religious instruction per week. A further 19 receive 1 hours' religious instruction per week.

- Realschule

- Pupils entering Realschulen in the final two years (9th and 10th years of schooling) may opt to take their mother tongue instead of English.

- Where the number of pupils is sufficient (12), the school may offer tuition in the mother tongue as an option.

- Gymnasium

First- and second-year pupils in the experimental Turkish classes not taking English (FL 1) must take their mother tongue in its place. From the third year, however, English replaces the mother tongue. If the number of pupils involved is sufficient tuition in the mother tongue may be offered as an option.

(In 1980 : 19 classes in Turkish were running at 8 Gymnasien.)

- Private schools

A certain number of private schools provide tuition in the mother tongue and culture following the curricula of the country of origin. German is taught in these schools on an intensive basis. The pupils attending these schools are not taken into account in the school enrolment statistics. (Greek private schools in operation in Munich and Nürnberg.)

Integrated tuition in the language and culture of origin in ordinary classes at Grundschulen and Hauptschulen (81/82) :

Italian	1 746
Greek	512
Turkish	8 508
Spanish	832
Portuguese	357
Serbo-Croat	2 500
Slovenian	140
Albanian	30
Total	14 625 pupils

The figures for 1981/82 show that in all 69.2 % of foreign pupils received tuition in their mother tongues in ordinary German classes, bilingual classes or private schools.

3.2 Teachers of the language and culture of origin

The foreign teachers taking bilingual classes, reception classes and mother tongue classes in State schools are employed as non-established staff and paid by the Land authorities.

Number of foreign teachers :	1977/78	696
	1978/79	811
	1979/80	962

No information supplied as to the breakdown by nationality. The teaching staff of the Greek private schools in Munich and Nürnberg are not included in these figures.

3.3 Educational cooperation between host country and country of origin

Administration, inspection and the provision of guidance for teachers are the responsibility of German officials of the Education Ministry :

Sachgebietsleiter / Referenten
coordinators at regional level

Regierungsschulräte
regional inspectors

Fachbetreuer (59 in 1980/81)
subject advisers.

Negotiations with the relevant foreign embassies and consultates are conducted by these officials. These negotiations relate primarily to the provision of teachers and teaching materials.

The curricula of the bilingual classes were devised by Staatsinstitut für Schulpädagogik (Land Institute for Educational Methodology in Schools).

Comments

1° Type II bilingual classes have been criticized on various grounds : segregation of immigrant pupils, education on the cheap, no access to long-course secondary education, no access to technical education, inadequate motivation to learn German, low level of integration into host society.

The 1980 reform (introduction of type I classes) is to be welcomed, as is the possibility of transfer to a type I class for pupils in type II classes.

- 2° Reception arrangements extend beyond compulsory schooling in both directions. A total of 23 experimental schemes are under way at nursery school level and reception centres are in operation for new arrivals within the framework of vocational education.

Full-time prevocational classes are organized to smooth the transition to vocational education for immigrant pupils. A total of 33 such classes ran in 1980/81 with 700 pupils and an extension of the scheme is planned.

- 3° Entirely satisfactory arrangements for tuition in the language and culture of origin are in operation at Grundschulen, Hauptschulen and Realschulen.

At Gymnasium level optimal courses may be organized from the 4th year on.

4. Teacher training

4.1 Initial and further training of German teachers

During their initial training students may take a course in the teaching of German as a foreign language and a number of options touching on the problems of immigrants are available.

A special course of further training has been available since 1980 to students preparing to take responsibility for foreign pupils in Grundschulen and Hauptschulen, vocational education or special schools.

Special emphasis is laid on the methodology of teaching foreigners during the second stage of teacher training.

A course in the teaching of German as a second language is provided at the Universities of Augsburg, Erlangen-Nürnberg and Munich.

4.2 In-service training

- German teachers

Teachers will shortly be able to study for the examination in the

teaching of German as a second language on an in-service basis.

The Institute for In-service Teacher Training at Dillingen (Akademie für Lehrerfortbildung) has, since 1980, played a central role with regard to the methodology of teaching the children of immigrants.

A special unit has been established at the Institute to provide in-service training for German and foreign teachers, educational advisers and other key personnel and to coordinate educational provision for immigrants' children.

The following courses were organized between 1980 and 1983 in the context of a pilot scheme cofinanced by the Federal Government :

- 24 1-week courses at the Institute with 40 participants per course;
- 40 1-week courses at regional level with 30 participants per course.

In addition to the courses organized at Dillingen, the regional/^{school} authorities organized 102 courses for German teachers of bilingual classes in 1980.

A total of 2 370 teachers took part.

- Foreign teachers

- Within the framework of the Dillingen pilot scheme 4 regional and 40 local courses were organized for Greek and Turkish teachers from Munich, Augsburg, Nürnberg and Hof.
- In 1980 the Education Ministry organized two 1-week courses, one of them in collaboration with the Italian Consulate-General.
- The area school authorities organized 92 courses for foreign teachers of bilingual classes in 1980. A total of 1 650 teachers took part.
- Language courses for foreign teachers

A correspondence course for foreign teachers with no knowledge or an inadequate knowledge of German has been in operation since 1973. The course lasts 2 1/2 years.

Number of teachers taking the final examination in 1980 : 120

Total number of participants since 1973 : 800

- TV courses -

In 1980 Bavarian Television (Bayerischer Rundfunk) produced four programmes on "foreign pupils at school" with the assistance of the Education Ministry and other bodies. Some 500 teachers requested and were sent the accompanying documentation.

Comments

Provision in the field of training for foreign teachers and in-service training for German teachers in bilingual classes is exemplary.

Some 3 000 German teachers participate in the in-service training programme each year.

BERLIN

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	756	40	72	126	79
Italian	436	24	52	74	72
Spanish	95	6	18	20	17
Turkish	20 846	933	880	630	1 213
Yugoslav	3 353	151	212	234	209
Portuguese	65	3	6	9	8
Other	3 422	168	237	700	1 031
	28 973	1 325	1 477	1 793	2 629
	22.9 %	13.7 %	6.4 %	3.5 %	8.7 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	65	2	12		1	3
Italian	35	6	5		1	4
Spanish	27	1	3		-	1
Turkish	1 343	131	71	no existant	88	33
Yugoslav	213	10	20		5	14
Portuguese	2	-	-		-	1
Other	320	31	50		39	80
	2 005	181	161		134	136
	5.6 %	4.9 %	4.5 %		7.6 %	1.7 %

Proportions low in vocational and technical education. Immigrants under-
represented in the élite branches of secondary education.

2.1 Reception arrangements

- Grundschule (6 years)

a) Reception classes (Vorbereitungsklassen)

Aim : to help pupils to learn German quickly and upgrade their general education

Minimum number of pupils (1 or several nationalities) : 15

Maximum number of pupils (1 or several nationalities) : 24

Duration : minimum 6 months, maximum 2 years.

b) Intensive tuition in German

Foreign pupils arriving in the course of a school year receive intensive tuition in German for 10 hours per week. For the rest of the time they participate in the activities of a reception class of the appropriate age group.

Maximum duration : 6 months

Number of pupils : 10

Where the number of foreign pupils in a school is insufficient for the establishment of a reception class, the pupils in question receive 2 hours' intensive tuition in German per day (10 hours per week) until they are capable of coping with the work of an ordinary class.

c) Remedial classes

Where foreign pupils in ordinary classes have problems with German or other subjects, remedial tuition (Förderunterricht) may be provided. Such tuition may be given by a foreign teacher in the pupils' mother tongue.

d) Foreign pupils enrolling after the 5th year are not required to take English. Instead, additional tuition in German is provided.

- Hauptschule (7th to 10th years of schooling)

a) Beginners' reception group

Pupils with no knowledge or insufficient knowledge of German are assigned to a beginners' group. Such groups receive 10 hours' tuition in German per week. Other subjects may be taught by a foreign teacher in the pupils' mother tongue.

Maximum number of pupils : 20

Duration : minimum : 6 months
maximum : 1 year.

b) Advanced reception groups

Pupils who have attended a beginners' reception group or a Grundschule reception class but still cannot cope with the work of an ordinary class are assigned to an advanced reception group.

Tuition in German amounts to 10 hours per week.

The other subjects are taught in German.

Number of hours per week : 26

Maximum number of pupils : 20

Duration : 6 months maximum.

Pupils who have proved impossible to integrate into a 1st year class (7th year of schooling) after a year in Germany may repeat this class.

c) Special reception classes for pupils aged 14/15

Foreign pupils entering Berlin at 14 or 15 years of age who are considered incapable of obtaining the lower secondary leaving certificate (Hauptschulabschluß) in 2 years are assigned to a 2-year adjustment class at a lower secondary school.

A pupil aged 15 at the time of his entry into Berlin may be exempted from attendance at an adjustment class if he is attending a vocational preparation and social integration course for young foreigners.

d) Establishment of special classes for foreign pupils

In order to facilitate the teachers' task, special classes for foreign pupils (of one or several nationalities) may be formed in schools where foreign pupils with difficulties in German represent more than 20 % of all pupils enrolled.

Foreign pupils may be exempted from the study of English. It should, however, be noted that in this case the leaving certificate cannot be recognized as equivalent to a Realschule leaving certificate.

- Realschule, Gymnasium and Gesamtschule

- a) Reception groups at beginners' and advanced level are organized for 1st-year pupils at Gesamtschulen (see under Hauptschule).
- b) Remedial tuition in German may be provided after the 1st year.
- c) The first foreign language is compulsory. The second foreign language may, however, be replaced by the mother tongue or one of the national languages of the pupils' country or origin.
- d) Exemption from attendance at classes in a second foreign language is possible on condition that the pupil takes an examination in his mother tongue at the end of the 4th year (10th year of schooling). The time thus freed is devoted to additional tuition in German or the first foreign language.

2.2 Other measures

- When the proportion of foreign pupils at a school passes the 5 % mark a once-off grant of DM 3 000 is made for educational documentation.
- For each foreign pupil newly enrolled at a Berlin school the following once-off payments are made :

Grundschule and special schools	DM 50
Hauptschule and Realschule	DM 100
Gymnasium/Gesamtschule/Berufsschule	DM 20

2.3 Statistics

- Reception classes (Vorbereitungsklassen)

Grundschule	2 616 pupils (81/82)
Stage I secondary	1 828 pupils
Percentage of foreign pupils benefiting from transition arrangements : 10.6 % (81/82).	

- Intensive tuition in German

Grundschule	7 833 pupils (81/82)
Stage I secondary	1 617 pupils.

3.1 Tuition in the language and culture of origin

- At Grundschulen and Hauptschulen the mother tongue is used as a medium of teaching in the context of the reception arrangements (cf. 2.1 a) and c).

Integrated tuition in Turkish is offered from the 5th to the 9th year of schooling.

- At Realschulen, Gymnasien and Gesamtschulen the mother tongue (or one of the languages of the country of origin) may be studied as the second foreign language.
- Tuition in the language and culture of origin outside school hours is organized under the auspices of the consular authorities (4 to 5 hours per week in the afternoon). The city authorities pay subsidies and provide premises free of charge.

Out-of-school tuition in the language and culture of origin (81/82)

	Pupils	% of all pupils of relevant nationality
Italian	77	13.3
Greek	496	45.8
Turkish	2.135	7.7
Spanish	126	95.5
Portuguese	16	22.5
Slovenian	2.195	49.3
Serbo-Croat		
Albanian		
Macedonian		

3.2 Teachers of the language and culture of origin

The foreign teachers taking reception classes are employed as non-established staff and paid by the city authorities, as are the teachers taking language classes for immigrants at Realschulen, Gymnasien and Gesamtschulen (second foreign language).

The teachers taking out-of-school classes are employed by the consular authorities.

No figures supplied.

3.3 Educational cooperation between host country and country of origin

None except for assistance with teacher recruitment.

- Comments :
- 1° The reception arrangements are praiseworthy at all levels.
 - 2° There is no sign of any movement towards integrated mother tongue tuition at Grundschule level.
 - 3° A major pilot scheme is currently being implemented with assistance from the Commission to test the practicality of offering Turkish as the first or second foreign language in all three branches of secondary education. German pupils are not permitted to opt for Turkish.
 - 4° A special effort is being made at Gesamtschule level to assist Turkish pupils.
 - 5° The two branches of tuition in the mother tongue and culture - inside and outside the school system - would appear to be wholly divorced from each other.
 - 6° In the absence of sound, reliable criteria, the establishment of special classes for foreign pupils may be prejudicial to their integration in the school system.

4. Teacher training

4.1 Initial and further training of German teachers

The universities and specialized colleges (Fachhochschulen) in the city offer courses in teaching foreign pupils and the problems of immigrants.

4.2 In-service training

- Foreign teachers employed by the consular authorities

The report submitted by the city authorities makes no mention of training provision for these teachers.

- German and foreign teachers employed by the city authorities.

Participation in the in-service courses organized specially for teachers taking foreign pupils is compulsory. Number of participants in 81/82 : c. 300.

Foreign teachers with no knowledge or insufficient knowledge of German on taking up employment must attend courses at the Goethe-Institut. Renewal of the contract of employment is dependent on their passing an examination in German.

Comment : In-service training courses should also be accessible to foreign teachers employed by the consular authorities.

BREMEN

School year 1980/81

1. Number of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	101	10	20	17	2
Italian	152	10	15	27	13
Spanish	66	9	18	12	5
Turkish	4 947	168	388	130	66
Yugoslav	351	10	38	30	7
Portuguese	310	23	34	10	15
Other	604	30	91	176	65
	6 531 12.1 %	260 6.2 %	604 4.1 %	402 1.5 %	173 4.0 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	5	2	-	-	1	-
Italian	5	1	1	-	2	1
Spanish	18	1	4	-	-	-
Turkish	566	370	97	7	21	2
Yugoslav	25	-	8	1	1	-
Portuguese	55	7	4	-	1	-
Other	61	13	24	3	12	12
	735 2.9 %	394 24.6 %	138 3.5 %	11 3.4 %	38 2.4 %	15 0.9 %

Immigrants well represented in prevocational education but under-represented in vocational and technical education.

Approximately 20 % of young foreigners do not meet the requirement that they undertake part-time vocational education.

Immigrants are under-represented in the élite branches of secondary education.

2.1 Reception arrangements

a) Reception classes

Aim : to teach foreign pupils German and upgrade their general education.

Duration : 2 years

Class size : minimum 12) Pupils in these classes join those of
maximum 20) ordinary classes for sports and artistic
activities. No reception class may include
more than two year groups.

New arrivals

Pupils entering the country in the course of the school year are assigned to special classes for new arrivals.

First year of primary school

Depending on their knowledge of German, foreign pupils are assigned to ordinary classes, preparatory classes or reception classes.

b) Special groups for intensive tuition in German (Fördergruppen)

Where the number of pupils involved is insufficient for the establishment of a reception class, 7 or 8 hours per week of intensive tuition in German is organized for groups of between 5 and 12 pupils. For the remainder of the time the pupils concerned are integrated into an ordinary class.

c) Remedial tuition

Remedial tuition is organized (in German and other subjects) where necessary for pupils who have transferred to ordinary classes.

d) The number of teachers available for reception/remedial classes is determined according to the following formula : 0.7 hours per week per foreign pupil in a reception class or requiring remedial tuition.

e) Assistance with homework

Remedial tuition in German is given as part of the guided homework scheme.

f) Grants are paid to finance the acquisition of teaching material for reception and remedial classes. The rate is c. DM 18 per pupil in general education and DM 22.40 in vocational education. In addition, equipment grants are paid annually on the basis of the needs of the schools.

g) Reception classes were set up at secondary level (Realschule, Gymnasium) in 1980.

