

# Measures for integrating newly arrived pupils

March 18th 2014



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse

# An multicultural community

**537 000 Inhabitants** of whom:

<b>298 200</b>	are <b>Luxemburgers</b>
<b>88 200</b>	are <b>Portuguese</b>
<b>35 200</b>	are <b>French</b>
<b>18 300</b>	are <b>Italians</b>
<b>17 600</b>	are <b>Belgians</b>
<b>12 400</b>	are <b>Germans</b>

**Total of non Luxemburgers: 238 800 (44,5%)**



# KEY FIGURES OF LUXEMBOURGISH EDUCATION

## TRENDS IN THE NUMBER OF FOREIGN PUPILS IN PUBLIC AND PRIVATE SCHOOLS FOLLOWING THE NATIONAL CURRICULUM:

- Early childhood education 44,7%
- Pre-primary education: 47,4%
- Primary education: 50,0%
- General secondary education: 20,0%
- Technical secondary education : 44,2%



# First language

## Elementary education

Luxembourgish: 39,8%

Other: 60,2%

## Secondary education

Luxembourgish: 54,4%

Other: 45,6%



# Luxembourgs' specificity: The plurilinguism

- \* **3 official languages:**

Luxembourgish, German and French

- \* **...and a lot of spoken languages:**

English, Portuguese, Italian, ...



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse



# Service de la scolarisation des enfants étrangers



*“Emphasising the value of linguistic diversity and supporting children with a different mother tongue to improve their proficiency in the language of instruction and, where appropriate, in the mother tongue, as well as supporting teachers to teach children with different levels of linguistic competence, can improve the educational achievements of children with migrant background and reduce their risk of early school leaving.”*



# Actions and offers

- \* Language awareness publication and information,
- \* Integrated classes to learn natural sciences, history and/or geography in portuguese (Primary education)
- \* Integration and insertion classes to improve proficiency in the instruction language,
- \* Français + and ALLET classes in general secondary education
- \* International general secondary education
- \* International and Private schools
- \* Supporting teachers with methods, literature and literacy in teaching foreign languages
- \* Contributing to teachers' continuous professional development in heterogeneous classroom management, ...





*“Increasing the educational offer by providing education and training opportunities beyond the age of compulsory education can influence the behaviour of young people and their families and lead to higher rates of completion of upper secondary qualifications.”*



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse

# Actions and offers

- \* CLIJA for youngsters over 18 at the E2C,
- \* Upper general, technical and vocational secondary education in classes with different levels in languages (RLS)



*“Enhancing the involvement of parents, reinforcing their cooperation with the school and creating partnerships between schools and parents can increase learning motivation among pupils.”*



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse

# Actions and offers

- \* Intercultural mediators,
- \* Parents information,
- \* Translating information letters, booklets,...



*“Networking with parents and other actors outside school, such as local community services, organisations representing migrants or minorities, sports and culture associations, or employers and civil society organisations, which allows for holistic solutions to help pupils at risk and eases the access to external support such as psychologists, social and youth workers, cultural and community services. This can be facilitated by mediators from the local community who are able to support communication and to reduce distrust.”*



# Collaborating with external partners

- \* **ASTI, Migrant workers support association,**
- \* **OLAI, (Luxembourgs' reception and integration agency) participating to the Guidance Days**
- \* **Radio Latina, weekly information on matters in relation to school**



# Accompanying and facilitating access to holistic solutions in relation to school

## \* Intercultural mediators



*“Supporting and empowering teachers in their work with pupils at risk, which is a pre-requisite for successful measures at school level. Initial teacher education and continuous professional development for teachers and school leaders help them to deal with diversity in the classroom, to support pupils from socio-economically disadvantaged backgrounds and to solve difficult teaching situations.”*



LE GOUVERNEMENT  
DU GRAND-DUCHÉ DE LUXEMBOURG  
Ministère de l'Éducation nationale,  
de l'Enfance et de la Jeunesse



# Actions and offers

- \* **Continuous professional development of the teachers, i.e.:**
  - Guidance of newly arrived pupils from the primary education to the secondary education
  - Formative evaluation in the integrated classes framework
  - Introduction to „MULTIDINGSDA“ and „profaxonline“ (online software for children with migrant background)
  - Yearly „Initiation day“ for teachers acting in an initiation class
  - Using a language portfolio in initiation classes
  - Diagnostic evaluation of the pupils' proficiency in German and in the mother tongue
  - How to deal with heterogeneous groups using multiple intelligences
  
- \* **Intercultural mediators, providing verbal and written translations and information on previous schooling and/or culture**



*“Mentoring supports individual pupils to overcome specific academic, social or personal difficulties. Either in one-to-one approaches (mentoring) or in small groups (tutoring), pupils receive targeted assistance, often provided by education staff by community members or by their peers.”*



# Tutoring

- \* Initiation and MO(F) classes have one tutoring hour per week

