



## **NRT FRANCE 2019**

### **Report**

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**SIRIUS is co-funded by the  
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*University Paul-Valéry Montpellier III, 12 July 2019*



## Context

The inclusion of newly arrived children in schools and in society is under the competence of the French Ministry of Education and other Ministries such as Sports, Youth, popular education and community life.

Thus, “inclusion” still remains an aim to be reached. In schools, studies (Auger 2019, Goï XX) show that teachers, especially when they do not teach in specific classes for newly arrived children but in regular classes, are not trained on how to promote inclusiveness and are scarcely aware about the use of plurilingualism and previous cultural experiences as resources within the class. At the community level, many NGOs offer extra-classes, art or sport activities to newly arrived children and to their families in order to help them be part of the community and are more open to plurilingualism. Nonetheless, the cooperation between formal and non-formal education remains weak. These elements have been highlighted as main conclusions of the Round Table 2018 in France. The event also strongly stressed the need to create ways and platforms for education stakeholders (associations, NGOs and the National Education system) to better work together. Three different projects were proposed with the goal of creating a “learning territory”, to work and learn together to promote the inclusiveness of newly arrived children. The first idea was to create a digital tool (a platform) to foster the communication between teachers, schools and NGOs; the second aimed at developing inclusive actions by creating synergies between NGOs’ and schools’ initiatives while the last envisages to offer multi-category training to volunteers, social workers, practitioners, teachers and headmasters. In the timeframe between the Round Table 2018 and the one in 2019, the University of Montpellier (UPVM) have organized various meetings with regional policy makers to reflect on how to create a digital tool to reinforce multistakeholder communication and exchange. As outcome of this reflection, a civil servant has been recruited to create the platform as output of the Round Table 2019. With regard to the inclusive actions, UPVM has been able to showcase to schools various initiatives implemented by NGOs at the local level. A traineeship has also been proposed to a Master degree student on “French as a second language” to inform schools in the region about resources offered by associations and NGOs in this area. In relation to the training component, school teachers have been invited to numerous conferences organized by local/regional associations and institutions. Nonetheless, very few of them were able to participate. That is why the ambition of the Round Table in France is to create a digital communication platform as a less challenging tool to mutualize information and promote knowledge sharing.

The main goal of the Round Table 2019 was therefore to gather together different education stakeholders (schools and NGOs, associations) to pave the way for a long-term project on “inclusion” addressing the three aforementioned objectives, with the ambition to include policymakers in the overall process. The final objective was thus to develop strategies for counselling and planning inclusion in schools by building bridges with NGOs on plurilingualism. At this stage, only the local and regional levels are at stake, although the ambition is to extend and replicate the results at a national level as final outcome. These actions should prevent newly arrived children from being excluded from the school system and failing during their studies.

## National Round Table

Meeting of July 12 <sup>th</sup> , 2019 University Paul-Valéry Montpellier III, Saint-Charles Site Room 008
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The meeting began with a *tour de table* of the 22 participants, representatives of the both the National Education system and of various associations.

The 2019 Round Table brought together a wide range of profiles mostly from the Region of Montpellier: policy makers, teachers, teacher trainers, researchers, and NGOs. Migrant-led organisations were not present despite the organisers' effort to reach and include them. National policy makers did not participate in the 2019 edition also because the meeting was designed as a chance to reinforce education stakeholders' links in the region with the objective to build a "learning territory" *for* and *with* migrant people. The aim of the Round Table was to identify, share and consolidate innovative and successful models in the region before "exporting" the practices to national policy makers and other regions in 2020. In this context, at the end of the Round Table, Anne Vibert, Marie-Laure Lepetit and H  l  ne Demesy, representatives of the French Ministry of Education and in charge of allophone students were debriefed about the outcomes of the meeting.

The Round Table was also an occasion to showcase the outputs and outcomes of SIRIUS' and its partners' activities in 2018, particularly for new participants, on plurilingualism, formal and non-formal education cooperation and inclusiveness of the education system more generally. Nathalie Auger introduced the main learning materials produced in the framework of SIRIUS, Fr  d  ric Miquel brought in the main outcomes of the annual seminar he organizes for teachers and Florence Guiraud showcased key initiatives in the region promoting plurilingualism (in particular, the Franco-Canadian project led by Nathalie Auger et Carole Fleuret from the University of Ottawa on the use of youth literature including language and cultural diversity). Participants were also informed about the long-term objectives identified in 2018: creation of the multistakeholder communication platform, pilot of initiatives on inclusiveness and shared training sessions.

The participants who attended the 2018 Round Table also had the opportunity to showcase their actions and achievements throughout the year whereas the new ones shared their expectations in terms of contribution that the SIRIUS network could provide to reach their goals.

### *Inputs and debate points*

The introductory presentation outlined that using plurilingual resources in the class increases inclusion. The 2019 GEM Unesco report was presented as a precious basis for reflection. In France, plurilingualism encounters several obstacles from being promoted in education policies. Schools, especially ordinary classes, generally ignore this practice.

