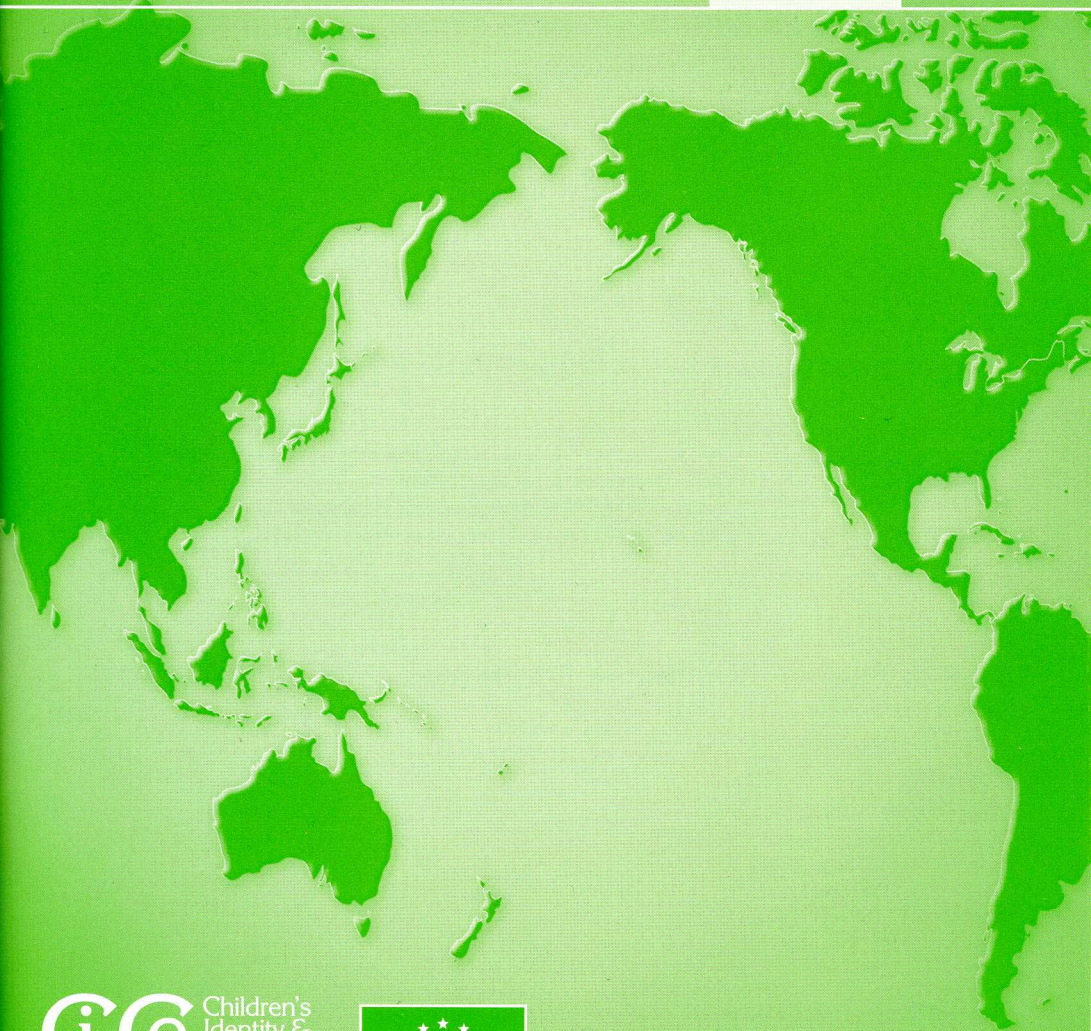


Citizenship Education: Identity issues in a time of Diaspora, Migration and Settlement

Tözün Issa, Annemarie Dinvaut and Jelena Petrucijova

CiCe
Guidelines on
Citizenship
Education in
a global
context

2



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Introduction

Contemporary debates on citizenship issue must include questions of culture and identity. One of the greatest successes of contemporary European culture is its high level of cultural diversity: no other part of the world has so many cultural communities. Building societies in which all members are able to participate fully on a non-discriminatory basis is the ultimate objective of integration, avoiding marginalisation and fragmentation. A critical question is how to put effective policies into practice to prevent marginalisation and fragmentation. The interconnectedness of citizenship (in the sense of political belonging) and culture (in the sense of belonging to a cultural group) is significant in the analyses presented in these guidelines.

In these guidelines we consider key issues for training professionals who working with newly-arrived children in the context of changing local demographics.

