

SIRIUS

THEMATIC WORKSHOP ON LANGUAGE SUPPORT TO
IMMIGRANT (MINORITY) CHILDREN IN EUROPE REPORT

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CONTENTS

Introduction.....	5
Format and content of the thematic workshop.....	9
Discussion.....	15
Conclusions and recommendations.....	22

INTRODUCTION

The importance of language proficiency among immigrants is widely recognised in Europe. Insufficient proficiency in the language of instruction is frequently cited as the primary reason for poor academic performance. Tracy Burns (2008) argues that while the proxy indicator for integration for the adult migrants is economic stability, for the migrant children it is language proficiency¹. It is crucial for children to be capable of following lessons in the language of instruction used at school; otherwise they may feel stressed and anxious, which eventually may lead to behavioural problems and failure at school. Therefore, it is important that school provides sufficient support for children to learn and master language of instruction and teachers receive efficient training to be able to address these children's needs in the best way. However, along with that it is crucial to appreciate and support the learning of immigrants' mother tongue as a potential asset for host education system and auxiliary element for learning the host language. Unfortunately, often compensatory measures targeting minority and immigrants students tend to ignore their linguistic and cultural background and once migrant children become more comfortable with the host language they may lose their parents' native tongue².

A more transformative way of host language acquisition preserving mother tongue is **bilingual education**. Wayne Thomas and Virginia Collier's research in the US demonstrated that although monolingual programmes aimed at host language acquisition were more effective in the short term, bilingual education continued over a longer period closed the achievement gap between English language learners and native English speakers, in addition to maintaining the mother tongue and acquiring proficiency in English.

The authors concluded that instead of placing students with no proficiency in English into monolingual programmes for host language acquisition of 1-3 years and then into mainstream education where they maintain and widen the achievement gap, students should be schooled bilingually for 4-7 years in bilingual programmes. The latter group would then outperform monolingually schooled students in all subjects. That is because bilingual schooling where one language is their mother tongue and the other is the host language enables them to attend (and sometimes continue – if they already had some schooling in their home country) education without breaking it off in order to learn the host language, which takes at least 4 years³. Meanwhile, further analysis of EU Member States shows that linguistic support usually ceases after two years.

¹ Tracey Burns, "Education and Migration Background research synthesis". Paris: OECD, 21 January 2008, p. 4. Available at: <http://www.oecd.org/dataoecd/37/53/40636545.pdf> [Accessed 4 July 2011].

² Jennifer Holdaway, Maurice Crul and Catrin Roberts, 'Cross-National Comparison of Provision and Outcomes for the Education of the Second Generation'. *Teachers College Record*, Vol. 111, No. 6, 2009, p. 4. Available at: http://www.tiesproject.eu/component/option,com_docman/task,doc_download/gid,331/itemid,142/ [Accessed 4 February 2012].

³ Thomas, Wayne, and Virginia Collier, *A National Study of School Effectiveness for Language Minority Students' Long-Term Academic Achievement*. Center for Research on Education, Diversity and Excellence, UC Berkeley, 2002, p. 333-336. Available at: <http://escholarship.org/uc/item/65j213pt.pdf> [Accessed 14 February 2012].

However, in many cases bilingual education is not available, as it is a challenge to prepare suitable programmes and train enough qualified teachers to be able to work with all migrant groups in the countries where the migrant body is very diverse. Yet even if bilingual education is not feasible, **teaching the host country language as a second language** and the **migrants' mother tongue as a separate subject** within the host country curriculum is still beneficial and manageable for host countries.

At European level the recommendations on language support to immigrant children by European Institutions also emphasise the importance of **providing teaching of languages of the host country for migrants** while exploring the ways **to respect and value the languages of their country of origin** (*Commission Communication 'Green Paper on Migration and Mobility', 2008; Council conclusions on the education of children with a migrant background, 2009; Conclusions on language competencies to enhance mobility, 2011*).

Recent studies (INCLUD-ED, 2008; OECD, 2010; MPG, 2012; PPMI, 2103)⁴ on the topic identified the following elements that would comprise effective language support:

- For an effective provision of language support to migrant students who need it, it is essential to conduct an **adequate assessment of language skills** upon their entering into education system (*e.g. Primary and Post-Primary language assessment kits in Ireland*);
- **Language induction programme** with smooth transition to a regular class (*e.g. gradual participation in regular classes while still being in inception class in Denmark*);

However, many literature sources show that induction programmes are not that advantageous for immigrants, as **learning hand-in-hand in practical and interactive settings**, when children are taught in the main language of instruction, in the mainstream classroom, but they receive specified periods of instruction aimed at increasing proficiency in the language of instruction⁵. However, this option appears to be more costly than mobilising all immigrant students in one class and provide them with intensive language teaching for 1-2 years till they are proficient enough to go to mainstream class.

