



**WELLCHI Network**  
**Workshop 4**

**“Children in multicultural societies”**

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Educational opportunities for  
Migrant children. Legal Framework:  
Theory and Practice in Greece and France

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## **FEW REMARKS ABOUT IMMIGRATION IN EUROPE**

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- ***Considered for a long time as temporary***
- ***Evolution of immigration has effects on:***
  - ✓ ***measures,***
  - ✓ ***vocabulary,***
  - ✓ ***definition and production of data***

# **EUROPEAN LAWS & RECOMMANDATIONS**

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- **EU Laws :**
  - ✦ **1rst implementation for education of foreign children:  
CEE, 1977**
  - ✦ **Since then, many laws reflecting the adaptation of Europe to the nature of immigrant of foreign populations**
- **Recommendations :**
  - ✦ **More recent**
  - ✦ **Refer to the necessity to include in national education systems the following dimensions:**



## **MAIN RECOMMENDATIONS**

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- **1. Specific structures in order to facilitate children's integration to national education systems**
- **2. Possibility to learn their mother tongue**
- **3. Adaptation of education systems to multicultural classes**
- **4. Promotion of intercultural education**

## **From the recommendations to the national practices (1/2)**

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**Some countries have already taken in consideration those recommendations. More precisely:**

- **Structures for linguistic support are implemented almost in all countries,**
  - **but in different ways**
  - **And to different groups of children**

## **From the recommendations to the national practices (2/2)**

- **Possibility to learn mother tongue offered in many countries**
  - In the context of bilateral accords
  - And/or incorporated in the scholar curricula
  - Or not offered at all
- **Concerning adaptation to cultural / religious specificities**
  - Very few implementations existing
  - On the contrary, legislation in order to discourage expression of religious specificities
- **Concerning intercultural dimension: the issue of the definition of intercultural education**



## **IN CONCLUSION**

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- **Europe: a mosaic regarding:**
  - **the different legislation frames**
  - **the categories and sub-categories of children concerned**
  - **the way each country apply EU recommendations**
  
- **However, EU tends to homogenize national policies,**
- **And has set some objectives that member states must attain until 2010.**

# **FOREIGN CHILDREN AND EDUCATION IN GREECE**

## **Data on foreign pupils in greek schools**

13% of total number of foreigners in Greece (2004)

- **8.500 pupils in 1995-1996 (0.6% of total pupils number)**
- **21.000 in 1997-1998 (1.7%)**
- **98.000 in 2002-2003 (6.7%)**

**→ multiplied by 11 in 7 scholar years**

• **According to more recent sources: around 10% of total number of pupils in greek schools**

**72% of foreign pupils are Albanians**

# **EDUCATIONAL IMPLEMENTATION FOR ALLOPHONES/ FOREIGN CHILDREN IN GRECE**

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- **Intro: first implementations taken to respond to specific needs for children of returning migrants and repatriated**
- **1980. Reception Classes**
- **1983. Support Courses**
- **1996. Creation of multicultural schools**
- **1998. Non obligation to attend to religion course**
- **2001. Definition on conditions of access to education**
- **2005. The right to learn mother tongue and civilization in greek schools**



## **RESULTS ON THE FIELD**

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- **No studies on results of implementation to national level**
- **But some problems can be pointed:**
  - **About intercultural schools**
  - **About the non-obligation to attend religion course**
  - **About Reception Classes and Support Courses**
  - **About the possibility to learn mother tongue**
  - **About the curricula of Ministry of Education and Religions**

# **FOREIGN CHILDREN AND EDUCATION IN FRANCE**

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- **The issue on definitions, to be analyzed in the frame of immigration policy on the country**
  - **The « newly arriving » foreign pupils: a vague category**
  - **The confusion between “newly arriving”, immigrants”, and “2<sup>nd</sup> generation” in bibliography**
  - **In political discourses, and in public opinion**