2.2 Number of pupils attending reception classes (1981/82)

Yugoslav	6
Greek	5
Turkish	445
Spanish	4
Portuguese	6
	466

Remedial tuition (Fördergruppen, Stützunterricht : 3 265 (1981/82).

Percentage of foreign pupils benefiting from transition arrangements (reception classes) : 5.1 % (1981/82).

3.1 Tuition in the language and culture of origin

Grundschule and Hauptschule

Reception classes

Tuition provided in Turkish, Serbo-Croat and Portuguese.

Ordinary classes

No integrated tuition.

Realschule and Gymnasium

Since 1982 it has been possible to take the mother tongue in place of a second foreign language (pupils may be grouped where this is necessary in view of the number of enrolments).

Out-of-school tuition in the language and culture of origin

Such tuition is organized outside the scope of the city school authorities' responsibilities.

Premises are made available to the organizing bodies (generally consulates) free of charge.

No figures supplied.

3.2 Teachers of the language and culture of origin

The foreign teachers taking reception classes are employed and paid by the city authorities.

In 1980 there were : 33 Turkish teachers
 1 Yugoslav teacher
 1 part-time Portuguese teacher

These teachers also fulfil the functions of interpreter, translator and counsellor.

Increase planned :	1980	34.5
	1981	35.9
	1982	59.7
	1983	86.1

No information supplied regarding the teachers providing tuition in the language and culture of origin outside the school system.

Comments 1. The reception facilities are comprehensive.

2. Too little has been done as regards the provision of tuition in the mother tongue and culture. There appear to be signs of an improvement starting in 1982.
3. The two branches of tuition in the mother tongue and culture - inside and outside the school system - are wholly divorced from each other.

3.3 Educational cooperation between host country and country of origin

Not mentioned.

4. Teacher training

4.1 Initial and further training of German teachers

Since 1978 the University of Bremen has offered a 8-semester course in German with specialization in the teaching of German as a foreign language.

Students taking this course also learn Turkish. A 1-year course of further training organized by the University and the Wissenschaftliches Institut für Schulpraxis (Institute for the Study of Educational Practice) has been available to serving teachers since 1978. Students on this course teach in a reception class or remedial class for 6 hours each week.

Number of participants : 20 per year.

4.2 In-service of German and foreign teachers

In-service training for German and foreign teachers employed by the city authorities is organized by the WIS and relates essentially to reception class teaching methods and the learning of Turkish.

German and foreign teachers taking immigrants' children for the first time attend a 1-year preparatory course. Their teaching load is reduced by 5 hours per week during the first half of this course and 2 hours per week during the second half.

Comments : 1. Provision in the field of initial, further and in-service training is exemplary in so far as teachers employed by the city authorities are concerned.

2. There is no mention of any in-service training provision for foreign teachers taking classes outside the school system.
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HAMBURG

School year 1980/81

1. Number of foreign pupils

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	734	38	88	144	76
Italian	493	49	81	97	91
Spanish	393	26	62	82	38
Turkish	8 310	500	338	281	848
Yugoslav	1 398	94	126	128	163
Portuguese	1 080	69	82	76	65
Other	1 794	129	288	992	382
	14 206 16.7 %	905 10 %	1 065 3.8 %	1 800 2.6 %	1 663 6.2 %

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	98	21	23	-	3	2
Italian	68	13	23	-	3	3
Spanish	71	6	20	-	-	1
Turkish	1 682	378	96	1	50	3
Yugoslav	129	19	30	-	4	3
Portuguese	127	26	35	-	2	-
Other	278	90	192	4	53	66
	2 453 5 %	553 <u>14.5 %</u>	419 4.9 %	5 1 %	115 2.8 %	78 2.3 %

Immigrants well represented in compulsory vocational education but under-represented in technical education.

Immigrants are under-represented in the élite branches of secondary education.

2.1 Reception arrangements

- a) Reception classes for late entrants aged 7 or over
(Auffangklassen für Seiteneinsteiger)

Multinational classes

2 hours' per day intensive tuition in German

2 hours' per day artistic activities and sports total 20 hours
per week

Maximum duration of attendance : 6 months followed by transfer
to an ordinary reception class.

- b) Reception classes (Vorbereitungsklassen)

For 1st-year pupils

Multinational classes

Class size : 10 - 12 children

After 1 year pupils join an ordinary 2nd-year class.

Single-nationality classes

10 hours' per week tuition in the mother tongue

14 hours' per week tuition in German

Class size : normal (20 - 25)

There are plans to extend this type of class to years 1 - 4.

For pupils in years 2 to 6 (Hamburg pattern)

Multinational classes, 28 hours per week

Pupils join an ordinary class for approximately half the time.

Intensive tuition in German given in reception class (10 hours per week).

For pupils in years 7 to 9 (Standing Conference pattern)

Multinational classes, 28 hours per week including 10 hours' intensive
tuition in German. Pupils share only a few activities (sports and
artistic activities) with ordinary classes.

Generally speaking, pupils leave the various types of reception class
after 1 year's attendance.

c) Intensive tuition in German

Generally speaking 2 hours per day.

Number of pupils per group : 15.

For the remainder of the time the pupils concerned join an ordinary class (Hamburg pattern).

d) Additional tuition in German (Förderunterricht)

Pupils leaving reception classes receive additional tuition of 1 hour per day in German.

Class size : 15.

e) Bilingual reception classes

14 hours per week taught in the mother tongue (language tuition, history, geography, religious instruction).

14 hours per week taught in German (German language 8 hours per week, mathematics, sports).

Class size : 20 - 25.

f) Reception arrangements are also in operation in special schools.

g) Prevocational classes (Werkklassen)

Young foreigners aged 15/16 who have failed to obtain the lower secondary leaving certificate (Hauptschulabschluß) and are not apprenticed may enrol in a prevocational class.

Duration : 2 years with possibility of obtaining the Hauptschulabschluß

Class size : 20

32 hours per week including 12 hours of workshop activities.

h) Intensive courses in German at vocational schools

Full-time pattern

Duration : 10 weeks

Class size : 12 pupils

24 hours per week comprising 14 hours' German, 2 hours' mathematics, 2 hours' sports, 2 hours' optional studies, 2 hours' counselling or remedial tuition.

Part-time pattern (linked to part-time vocational education)

Duration : unspecified

Class size : 12 pupils

2 x 3 hours per week.

i) Ninth-year classes for foreign pupils

These classes are organized for 16 year-olds who have already attended school in Germany for 1 or 2 years but have not obtained the leaving certificate.

English is replaced by tuition in the mother tongue.

Class size : 20 pupils

34 hours per week.

j) Assistance with homework

Assistance with homework is organized in the districts with heavy concentrations of immigrants. Guided homework sessions occupy 10 hours per week in the afternoons and are combined with sports and games.

Class size : 15 pupils (half German and half foreign).

k) Preschool classes (Vorlaufgruppen)

Six-month preschool classes are organized, primarily in districts with a high immigrant population, for children aged 5 1/2.

Class size : 15 (mainly foreign).

18 hours per week.

l) Exploring the environment

Teachers organize exploration groups (10 children) in the afternoons, with a view to acquainting foreign children with the environment in which they live.

2.2 Statistics (26.3.1980)

38 preschool groups
 44 reception classes with 1 069 pupils
 32 bilingual classes with 810 pupils
 55 guidance groups
 55 guided homework groups (including 40 for special education)
 686 foreign pupils at vocational schools undergoing training under apprenticeship contracts (43.7 %).

Pupil numbers 1981/82 :

	<u>Reception classes</u>	<u>Bilingual classes</u>	<u>Intensive tuition in German</u>
Italian	10	-	-
Greek	26	179	6 600 pupils
Yugoslav	75	8	-
Turkish	742	1 824	-
Spanish	4	-	-
Portuguese	37	-	-
Other	88	54	-
	982 pupils	2 066 pupils including 605 in Stage I of secondary education	

21 intensive classes in German operating in vocational education with 303 pupils;

7 prevocational classes with 141 pupils.

Percentage of foreign pupils benefiting from transition arrangements (reception classes and bilingual classes) : 14.6 % (1981/82).

3.1 Tuition in the language and culture of origin

a) Single nationality reception classes

4 hours' per week tuition in the mother tongue

6 hours' per week general education using mother tongue as medium of teaching.

b) Bilingual classes

4 hours' per week tuition in the mother tongue

10 hours' per week general education using mother tongue as medium of teaching.

c) Ordinary classes (5th, 6th and 7th years of schooling)

Pupils aged 8 or over when they first attended school in Germany may opt to take their mother tongue in place of English as a first foreign language.

Languages offered : Spanish, Portuguese, Italian, Turkish, Modern Greek, Serbo-Croat.

From the 7th year of schooling it is possible to take English as a second foreign language.

d) Stage II of secondary education :

No integrated mother tongue tuition.

e) Out-of-school tuition in the mother tongue

Pupils attending ordinary classes may take tuition in their mother tongue outside school hours. Maximum 4 hours per week for years 1 to 4; maximum 6 hours per week for years 7 to 10.

This tuition is organized in the afternoons under the auspices of the consular authorities. Premises are provided free of charge by the Land authorities.

Statistics on out-of-school tuition (1981/82)

Italian	244 pupils
Greek	584
Turkish	1 514
Spanish	462
Portuguese	651
Serbo-Croat	1 217

4 672 (22 % of all foreign pupils).

- Comments :
1. The reception arrangements are highly flexible and extend from the preschool stage through to vocational education.
 2. Tuition in the mother tongue is not integrated into the élite branches of secondary education and is entirely absent from Stage II secondary education.
 3. There is no cooperation in educational matters between the Land authorities and the various sending countries.
 4. The Senate has decided to cut back progressively on out-of-school mother tongue tuition and increase provision within the normal school timetable correspondingly.

3.2 Teachers of the language and culture of origin

The foreign teachers who take one-nationality reception classes and bilingual classes are employed by the Land and subject to the authority of a school head. At the time of recruitment they must be able to show that they have a good command of German and have been resident in the country for a number of years.

In principle, the teaching load is 10 hours per week. In addition, foreign teachers must be available for a further 10 hours for interpreting, translation and counselling duties or visits to families. Teachers taking out-of-school classes are employed by the consular authorities.

Statistics see 2.2.

4. Teacher training

4.1 Initial and further training of German teachers

Hamburg University offers a course in the teaching of German as a foreign language. A 3-semester course of further training in the teaching of foreign children was introduced in October 1980.

Capacity : 30 participants, comprising 20 students and 10 serving teachers enjoying a 50 % reduction in working hours.

4.2 In-service training

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 (Beratungsstelle) was established at the Institute in 1981.

One-semester seminars (40 participants each) are organized to ensure the continuing training of teaching staff. Participants' teaching load is reduced by 5 hours per week during the seminar.

Foreign teachers

Foreign teachers employed by the city authorities have access to the same in-service training as German teachers. The consular authorities are responsible for the in-service training of teachers employed by them.

Comments :

1. When recruiting teachers the city authorities give preference to those qualified in the teaching of foreign pupils.
 2. The common in-service training provided for German and foreign teachers in the service of the city authorities is not open to teachers employed by the consulates.
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HESSEN

School year 1980/81

1. Number of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	3 451	106	149	308	691
Italian	6 720	595	322	306	1 678
Spanish	2 832	244	302	294	983
Turkish	20 139	1 100	462	440	4 459
Yugoslav	5 579	202	384	507	1 022
Portuguese	1 489	82	59	53	362
Other	5 351	270	375	2 014	1 803
	45 561 14 %	2 329 9.4 %	1 678 2 %	3 922 2 %	10 998 14.4 %

Vocational education

Nationality	Berufsschulen und Berufsgrund- bildungsjahre	Berufsfach- schulen	Berufs- aufbau- schulen	Fachober- schulen	Fachschulen
Greek	512	70	1	23	14
Italian	1 352	124	1	37	14
Spanish	761	123	3	33	20
Turkish	4 114	265	9	168	11
Yugoslav	623	124	6	45	9
Portuguese	285	26	-	4	1
Other	843	191	25	201	86
	8 490 5.6 %	923 4.1 %	45 5.2 %	511 3.7 %	155 2.2 %

Immigrants well represented in Gesamtschulen but under-represented in Realschulen and Gymnasium; percentage of Italian and Spanish pupils in special education abnormally high.

2. Reception arrangements

2.1 Grundschule and Hauptschule

a) Reception classes (Vorbereitungsklassen)

Aim : to teach the pupils German and upgrade their general education.
The class teacher is generally foreign. German is taught by a German national.

Class size : 15 pupils

A second class must be formed where there are 30 or more pupils.

Duration : 2 or exceptionally 3 years

Transfer to an ordinary class takes place at the end of a school year.

b) Preschool classes (Vorlaufkurse)

Classes organized for children who have not attended a nursery school and have no knowledge of German. Classes start 6 months before the attainment of compulsory school age and continue to the end of the 1st semester of the 1st year of schooling.

Class size : 15 pupils

c) Bilingual transition classes

Teaching is conducted partly in the mother tongue and partly in German. Tuition in German and in other subjects using German as the medium of teaching takes up half the timetable. The class teacher is German.

d) Intensive tuition in German

Organized for pupils aged 12 - 15 with no knowledge of German in those cases where neither reception nor bilingual classes are in operation. The pupils concerned receive 14 hours' tuition in / using German per week. They join an ordinary class of the appropriate year group for music, gymnastics and technical studies. In addition, those aged 14 / 15 receive vocational guidance.

e) Remedial tuition

If necessary, remedial tuition (in German and other subjects on the curriculum) may be organized for foreign pupils attending ordinary classes.

f) Additional staff

For every 75 foreign pupils attending a reception class or receiving remedial tuition, the school is entitled to an additional teacher post. Foreign pupils in the 1st year of schooling count double for the allocation of teaching staff.

Additional staff may be requested if more than 50 % of the school's pupils are foreign.

g) Assistance with homework

This is organized by charitable associations in collaboration with the schools.

The Land authorities grant subsidies.

Realschule and Gymnasium

During the first 2 years at a Realschule or Gymnasium, a bad mark in German will not be taken into account providing that the pupil's performance in the other subjects is satisfactory.

Vocational education

Intensive tuition in German is offered to foreign pupils enrolled at vocational schools.

Full-time prevocational training classes may be organized for foreign pupils who have been in the Federal Republic for less than 3 years and have insufficient knowledge of German.

Timetable : general education 18 hours per week including 10 hours of German
 technical education 12 hours per week
 options 4 hours per week

Prevocational training and social integration courses of 8 hours per week
 are provided for young foreigners enrolled in part-time vocational
 education.

Statistics (15.10. 1979)

Nationality	Number of reception classes		Number of foreign pupils		
	Grundschulen	Hauptschulen	total	in reception classes	%
Greek	46	7	4 556	1 303	28.6
Italian	36	13	9 341	1 107	11.9
Yugoslav	5	3	6 669	186	2.8
Portuguese	5	1	1 946	133	6.8
Spanish	4	3	4 773	116	2.4
Turkish	86	38	21 103	3.040	14.4
Moroccan	1	-	909	17	1.9
Other	1	3	7 615	69	0.9
	184	68	56.912	5 971 5.186*)	10.5 7.3*)

*) School year 1981/82

3. Tuition in the language and culture of origin

Grundschule and Hauptschule

- a) Foreign pupils in ordinary classes receive tuition in their mother tongue
 and culture from the 2 year of schooling to the end of compulsory
 schooling.

This tuition is compulsory. Pupils may, however, be excused at the request of their parents.

Classes are held in the afternoon or on Saturday morning.