- **Continuous language support.** Often 1-2 years of inception period of language teaching is not enough for a migrant child to get proficient in the language of instruction, thus, he/she faces difficulties in acquiring adequate knowledge in other subjects. Therefore, constant host language support is essential for child's integration (*e.g. additional language support lessons after regular classes in Denmark and Lithuania*).
- **Training of teachers to teach the host language as a second language.** It is important that not only language teachers receive training for working with immigrant children, but subject teachers as well. It is advisable that subject and specialised language teachers are working together so that teaching of academic subjects and language happen in a coordinated way, which can also help avoiding the delay of academic learning due to the low language proficiency.

⁴ Includ-ED, "Effective educational practices at the secondary educational level – Monograph. Project 2: European effective educational practices: how is education contributing to overcome or reproduce social exclusion?" 2008. OECD, "Closing the Gap for Immigrant Students: Policies, Practices and Performance". *OECD Reviews of Migrant Education*, 2010. MPG, Analysis of EU Integration indicators, 2012. PPMI, "The Study on Educational support to Newly Arrived Migrant Children". *Final Report for European Commission*, 2013.

⁵ Sirius Network, Draft Literature Review, 2013. Available at: <http://www.sirius-migrationeducation.org/wp-content/uploads/2013/07/Lit-review-draft-tot.pdf>

- **Valuing of different mother tongues.**

*E.g., In Austria migrant students' mother tongue is taught as an optional subject or optional exercises (unverbindliche Übungen), either in separate (afternoon) classes or integrated into the general schedule, with the teacher (native speaker of the language) working alongside the class or subject teacher. Mother tongue teachers are employed by the Austrian school authorities like all other teachers. Currently, instruction is being offered of the following languages: Albanian, Arabic, Bulgarian, Bosnian, Chechen, Chinese, Croatian, Farsi, French, Hungarian, Italian, Macedonian, Pashto, Polish, Portuguese, Romanian, Romany, Russian, Serbian, Slovak, Spanish and Turkish. In Ireland, there is a **non-curricular language option at Leaving Certificate level for EU students whose mother tongue is not one of those available as curricular languages (English or Irish).***

The SIRIUS network conducted focus groups in ten partner countries for its Work Package 1⁶. The synthesis of the country data revealed that support for learning the national language(s) is available in all countries, but the quality varies and is often insufficient. Support provided for teaching the mother tongue was seriously deficient, mostly due to financial restrictions and the lack of understanding about the benefits of mother tongue knowledge for learning the host language and overall for the host education system. The current situation in language provision in Europe can be characterised by the following points (based on MPG, 2012; Koehler, 2013; PPMI, 2013):

- Not many countries practice initial assessment tests to be able to tailor the instruction of host language to children's needs. Most of the countries, still provide initial language support, which lasts for 1-2 years, in the form of targeted language policies. Research and practice confirm that in most of the cases it is not enough.
- Most of the countries acknowledge the importance of teacher training in teaching the host language as a second language; however, not all of them provide it structurally and effectively. In many cases the training is still optional and is not a pre-requisite to be employed to work with migrant children. Sometimes it is organised in teacher's free time, which also reduces incentives for teachers' participation in it.
- Support to immigrant's mother tongue is very limited across Europe, and many cases its provision is sporadic and not funded by the state.
- In many countries schools do not receive necessary governmental support to organise immigrant children's education effectively. Even though additional funding (in terms of students' basket) is foreseen, professional and knowledge support is lacking.

With the aim to find out how the current challenges in language support policies can be addressed and what the role of different education stakeholders in addressing them is, the thematic workshop was held in Vilnius, Lithuania. The next section describes in detail the format and the content of the workshop.

⁶ Koehler, Claudia, Comparative Report: Policy Implementation Analysis by National Educational Agents and Other Stakeholders, Prepared for Sirius Network, May 2013. Available at: http://www.sirius-migrationeducation.org/wp-content/uploads/2013/05/SIRIUS-Comparative-Report-def-editat_SIRIUS_130531.pdf

FORMAT AND CONTENT OF THE THEMATIC WORKSHOP

The 3rd Sirius thematic workshop on language support to immigrant (minority) children in Europe took place in Vilnius on the 22nd of November, 2013. Workshop was organized by PPMI in collaboration with Lithuanian Ministry of Education and Science in the framework of Lifelong Learning Programme of the European Commission-funded project SIRIUS: European Policy Network on the education of children and young people with a migrant background. The event was held from 9.00 to 16.30, at Naujamiesčio secondary school (T. Ševčenkos str., 17) and Collegium Hall (A. Volano str. 2/7).

The aims of the 3rd Sirius Workshop were to discuss the state of art of host language/mother tongue acquisition approaches in Europe; clarify the roles of various stakeholders in language support policies; establish best practices and universal approaches in providing teaching of languages of the host country and respecting the languages of the country of origin; and assess possibilities of their transferability to different countries (see the Programme below).