# DATA ON FOREIGN AND ON “PRIMO-ARRIVANT’ CHILDREN IN FRENCH SCHOOLS (1/2)

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## Data on foreign children

- 6% of pupils are foreigners in 2002-2003 in Primary School, and 4.6% in Secondary School
- 370.000 foreigners in Primary (45% of them from Maghreb),
- And 245.000 in Secondary (44% of them from Maghreb)
- Foreign pupils mostly concentrated in the agglomeration of the 3 main cities: Paris, Lyon, Marseille

# **DATA ON FOREIGN AND ON “PRIMO-ARRIVANT’ CHILDREN IN FRENCH SCHOOLS (2/2)**

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## **Data on “newly arriving” children**

- ✦ **Percentage of foreign pupils tends to decrease, but % of “newly arriving” children increases.**
- ✦ **34.500 newly arriving pupils in 2002/2003.**
- ✦ **The part of them in illegal situation also increases. Reach 5/6 of immigrants pupils in Montpellier**
- ✦ **General augmentation of their age of arrival**
- ✦ **The area of Paris gathers 30.5% of total number of newly arriving pupils (2002)**
- ✦ **Those registered in this area are massively concentrated in suburbs (72%, for only 28% in Paris)**

# **EDUCATIONAL IMPLEMENTATION FOR NEWLY ARRIVING CHILDREN IN FRANCE**

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- **In France, only few implementations for newly arriving children**
- **Measures are focused on ZEPs (Priority Education Zones), and addressed to all pupils independently of their citizenship**
- **Specific implementation for newly arrived children exists since 1970, but no drastic changes since.**
- **Around 100 structures receiving newly arriving foreign pupils. 1400 in 2001.**

## **THE MOST IMPORTANTE CIRCULARS (1/2)**

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- **Circular N.2002-63 on “Conditions of inscription and education of pupils with foreign nationality”.**
  - **Reminds the rights of foreign pupils**
  - **And the limitations in those rights**
- **Circular N.2002-100 on “Organization of education of pupils newly arrived in France” with foreign nationality”**

## **THE MOST IMPORTANTE CIRCULARS (2/2)**

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- **Circular N.2002-100 on “Organization of education of pupils newly arrived in France” describes:**
  - **the process of evaluation of the knowledge of pupils**
  - **The procedure of integration of those pupils in the scholar system**
  - **The necessary conditions in order to create specific structures**

**Also reminds the priority of this implementation: integrate the pupils in ordinary class as soon as possible (and in any case not longer than 2 years after their arrival)**



## **THE RESULTS ON THE FIELD**

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- **Insufficient number of CLIN and CLA**
- **In 2002, 2.000 children (17% of total number of newly arriving children in Primary) integrated the school system as pupils or ordinary classes of Primary Level**
- **More than 1.500 children in the same situation in College (11.6% of total number in Secondary)**
- **No specific structures for newly arriving children more than 16 years old**
- **Confusion between educational implementation for newly arriving and for ZEPs pupils.**



## **SOME SIGNIFICANT NUMBERS**

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- ✦ **Concerning France (2001/2002)**

**240.000 foreign pupils in the Secondary Level (4,6% of total pop. In this Level)**

**144.000 of them attend class in the 1st Cycle (College),**

**But only 93.400 in second Cycle (Lyceum).**

**Of those attending Lyceum courses, 46% in Professional Lyceums, and 54% in General and Technical Lyceums**

**→ The number of foreign pupils is divided by 1/3 from College to Lyceum, and almost 1 foreign pupil over 2 is orientated into a Professional Structure.**



## **SOME SIGNIFICANT NUMBERS**

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- **Concerning Greece (2001/2002)**

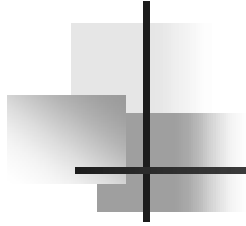
→ **The number of foreign pupils is divided by 1/3 from College to Lyceum, and 1 foreign pupil over 2 is orientated into a Technical Structure.**



## CONCLUSIONS

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- The limits of comparative analysis
- Different types of data
- Different history
- Different importance attributed to education
- The Challenge for Greece



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*Thank you for your attention*