**Regarding the objective of reinforcing the multistakeholder communication and mutualising information, the NRT analysed technical options to connect policy makers, researchers, practitioners and migrant initiatives and share knowledge and experience on ways to include newly arrived children in schools and in society at large, by using plurilingualism as a resource.** Nathalie Auger reported the work of a "French as a second language" Master degree student, Ludivine Terrien, who gathered information through regional NGOs and



associations to create a booklet about language, arts and sport activities promoting the inclusion of newly arrived children. She also recorded few art experiences as relevant examples. Nathalie Roccaserra-Pomares, inspector for teaching foreign languages, Jean-Paul Bianchi, inspector in charge of newly arrived children (particularly, gypsy pupils) and Jérémi Sauvage, researcher and head of the French teaching institute in the University of Montpellier (which hosts 70 refugee students), led the initiative to work with Lilian Mepa, civil servant, from September 2019 to June 2020, to create a digital platform. The platform will be technically hosted by the University of Montpellier. Another civil servant will be involved in the process to visit schools, NGOs and associations to collect and inform about good practices on inclusion and plurilingualism.

Bruno Benazech, joint director of the Rectorate of Montpellier services (DASEN Hérault) expressed his commitment to support the project through means and resources. He has worked on this policy area since the law on inclusion issued by Ministry of Education in 2004. Mr Benazech works on resources and teaching tools and has collaborated with UNESCO to promote the recognition of the city of Montpellier as a “learning city”. The initiative is part of the overall process of promoting plurilingualism in the city and represents a strong synergy for the French Round Table.

**The discussion also stressed that inclusive activities should be considered as a cross-sectional task by both schools and NGOs/association.** Céline Papelard, responsible for the CASNAV (Centre for newly arrived pupils, in charge of finding schools at migrant pupils’ arrival) exchanged views with Nathalie Segura, representative of UTOA (“un toit pour apprendre” : literally “a roof to learn”) and expert on unaccompanied minors. They shared the outcomes of their work since the last Round Table in 2018. They underlined the fact that not all unaccompanied minors have been able to find a place in schools or in NGOs because if they are older than 16, apprenticeship is difficult to be offered because of lack of places. They also added that unaccompanied minors are not offered activities or very few during school vacations. Nathalie Auger identified the scouts as a relevant stakeholder to bring in the process to effectively address this challenge.

Jean-Yves Bouton (inspector for mastering French language) and Marie Ferté (pedagogical councilor for mastering French language) introduced the idea of creating a sort of prevention kit tackling literacy learning drops out. The tool will be designed by Emmanuelle Boulard. Another proposed action invited teachers to use the 15-minute daily reading session that takes place from 2018 in 600 schools and high-schools to read not only in French but in other pupils’ languages too. The proposal would need to be accompanied by advocacy actions demanding for more funds for setting multilingual libraries in schools. Following this idea and referring to the work already carried out by some NGOs and associations, Line Colson then mentioned the book fair of Montreuil and explained the way her association (The boutique d’écriture) uses it in Montpellier. This inclusive action helps parents read youth literature to their children both in French and other languages.

Joëlle Cordesse (Head of the Multilingual Games association) highlighted the fact that the school model in France exemplifies linearity instead of multilingualism. She shared the experience of her association in offering multilingual games and studying the effect on children. As part of the piloting phase of the Round Table, the games will also be tested with pre-service teachers in 2020 by Nathalie Auger and they will be offered to schools after the analysis of the outcomes.



**The third section of the discussion focused on mutual training sessions and dissemination as a way to align research data on plurilingualism and reinforce the provision of resources to schools and practitioners.**

In this context, Frédéric Miquel (inspector for newly arrived pupils) showcased the work of SIRIUS to various policy makers in Paris. He has also organized the third edition of the training “French as a second language” addressed to volunteers and social workers. These actions will constitute the basis for reinforcing the capacity building component.

## *Conclusions and way forward*

### **Development of the information and resource platform**

N. Auger, L. Mepa, B. Leguerinel, JP Bianchi, J. Sauvage, L. Terrien agreed on meeting regularly until the next 2020 Round Table to create the platform. The advisory board will be constituted by JP Bianchi, J. Sauvage, N. Rocassera. Its mission will be to reinforce the communication among French education stakeholders so far involved (both from the formal and informal education sector) and then, as a second step, to engage other SIRIUS partners in Europe.

The platform will have a two-access approach: an open one where direct information is provided to the general public (i.e. events organized by NGOs, schools, etc.) and a more restricted access aimed at putting into contact French education stakeholders with SIRIUS European colleagues and promoting exchange on inclusion and plurilingualism. The platform will be coded thanks to Drupal 7 (a quite dynamic device, although data indexing remains an issue to be further discussed). The organisers also have to decide on how individuals can publish on the platform. The advisory board will be in charge of evaluating the values and the ethical commitment of associations/NGOs/schools interested in publishing on the platform. A drafting committee will be set up with a probationary period to meet the needs of the editorial platform.