Number of hours per week :	6
Number of pupils per class :	minimum 12
	maximum 25

- b) From the 1st year (5th year of schooling) foreign pupils in all branches of Stage I secondary education (Hauptschule, Realschule, Gymnasium) may opt for their mother tongue and culture in place of English. From the 3rd year they may opt for English or French as a second foreign language in order to avoid compromising their chances of continuing their studies in upper secondary school.

These pupils are excluded from the tuition outside school hours referred to under a).

- c) The mother tongue is both taught and used as a medium of teaching in reception classes and bilingual transition classes.

d) Religious instruction

From the 2nd year of schooling religious instruction may be given in the mother tongue.

Gymnasium

In principle, foreign pupils may choose to study the language of origin as a foreign language. Whether classes should be organized in a particular language is decided on a case-by-case basis by the Education Ministry.

Vocational education

Tuition in the language and culture of origin may be organized where there is sufficient demand.

Statistics (15.10.1979)3.1 Tuition in the language and culture of origin

Nationality	a	b	c		
	Number of foreign pupils	Courses in the language and culture of origin	Reception classes and bilingual classes	Total b + c	% of a)
Greek	4 525	1 315	1 303	2 618	57.8
Italian	9 188	3 013	1 107	4 120	44.8
Yugoslav	6 590	2 549	186	2 735	41.5
Portuguese	1 926	785	133	918	47.7
Spanish	4 716	2 321	116	2 437	51.7
Turkish	20 578	6 947	3 040	9 987	48.5
Moroccan	849	88	17	105	12.4
Other	7 543	997	69	1 066	14.1
	55 915	18 015	5 971	23 986	42.9
				21 327*)	40.8*)

*) School year 1981/82

3.2 Teachers of the language and culture of origin

All foreign teachers providing tuition in the language and culture of their country of origin are employed and paid by the Land authorities. They may be either established officials or non-established staff. Whether foreign teachers should be granted established status is decided on a case-by-case basis by the Minister of Education.

Foreign teachers are recruited either directly by the Land authorities or via the consulates.

Teachers recruited via the consulates are sometimes seconded officials of the country of origin.

The Land authorities are responsible for directing and monitoring tuition in the language and culture of origin.

Statistics (15.10.1979)Foreign teachers

Nationality	Full-time	Part-time
Italian	94	5
Greek	76	4
Yugoslav	43	4
Turkish	192	15
Spanish	56	1
Portuguese	18	-
Other	6	5
	485	34

3.3 Educational cooperation between host country and country of origin

Bilateral committees (Land/sending country) are in operation. These committees are involved in the recruitment of teachers and determine the period of service for seconded teachers. They also collaborate in the selection of teaching material for tuition in the mother tongue and culture.

The normal duration of posting for staff seconded by the consulates is around 4 to 6 years.

Comments : 1. There are no reception facilities as such at Realschulen and Gymnasien.

2. Educational cooperation between the Land and the various sending countries is inadequate as regards tuition in the language and culture of origin.

4. Teacher training

4.1 Initial and further training of German teachers

The methodology of teaching foreign pupils, mixed classes, German as a foreign language and related matters are covered by the initial training programmes at Frankfurt, Marburg, Kassel and Giessen Universities. Kassel University offers a 4-semester course of training in the teaching of German as a second language.

Trainee teachers (Referendare) are, as far as possible, assigned to jobs where they will have contact with foreign pupils.

4.2 In-service training of German and foreign teachers

In-service training courses and study groups are open to both German and foreign teachers.

Special courses are organized for new foreign teachers and tuition in German is available to them.

During the first half of 1981 the central administration organized 17 in-service training courses. A total of 55 study groups were organized at regional level in 1980 and 36 in the first half of 1981.

The Hessisches Institut für Lehrerfortbildung (Institute for In-service Teacher Training) organized 30 in-service courses in 1980, including 11 reserved for foreign teachers and 19 open to both German and foreign teachers.

A total of 1 198 teachers undertook in-service training during the 1981/82 school year.

Comment : The in-service training facilities for German and foreign teachers are excellent.

LOWER SAXONY

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	1 975	97	122	109	38
Italian	2 929	279	199	123	92
Spanish	1 818	193	147	107	47
Turkish	19 849	1 071	527	286	215
Yugoslav	2 273	129	169	102	59
Portuguese	1 156	71	73	159	6
Other	4 042	108	524	1 241	199
	34 042	1 948	1 761	2 127	656
	6.7 %	4.5 %	1 %	1 %	2.7 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	179	64	29	-	12	9
Italian	246	109	53	-	11	4
Spanish	275	55	48	-	8	10
Turkish	1 765	1 721	170	9	57	23
Yugoslav	143	53	28	1	5	7
Portuguese	137	55	18	-	6	3
Other	603	167	204	8	86	123
	3 348	2 224	550	18	185	179
	1.6 %	1.9 %	1.4 %	1.2 %	1.1 %	1.9 %

Immigrants under-represented in compulsory vocational education. Proportion of immigrants in technical school tiny. Turkish pupils the subject of special efforts in pre-vocational education.

Immigrants under-represented in the élite branches of secondary education.

2. Reception arrangements

2.1 Grundschule and Hauptschule

a) Reception classes

Aim : to help pupils to learn German quickly and upgrade their general education.

Duration : 1 or exceptionally 2 years

Class size : minimum 10
maximum 24.

b) Intensive tuition in German

Organized for foreign pupils attending ordinary classes with a view to helping them to learn German.

Years 1 to 4 : 6 hours per week

Years 5 to 9 : 8 hours per week

Duration : 1 year

Minimum number of pupils per group : 4

c) Special reception classes at year 8/9 level (besondere Vorbereitungsklassen)

Special reception classes may be organized for new arrivals entering the German system at year 8/9 level. These classes prepare pupils for entry to vocational training.

Minimum number of pupils : 10

Individual guidance provided.

d) Remedial tuition (Förderunterricht)

Generally speaking, a remedial group comprises 8 pupils.

Number of hours per week : 4

Remedial tuition is provided in parallel with the pupil's ordinary studies; 2 hours per week may be added to the normal timetable.

Exceptionally, individual remedial tuition may be offered on a short-term basis.

e) Foreign pupils with language difficulties count double for the purposes of teacher allocation. This has the effect of enabling schools to offer the full range of facilities mentioned under a), b), c) and d).

- f) From year 6 foreign pupils may be excused the studies of English. In its place tuition may be organized in the mother tongue of German. In this case, however, the leaving certificate awarded on completion of compulsory schooling (Hauptschulabschluß) will be the "ordinary" certificate rather than the higher grade certificate.
- g) In principle, no more than 20 % of the pupils in an ordinary class should be foreign. Where more than a third of the class is foreign, a special class must be formed for the foreign pupils.
- h) Bilingual classes

An experimental scheme is under way.

Minimum number of pupils : 20.

	Timetable of bilingual classes								
	Grundschule				Oberstufe (upper primary)		Hauptschule		
	Year		Year		Year 5	Year 6	Year		
	1	2	3	4			7	8	9
Mother tongue	8	9	10		9	10		10	
German	10		10		11	12	11	12	12
Joint classes (German and foreign pupils)		6	8	9	9	8	14	13	13

- Realschule, Gymnasium and Gesamtschule

No reception arrangements. It is assumed that pupils who enrol in these schools are already integrated into the system.

- Vocational education

Young foreigners aged 15/16 may apply for admission to a prevocational training class (Berufsvorbereitungsjahr).

2.2 Reception classes (1981/82)

<u>Nationality</u>	<u>Number of pupils</u>
Italian	23
Yugoslav	15
Greek	21
Turkish	1 229
Spanish	18
Portuguese	19
Other	<u>1 325</u>

2 650 including 488 at Grundschule

837 in Stage I of
secondary education

Intensive courses in German : 1 815 pupils including 1 028 at Grundschule
767 in Stage I of
secondary
education

Remedial tuition : 14 936 pupils including 9 428 at Grundschule
5 078 in Stage I of
secondary
education

Percentage of pupils benefiting from transition arrangements
(reception classes and bilingual classes) : 3.7 % (1981/82).

2.3 Educational provision outside the school system

A variety of private and local authority bodies organize assistance
with homework (no figures supplied).

- 2.4 Comments :
1. The system of counting foreign pupils double for the purpose of teacher allocation enables reception and remedial tuition to be organized simply and effectively.
 2. New arrivals aged 10 or over are liable to be excluded from the élite branches of secondary education.

3. Tuition in the language and culture of origin

Bilingual classes

Tuition in using the mother tongue :

Years	1	2	3	4	6	7	8	9	
Mother tongue	4	4	4	4	4	4	4	4	
Religious instruction	2	2	2	2	2	2	2	2	hours per week
Other subjects	4	4	5	5	3	4	4	4	

Ordinary classes at Grundschulen and Hauptschulen

Integrated tuition in the mother tongue is available.

Minimum number of pupils : 8

A second class may be formed :

- where there are at least 20 pupils and the class comprises pupils from more than one year group;
- where there are at least 30 pupils all from the same year group.

Number of hours per week : 5

As far as possible, this tuition should be timetabled within the normal school day (mornings). Up to 2 hours' tuition may, however, be provided outside the normal timetable.

Participation is optional.

Marks in the mother tongue appear on the pupil's report.

At Hauptschule level pupils who entered the Federal Republic after their 4th year of schooling and have an inadequate knowledge of German may take their mother tongue in place of English.

Realschule

Foreign pupils must take English but tuition in the mother tongue may be offered as an option (second foreign language).

Languages offered : Greek, Italian, Serbo-Croat, Portuguese, Spanish, Turkish.

Gymnasium / Gesamtschule

Pupils must take the language courses of their stream. The mother tongue may be taken as a second foreign language. There is some question of provision being made for the mother tongue to be taken as the first foreign language.

Integrated tuition in the language and culture of origin (1981/82)

<u>Language</u>	<u>Grundschule</u>	<u>Stage I secondary</u>
Italian	944	314
Greek	873	249
Turkish	6 763	3 110
Spanish	711	247
Portuguese	337	436
Serbo-Croat	550	296
	10 178	4 652

39.3 % of all foreign pupils (1981/82).

3.2 Teachers of the language and culture of origin

Foreign teachers for bilingual classes and mother tongue tuition are recruited as non-established by the Land authorities with the assistance of the consular authorities of the relevant country.

They must be able to show an adequate command of German by the end of their first year of service.

3.3 Educational cooperation between host country and country of origin

As matters stand, such cooperation only exists with regard to the provision of suitably qualified teachers. Curriculum planning and the preparation and approval of text books should be the subject of bilateral negotiations. Whilst such negotiations are desired by both sides, they are practically non-existent at the moment.

Comments

- 1° The reception facilities are remarkable at Grundschule and Hauptschule level but non-existent in Realschulen, Gymnasien and Gesamtschulen.
- 2° The majority of "integrated" tuition takes place outside the normal timetable - in the afternoon.

4. Teacher training

4.1 Initial and further training of German teachers

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

Further training :

Since the beginning of the 1981/82 academic year a course of further training in the teaching of foreigners has been available at Oldenburg University for students holding the first state examination.

By virtue of a decree of 30 May 1980 the Niedersächsisches Landesinstitut für Lehrerfortbildung, Lehrerweiterbildung und Unterrichtsforschung (NLI - Land Institute for In-service Teacher Training and Curriculum Research) is required to organize a course of further training.

Duration : 2 years, 500 hours' training

Intended number of participants : 1 000 (priority being accorded to teachers responsible for reception classes, preparatory classes and remedial tuition).

The course is subdivided into 20 regional courses :

Braunschweig, 6 area courses; Hannover, 8; Lüneburg, 2; Weser/Ems, 2.

Those taking part enjoy a reduction in teaching load of 5 hours per week, which means that they can be freed from teaching duties every Wednesday.

4.2 In-service training

German teachers

A total of 25 in-service training sessions were organized in 1981 for German teachers taking ordinary classes with a high proportion of foreign pupils.

Foreign teachers

In principle, foreign teachers employed by the Land are called to an in-service training course once a year.

1st semester 1981 : course for Turkish teachers

2nd semester 1981 : course for teachers of other nationalities.

Comments

- 1° The further training scheme run by the NLI is an interesting initiative but poses certain problems as regards financing.
 - 2° The arrangement whereby all foreign teachers should attend an in-service course once a year is particularly worthy of note.
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NORTH RHINE-WESTPHALIA

School year 1980/81

1. Number of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	7 915	371	746	1 093	112
Italian	10 806	1 336	934	890	320
Spanish	4 240	492	710	844	78
Turkish	67 846	3 683	2 342	2 162	1 088
Yugoslav	9 017	577	998	1 052	128
Portuguese	4 080	315	341	247	61
Other	11 351	897	2 082	5 727	548
	115 255 13.5 %	7 671 6.7 %	8 153 2.2 %	12 015 1.9 %	2 335 4.3 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	1 376	288	298	8	50	11
Italian	2 164	380	283	5	28	17
Spanish	1 185	128	188	4	33	36
Turkish	9 017	5 994	772	25	397	38
Yugoslav	916	160	198	9	35	13
Portuguese	573	173	107	1	9	5
Other	2 290	281	651	24	235	207
	17 521 3.7 %	7 404 24.9 %	2 497 2.4 %	76 2.3 %	787 2.8 %	327 2.4 %

Immigrants are very well represented in prevocational education but under-represented in vocational and technical education, and severely under-represented in the élite branches of secondary education.

2.1 Reception arrangements (Vorbereitungsklassen)

a) Short pattern

Aim : to teach pupils German, upgrade their general education and help them adjust to German society.

Duration : maximum 2 years

Class size : minimum 15, maximum 24.

Long pattern (abolished in 1982 but classes already established will run their course)

Aim : to teach pupils German at a relatively leisurely pace and prepare them gradually for integration into the German school system.

Duration : 4 - 6 years

Class size : minimum 24.

Wherever possible reception classes are single-nationality in character. Short-pattern reception classes with pupils of several nationalities are organized where the numbers are insufficient for the establishment of single-nationality classes.

The timetable of reception classes varies depending on the age of pupils involved.

	Grundschule				Secondary school	
	year				years	
	1	2	3	4	5 / 6	7 - 10
German tuition	7	7	8	9	12	15
Other subjects taught in German	15	15	16	17	19	17
Mother tongue tuition	4	5	4	4		
	26	27	28	30	31	32

- b) Schools are entitled to additional teacher posts in proportion to the number of foreign pupils. The coefficients applied vary according to the type of school :

Grundschule 85 sample calculation

Hauptschule 70 Grundschule with 134 pupils including 23 foreigners

Sonderschule 50 $\frac{134}{25} = 5.36$ i.e. 5.4 posts

Gesamtschule 70 $\frac{23}{84} = 0.27$ i.e. 0.3 posts

making a total of 5.7 posts

- c) The total teacher allocation (ordinary plus additional) is used to provide :
- remedial tuition for foreign pupils in ordinary classes who have problems with German or other subjects;
 - integrated tuition in the language and culture of origin;
 - supervised study periods after school hours (Silentien).
- d) Foreign pupils may take a 1-year vocational preparation course (Berufsvorbereitungsjahr) in place of the 10th year of schooling.
- e) Intensive tuition in German (15 hours per week) is organized for 15/16 year-old late immigrants with a view to preparing them for vocational education (Berufsvorbereitungsjahr).
- f) Every effort is made to avoid the establishment of ordinary classes consisting exclusively of foreign pupils.
- g) Realschulen organize remedial tuition for foreign pupils with problems in German, English or other subjects.
- h) Gymnasien offer remedial tuition exclusively at 1st-year level.
- i) Some Gesamtschulen have transition classes.