Programme of the 3rd Sirius Thematic workshop in Vilnius

9.00 – 11.30

Introduction and field visit to Naujamiesčio secondary (bilingual) school

Introduction to **SIRIUS: European Policy Network on the education of children and young people with a migrant background** (presentation by **Dr Miquel Essomba**, Sirius General Coordinator)

Introduction to the school: interactive presentation on language teaching experiences and the school's practices and challenges in accommodating children's language needs (presentation by **Danutė Mišrienė**, vice principal of Naujamiesčio secondary school).

11.30 – 12.00

Travel to the workshop venue (Collegium room, Ministry of Education and Science)

12.00 – 13.00

Lunch

13.00 – 13.10

Welcoming speech by Vice-Minister

13.10 – 13.30

Keynote speech "Importance of language diversity and language support to immigrant children in European

	schools” (presentation by Dr Jana Huttova)
13.30 – 14.30	Round table “Messages on different countries’ experiences of language support” (reflections from Lithuania, Latvia, Spain, Ireland, Norway)
14.30 – 14.45	Coffee break
14.45 – 16.00	Discussion “Multi-faceted approach to language support and its applicability in different countries”
16.00 – 16.30	Concluding remarks

First part of the Workshop was held in Naujamiesčio secondary school, where participants were first introduced to the Sirius network (by Dr Miquel Essomba) and afterwards to teaching practices in the bilingual school that enrolls children from various language backgrounds (presentation was made by the school vice principal Danutė Mišrienė, see Box 1). Participants were able to see interactive presentation, meet the students and school staff and ask questions regarding language support provided, teaching practices and challenges the school faces.

Box 1. Summary of the presentation by Danutė Mišrienė about language support practices in Naujamiesčio secondary school

Danutė Mišrienė, vice principal of the school, gave an interactive presentation on the language teaching experiences and the school practices and challenges in accommodating children’s language needs.

School fact sheet: Russian –Lithuanian bilingual school was established 15 years ago and the main language of instruction in this school is Russian. The school accommodates 6% of immigrant students (those who do not have Lithuanian citizenship) – 24 students out of 400 are immigrants coming from China, Vietnam, Kazakhstan, Russia, Belarus, Ukraine, Turkey, Latvia, Estonia (2012). The immigrant students from this secondary school are coming from secured, non-need families and usually are children of diplomats or businessmen. Therefore, the school does not have to deal with the challenges and problems that might appear in socially disadvantaged families or illegal immigrants. A pre-requisite to be enrolled in school is the possession of a residence permit (the school usually does not assist in obtaining documents; however, such an option is foreseen in the law).

The school (as every other school in Lithuania) receives funding from the states – the so called pupils basket. National minority schools receive 20% bigger funds for pupils’ basket. And for every immigrant students the school receives extra 30% of funds. Majority of students in the school (77%) speak Russian, 2% Ukrainian and 1% Chinese and Turkish. 19% of students speak 2 languages at home.

School language policy: Russian is the main language of instruction. The main focus of teaching practice is on teaching languages: Russian and Lithuanian with opportunity for children to preserve their mother tongue. Children are placed directly in mainstream classes, and receive additional support after classes, if necessary. From 2011 part of the lessons are taught by 2 teachers, subject teacher and Lithuanian language teacher (funder from students' basket). Some subjects are taught only in Lithuanian like history and geography.

School gives important role to parental involvement. There are days of non-traditional teaching when parents become teachers and they present their culture and heritage. School aims to support and promote language diversity through different initiatives (e.g. language museum). Learning materials are created by children for children.

In collaboration with MoES and municipalities peer learning and practice exchange workshops are organized for teachers.

As a result, students from this school were among best students in the national examinations.

Second part of the Workshop was held in the Ministry of Education and Science where participants presented the state of art of language support in their countries, followed by round table discussion on the main issues. Basis for the discussion was the overview of the situation in immigrant students' language support policies, practices and performance presented by Dr Jana Huttova, Senior Education Advisor at the Open Society Foundation London (OSI), based on findings of the SIRIUS network, OECD, NAMS and other international studies on immigrant education (see the abstract of the presentation in Box 2).

Box 2. Abstract of the presentation by Dr Jana Huttova

Dr Jana Huttova gave a presentation on the subject of Importance of language diversity and language support to immigrant children in European schools. She reminded the participants how much the linguistic phenomenon has transformed EU society. The landscape of receiving and sending countries has changed and the roles have been reversed. These changes influenced public institutions strongly, including schools. Schools that were not used to catering for minority students, suddenly received students from different backgrounds and that presented a real challenge for them. It is predicted that up to 2020, 50% of students will be migrant students, and even now there are some schools where up to 90% of students are not native language speakers. Some students come from homes in which they speak 2-3 languages so it is hard to define what is mother tongue, home language, second language. The language of instruction can be completely different situation for different students, and even if home language is the same as the instruction at school, the quality of language culture may vary greatly. In 77' this issue was addressed by the EU, and it became a legal right for migrants to have language support in host language and mother language. Some areas are still widely discussed, such as the principle of + 2 foreign languages which do not necessarily have to be the popular EU languages.