Citizenship education is an important feature of European economic and social development (Danciu, Clarke, Elm, 2005), reflected in many European Union publications. The 2000 Lisbon strategy and the work following Education and Training Systems in Europe (2002) recognise the importance of education for citizenship. Education is highlighted as the key vehicle to promote the active involvement of young people in democratic processes, and teachers are the 'main active agents in schools' Foster, Graeffe and Zuzeviciute (2005). But teachers and other professionals need assistance and support to reshape practice, to develop appropriate ideas and strategies to address the specific needs of new arrivals and refugees in schools. Kerr (2003) identifies various key issues facing countries trying to implement this.

The central concern of these guidelines is the role of higher education institutions in this process. What sort of issues do they need to address in order to equip their students with the necessary and appropriate skills for future citizens of Europe in their localities?

The OECD (1997) pointed to the important role for teachers in this. A key action of the Lisbon treaty was 'supporting teachers in the challenges of the knowledge in society'

Our investigation is less about the commitment by member states to this than about the variety of practices by states. In discussing different interpretations of the concepts around citizenship – such as *What is citizenship? What are multi-culturalism and inter-culturalism? What are integration and*

assimilation? - we found the meanings were different in each of our countries – and also in other EU countries.

We considered three types of meanings for each concept:

- The meanings in research: the results of long-term dialogue between teams from different countries and different fields. Differences here are less between countries but between currents: there is a wide gap between Longstreet (1978) who advocates a dialogue between different culture groups and Amselle (1999) who argues 'pure' and 'original' cultures never existed, making impossible the very idea of mixed cultures.
- The meanings in daily life in each country: we felt that this was beyond our scope, and a long-term study would be necessary for this, in different contexts.
- The meanings in the way the countries officially introduce themselves, their project and their values to their citizens and to others, as well as the messages conveyed by their institutions: migration departments, social services, educational authorities. What is the message conveyed by a state as a 'host' to a migrant about citizenship, multiculturalism/inter-culturalism, integration/assimilation? One of the key points we explore in these guidelines is the correlation between the 'message conveyed' and the 'perceived ideas' of individual member states relating to these concepts.

How did we approach the investigation?

We set ourselves a number of questions:

What systems (if any) are used to collect information on incoming migrants and changing patterns of settlement?

How was this information:

- passed on to other organisations in the country?
- used to support migrants, including their children in schools?
- used in Higher Education Institutions to train professionals working with children in schools? (using the data as a tool to enhance professional training)?

Our Methodology

We used two sets of questionnaires for our investigations:

1. to collect information on migration patterns in our national and local contexts (adapted from a version already used in the UK)
2. to collect data from higher education institutions within our countries, and from CiCe members

In these guidelines we present three examples that we feel represent variations in training practices and courses within Europe: France, the Czech Republic and the UK. Each example has three parts:

Part one

background information on the history of migration and the main linguistic /ethnic groups, supported by statistical data.

Part two

an analysis of the systems of data collection, centralised and localised, in each country, used to discuss the perceptions of the 'host' nations to minority communities.

Part three

an analysis and discussion of data about relevant courses.

The publication offers guidance on how Higher Education programmes for professionals training to work with children and young people might be developed or adapted to incorporate appropriate elements of global citizenship.

1: Background on migration to France



France has always been a country of migration. In the 19th and 20th centuries industrialisation led to greater migration: today 20% of the population of France have a parent, grandparent or great grandparent of another nationality. Migrants are work permit holders, students, asylum seekers, people coming in for family reunion or medical treatment, undocumented entrants, minor migrants on their own¹. The sources of data on entry to France are the INSEE (the French census institute), the Home Office, the ANAEM² (including OMI³ and SSAE⁴) and the OFPRA⁵. Here we use data from OMI and OFPRA, which are both fairly comprehensive and accessible (though some figures may need to be qualified).

Using the data

Change in categories used in the census, and changes in status of migrants/countries make comparisons difficult: for example, Turkish migrants used to be counted with North Africans, and are now European migrants. Northern African migrants are counted as African by OMI and with American migrants by OFPRA. An asylum seeker with medical problems might have to complete two application files and then be considered as two migrants. The OMI⁶ collects data through medical examinations, but this is not compulsory for several categories (EU workers and students, minors) and this distorts the statistics. Using categories based on national status or the list of 'safe countries'⁷ can lead hide from view the true situation of some individuals, such as Kurds or Chechens.