2.2 Statistics

Reception classes (short pattern)

<u>Nationality</u>	<u>Number of pupils</u>
Italian	2 776
Greek	4 568
Yugoslav	928
Turkish	38 216
Spanish	490
Portuguese	1 409
Other	<u>412</u>

Remedial tuition in German :
36 046 pupils

48 794 including 33 615 Grundschule 23.6 % of all
15 179 Stage I foreign pupils
secondary

Reception classes (long pattern) in 1978

	Number of classes	Number of pupils
Grundschule	504	13 351
Hauptschule	<u>79</u>	<u>1 929</u>
	583	15 280

Percentage of foreign pupils benefiting from transition arrangements
(reception classes and bilingual classes) : 23.6 % (1981/82).

Berufsvorbereitungsjahr

1979/80 : 5 159 pupils 3 342 boys
 1 817 girls

3.1 Tuition in the language and culture of origina) Reception classes

Integrated tuition in the mother tongue provided and mother tongue
used as medium of teaching. See timetable under 2.1.

b) Grundschule (ordinary classes)

Integrated tuition in the mother tongue and culture :

5 hours per week maximum

Minimum number of pupils : 15 (tuition discontinued if the number of
pupils falls below the required minimum).

c) Hauptschule

Foreign pupils may (since 1977) opt to take their mother tongue in
place of English.

d) Realschule and Gymnasium

The mother tongue and culture may be taken in place of one of the
compulsory foreign languages in the curriculum for stage I
(Sekundarstufe I).

Languages offered : Greek, Italian, Portuguese, Serbo-Croat, Spanish,
Turkish.

Pupils may choose to be examined in their mother tongue in place of English or another foreign language for :

- the lower secondary leaving certificate (Hauptschulabschluß);
- the Fachoberschulreife (certificate of aptitude for upper secondary (technical education));
- the Fachhochschulreife (certificate of aptitude for higher technical education).

Statistics

See 2.2 as regards reception classes.

Integrated tuition in languages and cultures of origin

<u>Languages</u>	<u>Grundschule</u>	<u>Stage I secondary</u>
Italian	4 364	3 455
Greek	4 116	4 344
Turkish	34 347	29 268
Spanish	3 460	2 375
Portuguese	1 970	2 514
Serbo-Croat	4 842	2 748
Other	260	1 231
	53 359	45 935
	44.2 %	53.9 %
	of all foreign pupils	of all foreign pupils

Comments

- 1° Reception facilities are available in Grundschulen, special schools and stage I of secondary education. Very considerable efforts are also made in the context of prevocational education.
- 2° There is no provision for mother tongue tuition in stage II secondary education.
- 3° A pupil who chooses to take his mother tongue in place of English (FL 1) is thereby automatically excluded from stage II secondary education.
- 4° The minimum number of pupils required for the establishment of a class in the language and culture of origin is too high.

3.2 Teachers of the language and culture of origin

The foreign teachers taking reception classes and mother tongue tuition are employed and paid by the Land. They are recruited with the assistance of the relevant foreign consulates. The contract of employment contains a clause stipulating that, by the end of one year's service, the teacher must be able to provide evidence of a satisfactory knowledge of German (in the shape of a Goethe-Institut, Volkshochschule or distance-learning certificate in German as a foreign language).

Number of foreign teachers : 1 430 (1978/79).

3.3 Educational cooperation between host country and country of origin

Foreign inspectors attached to the relevant embassies/consulates are entitled to pay inspection visits to the classes of foreign teachers who are seconded officials of their country of origin. These visits are organized in agreement with the German school authorities and a German inspector or the head of the school in question must be present. The foreign inspectors have no power over either the administrative or the educational aspects of teaching in German schools.

They are, however, involved in the recruitment of staff (made available in response to requests from the German school authorities) and are responsible for assessing the efficiency of seconded teachers.

4. Teacher training

4.1 Initial and further training of German teachers

Courses in the methodology of teaching foreigners are offered at the Universities of Bochum, Dortmund, Duisburg, Düsseldorf, Essen, Cologne, Münster and Wuppertal.

Courses in the teaching of German as a second language are offered at the Universities of Aachen, Bochum, Bonn and Wuppertal.

Bielefeld University organizes a full degree programme in the teaching of German as a second language ("Magister" Degree and Doctorate).

The Education Ministry has entrusted a working party of experts with the task of devising guidelines for teaching and research in this field to be followed by the universities, Gesamthochschulen (comprehensive colleges) and Fachhochschulen (specialized colleges).

No figures supplied.

Further training of foreign teachers

Courses in German (6 months' duration) are organized by the Goethe-Institut in Turkey (Ankara, Izmir and Istanbul) and Greece.

Turkey :	360 participants in 1980 (out of 12 500 applicants)
Greece :	170 participants in 1980.

4.2 In-service training

German teachers

The school authorities organize educational study groups :

56 in 1979 with 1 460 participants.

The Rheinisch-Westfälische Auslandsgesellschaft organizes seminars, programmes of conferences/lectures and study visits to the sending countries :

28 programmes organized between 1970 and 1979 with a total of 1 117 participants.

The Landesinstitut für Curriculumentwicklung, Lehrerfortbildung und Weiterbildung (LCLW - Land Institute for Curriculum Development and In-service Teacher Training) put forward an overall programme for the in-service training of German and foreign teachers taking immigrant children in 1979. This plan envisages the training of some 15 000 teachers.

Foreign teachers

The LCLW has offered a distance-learning course in German since 1975 :

300 participants between 1975 and 1979.

The provision of in-service training for foreign teachers forms part of the overall plan drawn up by the LCLW.

Comments :

1. Provision in the field of initial and further training is very substantial. The courses in question are not compulsory but prospective teachers are aware that they will find posts more easily if they are qualified in the methodology of teaching foreigners or German as a second language.
 2. Tentative steps are being taken towards the provision of training in common for German and foreign teachers.
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RHEINLAND-PFALZ

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	787	11	31	41	-
Italian	1 891	141	127	107	4
Spanish	260	22	43	51	-
Turkish	5 881	246	192	185	4
Yugoslav	965	32	96	82	10
Portuguese	421	19	27	23	6
Other	1 404	68	236	600	38
	11 609	539	752	1 089	62
	5.9 %	3 %	1.1 %	0.9 %	2 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	122		10	1	3	3
Italian	458		45	-	3	11
Spanish	111		11	1	-	4
Turkish	1 518		61	9	19	4
Yugoslav	110		28	-	2	2
Portuguese	97		17	1	1	1
Other	344		73	4	24	61
	2 760		172	16	52	86
	2.1 %		1.3 %	0.7 %	1 %	1.3 %

Immigrants are adequately represented in compulsory vocational education but severely under-represented in technical education.

Immigrants are likewise under-represented in the élite branches of secondary education.

2.1 Reception arrangements

- a) Foreign pupils with no knowledge or insufficient knowledge of German are assigned to reception classes. The timetable of these classes is as follows :

	1	2	3	4	5	6	7	8	9
<u>In the mother tongue</u>			hours per week						
- reading, writing	5	5	5	5	5	5	5	5	5
- religious instruction	2	2	2	2	2	2	2	2	2
- knowledge of the country of origin	-	-	-	-	2	2	5	5	5
- mathematics	4	4	4	4	3	3	3	3	3
- biology	-	-	-	-	3	3	3	3	3
- natural sciences	-	-	-	-	1	1	3	3	3
<u>In German</u>									
- German as a foreign language	6	6	8	8	5	5	2	2	2
- other subjects	-	-	-	-	2	2	2	2	2
- familiarization with the host country	-	-	-	-	-	-	3	3	3
<u>Joint activities with German Pupils</u>									
- sport	3	3	3	3	3	3	3	3	3
- art/crafts	1	2	3	3	3	3	2	2	2
- music	1	2	2	2	2	2	2	2	2
	22	24	27	27	30	30	34	34	34

Minimum number of pupils : 15

Transfer to an ordinary class takes place at the end of a school year on the initiative of the school authorities. No fixed rules as to duration of stay in a reception class - this depends on the pupil's knowledge of German.

Many pupils transfer to an ordinary class at the beginning of year 5.

- b) Teaching in the mother tongue is provided by foreign teachers who must be able to show evidence of an adequate command of German.
- c) The school is allocated a further 2 hours' per week teacher time for every 8 foreign pupils.

Foreign pupils with no knowledge or insufficient knowledge of German count double in classes which are more than 20 % foreign in composition.

- d) With regard to the purchase of text books and teaching materials, the rate of the grant paid to school libraries for a foreign pupil is 4 times the rate for a German pupil at Grundschule level and 3 times the rate for a German pupil at Hauptschule.
- e) The guided homework and study provision organized by private associations is subsidized.
- f) Foreign pupils admitted to Realschulen and Gymnasien receive remedial tuition in German if necessary.
- g) The following measures have been introduced to assist foreign pupils who have been unable to obtain the lower secondary leaving certificate (Hauptschulabschluß) under the normal arrangements :
 - extension of school attendance;
 - establishment of special leaving classes;
 - possibility of enrolling in a full-time course of prevocational training (duration : 1 year);
 - possibility of obtaining the lower secondary leaving certificate within the framework of compulsory vocational education.

2.2 Statistics

<u>Numbers of pupils attending reception classes</u>		
<u>Nationality</u>	<u>1978/79</u>	<u>1981/82</u>
Turkish	1 176	1 761
Italian	984	877
Yugoslav	34	55
Spanish	75	17
Portuguese	261	271
Greek	855	818
Other	-	-
	3 385	3 799 including 2 469 Grundschule 1 330 Stage I secondary

Percentage of foreign pupils benefiting from transition arrangements
(reception classes) : 16.93 % (1981/82).

Prevocational classes : No information available

3.1 Tuition in the language and culture of origin

a) Reception classes

See 2.1 a).

b) Grundschule/Hauptschule (ordinary classes)

Integrated tuition in the language and culture of origin should normally
be offered.

Minimum number of pupils per course : 3

Number of hours per week : 5 (maximum)

c) Realschule

No integrated tuition in the mother tongue.

d) Gymnasium

Foreign pupils admitted to the 4th, 5th and 6th years at Gymnasien (8th, 9th and 10th years of schooling) who have not been taught a second foreign language may take an examination in their mother tongue in the 6th year. The same possibility is open to foreign pupils entering in the 7th year. The examination in the mother tongue counts as the second foreign language.

There is no provision for integrated tuition in the mother tongue.

e) Out-of-school tuition in the mother tongue

Where tuition in the language and culture of origin is organized outside the normal school day under the auspices of the consular authorities, premises and insurance are provided by the Land free of charge.

StatisticsIntegrated tuition in Grundschulen and Hauptschulen

Reference year 1978 :

<u>Nationality</u>	<u>Number of pupils</u>	
	<u>1978/79</u>	<u>1981/82</u>
Turkish	1 325	3 668
Italian	329	653
Yugoslav	204	335
Spanish	120	151
Portuguese	143	235
Greek	53	65
Other	-	-
	<u>2 174</u>	<u>5 107</u>

Reception classes : cf. 2.2.

More than 60 % of foreign children (3 799 + 5 107 received tuition in their mother tongue in 1981/82.

Comments :

1. There is some danger of the pupil's stay in a reception class being prolonged excessively (Hauptschule and Grundschule).
2. Realschulen and Gymnasien are far from satisfactorily covered by the reception arrangements.
3. There is no integrated tuition in the language and culture of origin in the élite branches of secondary education.

3.2 Teachers of the language and culture of origin

The foreign teachers taking reception classes and integrated tuition in the mother tongue are employed and paid by the Land authorities. These teachers may be attached to several schools in order to ensure that they have a full teaching timetable. They are subject to the Land school inspectorate and must normally be able to show evidence of an adequate knowledge of German at the time of their appointment.

Number of foreign teachers : 120 in 1979.

3.3 Educational cooperation between host country and country of origin

The Land school authorities maintain close contact with the embassies and consulates of the sending countries. The latter are involved in the recruitment of teachers, advise the local authorities in matters concerned with the teaching of the mother tongue and supply teaching materials to schools.

4. Teacher training4.1 Initial and further training of German teachers

A 3-semester course of further training is offered by the J. Gutenberg University in Mainz-Gemersheim and the college of education (Erziehungswissenschaftliche Hochschule) in Landau. Prospective students may apply for grants. A study of the language of one of the main sending countries is compulsory. At the moment, students have a choice between Italian and Turkish.

Number of students enrolled in 1978/79 : 15

1981/82 : 47

4.2 In-service training

The following are involved in the provision of in-service training for teachers taking foreign children :

- the Staatliches Institut für Lehrerfort- und Weiterbildung (SIL - State Institute for In-service Teacher Training) in Speyer;
- the Institut für Lehrerfort- und Weiterbildung (Institute for In-service Teacher Training) in Mainz;
- Trier University and the college of education in Landau;
- the J. Gutenberg University in Mainz/Gemersheim.

Between 1974 and 1979 the SIL organized 81 sessions representing a total of 443 days' training. The total number of participants was 1 733, including 691 foreign teachers, with each foreign teacher having attended an average of 5 sessions.

Comments

1. The further and in-service training provision organized by the Land is remarkable.
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SAARLAND

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	27	-	4	7	-
Italian	2 455	203	184	100	53
Spanish	39	1	4	6	-
Turkish	1 173	23	26	29	10
Yugoslav	115	7	29	13	-
Portuguese	43	2	1	-	-
Other	665	47	90	196	22
	4 517 5.5 %	283 5.1 %	338 1.6 %	351 1.1 %	85 3.8 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	9	-	1	-	-	-
Italian	337	59	75	13	3	6
Spanish	4	-	5	-	-	-
Turkish	122	-	7	1	2	3
Yugoslav	10	1	3	-	-	-
Portuguese	5	-	2	1	-	-
Other	102	42	35	3	27	9
	589 1.7 %	102 3.7 %	128 1.6 %	18 0.9 %	32 1.1 %	18 1 %

Italian pupils are over-represented in special education. Immigrants are under-represented in compulsory vocational education and severely under-represented in technical education.

Immigrants are likewise under-represented in the élite branches of secondary education.

2.1 Reception arrangements

a) Reception classes

Aim : to provide intensive tuition in German

Duration : normally 6 months, maximum 2 years

Class size : minimum 15 preferably one nationality but may comprise maximum 24 several nationalities if necessary.

- b) Where the number of pupils is insufficient to permit the establishment of a reception class, intensive tuition in German is organized.
- c) Additional tuition (Zusatzunterricht) in German may be organized for foreign pupils in ordinary classes.
- d) Where more than 20 % of the pupils are foreign, ordinary classes reserved for foreign children may be established.
- e) Additional tuition in German may be offered to foreign pupils admitted to a Realschule or Gymnasium.
- f) The school is entitled to a further 1 hour per week of teacher time for every 7 foreign pupils.
- g) In the field of guided homework and study provision additional tuition in German is organized outside school hours in the area.
- h) Prevocational education and intensive tuition in German are available to young foreigners subject to compulsory part-time schooling.

2.2 Statistics

Reception classes		Intensive tuition in German : 67 pupils
Nationality	Number of pupils	Remedial/additional tuition : 888 pupils
Italian	18	including 594 Grundschule
Yugoslav	2	294 Stage I secondary
Turkish	275	
Portuguese	6	
	301	
	including 251 Grundschule	7 % of foreign pupils
	50 Stage I secondary.	attend reception classes.

Percentage of foreign pupils benefiting from transition arrangements (reception classes) : 7.2 % (1981/82).

3.1 Tuition in the language and culture of origin

a) Reception classes

See 2.1 and 2.2.

b) Grundschule and Hauptschule

Tuition in the language and culture of origin may be organized by the consular authorities either during or outside school time.

Minimum number of pupils : 15.

Duration : 5 hours per week.