Dr Huttova presented language support policies that proved to work in education:

- Comprehensive system of assessment so that support can be tailored according to the needs of individual student.
- Culturally diverse materials and appropriate testing at the entry, some countries have national screening (Denmark at age of 3, Norway when they enter school) and continuous assessment, especially for late entry students.
- Developing migrant student skills in the instruction language with continuous language support. In some countries it is limited to 2 years after entry.
- Second language curriculum- centralized (like in Sweden, Denmark etc.)
- Integrating language and content learning in school (to develop academic language acquisition).
- Using mother language for the development of host language.
- Recognising the diversity of students' cultural and linguistic diversity as a resource, rather than a difficulties
- Effective compulsory teacher training for diversity. In Denmark there are also linguistic coordinators that help teachers.
- Providing opportunities for instruction in mother tongue as part of the regular curriculum. They could also be offered as modern second language courses.
- Use of bilingual classroom assistants.
- Diversity of mother tongue languages at school level, which is visible and accepted.
- Providing out of school lessons and activities, in the school or within the community.

Following Dr Huttova's speech, international experts provided short messages on language support in their countries: Dag Fjæstad (National Centre for Multicultural Education) - Norway, Liesma Ose (Global Development Institute) - Latvia, Miquel Angel Essomba Gelabert (General Sirius Coordinator; Autonomous

University of Barcelona) – Spain, Merike Darmody (Economic and Social Research Institute) - Ireland and Vilma Bačkiūtė (Lower and Upper Secondary Education Division, MoES) – Lithuania.

Box 3. Abstracts of the presentations from Latvia, Ireland, Norway, Spain and Lithuania

Latvia

Language assessment has been recognized as a priority in 2012 with the adoption of the by-law on assessment. This by-law covers migrant students and returnees. Implementation is not going as planned; there are complaints on different levels from parents and schools. Curriculums differ significantly and parents don't agree on the grades given to the students.

There is no initial assessment. Two additional language classes are paid by the municipality. In 1999 bilingual and multicultural teaching has been introduced with 40% in minority language and 60% in Latvian. Results of migrant and native students in Latvian language examinations are similar. There are 7 minority languages of instruction, but for some students like from China or Afghanistan there is not enough capacities because teachers' intercultural competencies are not that good. Sometimes, when possible, translators from minority communities are used, but not all minorities have their communities and there is no NGOs other than 4 migrants' offices that do advocacy. Latvia has targeted 4.2 million for education of migrants and policy paper on multilingual policy is being developed in 2012.

Ireland

Ireland has been a sending country during the 1980, than for some time - receiving and now it is sending again. It is estimated that currently 200 languages is spoken in Ireland and that there is around 10% of migrant students. All school were very much homogenous (culturally, religiously) so policies were adopted more as an intervention (rather than prevention) when the problems already emerged. There was an increase of English teachers in schools but due to the economic crisis in 2008 this practice was stopped. There are 2 years of English courses which a student usually takes instead of Irish language or religious education. This approach is not accepted very well by the children because it segregates them in a way. In elementary school religious education can last for the whole day, which makes this practice even more difficult. Sometimes support is provided by teachers and other students. There is no single solution because migrants are disproportionally distributed.

Policies that have been implemented include: programs for those in risk of ESL and additional funds for disadvantaged schools. More migrants are in urban areas and schools sometimes cannot enrol all students so children have to go to less quality nearby schools. There is a great need for cooperation between schools and communities because the presence of migrant children is sufficient to achieve cohesion. There have to be active and planned policies and activities so the full integration can be achieved.

Norway

Due to geographical characteristics of the country, situation differs across Norway and so do the policies. From the 80' there was Norwegian as the second language curriculum, bilingual classes

and introduction classes. This practice has despaired because teachers were not qualified enough to deal with the situation and teachers from abroad didn't have appropriate education. 14% of students are migrants or have both parents being migrants. They have right to have additional classes of Norwegian language until they are able to learn in class on their own. They can also have bilingual or mother language teaching. Basic Norwegian was present in school during the whole period for a while. But this practice was abolished and replaced by short term course. Since last year (2012) Norwegian for late arrivals was introduced. Number of students that get bilingual education or education in mother tongue is decreasing with years. In secondary schools basic Norwegian is not used so much because it doesn't open and opportunity to go to the university. From this year municipalities can again organize introductory language lessons but LSGs have great autonomy in introducing these practices.