### **Development of inclusive actions and training.**

F. Guiraud, C. Decroix, B. Miyagi, L. Klein, J. Cordesse, L. Bouheraoua, PY. Bouton, M. Ferté, F. Miquel, L. Colson, C. Papelard, M. Picollet, A. Dubourg, Line Colson (La Boutique) will be meeting regularly until the Round Table 2020 to set the strategy of this action. A key conclusion of the debate was the agreement on the need to create training programs for migrants students aimed at reinforcing their literacy and numeracy skills. Capacity building actions will have an inter-category dimension in order to create a more systemic approach on these topics. A joint initiative of the University of Montpellier and the association La Boutique as well as other organisations will develop training sessions to Master Degree students on “French as a second language”. This will lead to the creation of a handbook collecting observed practices using plurilingualism as a resource (potentially including appendix sounds, videos, productions of learners) and will be posted on the platform. Doctoral students, as part of their thesis, could offer micro-educational programs for the schools, extracurricular activities, adult training and leisure activities, in addition to the described ones.



In order for the project to be feasible, the initiative will initially focus on the Figuerolles neighborhood (a migrant area in Montpellier), as a pilot. The general idea of studying this "learning territory" is that one learns everywhere, in various ways, at all ages, within different social spheres - work, leisure, family, groups of friends, through militant actions -and all well beyond times and situations of training or teaching. The "ideal" learning territory would offer a great diversity of both informal and formal opportunities regarding inclusion and plurilingualism. At the neighborhood level, this means being able to reach - within the educational community - the following actors: schools, associations, social structures and institutions and to create cooperative projects in which students could invest. For example:

- Invention of linguistic and/or multilingual games and their dissemination through the different actors of the district,
- formalization of language learning sessions - for extracurricular activities, for early childhood, for parenting support.

The grounding idea is to exploit the opportunities offered by national initiatives (e.g. languages week in school) or events carried out by one or more organizations in the district (e.g. the festival of languages or early childhood week or fiesta) to test different proposals and micro-projects.

### *Continuity with the NRT 2018*

The second edition of the Round Table in France brought positive change in terms of more engaged participation of policy makers (inspectors from various fields: French as a second language, foreign language, mastering French) in the event and throughout the period between one Round Table and the other. Next year, the focus will be more on national policy makers to present them the platform, the inclusive actions implemented and the overall process of discussing reform opportunities in the country while giving visibility to the Round Table outcomes. As the 2012 circular from the Ministry of Education on newly arrived children acknowledges the use of pupils' experiences and languages as a resource, the Round Table is a unique platform to address the need by showcasing concrete tools, practices and methodologies in this area.



## **NRT FRANCE**

### **Participants**

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Name	Organisation/ institution	Position in organisation/ institution
<b>POLICY MAKERS</b>		
Frédéric Miquel	Ministry of French education Regional	in charge of allophone students
Jean-Paul Bianchi	Ministry of French education Regional	in charge of allophone students (gypsy pupils)
Jean-Yves Bouton	Ministry of French education Regional	In charge of “French language teaching” (mastering French)
Bruno Benazech	Ministry of French education regional level	Administrative Directorate of the Rectorate
<b>TEACHERS, TEACHER-TRAINERS, SCHOOL-LEADERS OR OTHER SCHOOL REPRESENTATIVES</b>		
Florence Guiraud	Ministry of French education	Primary teacher for allophone students and PHD on the subject
Céline Papelard	Ministry of French education	Responsible for plateforme d’accueil (center for welcoming allophone secondary pupils)
Brigitte Miyagi	Ministry of French education	CASNAV, testing pupils in home languages, maths,
Marie Ferte	Ministry of French education regional level	Training teachers in faculty of Education  Mission for the rectorate : mastering French
Clarisse Decroix	Ministry of French education	CASNAV
<b>PARENTS- AND STUDENT REPRESENTATIVES</b>		
Ludivine Terrien	University Montpellier 3	Master degree with allophone pupils about SIRIUS project on building links between unformal and formal education
Mathilde Picollet	University Montpellier 3	Master degree with allophone pupils in UTOA NGO
Lilian Mepa	Boutique d’écriture and University of Montpellier	Civil service with Boutique and UPVM to create a Sirius platform for France leading to linking unformal and formal stakeholders
Klein Lorraine	University Montpellier 3	Master degree with allophone pupils in various NGO
<b>OTHER RELEVANT STAKEHOLDERS</b>		
Nathalie Auger	University Montpellier 3	Full professor, responsible for Sirius project
Jérémi Sauvage	University Montpellier 3	Assistant professor
Line Colson	Boutik d’écriture	Leader of this NGO
Nathalie Segura Estrade	Un toit pour apprendre	Teacher in this NGO
Gérard Rocherieux	CIMADE	benevolent
Joëlle Cordes	NGO multilingual games	Benevolent and leader of this NGO
Dubourd Antoine	CIMADE	benevolent
Bénédicte Le Guerinel	CIMADE AND RESF	Benevolent