The teachers are appointed and paid by the consulates.

The Land authorities pay operating subsidies and provide premises free of charge.

c) Realschule and Gymnasium

Tuition in the mother tongue may be organized in place of the second or third foreign language.

If such tuition is not offered, foreign pupils may nevertheless take an examination in their mother tongue and the marks obtained will count towards their overall assessment.

Tuition in the language and culture of origin

<u>Language</u>	<u>Number of pupils</u>
Italian	2 080
Greek	36
Turkish	1 213
Portuguese	24
Serbo-Croat	<u>45</u>

3 358 c. 41 % of all foreign pupils (1981/82).

Comments

1. Reception facilities would appear to be non-existent at Real-schulen and Gymnasium level.
2. Provision in the fields of prevocational education, reception classes and remedial tuition is relatively sparse.
3. Tuition in the language and culture of origin would appear to be totally divorced from the activities of ordinary classes at Grundschule level. The minimum number of pupils required for the establishment of a language class is too high.

3.2 Teachers of the language and culture of origin

The foreign teachers responsible for mother tongue tuition both inside and outside the school system are employed by the consular authorities.

In secondary education, a second or third foreign language can only be taught by a German teacher.

Number of foreign teachers : No figures supplied.

3.3 Educational cooperation between host country and country of origin

Foreign teachers are subject to consular inspectors. Courses in the mother tongue and culture (primarily history and geography) are organized on the basis of bilateral agreements.

4. Teacher training4.1 Initial and further training

The methodology of teaching foreigners is offered as an option by Saarbrücken University.

4.2 In-service training

A total of 105 German teachers took part in in-service training sessions in 1981/82.

Foreign teachers :

Conferences are organized by the consular inspectorate.

Comments

There is no sign of cooperation between the Land and consular authorities as regards in-service teacher training.

SCHLESWIG-HOLSTEIN

School year 1980/81

1. Numbers of foreign pupilsGeneral education

Nationality	Grundschule Hauptschule	Sonderschule	Realschule	Gymnasium	Gesamtschule
Greek	323	10	49	37	-
Italian	246	26	41	33	1
Spanish	268	15	39	17	5
Turkish	6 199	452	302	85	49
Yugoslav	379	23	59	29	3
Portuguese	305	19	29	13	-
Other	1 038	54	269	622	31
	8 758	599	788	836	89
	4.4 %	3.1 %	0.9 %	1 %	2.3 %

Vocational education

Nationality	Berufsschule	Berufs- grundbil- dungsjahr	Berufs- fach- schule	Berufs- aufbau- schule	Fachober- schule	Fachschule
Greek	39	2	3	1	1	1
Italian	26	1	2	-	-	2
Spanish	71	1	6	-	-	-
Turkish	874	11	52	6	10	3
Yugoslav	47	-	10	-	1	-
Portuguese	32	1	3	-	1	-
Other	170	7	65	-	20	32
	1 259	23	141	7	33	38
	1.5 %	0.8 %	1.3 %	1.5 %	0.6 %	1.1 %

Immigrants inadequately represented in compulsory vocational education.
 Immigrants likewise under-represented in the élite branches of secondary
 education and in technical education.

2.1 Reception arrangements

Grundschule and Hauptschule

a) Reception classes

Aim : to help pupils to learn German rapidly and facilitate their integration into the German school system.

Class size : minimum 15) pupils of various nationalities, medium
maximum 30) of teaching German

Duration : normally 1 year
maximum 2 years

b) Intensive tuition in German

Intensive tuition of 12 hours per week is offered in schools where it is impossible to organize reception classes.

Maximum number of pupils : 30

Minimum number of pupils : 10

The number of hours per week may be increased to 15 for pupils entering the final year of compulsory schooling.

c) Additional tuition in German

Additional tuition of 3 hours per week is organized for pupils in ordinary classes whose knowledge of German is considered inadequate.

d) Preference is given in the selection of teachers for reception classes and intensive tuition in German to those who either have experience outside the Federal Republic or hold a certificate in the teaching of German as a foreign language.

e) Schools are allocated additional funds for the operation of reception classes and intensive tuition in German.

Realschule and Gymnasium

No reception facilities.

Vocational education

Intensive tuition in German is organized according to need.

2.2 Statistics

In 1981/82 909 pupils were attending reception classes, i.e. 7 % of all foreign pupils.

3.1 Tuition in the language and culture of origina) Reception classes, Grundschulen and Hauptschulen

Tuition in the language and culture of origin may be organized by the consular authorities either during or outside school time.

Number of hours per week : maximum 5.

This tuition may take the place of English.

In practice, classes are split between the morning and the afternoon.

b) Realschule and Gymnasium

No facilities reported.

No figures supplied with regard to tuition in the language and culture of origin.

Comments

1. There are no reception facilities in the élite branches of secondary education.
2. Intensive/additional tuition in German is provided at the expense of English, which has the effect of excluding foreign pupils from access to stage II of secondary education.
3. No integrated tuition in the language and culture of origin is available in the élite branches of secondary education.

3.2 Teachers of the language and culture of origin

The foreign teachers responsible for tuition in the mother tongue and culture both inside and outside the school system are employed by the consular authorities.

Number of foreign teachers : No figures supplied.

3.3 Educational cooperation between host country and country of origin

Foreign teachers are subject to consular inspectors. No cooperation reported.

4. Teacher training

4.1 Initial and further training of German teachers

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

Number of students : 74 in 1981/82.

4.2 In-service training

German teachers

The Landesinstitut für Praxis und Theorie der Schule (IPTS - Land Institute for Educational Theory and Practice) in Lübeck has been organizing training sessions since 1976. A total of 303 teachers took part in 1981/82. This central provision is supplemented by area study groups in Lübeck, Kiel, Flensburg and Pinneberg.

The IPTS coordinates the preparation of teaching materials for reception classes and tuition in German.

Since 1980, the IPTS has offered a course in Turkish for German teachers.

Foreign teachers

The consular authorities organize training sessions.

No figures supplied.

Comments

1. Considerable efforts are being made as regards the training of German teachers.
 2. There is no mention of any attempt having been made to provide training jointly for German and foreign teachers.
-

DENMARK

1. Pupils whose mother tongue is not Danish, registered in Danish schools on 1 October 1982

Pre-school education	Primary and lower secondary schools 1st - 5th year	6th - 10th year	Upper secondary school	Vocational and technical training
988	4 713	3 502	1 881	3 035

Country of origin	Primary and lower secondary education 8th - 10th year	Upper secondary school	Vocational and technical training
Nordic countries	575	607	1 466
European Community	720	489	702
North America	219	186	245
non-Member States, of which :	1 444	599	622
Yugoslavia	190	93	18
Turkey	474	60	13
Pakistan	180	39	7
	2 958	1 881	3 035

2.1 Reception methods

Reception facilities make no distinction between children of Community and non-Community nationals.

Reception classes : intensive training in the Danish language;
Progressive increase in activities in normal
classroom context.

Maximum number of pupils per class : 12 at the beginning of the
school year.

Individual or group language teaching : intensive Danish course.

Participation in activities of a normal class during the time not spent learning Danish.

Maximum number of pupils per group : 7

Remedial teaching

This cannot start until some knowledge of Danish has been acquired (after the reception class, or intensive individual or group training).

Number of hours per week : no fixed norm

Minimum number of pupils : no fixed norm.

Special classes for new arrivals aged over 14

Classes organized by one or several municipal authorities for foreign pupils :

- intensive Danish language courses,
- general education corresponding to the 8th to 10th years of primary and lower secondary schools,
- number of hours per week : 24 minimum
30 maximum
- number of pupils per class : maximum 12 at the beginning of the school year.

Other measures

- individual exemptions regarding the rules applying to final examinations of primary and lower secondary schools may be granted to pupils whose mother tongue is not Danish.

These exemptions can take the following form :

- more time to prepare for oral exams;
- more time allotted for written tests in Danish, mathematics, English and German;
- a tape recording made by one specifically

appointed teacher per school of the mathematics and composition tests; translation of tests in the pupil's mother tongue is not allowed;

- the use of dictionaries to translate from Danish to the pupil's mother tongue or a third language.

2.2 A breakdown of the number of pupils by the different reception methods is not available.

Comments : - the right to reception education is individual,

- the cost is carried by the municipality where the pupil is resident, also in cases where pupils from different municipalities or from an entire area go to the same school,
- the system is particularly well suited to low-immigration areas.

3.1 Tuition in the language and culture of origin

Three to five hours per week tuition in the language of origin is given, usually outside school hours. The courses tend to cover history, geography and the social organization of the country of origin.

These courses are organized and paid for by the local authorities. Minimum number of pupils per course : 12.

Municipalities with fewer than 12 applicants join with other 5 situated in the same "circle" or district. The cost of teaching and transport is always borne by the pupil's municipality of residence.

Three private schools provide teaching for approximately 100 foreign pupils. They offer integrated teaching of the language of origin (3 hours per week).

Statistics

Statistics by level of education and language are not available.

According to estimates from the Ministry of Education, 46 % of foreign pupils receive tuition in their language of origin. Number of languages taught : 22.

3.2 Teachers of the language and culture of origin

The language and culture of immigrants is taught exclusively by teachers from the pupils' country of origin.

They are appointed and paid by the local authorities. They have the status of temporary full-time or part-time teaching staff or may work under annual contracts. They must be in possession of a teacher training certificate from their own country.

The supervision of foreign teachers and their integration into the educational system raise considerable problems due to the number of languages taught, the small number of teachers per language and their dispersion over a wide area.

Number of foreign teachers : no figures available.

3.3 Educational cooperation between host country and country of origin

The only country with which Denmark has a bilateral cultural agreement is Yugoslavia. Under this agreement educational specialists from both countries work together on the education of Yugoslav children and adolescents in Denmark, particularly with regard to organizing the teaching of the mother tongue.

There is no other form of cooperation with the consular authorities. There are no negotiations in progress.

4. Teacher training

Danish teachers

4.1 Initial training of Danish teachers

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

A considerable number of students opt for these subjects, particularly in teacher training centres in major towns.

No statistics available.

4.2 Further and in-service training of Danish teachers

The Danish Teacher Training College (DLH) provides two sorts of training for teachers who teach, or are responsible for, foreign language pupils : in-service training courses of 30 to 60 hours, and a further training course of 270 hours.

The 270-hour course is structured as follows :

- introduction - Cultural context of the immigrant's country of origin and life in Denmark, theory of minorities, legal and administrative aspects of teaching (40 hours),
- basic concepts of Danish philology, with the emphasis on the comparison between Danish and other languages (70 hours),
- the teaching of foreign languages (20 hours),
- teaching Danish as a foreign language (40 hours),
- teaching other subjects, leading up to educational research and development courses (20 hours),
- educational research and development courses (40 hours),
- counselling (40 hours),
- the figures between parantheses indicate the approximative number of hours attributed in each subject of this course of 270 hours.

During the 1981-1982 school year, attendance figures for these courses were the following :

120 hours	39 participants in two groups
180 hours	20 participants in one group
90 hours	37 participants in two groups
30 - 60 hours	72 participants in three groups.

In 1981 the Directorate for Primary Schools organized an introductory course on the problems of foreigners.

Participants : 46 (3-day course).

It should be borne in mind that these courses are organized in the context of a foreign language pupil population of approximately 8 000.

4.3 Training of foreign teachers

In 1982 the Danish Government introduced further training courses of three and a half years for immigrants who had been trained as teachers in their country of origin and who wished to teach their language and culture in Denmark.

Five-year initial training has been introduced for the children of immigrants who have successfully completed the second stage of secondary education. Their final qualification will be the same as that of Danish students.

No statistics available.

Comments

1. Existing measures for teaching the language and culture of origin are geared to low levels of immigration.
 2. In urban areas with sufficient concentrations of certain ethnic groups, integrated teaching of the foreign language and culture should be introduced.
-

FRANCE

Reference year : 1980/81 school year unless stated otherwise

Numbers of foreign pupils1st level : preschool education

primary education

Country	Preschool	Primary	Of which, special education	Introductory classes	Private education 1st level	Change 1981 on 1974 public sector
Algeria	64 874	120 905	6 578	2 369	4 253	+ 23 219
Morocco	36 043	48 382	2 183	1 454	1 594	+ 54 321
Tunisia	15 421	18 123	897	331	662	+ 16 882
Portugal	42 587	108 936	4 637	994	8 482	+ 16 156
Italy	6 012	18 870	708	149	1 276	- 23 369
Spain	8 899	25 563	1 063	332	2 235	- 37 183
Yugoslavia	3 570	6 626	150	144	305	+ 1 952
Turkey	9 992	19 639	812	1 536	621	increasing
Other	21 900	36 902	780	2 338	5 346	
% of total school population	209 298 10.1	403 946 10.2	17 808 17.7	9 647	24 724 2.51	

Secondary education (2nd level)

Country	1st stage	2nd stage CPPN CPA	2nd stage short course	2nd stage long course	Total : secondary education	S.E.S. Cl. at. E.N.P.	Private edu- cation	Change 1981 on 1974
Algeria	45 978	5 674	18 998	7 709	78 359	7 944		+ 33 756
Morocco	12 516	2 114	4 393	1 934	20 957	2 005		+ 12 613
Tunisia	5 031	508	1 797	994	8 330	736		+ 3 917
Portugal	40 516	5 664	14 211	4 307	64 698	5 235		+ 27 837
Italy	13 663	1 342	5 764	3 671	24 440	1 182		- 4 019
Spain	17 130	1 525	6 223	4 211	29 089	1 185		- 55 947
Yugoslavia	2 461	158	753	519	3 891	115		+ 1 901
Turkey	2 728	1 191	560	134	4 613	441		increasing
Other	16 591	1 003	3 199	6 501	27 294	442		
% of total school population	156 614 6.6	19 179 11.3	55 898 9.3	29 980 3.5	261 671 6.6	19 285 15.8	26 432 2.6	

S.E.S. special education section - E.N.P. State School for backward children
 Classe atelier - special education classes in areas not served by either

Comments : 1. A high percentage of foreign children attend special education :
 17.7 % of the 10 % in primary school,
 15.8 % of the 6.6 % in secondary school

2. Between 1974 and 1981, the number of foreign pupils in secondary education rose from 5 % to 6.6 %. The number enrolled in the second stage (long course) went up from 1.9 % to 3.5 %, but migrant workers' children show a marked preference for short vocational courses (11.3 % and 9.3 %).

3. Relatively fewer foreign pupils are enrolled in private schools than in the public sector.

2.1 Reception arrangements

- preschool education (pre-primary)

Preschool education is free and attended by large numbers of migrant workers' children. All activities are conducted solely in French but an increasing number of nursery schools have found a place in their programme for activities relating to the culture of origin.

- primary education

Reception classes

Aims : to upgrade the language capability and facilitate integration in school for non-French speaking new arrivals.

Duration : up to one year

Class size : about 15

Composition : always multi-racial

Working language : French.

Remedial teaching

Remedial classes provide linguistic support for pupils who have not attained the requisite communication skills for the ordinary class corresponding to their age and level.

Particulars : groups of 15 pupils

the number of hours per week is not fixed and varies from 2 to 8.

- secondary education

Adjustment classes

These classes are for non-French-speaking foreign pupils entering France between the ages of 12 and 16. The aim is the same as in the case of reception classes.

Duration : up to 1 year

Class size : about 15

Remedial teaching

Remedial classes raise the standard of French and general knowledge.

Particulars : 2 hours a week, groups of up to 15 pupils.