Spain

Traditionally in Spain, diversities are respected but there was a monolingual policy before. Sometime later the system became decentralized. Regions have adapted national school systems according to their needs. First model is practiced in Galicia where every school chooses the instruction language. Second model is to have specialized schools or part, which teach only one language like in The Basque country. However, some negative consequences of this model became visible 30 years after when only 10% have classes in majority language. In Catalonia children either have Spanish as the second language or Catalanian as the second language and the language of instruction is Catalanian. Here it is also obvious that 1-2 years for language acquisition is just not enough. Since informal environment is as important as school environment, programs for promotion of Catalanian language in informal situations have been developed. The issue of Roma is still burning and present as great challenge.

Lithuania

In Lithuania not enough attention has been given to this issue since the % of migrant population is low. There are around 40 different languages spoken in families. Russian language is disappearing from the environment so it needs support in schools. There are gaps in language policy in general, on secondary level students have to know only one additional foreign language and the offer is limited. Teachers usually speak only one language and there is a great need for professionalization and professional development of school administrations.

The main points of the discussion held after the presentations are detailed in the next section of this report.

DISCUSSION

Based on the literature review and presentations made by the participants of the workshop the current language policies usually face the following challenges:

- Lack of effective initial language assessment tests
- Lack of continuous language support. In most countries the support usually ceases after 1-2 years of intensive instruction.
- Lack of structural and effective teacher training and of available teacher resources.
- Support to immigrant's mother tongue is very limited across Europe, and many cases its provision is sporadic.
- Schools and education policies are not tolerant to language diversity. The list of available foreign language for learning is often limited to the most popular EU languages.
- In many countries schools do not receive necessary governmental support to organise immigrant children's education effectively. Even though additional funding (in terms of students' basket) is foreseen, professional and knowledge support is lacking.

In the light of the identified gaps the discussion was held around two main questions:

- *How can the current challenges in language support policies be addressed? What would be your recommendation on what language support policy should look like?*
- *What is the role of different stakeholders (government, schools, teachers, migrant parents and communities) in addressing these challenges and implementing language support policies?*

All the participants have acknowledged the importance of the optimal toolkit of policies that was mentioned in the literature and in the presentation of Dr Jana Huttova. However, one must remember the country's historical, political and economic situation as well as immigrant profile when adopting universal language policy toolkit.

Nevertheless, all the participants agreed that all the receiving countries should adopt a comprehensive policy of initial language assessment (which is culturally sensitive) to be able to tailor language support according to the students' needs and provide a continuous host language support.

Good practice: Early language assessment.

At ISCED level 0 children who may need help in language development undergo an assessment at the age of 3. Children having problems with this test are offered language stimulation in the day-care institution. Even children not attending day-care receive 15 hours of language stimulation each week if necessary⁷. In 2008, 64.4 % of all bilingual pre-school children received language stimulation⁸.

Good practice: Continuous language support

In Denmark, at ISCED 1-2 (*Folkeskole*) children also undergo an assessment test before being placed into school. Pupils who at the time of admission need support but are able to participate in mainstream education, receive supplementary instruction in Danish as a second language as a dimension of teaching in class (according to their needs). However, those students first are admitted into welcoming classes, where they stay up to 6 months before moving into a regular class. If it is judged that the bilingual students will not be able to participate in class because of insufficient Danish skills (despite support in the classroom), they are placed into reception classes for up to 2 years, where they receive instruction of Danish as a second language and other subjects. At the same time students from reception classes can gradually participate in the main subjects within regular education to ensure their smooth transition once it is decided that they can study in a regular class; the main part of the teaching happens in inception classes though. Special classes can be organised at grade 8-10th for late arrivals (over the age of 14). Danish as second language teachers must be qualified for this job⁹.

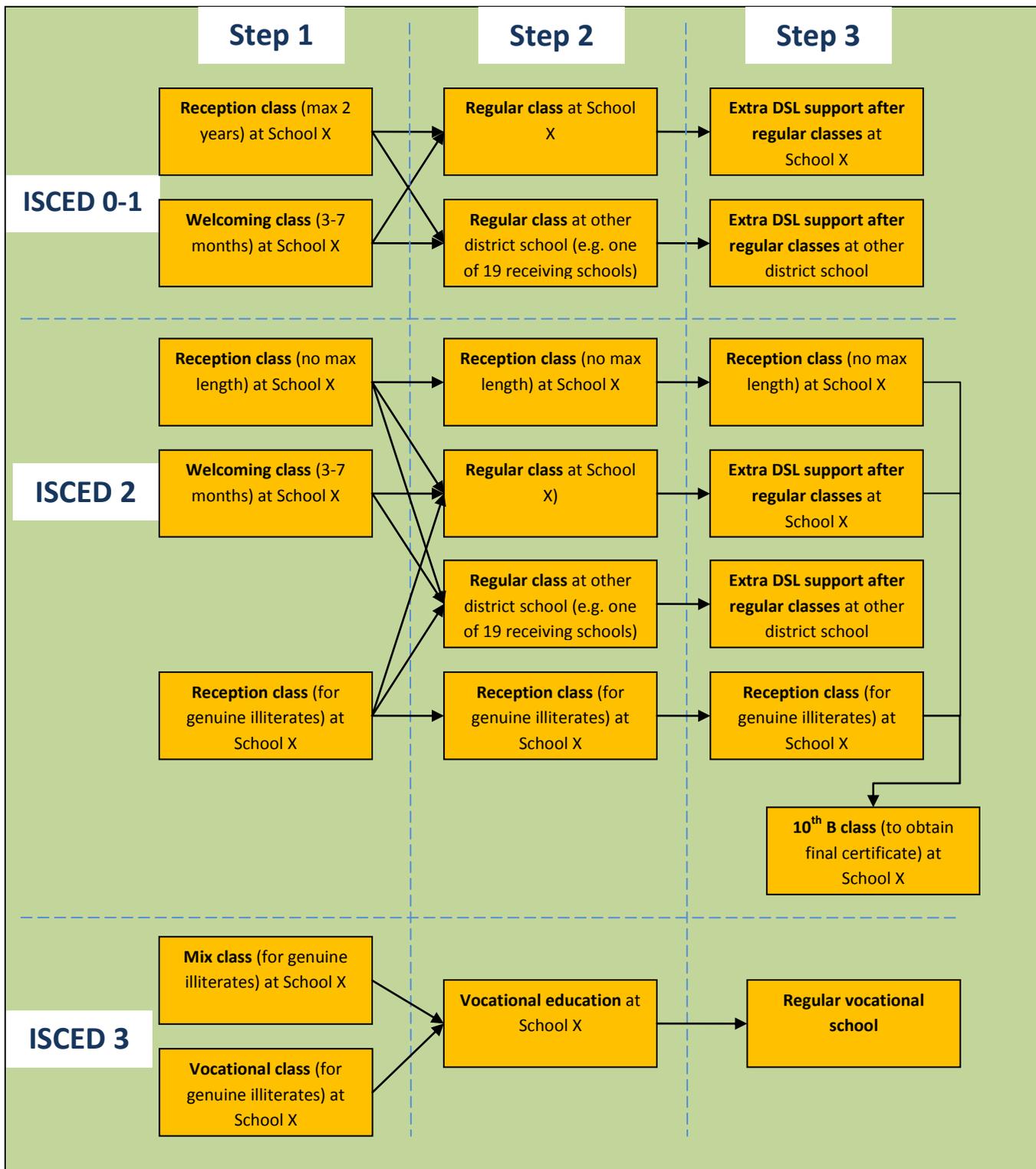
Schematically, language support in Denmark can be illustrated the following way (on the example of one particular school¹⁰):

⁷ Undervisningsministeriet, "Sprogvurdering og sprogstimulering af småbørn". København, 2010. <http://www.uvm.dk/Uddannelse/Folkeskolen/Tosprogede/Sprogstimulering%20til%20smaaboern.aspx> [Accessed 4 August 2011]. [Ministry of Education, "Language assessment and language stimulation for babies"]

⁸ Ministeriet for Flygtninge, Indvandrere og integration, "Tal og fakta om integration: Befolkning, uddannelse, beskæftigelse". København, September 2010, p. 16.

⁹ § 1-5, 7 in Undervisningsministeriet, *Bekendtgørelse om folkeskolens undervisning i dansk som andetspro*, 31-01-2006 (BEK nr 31 af 20/01/2006 Gældende). [Ministry of Education, *Executive Order on the teaching of Danish as a Second language in Public Schools*]

¹⁰ Example is taken from Danish case study report completed for the PPMI, "The Study on Educational support to Newly Arrived Migrant Children". *Final Report for European Commission*, 2013



It is important that central and local government and schools mobilise resources and target part of the budget for the provision of the regular host language support in the schools that accommodate immigrant children.

However, the participants also agreed that along with the comprehensive provision of host language support, it is important to find a way to preserve and develop mother tongue knowledge among immigrant children, and moreover, encourage native students to learn immigrants' mother tongues as foreign languages.

First, immigrants' mother tongues might be an effective support mechanism for host language learning.