2.2 Statistics

Reception classes at primary level : 9 647 pupils (2.4 % of the foreign pupil enrolment). See table 1

Adjustment classes at secondary level (1981/82 school year)

Country	Foreign pupils in adjustment classes	% of the group concerned in secondary education
Algeria	359	0.77
Morocco	206	1.41
Tunisia	55	0.99
Africa	59	1.57
Spain	30	0.19
Portugal	151	0.36
Yugoslavia	16	0.51
Italy	6	0.05
Other EEC countries	8	0.29
Turkey	333	9.69
South-East Asia	470	9.06
Total	1.693	1.1 of foreign pupils

Remedial teaching : involves about 5 % of foreign pupils.

Comments : 1. Thanks to their widespread attendance at free nursery schools, immigrant children born in France do not encounter difficulties in integrating in school. Extra language tuition may be necessary in the first and second years of primary school.

2. Acute integration problems may arise in the case of new immigrants of whom there are not enough to justify opening reception or adjustment classes.

3.1 Tuition in the language and culture of origin (integrated programme)

- primary education

The language and culture of origin may be taught for three hours in a normal week of 27 hours to children who are nationals of countries that have signed bilateral agreements with France : Portugal (1973), Italy and Tunisia (1974), Spain and Morocco (1975), Yugoslavia (1977), Turkey (1978) and Algeria (1981). This tuition is given under the heading of environmental studies during school hours, mainly in the afternoon.

In the case of reception classes, tuition in the language and culture of origin is given under the ordinary primary education system described above. The language of origin may be used on occasion as a medium of teaching, depending on the teacher's knowledge of the language in question (or when a foreign teacher is present; but this is rare).

- secondary education

Pupils whose mother tongue is one of the 12 languages (German, English, Spanish, Italian, Portuguese, Arabic, Modern Hebrew, Russian Japanese, Dutch, Serbo-Croat or Chinese) offered as a first or second foreign language under the French education system, may choose their mother tongue as their first language in the first year of secondary school or as their second language in the third year. Tuition is given for three hours a week in the first year and the third to the final years.

Instructions for teaching Portuguese and Arabic take account of the fact that the relevant classes are made up of pupils of these nationalities plus French pupils, and provide for appropriate adjustments in teaching methods.

- Out of school education (primary and secondary)

When classes take place outside school hours, they are organized jointly by the French education authorities and the consular authorities of the country of origin.

A maximum of three hours a week of this type of tuition is provided. Programme content and methods are left to the Consulates' discretion.

Use of school premises :

Primary schools : the cost (insurance, heating, electricity, etc.) is established by the local authority. It may be relatively high.

Secondary schools : the cost of premises under central administration is very modest. Costs are borne by the consulates or the parents.

Elements (1981/82 academic year)

Tuition in the language and culture of origin

Country	Number of pupils: primary and secondary	Integrated tuition at primary level		Out of school tuition primary and secondary combined		Total %
			%		%	
Algeria	191 168	10 293	5.38	27 199	14.2	19.6
Morocco	96 708	3 775	3.9	4 718	4.9	8.8
Tunisia	37 403	3 419	9.1	3 639	9.9	19.0
Spain	30 590	996	3.25	7 400	24.2	27.45
Italy	21 637	8 149	37.6	2 256	10.42	48.02
		11 939+	55.12+	3 012+	13.9+	69.02+
Portugal	148 450	16 664	11.25	21 047	14.2	25.45
		21 303x	14.4x	32 767x	22.1x	36.5
Turkey	36 674	4 832	12.6	4 453	12.8	25.4
Yugoslavia	9 991	143	1.4	3 363	33.7	34.1

Secondary level - teaching of the first and second foreign language to foreign pupils - no data available

Tuition in the language and culture of origin by private associations :

Tuition is given outside school and has no connection with the state school system - no data available

+) estimate by Italian consular authorities

x) estimate by Portuguese consular authorities

- Comments: 1. Except in the case of Italian, integrated tuition of a foreign language is offered to a relatively few of the children concerned. Overall, little provision is made for tuition in Arabic.
2. In the case of pupils who are EEC nationals, payment for the use of school premises seems incompatible with article 3 of the Directive.
3. Ministerial Note No 83.165 Bo No 16, p. 1362 et seq. of 13 April 1983 recognizes the need to find solutions to difficulties in organizing tuition in the language and culture of origin in primary, lower and upper secondary schools. It states that the French education system must henceforth be directly responsible for providing tuition in the language and culture of origin for foreign pupils. It states that such tuition may be organized
- at primary level, in the context of interest stimulation activities (activités d'éveil) or outside school hours wherein pupils from several schools need to be grouped. In this case, tuition will be regarded as equivalent to activities taking place during normal school hours;
 - at lower and upper secondary level, this tuition may be offered as an option within the school curriculum and left to the family's discretion (in addition, immigrant children may study their language of origin as one of the modern language options).
- The note concludes that the results of this tuition should be recorded on the standard school record card, that foreign teachers should sit on school boards and teachers' boards and attend teacher training courses.

3.2 Teachers of the language and culture of origin

Foreign teachers who teach classes at primary (integrated or outside school hours) and secondary level (outside school hours), are recruited and remunerated by their own Governments. They are seconded officials and have a special consular status. There are about 1 500.

French teachers teaching foreign languages as a first or second language in secondary schools are recruited through the national CAPES competition (certificat d'aptitude d'enseignement secondaire) and the agrégation (State examination for admission to teaching posts).

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

Inspection and administration of integrated and out of school tuition at primary level and out of school tuition at secondary level are carried out by foreign education inspectors appointed by their Governments and usually attached to the embassy.

Liason is established with the local administrative and education authorities in France, mainly to determine where the classes will be held (integrated and out of school tuition) and to establish the number of classes at the beginning of the school year. The departmental education officers are responsible for setting up joint committees for this purpose.

Cooperation with EEC Member States and non-member states is based on specific bilateral agreements, or arrangements couched by joint, cultural, scientific or technical committees, or manpower agreements.

An agreement with Greece is being negotiated.

It is proposed to cooperate with the consular authorities to establish links between school curricula and teaching methods and integrated or out of school tuition of the language and culture of origin.

4. Teacher training

4.1 Initial and further training

Initial training for French teachers

At the beginning of the 1979 academic year an optional course was offered and recommended in teacher training colleges. It consisted of 70 hours of tuition and was designed to alert future teachers to the linguistic, cultural and social problems of migrant workers' children and prepare them for further study in the context of in-service training.

Further training for instructors and advisers was organized in 1975 at the Ecole normale supérieure de St. Cloud (CREDIF) at the request of the Ministry of Education. Trainees are seconded for one year and study the following : research and production of educational materials; teaching French as a second language; teacher training methods. The staff consist of research workers from CREDIF and ENS teachers.

In-service training for French and foreign teachers

From 1975, training centres known as CEFISEM (Centre de formation et d'information pour la scolarisation des enfants migrants - Training and information centre for the education of migrant workers' children) were set up in departments with a large immigrant population. They are attached to teacher training colleges and offer training for primary and secondary school teachers involved in the education of migrant workers' children :

- primary and secondary school teachers responsible for reception and adjustment classes for non-French speaking children, or who provide special remedial teaching for these children;
- teachers with pupils who attend remedial classes or have come straight from reception or adjustment classes;
- Nursery school teachers, primary school and special education teachers, educational psychologists and remedial teachers, primary school heads, teachers, lower secondary school heads, education and guidance counsellors, social welfare workers who deal with large numbers of immigrant workers' children;
- foreign teachers responsible for teaching their national language at primary and secondary level (integrated and out of school tuition);
- teacher training staff : heads and teachers in teacher training colleges, inspectors, educational counsellors.

The CEFISEM organize seminars, working meetings and courses in accordance with participants' needs. They provide a forum where staff can become familiar with the problems and obtain information and training. Studies, surveys and the production of teaching material in which trainees participate are associated with the training activities. Certain activities are designed jointly for French and foreign staff responsible for teaching migrant workers' children. The CEFISEM work closely with the CREDIF (Centre de recherche et d'étude pour la diffusion du français - Research and study centre for the dissemination of French) and various university institutes, and in response to the Ministry of Education's request they have cooperated in the organization and execution of pilot schemes under the auspices of the Council of Europe and the Commission of the European Communities.

Information and experiences have been systematically exchanged between the various CEFISEM and every year between those in charge of CEFISEM and the officials of the Ministry of Education responsible for the education of migrant workers' children.

Number of weeks of courses : about 1 200 between 1975 and 1982, of which 60 were specifically for foreign teachers

Average number of participants : 20 - 30 per course

In 1982, about 300 foreign teachers took part in these courses.

Number of conferences and information sessions : no information.

List of CEFISEM centres

- Besançon
- Bordeaux
- Caen
- Chartres
- Clermont-Ferrand
- Douai
- Grenoble
- Lyon
- Marseille
- Metz
- Nice
- Paris
- Strasbourg
- Toulouse

Comments : 1. The in-service training system is remarkable.
2. It is planned to extend the CEFISEM network.
3. The intercultural option included in CREDIF and CEFISEM training programmes since 1978 helps to ensure better cooperation between French and foreign teachers.

GREECE1. Figures for 1982/1983

Number of foreign pupils : 5 539

of which 3 515 at international schools

2 024 at Greek schools.

International schools	Number of schools	Number of pupils		Teaching staff
		Primary ed.	Secondary ed.	
American	4	868	1 045	249
British	2	190	-	9
French	1	607	202	40
German	3	205	129	117
Italian	1	96	64	24
Japanese	1	91	18	15
	12	2 057	1 458	454

2. Reception arrangements

For foreign children

A Presidential Decree is being prepared governing the setting up and running of reception classes and educational facilities for foreign pupils.

For the children of Greek workers returned from abroad

- Reception classes

Aims : - to ensure the integration of the pupils into the Greek education system, society and culture,

- to bring their knowledge of Greek up to standard.

Minimum number of pupils : 10 from the same emigration area

Maximum number of pupils : 25.

- Remedial courses

Aims : - the same as for the reception classes when the number of pupils does not justify the setting up of a reception class,

- educational (mainly linguistic) support for pupils in normal classes

Minimum number of pupils : 3

Maximum number of pupils : 9

In so far as possible the groups are made up of pupils from the same emigration area.

Number of hours per week : 5 - 6.

The system of reception classes and remedial courses covers primary and lower secondary education. It was started in two regions (Thessalonika, Serral).

In 1982/83 it was extended to the whole country.

Where possible, teaching in reception and remedial classes is done by teachers who have worked in the countries when the pupils have returned.

2.1 Statistics

During the 1982/83 school year, 3 515 foreign pupils (63.4 %) were enrolled in private international schools, while 2 024 foreign pupils (36.6 %), spread over the whole country, were attending Greek schools.

Number of turned Greek children of compulsory school age in 1980/81 : 11 878

Number of Greek pupils in reception classes in 1980/81 : 215 (1.8 %). Dispersion of the pupils makes it different to organize these classes. No data are available on remedial courses (a survey is in progress).

3. Tuition in the language and culture of origin

A. For foreign pupils in Greece

A Presidential Decree governing the teaching of the mother tongue and culture to foreign pupils in public education is in preparation.

In private international schools tuition takes place in the language chosen by the school's authorities (English, German, French, Italian and Japanese). Greek is taught as a first or second foreign language.

In reception classes for Greek children returned from abroad the language of the former country of emigration (usually German or English) is taught for three or four hours per week.

Returned Greek pupils attending secondary school receive tuition in the language of the country of origin insofar as possible.

Comments : 1. There is a small number of recently arrived Arabs who have found employment in Greece. There appear to be no educational problems as yet.

2. Pending the proclamation and application of the above-mentioned Presidential Decree, Greece is in breach of Directive 77/486.

B. Tuition in the Greek language and culture for children of Greek emigrants

Numbers of Greek pupils receiving tuition in the Greek language and culture (1981/82 school year).

	Infant school	Primary school	Secondary school		
			1st stage	2nd stage	
Germany	731	26 989	6 315	2 328	36 363
Belgium / Luxembourg	-	1 467	504	59	2 030
Netherlands	-	382	13	-	395
France	59	647	72	-	778
United Kingdom	145	4 213	43	35	4 436
Denmark	-	27	-	-	27
Italy	-	27	-	-	27
	935	33 752	6 947	2 422	44 056

With the available statistics no distinction can be made between education outside and inside the school system.

3.2 Teachers of the language and culture of origin

80 % of Greek teachers working abroad are established or temporary civil servants. Teachers in private schools have the status of employees.

Teachers who take reception classes and remedial courses for repatriated Greek children are Greek teachers who have worked abroad.

Outside the international schools, there are thought to be no foreign teachers of languages and cultures of origin working in Greece.

Greek teachers working in other Member States

	Infant school	First stage	Second stage	Total	Status	
					Civil servants	Employees
Germany	50	767	380	1 197	1 083	114
Belgium / Luxembourg	-	56	31	87	87	-
Netherlands	-	12	1	13	13	-
France	-	29	9	38	37	1
United Kingdom	3	140	69	212	72	140
Denmark	-	1	-	1	1	-
Italy	-	2	-	2	2	-
	53	1 007	490	1 550	1 295	255

3.3 Cooperation between the host country and country of origin

Cooperation between Greece and countries receiving Greek emigrants

Joint committees of experts have been set up in the Federal Republic of Germany to organize tuition in Greek language and culture. In France, Belgium, Luxembourg, the Netherlands and the United Kingdom relations with the education authorities are the responsibility of the consular services in those countries.

Cooperation in Greece with the authorities of the countries of origin

No country has so far contacted the Greek Government concerning tuition in the language and culture of origin for children of migrant workers.

4. Teacher training

Greek teachers working abroad or preparing for teaching abroad

Preliminary and further training

So far there is no preliminary training programme for teachers who are sent abroad.

Further training

The Ministry of Education organizes training sessions for teachers assigned to posts abroad.

The Goethe Institute organizes German language courses for teachers preparing to work in Germany. In the 1981/82 academic year, 300 teachers took part in the Goethe Institute courses and the Ministry of Education teaching seminars.

In-service training

The consular services organize in-service training courses under the responsibility of educational counsellors.

A number of Länder and universities in the Federal Republic provide in-service courses. The diplomatic and consular services take part in the organization of these courses.

In 1980/31, 131 Greek teachers took part in courses in Frankfurt and Esslingen.

Greek teachers responsible for pupils returned from abroad

The Teacher Training Research Centre in Athens provides in-service training for teachers responsible for the reception and remedial tuition of turned Greek pupils.

No data available.

Foreign teachers in Greece

Teaching staff in private international schools are not appointed by the Greek Government. There are at present no teachers of the language and culture of the country of origin working in public schools.

IRELAND

Reference year 1981/82

1. Foreign pupils

whose mother tongue is not English

<u>Country</u>	<u>Primary and secondary education</u>
Belgium	9
Denmark	14
France	116
Greece	2
Federal Republic of Germany	179
Italy	67
Netherlands	128
Other	130

645, of whom 227 are in Dublin.

2. Reception arrangements

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

Some reception classes are organized for Vietnamese refugees.

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

3. Tuition in the language and culture of origin

3.1 Two international schools : the Franco-Irish school and the Germano-Irish school accept pupils of various nationalities.

The French School consists of a nursery school
a primary section
a secondary section affiliated to the
Centre national pour l'enseignement
à distance in France.

Number of pupils :	100	French :	54
		Irish :	35
		Other :	11

The German school consists of a nursery school section
a primary section
a secondary section

Number of pupils :	298	German :	73
		Irish and	
		British :	219
		Other	6

The teachers' salaries are covered by the Irish Ministry of Education, while the Heads' salaries 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.

There is no mention of out of school tuition in the language and culture of origin.

Comments : 1. A survey on the integration at school of foreign children is being carried out. It will be possible to assess the effectiveness of the reception arrangements.

2. No provision has been made to promote the tuition of languages other than French and German. The Ministry is prepared to respond to any requests that may be received.

3.2 Teachers of the language and culture of origin

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

3.3 Educational cooperation between host country and country of origin

In Ireland

Cooperation in the Franco-Irish school is covered 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 the language and culture of origin.

United Kingdom

The Ministry of Education took part in a project to develop teaching materials for Irish migrant workers children in the United Kingdom (Coventry). Various Ministries subsidize projects of a cultural nature undertaken by associations of Irish emigrants.

4. Teacher training

Initial and in-service training

There being so few immigrant children who are widely scattered, no special training has been initiated. It should, however, be noted that Irish primary school teachers receive training to teach Irish to pupils who speak English at home and that teaching English as a second language is a subject offered in the universities.

Comment :

The number of foreign pupils would seem to justify the organization of periods of in-service training.

ITALY1. School statistics

The Italian Government has not yet carried out a census of foreign pupils attending primary and secondary schools in Italy.

2. Reception arrangements

Primary and lower secondary schools (scuola media)

Reception arrangements set up under Ministerial circular of 4 July 1981 are designed to facilitate the integration of foreign pupils into the Italian school system :

- Italian language and culture
- Remedial courses in other subjects
- Guided individual study
- Complementary activities
- Remedial teaching.

Foreign pupils may apply for admission to a residential school in the same conditions as Italian pupils.

Detailed information and statistics on the implementation of the 4 July 1981 circular are not available.

The following trends can be discerned, however :

- intensive remedial teaching of Italian is most frequent in the first years of primary school;
- foreign pupils are integrated with normal teaching activities as soon as possible; there are no special reception classes but provision is made for individual or group tuition, language tuition and remedial teaching;
- pupils rapidly learn Italian.

Comments :

1. The Italian Government should be requested to supply statistics on the number of foreign pupils attending the various types of schools, the number of pupils attending intensive Italian courses and other remedial courses.
2. Current reception arrangements apply only at primary and lower secondary level. No provision is made at the level of vocational and technical education, nor at upper secondary school level.

3. Tuition in the language and culture of origin

A. Tuition in the language and culture of origin for children of Italian emigrants

Under Law No 153 of 3 March 1971, the following activities are organized in eight Member States of the Community :

- remedial teaching to facilitate the integration of Italian children into the school environment;
- tuition in the Italian language and culture, generally given outside school hours;
- preparatory courses leading up to the Italian lower secondary school certificate;
- adult education classes, for adults or young school-leavers;
- child-minding centres and nursery schools;
- extra-curricular activities.

1981/82 academic year

	GERMANY		UNITED KINGDOM		BELGIUM		FRANCE	
	classes	pupils	classes	pupils	classes	pupils	classes	pupils
Remedial teaching	330	7 272	122	1 403	60	413	-	-
Italian language and culture	1 734	28 287	711	9 475	726	10 122	990	15 433
Lower secondary certificate	132	2 668	14	272	2	35	-	-
Adult education	4	43	8	56	42	516	6	118
Child-minding centres, nursery schools	33	558	5	148	1	24	1	21
Extra-curricular activities	191	4 605	-	-	77	2 104	-	-
	2 524	43 433	860	11 364	908	13 214	997	15 572
	X	XX	X	XX	X	XX	X	XX

X number of classes

XX number of pupils

	NETHERLANDS		LUXEMBOURG		DENMARK		IRELAND	
	classes	pupils	classes	pupils	classes	pupils	classes	pupils
Remedial teaching	-	-	37	284	-	-	-	-
Italian language and culture	94	959	54	619	4	51	4	50
Lower secondary certificate	3	44	1	25	-	-	-	-
Adult education	42	494	-	-	-	-	-	-
Child-minding centres, nursery schools	-	-	4	120	-	-	-	-
Extra-curricular activities	11	215	-	-	-	-	-	-
	150	1 712	96	1 048	4	51	4	50

Summary table

Country	Number of classes or activities	Beneficiaries	Financial contribution by Italian Government
Germany	2 524	43 433	14 278 (80/81) (million lire)
Belgium	908	13 214	465 (80/81)
France	997	15 572	2 500 (80/81)
United Kingdom	860	11 354	3 200
Netherlands	150	1 712	540 (80/81)
Luxembourg	96	1 048	340 (80/81)
Denmark	4	51	4
Ireland	4	50	5,9
	5 543	86 434	

B. Tuition in the language and culture of origin for immigrant children in Italy

The Ministerial circular of July 1981 in principle authorizes integrated tuition in the language and culture of origin for immigrants in primary and lower secondary school. This tuition may be organized by embassies or consulates, or the Italian education authorities should any educational problems arise. It is planned to develop cooperation in the field of education with the consular services.

In recent years pilot projects concerning the early teaching of foreign languages in primary school have received fresh impetus. Immigrant languages are eligible for pilot projects.

To date no Member State or non-member country has submitted an application to the Italian Government.

Comments : - The circular makes no mention of the number of hours a week to be allocated to languages and cultures of origin in primary and lower secondary schools.

- Instruction in the language of origin is not envisaged after lower secondary school.

3.2 Teachers of the language and culture of origin

A. Italian teachers abroad

Country	Inspectors Heads	Teachers: Seconded civil ser- vants	Consular employees (not se- conded)	Employed on contract	Total
Fed. Rep. Germany	18	5	647	281	1.051
Belgium	6	3	161	-	170
France	9	13	91	1	114
United Kingdom	8	13	128	50	199
Netherlands	1	1	4	5	11
Luxembourg	1	2	7	1	11
Denmark	-	-	-	1	1
Ireland	-	-	-	1	1
	43	37	1.138	340	1.558

Teaching and non-teaching staff in Italian State educational and cultural institutions abroad will soon be covered by the new legislation. In the past many teachers were employed by the consulates with the status of temporary employees and will now become permanent civil servants. Others are employed on contract by private bodies, public authorities (communes and regions) or consular authorities (COASCIT).

B. Foreign teachers in Italy

There is no reference to foreign teachers of the mother tongue and culture in Italy.

3.3 Cooperation between host country and country of origin

A. Cooperation between Italy and countries receiving Italian emigrants

The Italian Government has contacted the competent authorities in all the Member States where there are significant numbers of Italian emigrants to negotiate the necessary agreements covering the organization of tuition in the Italian language and culture of origin in cooperation with the education authorities and with the ordinary education system in the host country.

The Italian authorities' action was designed to establish a framework for cooperation between the host country and the homeland and to offer their collaboration on any joint initiatives.

In particular, despite the difficulties associated with the federal structure, cooperation with Germany has already borne fruit. The local authorities in Bavaria, Hessen, Lower Saxony, North Rhine-Westphalia and Rheinland-Pfalz employ Italian teachers directly for reception classes and integrated classes in the Italian language.

Guidelines for cooperation between the Netherlands and Italy have been established. In primary education, the local authorities will gradually organize integrated courses in Italian language and culture. The Italian consular authorities will cooperate in providing educational assistance.

In Denmark, where the Italian community is small, Italian courses will be given by Italian teachers made available by the Italian Government and remunerated by the Danish education authorities.

In Ireland, where the Italian community is very small, a solution will be worked out in the context of a cultural agreement which is in preparation.

Negotiations are under way with France, Belgium and Luxembourg to establish methods of cooperation to implement Directive 77/486/EEC.

B. Cooperation in Italy with the authorities of the countries of origin

No Member State or non-member country has contacted the Italian Government on this question to date.

4. Teacher training

Italian teachers serving or preparing to serve abroad

Initial and further training

Measures are being worked out. The only further training action reported to date is the pilot project in Landau.

In-service training

In Germany, France, Belgium, the Netherlands and the United Kingdom the consular services organize retraining sessions for Italian teachers who teach Italian pupils. In France updating courses are organized with the French authorities. Sometimes teachers of both nationalities take part and sometimes the costs are shared.

In 1981 about 200 (about 13 % of the work force) received training.

Foreign teachers in Italy

There are none at present.

- Comments :
1. No permanent arrangements have been made for initial or further training for Italian teachers appointed to serve abroad.
 2. No initial, further or in-service training for Italian teachers who have or will have foreign pupils in their classes is reported.
-

LUXEMBOURG

Reference year : 1980/81 school year

Numbers of foreign pupils

Nationality	Pre-school education	Primary education)	Special education 1981/82	General secondary education	Technical secondary education	Part-time vocational education
Belgian	128	421	5			
French	257	804	10			
German	132	555	1			
Italian	599	2 692	27			
British	27	81	-			
Dutch	62	197	-			
Danish	5	13	-			
Greek	2	4	-			
Irish	3	6	-			
Spanish	89	357	4			
Portuguese	1 476	4 402	53			
Stateless persons	20	64	2			
Other	176	503	2			
	2 976 39 %	10 099 34.8 %	104 39.5 %	885 9.8 %	3 356 49.4 %	1 091 **) 29.2 %

*) Primary and extended primary education

**) 1981/82 school year

1. The attendance vale for technical secondary education and part-time vocational education is excellent.

2. The attendance vale for general secondary education is poor.

2.1 Reception arrangements

Pre-school education

Foreign children born in Luxembourg attend nursery schools from the age of four years. There they learn Letzeburgesch. The Government envisages measures to step up the learning of the language at an early age.

Primary education

Foreign children whose parents live in Luxembourg for a limited period only (one to two years) may be accepted on the request of their parents in international schools or in primary classes with special language arrangements.

Foreign children aged between six and 8 born in the country or newly arrived are integrated in normal classes in which they receive remedial teaching where necessary.

Reception classes (former system)

Pupils : new arrivals aged between 8 and 12 years

Numbers : maximum of 15

Duration : maximum of one year

Objectives : to enable the pupil to understand one of the languages used in primary schools, French or German, and to express himself intelligibly in this language.

Reception arrangements (new system)

New reception arrangements are being introduced, which include the following features :

- one or two reception classes set up in schools comprising the six primary classes;
- in normal classes the pupil pursues courses adapted to his knowledge (e.g. Portuguese, French and Italian pupils follow classes in French and mathematics taught in French in the normal classes).

- remedial teaching, on an individual basis or in small groups, is organized according to need;
- for every reception class the school has an extra teacher responsible for remedial teaching and contacts with the parents; in addition, he is responsible together with the reception class teacher for the individual supervision of the pupils.

Intensive language course

Where the number of pupils is too small to justify setting up a reception class, foreign children are integrated into normal classes. They then learn, on an individual basis or in small groups, the languages used for teaching (French and German) and Letzeburgesch. The necessary staff to organize remedial teaching is assigned to the schools according to need.

Secondary education

The new arrivals aged between 12 and 15 years are channelled either towards a short course of vocational training appropriate to their linguistic knowledge or to an intensive course in German and French lasting one or two years.

2.2 Statistics

1981/82 school year

Pupils in reception classes : primary education

Nationality	Number	As % of primary pupils of the same nationality
Belgian	3	0.78
French	3	0.37
Italian	13	0.53
Spanish	18	5.57
Dutch	2	1.00
Portuguese	276	5.89
Other	36	6.17
Luxembourg *)	1	0.01
	352	

*) Children of Luxembourg migrants returning to the country.

Secondary education

No statistics available.

Comments : 1. The new reception arrangements introduced in primary education are very well adapted to the multilingual situation in Luxembourg schools.

2. The reception structures in secondary education appear to be inadequate.

3. Tuition in the language and culture of origin

Integrated education

Some experiments in the integrated teaching of the language and culture of origin are currently being carried out in primary schools.

Languages in question : Italian and Portuguese

Number of hours per week : two

New timetable arrangements allowing the integrated system to be extended will be proposed at the beginning of the new school year in autumn 1983.

No provision is made at secondary level for integrated tuition in the language and cultures of origin.

Teaching outside the school system

Teaching of Italian and Portuguese outside the school system is organized by the Italian and Portuguese consulates for children of primary and secondary level. Classes are given four hours per week.

The local authorities make school premises available to the consulates. In some cases, a nominal rent is paid.

Comments : 1. There is no link between the tuition provided outside the school system in the language and culture of origin and the Luxembourg teaching syllabuses and methods;

2. The integrated tuition of two hours per week being introduced seems insufficient; its implementation is late in relation to the date of the entry into force laid down by Directive 77/486.

3. There is no integrated tuition in the language and culture of origin at secondary level.

3.2 Teachers of the language and culture of origin

Foreign teachers responsible for tuition in their language and culture of origin during or outside school hours are appointed and paid by their consulate. They have the status of seconded official or a special consular status.

The consular services are responsible for inspection and the organization of tuition.

Number of foreign teachers : Italian 11 (1981/82)

Portuguese ...

3.3 Educational cooperation between host country and country of origin

Bilateral agreements have been concluded with Italy, Portugal, Spain and Yugoslavia.

Educational cooperation between the Luxembourg school authorities and the consular service is becoming established in the context of integrated classes in the mother tongue.

4. Teacher training

4.1 Luxembourg teachers

Initial training

A number of students from the teacher training colleges receive training preparing them for work with immigrant children. The training involves :

- information on the country of origin,
- study of an immigrant language,
- teaching methods for work with immigrant children.

In-service training

Teachers in employment have the opportunity of learning the language of the country of origin and following courses in that country.

No statistics are available.

Foreign teachers

The Luxembourg authorities do not organize any further or in-service training for foreign teachers. The Italian and Portuguese consulates organize in-service training sessions for their teachers.

Comments : 1. In-service training facilities are clearly inadequate.

2. No common training for national and foreign teachers is envisaged.

NETHERLANDS

Number of foreign pupils by nationality and level

Reference year : 1980/81

	Nursery school	Primary education		Secondary education		
		Ordinary	Special	VWO HAVO MAVO	LBO	MBO
Belgium	133	690	49	471	224	69
Denmark	17	43		16	7	1
Federal Republic of Germany	622	2 469	104	1 457	594	102
France	140	222	11	123	22	1
Ireland	24	65	2	22	6	1
Luxembourg	1	12	1	5	2	
Italy	508	2 150	115	1 135	491	84
United Kingdom	559	1 402	29	840	216	33
Total for the European Community	2 009	7 058	311	4 069	1 562	291
Yugoslavia	699	994	36	165	134	7
Greece	204	616	27	171	93	9
Turkey	7 872	21 847	830	2 501	6 083	143
Spain	834	2 446	122	801	655	75
Portugal	484	1 227	55	323	368	26
Algeria	13	22	3	22	20	
Morocco	5 553	11 030	477	893	2 809	39
Tunisia	123	142	10	27	40	6
Other countries	2 904	6 622	258	2 912	1 532	301
Total	20 700	51 999	2 129	11 884	13 296	897

2.1 Reception arrangements

The organizing bodies are responsible for the teaching methods and programmes used in nursery and primary schools. The Ministry for Education and Science can therefore not influence the choice of reception methods or models :

its activities are limited to creating the conditions which make it possible to implement a reception teaching methodology.

These conditions are as follows :

in nursery school :

for 7 to 15 children who do not speak Dutch or who speak it inadequately :

0.5 additional teachers;

for 15 to 24 children who do not speak Dutch or who speak it inadequately :

1 additional teacher.

in primary school :

A. Foreign pupils who have been enrolled for less than 2 years in a Dutch school:

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

then 1 additional timetable unit for every 2 pupils.

One additional timetable unit (schooltijd) corresponds to approximately 2 1/2 hours per week.

The school week comprises 11 timetable units.

Eleven timetable units correspond to one full-time teaching post.

B. Foreign pupils who have been enrolled for more than 2 years in a Dutch school :

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	<u>Example</u> :
53 to 63 pupils	6	A school with 100 category A
64 to 75 pupils	7	pupils and 100 category B pupils
76 to 88 pupils	8	is entitled to 56 additional
89 to 102 pupils	9	timetable units (which corresponds
		to 5.1 full-time teachers).