Good practice: Using mother tongue to learn language of instruction

Nathalie Auger from the University of Montpellier III proposed a methodology for teaching French based on the structures and syntax the students' mother tongue: Atelier des Sciences du Langage, «Démarche d'apprentissage du français auprès des enfants nouvellement arrivés ». Montpellier : Université Paul-Valéry Montpellier 3, 2008. <http://asl.univ-montp3.fr/cnl/index.php> [Language science workshop, "A step to teach French to newly arrived children"]

Second, mother tongue teaching helps to promote diversity in schools and is an important element of intercultural education. Unfortunately, only a few countries in Europe provide mother tongue instruction to immigrant pupils, either through national funding or sending country funding (funded by embassies).

Third, mother tongue provision can facilitate children's general learning at school, when certain subjects are explained to immigrants in their mother tongue.

Good practice: Mother tongue instruction in Austria and Sweden

Migrant students' **mother tongue** may be taught as an optional subject or optional exercises (*unverbindliche Übungen*), either in separate (afternoon) classes or integrated into the general schedule, with the teacher (native speaker of the language) working alongside the class or subject teacher. Mother tongue teachers are employed by the Austrian school authorities like all other teachers. Currently, instruction is being offered of the following languages: Albanian, Arabic, Bulgarian, Bosnian, Chechen, Chinese, Croatian, Farsi, French, Hungarian, Italian, Macedonian, Pashto, Polish, Portuguese, Romanian, Romany, Russian, Serbian, Slovak, Spanish and Turkish. It is desirable, though not a prerequisite, for teachers of German as a second language (GSL) to have special training in this field.

Students with a mother tongue other than Swedish have the right to receive tuition in their **mother tongue**. This subject, 'Mother tongue studies' (*modersmålsundervisning*) has its own separate syllabus, which also covers literature, history and culture of the country of origin. A school is obliged to organise mother tongue tuition if at least 5 eligible students apply and if a suitable teacher can be located with sufficient skills in both Swedish and the other language.

Participants of the workshop noted, that for many countries it is financially challenging to organise mother tongue instructions, as it requires additional resources, which are lacking in the times of austerity. In this case, the participants agreed that it would be beneficial to seek for the help from immigrant communities or NGOs working with immigrant groups.

Overall, participants emphasized the importance of the role of parents and immigrant communities in language learning. As traditionally, schools are viewed as the main providers of language support and governments are the main funders of schools' activities. However, for successful language learning it is important to provide children with positive and encouraging home learning environment (which basically depends on parents) and peer support (which to a great extent can be provided by immigrant communities). Therefore, it is crucial to ensure home-school cooperation and education of immigrant parents (e.g. parental classes). Especially in the times of limited resources it is important to delegate/outsource functions and funds. Schools should be facilitating factor in parental education. Parents would understand better challenges their children are facing and would adapt more easily to the host culture.

Good practice: Learning communities

In Catalonia, parents can participate in the class instruction. In this case, teacher is not alone in the schools but has a parent or a community member with him in the class. Teachers can work with several adults in different settings. Parents are present in the classroom not as observers but as adults who help children learn¹¹.

Lithuanian schools also practiced involvement of parents into instruction. Presence of another person other than teacher can have a positive influence on children, sometimes even the most quiet student start to be more open. Parents can stay if possible even for a whole week in class.

Good practice: Outreach to parents¹²

The Home School Community Liaison Scheme was established in 1990 under the auspices of the DES. In 2005, it was reaching in excess of 150,000 families with children in approximately 470 schools annually. The Scheme seeks to engage parents and schools in a partnership, with the aim of enhancing pupils' learning opportunities. A strong emphasis is placed on collaboration with the local community, and the Scheme seeks to fully involve the host and migrant communities and local agencies in the daily life of the school¹³. However, research by Darmody and McCoy (2010¹⁴) shows that in many cases effective communication between migrant parents and a HSCLO is hampered by a language barrier.

Engaging migrant communities has proven to be very successful policy. Some have organized weekend schools for their members or help immigrant students to cope with educational challenges.

¹¹Includ-ED, "Effective educational practices at the secondary educational level – Monograph. Project 2: European effective educational practices: how is education contributing to overcome or reproduce social exclusion?" 2008.

¹² From Irish case study report completed for the PPMI, "The Study on Educational support to Newly Arrived Migrant Children". *Final Report for European Commission*, 2013

¹³ OECD Thematic Review on Migrant Education, *Country Background report for Ireland*. 2009.

¹⁴ Darmody, Merike and McCoy, Selina (2011), Barriers to School Involvement: Immigrant Parents in Ireland, in Ireland, in Darmody, M., Tyrrell, N., Song, S. (Eds.), *Changing faces of Ireland, Exploring lives of immigrant and ethnic minority children*, Rotterdam: Sense.

Good practice: Mentoring organisations¹⁵

In February 2009, the German-Turkish Forum Stuttgart e.V. (DTF) started a program for grammar school pupils and university students with Turkish roots in the region of Stuttgart, facilitated by the Robert Bosch Foundation: the Program for Scholarships and Mentoring Agabey-Abla (Turkish for “big brother-big sister”). The aim of the programme is to help young immigrant pupils to overcome cultural challenges and develop their personal skills outside and inside school.