The freedom of educational establishments in this matter and the multiplicity of organizing bodies make it impossible to give a comprehensive description of the reception models used.

Four basic types may, however, be identified :

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 two to four for at least one period per day until they have a sufficient knowledge of the language. This method is very widely used.

2. National reception classes

The duration is from 1 to 2 years.

Objectives : Intensive learning of the Dutch language

social integration

adaptation of knowledge

pursuit of general education in the language of origin.

3. National schools

Schools attended exclusively by pupils of a single foreign nationality but following the syllabuses and using the methods applied in Dutch schools. This is the method used where there is a high concentration of pupils of a single nationality.

4. Bilingual transition classes

2 initial years : 50 % of classroom time in the language of origin
50 % of classroom time in Dutch

4 subsequent years : 1 to 2 timetable units per week in the
language of origin

The first and second year classes are linked with Dutch classes.

In secondary school

The secondary schools are free to organize international transition classes (internationale schakelklassen), to replace the transition year (brugjaar) followed by all pupils entering secondary school.

The secondary school option is chosen on entry to the second year.

Objectives : intensive Dutch course for new arrivals or classes to improve knowledge of Dutch.

In the first stage of secondary school, the schools are entitled, in the same way as primary schools, to additional teachers to supervise pupils who do not know Dutch or have an insufficient knowledge of the language.

General measures :

To improve the quality of teaching offered to foreign pupils the Ministry of Education and Science supports informational and advisory activities, teaching research and the development of teaching materials.

National coordinators are responsible for providing special assistance. Regions or towns which have a large number of foreign pupils are entitled to employ educational advisers with special responsibility for immigrant teaching.

2.2 Statistics

The following is a breakdown based on estimates by the coordination departments of the Ministries of Education and Science, showing the numbers of pupils benefiting from reception arrangements :

88 % of foreign pupils in nursery schools (approximately 22 000);
 26 % of foreign pupils in primary schools (approximately 16 000);
 20 % of foreign pupils in first-stage secondary school
 (approximately 5 000).

Comments : 1. The organizing bodies have the task of giving effect to a reception teaching methodology. The State inspectorate is responsible for monitoring the use of public funds allocated to them.

2..The "immersion" method can only be used where the number of pupils who do not know Dutch is very small.

3. Tuition in the language and culture of origin

3.1 Nursery schools

The additional staff made available to primary schools are sometimes used to teach the language and culture of origin to the same category in nursery school.

In primary school

In principle, two timetable units per week in ordinary school may be made available for the tuition of the language and culture of origin. Most schools allocate only one timetable unit for this purpose.

The costs (staff, school premises, teaching materials) are borne by the Ministry for Education and Science.

Minimum number of pupils per course : 10.

The school is entitled to one timetable unit for every group of 10 foreign pupils or fraction thereof.

Organization :- during school hours, in the pupils' own school;

- during school hours, assembling pupils in a particular school in the district;
- outside normal school hours, where pupils are widely dispersed.

Responsibility : the headmaster of the school in which the course is held.

Teaching material : generally provided by the consulates.

In the various types of reception classes, part of the general teaching programme is given in the mother tongue.

In national schools, tuition in the language and culture of origin is generally given for a maximum of 7 hours per week. Certain parts of the general education programme may be given in the language of origin.

In secondary school

Two hours per week may be provided on an experimental basis.

The languages offered at present are Italian, Turkish, Arabic and Chinese.

3.2 Statistics

The Ministry for Education and Science estimates that 80 % of foreign pupils in primary schools are following a course in the language and culture of origin.

In secondary school, less than 1 % of pupils are following an integrated course in the language and culture of origin.

The Ministry has no statistics on tuition outside the school system organized by some foreign consulates.

Comments : 1. The administrative arrangements for tuition in the language and culture of origin in primary schools are remarkable.
They are not fully exploited by the schools.

2. The experimental measures taken at secondary level are clearly inadequate.

3. A new ministerial circular on tuition in the language and culture of origin to be issued shortly will regulate this matter at primary and secondary level.

3.3 Teachers of the language and culture of origin

The teachers of the language and culture of origin are employed by the organizing bodies in the State sector (local authorities) and the subsidized sector. The pay for foreign teachers corresponds to that for a Dutch teacher who has not completed his training.

Foreign teachers have the opportunity of following a further training course enabling them to acquire full Dutch qualifications, giving them the same status as Dutch teachers.

Several Italian teachers are provided for the schools and remunerated by the Italian Consulate.

The State inspectorate supervises tuition in the language and culture of origin. The normal teaching departments, which have additional staff for this purpose in regions with a high immigrant density, are responsible for the educational side.

3.4 Educational cooperation between the Netherlands and the countries of origin

The Kingdom of the Netherlands has concluded bilateral agreements under cultural treaties with Italy, Spain, Turkey, Yugoslavia and Morocco.

Joint working parties with particular responsibility for adapting tuition in the language and culture of origin in Dutch schools were set up by the Netherlands on the one hand and Italy, Turkey and Yugoslavia on the other. A joint Spanish / Dutch working party is currently being set up.

4. Teacher training

4.1 Dutch teachers

Primary, nursery and special education

Initial training

The teacher training colleges in immigrant areas offer optional courses on teaching methodology for immigrants.

In-service training

Annual in-service training courses on the teaching of cultural minorities are provided by 44 teacher training colleges.

Course objective :

To provide teachers with a reference framework for their experience, knowledge and aptitudes with regard to the teaching of pupils of different cultural origins; teaching content and organization for a multicultural target population.

Course duration : 36 hours

Number of participants in 1981 : 1 350

Since 1982, a special course for teachers responsible for Moluccan pupils has been organized by three teacher training colleges.

Course duration : 60 hours

Number of participants : 80 per year

Secondary education

Annual courses on the teaching of young foreigners are provided by 11 secondary school teacher-training establishments.

Objective : Acquisition of knowledge, aptitudes and attitudes needed for intercultural education.

Content : First part (30 hours)

The countries of origin and their education systems, Islam and other religions, cultures and cultural differences, methodology for the

acquisition of a second language, educational policy in the Netherlands, and reception of foreign pupils into secondary education.

Second part (30 hours)

More detailed study of some of the themes in the first part, Dutch as a second language, home economics and hygiene, drawing, practical work (textiles in particular), foreign languages, technical subjects and special subjects.

Course duration : 60 hours

Number of participants : 700 per year (since 1982).

A course on work with specific groups of girly of foreign origin is offered to female teachers and instructors in Amsterdam

Course duration : 60 hours

Number of participants : 80 per year (since 1982)

4.2 Foreign teachers

A further training course was introduced on 1 August 1981 for foreign primary school teachers. On completion of the course, following an examination, a diploma is awarded entitling holders to teach in Dutch primary schools.

The course comprises three parts :

1. 240 hours : Dutch language and culture
2. 120 hours : information on Dutch society
3. 36 hours : teaching atmosphere in Dutch schools,
Dutch education system.

Number of participants : 80 per year.

Location : Amsterdam, Rotterdam, Hengelo.

A course was introduced on 1 August 1982 for foreign secondary school teachers/interpreters.

Course duration : 60 hours

Number of participants : 60 per year.

Comments : 1. In-service training provision is remarkable.
2. An initial course of specific training for teachers in primary schools and the first stage of secondary schools should be introduced.

UNITED KINGDOM1. Numbers of foreign pupils

The Government of the United Kingdom has not yet conducted a survey of foreign pupils attending primary or secondary schools.

According to a Government estimate, the number of pupils aged between 5 and 16 years whose first language is not English is somewhere between 375 000 and 500 000, 100 000 of whom live in Greater London; Scotland, Wales and Northern Ireland together have scarcely 10 000 pupils whose first language is not English, leaving aside Welsh and Gaelic.

The 1981 Labour Survey revealed that of 12 088 000 heads of household surveyed, 1 382 000 (11.4 %) indicated that they were of foreign origin.

Some 97 000 heads of household (0.8 %) come from other Member States of the Community (not counting Ireland).

2. Reception arrangements

The Local Education Authorities (LEA) are responsible for organizing pre-school, primary and secondary education. Numbering 125, these authorities are required to provide appropriate teaching for all pupils without an adequate command of the English language. In the absence of LEA reports, it is impossible to give a comprehensive summary of the measures taken to receive pupils whose mother tongue is not English. There are four types of reception facilities :

- 1° The children who begin primary education at the age of 5 are generally put in an ordinary class. They learn English by contact with their peers and by participating in the activities of their class.
- 2° The most widely used facility is the reception class. Its objective is remedial language teaching and integration into the life of the school. Numbers are generally lower than the average. Transition to a normal class is decided on an individual basis by the teaching staff. The language used for teaching in the reception classes is English.
- 3° Some authorities have set up reception centres (language centres) in which pupils receive intensive training in English and can also take part in the non-language activities (sports, singing, do-it-yourself activities of the school to which the centre is attached. The reception centres are particularly appropriate for new arrivals aged between 8 and 16 years. Pupils remain in the centre until they have a sufficient practical knowledge of English. The decision to transfer to a normal class is made on an individual basis and may be taken at any time in the school year. The length of stay in the reception centre rarely exceeds one school year.
- 4° Group teaching, used in primary schools, makes it possible to offer a large variety of linguistic training, from remedial teaching for pupils already using English to intensive courses for new arrivals.

The reception centres and classes generally have teachers specialized in the teaching of English as a foreign language (E2L teachers). Specialist teachers are also appointed to provide remedial teaching for pupils assigned to normal classes.

There are also reception facilities provided for certain categories of refugees - generally reception centres.

Other measures

1. In Wales and the Gaelic-speaking regions of Scotland measures are being taken to teach immigrant children Welsh or Gaelic, the working languages used for some of the teaching.
2. In 1979, the Government set up an independent Committee of Inquiry into the Education of Children from Ethnic Minority Groups (the Swann Committee). This Committee will submit its final report in 1983.
3. A large number of Urban Programme projects are devoted to the education of the children of ethnic minorities.

4. The Local Government Act of 1966 (Section 11) makes it possible to create posts subsidized to 75 % by the Government for specialist teachers (E2L) assigned to reception activities.
5. The 1976 Race Relations Act protects pupils against any discrimination based on ethnic origin.

2.2 Statistics

Reference year.: 1981/82

Number of pupils having received special language tuition : 104 000
(1 % approximately of pupils subject to statutory schooling).

Number of specialist teachers assigned to reception activities :
1 900.

Breakdown of pupils between the various reception facilities :

- reception centres : 7 %
- reception classes : 70 %
- other methods : 23 %

Comments :

1. The United Kingdom report makes no mention of reception facilities in pre-school education.
2. Primary education reception facilities are satisfactory.
3. Measures on behalf of new arrivals between 12 and 16 years appear to be taken only in reception centres.

3. Tuition in the language and culture of origin

Integrated education

Primary education

Tuition in the language and culture of origin of immigrant minorities is beginning to gain ground in school timetables. No figures are given regarding the number of hours per week.

Secondary education

French, German, Spanish and Italian are among the options traditionally offered in secondary schools. The options vary from one school to another. Minority languages are making a hesitant appearance among these options as a foreign language.

Education outside the school system

Education outside the school system, provided in community-run centres is relatively well developed. It is provided in the evening, Saturday or Sunday on premises rented by the immigrant communities or in school premises made available by the local authorities. The number of hours per week varies from between three to ten.

Some local authorities (LEA) grant subsidies for the renting of premises, purchase of teaching materials and sometimes the remuneration of teachers. Other local authorities charge a rent for the use of school premises.

There are sometimes links with the formal education system, with contacts being made between teachers and classes and advisers in charge of multi-racial education coordinating activities in or outside the school system.

Most of the migrant languages are accepted by examining boards for ordinary or advanced level qualifications (O level, A level). These qualifications are taken into account in calculating the number of subjects which pupils are required to take to obtain a school leaving certificate.

Statistics

Number of children receiving tuition in the language and culture of origin :
43 000 *)

i.e. 11.5 % of 375 000

or 8.6 % of 500 000

of which

integrated tuition : 8 300 *)

tuition outside the school system : 34 700 *)

*) Government estimate (DES)

number of languages taught : 25

Urdu	7 500 *)	pupils
Punjabi	6 600	integrated tuition and tuition
Italian	4 600	outside the school system,
Gujerati	3 500	primary and secondary level
Spanish	2 900	
Hindi	2 700	
Modern Greek	2 300	
Chinese	2 100	
Polish	1 900	
Bengali	1 500	

Comments :

1. Even according to the most favourable estimates integrated tuition in the language and culture of origin is offered to only 2.2 % of pupils whose first language is not English (50 % of these pupils are concentrated in 12 LEAs).
2. The number of pupils receiving tuition outside the school system in the language and culture of origin is not accurately known and is probably underestimated (see the results of the Mother Tongue Teaching Directory Survey, Institute of Education, University of London).
3. The charging of rent for tuition in the language and culture of origin seems incompatible with art. 3 of the Directive.

*) Government estimate (DES)

3.2 Teachers of language and culture of origin

The teachers responsible for integrated tuition courses in the language and culture of origin generally speaking have qualified teacher status in the United Kingdom.

The Government does not supervise in any way teachers employed by the communities.

In some cases the teachers provided by the consular services teach in the school system. They hold diplomas authorizing them to teach in their own country at primary or secondary level.

3.3 Educational cooperation between the host country and country of origin

The United Kingdom has signed a number of cultural agreements with other Member States since 1948. Biannual meetings between governments provide an opportunity to discuss problems of cooperation in educational matters. Despite the existence of bilateral agreements, the Government of the United Kingdom is not in a position to bind primary or secondary schools.

Meetings with the embassies of other countries have been in connection with the implementation of Directive 77/486. Certain LEAs have made arrangements with embassies or consulates regarding the provision of teachers.

4. Teacher training

Initial training

Most of the teacher training colleges provide courses in the teaching of English as a second language, the cultural and linguistic diversity of British society, and race relations.

The cultural diversity of British society is likewise taken into account in other subjects such as history and music, for example. In many establishments, the students may take a postgraduate certificate in education, specializing in one of the above themes.

72 % of colleges indicated in 1981/82 that they offer initial training in the teaching of foreign pupils;

5 % of the colleges intended to introduce training of this kind.

In-service training

The subjects offered by the establishments providing in-service training are the same as those offering initial training. Serving teachers may be relieved of all or part of their teaching duties to receive training leading to a formal qualification. Short-term secondment is also possible.

Some establishments offer induction courses for teachers newly appointed to posts in schools with a large proportion of immigrant children.

The LEAs and Her Majesty's Inspectorate of Schools organize induction courses, weekend seminars, lectures and meetings in schools. The policy is to make the greatest possible number of newly appointed teachers aware of the problems and to provide further training for a small number of experienced teachers, so that these may act as a source of information and experience for their colleagues.

Statistics

53 % of teacher training colleges took part in in-service training schemes in 1981/82; 7 % have expressed the intention of organizing training of this kind.

Approximately 10 000 teachers were excused 200 000 hours of teaching in 1981/82.

Further or in-service training of foreign teachers

The Italian Embassy organizes in-service training for Italian teachers made available to LEAs or appointed to teach outside the school system.

Comments :

1. The facilities for initial, further and in-service training are noteworthy.
 2. Teachers of the language and culture of origin with qualified teacher status have access to all the training courses available.
 3. There appears to be no facility for joint training of British teachers and teachers with consular status.
 4. No mention is made of any facility for the in-service training of teachers in community centres, although they represent more than 80 % of the staff responsible for tuition in the languages and cultures of origin.
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