However, discussing different practices and possible solutions and the functions of different stakeholders in implementing them, the participants came to the conclusion that the central and connecting role belongs to teachers, which have to be properly trained. Moreover, not only language teachers, but also subject teachers should receive training on language teaching and intercultural education.

There should be a teacher training inter-comprehension strategy. Inter-comprehension has to be a part of initial teacher training, providing teachers with skills of receiving immigrants and working and communicating with them. Development of reception skills is being recognized as an important part of TT and teachers should be able to develop this competency in students also. There are methods and materials available but there is a greater need in changing attitudes and practices of teachers first. Understanding of language influence on teaching and learning has to be minimum demand for the teaching profession. It is not enough to know subject teaching method, but also to know ways of linguistic influences on the process.

In addition, teacher training can be provided not only by the government, but again by immigrant communities and NGOs. In the countries where there are no organised communities international networks like Sirius can be a great help for information exchange and peer learning.

Good practice: Immigrants training teachers

A Turkish parents’ organisation¹⁶ in Germany cooperates with individual schools by discussing current problems with teachers and advising them, consulting parents, translating between both parties not only regarding language but also in terms of respective expectations and cultural customs¹⁷.

More opportunities should be created for peer learning between the school and other partners (e.g. networks of international schools can serve as a good source of good practice activities). It is important also to use modern technologies (ICT) to provide alternative ways to traditional test learning practice. There is a room for putting more emphasis on informal education. Learning language through informal activities and games can be an effective practice (e.g. language museum in the Lithuanian school).

Participants also suggested that it would be beneficial if all school staff (from teachers to principals) to receive training on accommodating diversity and working with immigrant children. On the level of policy makers, there

¹⁵ More good practices in ENESP, Mentoring Brochure, 2013. Available at: http://www.sirius-migrationeducation.org/wp-content/uploads/2013/05/ENESP-Brochure_VDEF_LR.pdf

¹⁶ Turkish Parents’ Association, see <http://www.tevbub.de/>

¹⁷ Miera, Frauke (2008), ‘Country Report on Education: Germany.’ *EDUMIGROM Background Papers*, Budapest: Central European University, Center for Policy Studies.

should be also held some training seminars to raise awareness and understanding. Both native and immigrant parents should receive intercultural education as well.

Participants have also emphasized good monitoring and evaluation policies as a crucial element for effective investment direction and development of relevant measures. For that purposes collaboration of researchers and policy-makers is also important.

However, when designing a policy and implementing a particular measure, one should remember about the country context and design characteristics: e.g. what would effectively work in decentralised systems might not be successful in centralised systems.

CONCLUSIONS AND RECOMMENDATIONS

During the discussion, all participants have agreed that one of the key policy elements for effective language support are:

- Provision of systemic and continuous language support;
- Necessity to incorporate bilingual teaching and understanding of the influence of heritage language, in both initial teacher training and in service training, for both language and subject teachers;
- Community involvement is one of the crucial elements of language support policy and major resource, that can bridge lack of funds and human capacities within the school;
- Parents have to be involved as much as possible and adult education should be connected with schools that have migrant students;
- Informal education is a powerful tool that has to be promoted by education staff and policy makers, and learning should not be limited to school context.

However, it was emphasized that change can happen only if all stakeholders are committed to actual inclusive education, where everybody's particularities are addressed and there are no majorities and minorities. Everybody involved in the teaching process should have relevant competences and always improve their cultural sensitivity. Professionalization and professional development in this area is obligatory for all participants, from teachers and principals to decision makers. Multilingualism should be promoted and advocated in class but also as part of the school ethos. Acceptance of diversity has to be visible at all the levels. This also means that it is important to always remind professionals and public that the demand for knowledge of two foreign languages is not limited to popular EU languages and that every child's mother language is equally important and valued.

Since most countries face budget cuts, participants made a strong recommendation to promote collaboration and use of different resources like NGOs, communities of migrants, parents and other schools. Peer learning activities and exchange of good practices should be practiced more often and involve different types of stakeholders. Participants concluded that turn to inclusive approach doesn't always mean additional funds, but sometimes just a change in thinking, good will and collaboration.

Therefore, the main recommendations for language policy improvement that came out of the discussion are:

- Multiple approaches to the support with certain fundamental things that have to be implemented and adaptive flexibility to answer specific needs;
- Continuous language support and mother tongue instruction organized in the way that the country finds possible;
- Community based and whole school approach, involving parents;
- Teacher training, leadership training and professionalization of everyone in the process;
- Inclusion of informal education;
- Thinking in terms of inclusive education FOR ALL, which refers both to staff, students, parents and communities.



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