It is important not to confuse family migration⁸ with family regrouping⁹. Family migration refers to the migrants who already had a relative living in France, (102,619 in 2004, OMI data), whereas family regrouping is bringing in close

¹ They are under the guardianship of the Local Authorities / *Conseil Régional* .

² *Agence Nationale de l'Accueil des Etrangers et des Migrations* - <http://www.anaem.social.fr>

³ International Migration Office

⁴ Social Help for Migrants

⁵ *Office Français de Protection des Réfugiés et Apatrides* - <http://www.ofpra.gouv.fr>

⁶ http://www.anaem.social.fr/IMG/pdf/Flux_entrees_OMI_2004.pdf

⁷ The list of 'safe countries' is different in each EU country. The list recently set by the OFPRA provoked a rapid decrease of the numbers of asylum applications (from 11,4% in June 2005 to 3,8% in December 2005)

⁸ *migration familiale*

⁹ *regroupement familial*

members of the family, spouse or children under 18: in 2004, 15,456 applications were filled in with a view to family regrouping and the outcome was the entrance or registration of 25,420 people in France.

The combination of secondary migration and of Dublin II¹⁰ has had an important impact on migrant children's school life: some have already experienced different school systems and they often know a language taught as a foreign language in French schools, but the Dublin Convention can restrict long-term settlement. Fear of being returned to the first EU country of registration means families often do not give information about secondary migration, so it may be difficult to know about a child's earlier education. This shows that teachers and teacher trainers:

- need **data** to better understand these children
- need tools to **analyse** these data
- should not rely on data to **comprehend** each child's actual experience.

Origins of migrants in 2004

Countries	%
Africa (66% from Northern Africa)	35%
Europe	26%
Asia, Middle-East	22%
America	16%
Oceania	1%

Almost half of migrants from Central or South America are from overseas parts of France: Haitians (62% increase), Brazilians and Surinamese. The proportion of female migrants has steadily increased to 52% in 2004. More than 20% of temporary workers are in the field of education, with 55, 008 migrant students. Most seasonal workers are in agriculture (97%), coming from Morocco (47 %), Poland (47%) and Tunisia (4%). 60% of migrants who came for family regrouping were from Northern Africa.

Origins of 'long-stay' working migrants

	N		N
Morocco	842	The USA	326
Algeria	462	Romania	300
Turkey	444	Poland	296
Japan	362	The Republic of China	288

¹⁰ The provisions of the Dublin II Regulation came into force on 1st September 2003 and replace those provided by the Dublin Convention since 1997. Both mechanisms provide an agreed framework to determine which Member State is responsible for the consideration of asylum claims made in the EU where applicants have travelled between states. (<http://www.homeoffice.gov.uk/rds/pdfs04/hosb1104.pdf>)

Although the number of asylum seekers fell by 10% in 2005, France still is the Europe country receiving most requests¹¹.

Country	2004	2005	Change 2004 – 05
France	65 600	59 220	-9.7%
Germany	50 152	42 910	-14.4%
Great Britain	40 200	30 460	-24.2%
Austria	24 680	22 470	-9.0%
Sweden	23 160	17 530	-24.3%
Belgium	15 360	15 960	3.9%
Netherlands	9 780	12 350	26.3%
Switzerland	14 240	10 060	-29.4%

Most come to Paris and the suburbs (42%).

Changes in the origin of asylum-seekers (on first application)			
	2004	2005	change
Haiti		5330	+ 61,3%
Serbia Montenegro (mainly Roma and from Kosovo)	3812	3997	+ 4,9%
Turkey (80% Kurds)	4741	3867	-18,4%
Russia (mainly Chechens)	3331	3080	-7,5%
Congo RDC	3848	3022	-21,5%
Bosnia	2915	2306	-20,9%
Algeria	4209	2018	-52,1%
Armenia	1292	1642	+ 27,1%
Congo	1489	1172	-21,3%
Azerbaijan	773	1112	+ 43,9%
Nigeria	1572	976	-37,9%
Angola	996	851	-14,6%
Georgia	1563	788	-49,6%
Albania	595	471	-20,8%
Sudan	286	409	+ 43,0%
Rwanda	417	400	-4,1%

65% came from Sub-Saharan Africa and 30% from Europe. The number asking for status as Stateless Persons has increased to 31 %. Unaccompanied minors¹² came mainly from Africa (58%), followed by Turkey, Sri Lanka, Moldavia and Russia.

The IUFM¹³ of Lyon (on which the following case study is based) has in its area newcomers who come mainly from Europe (including Turkey), Africa and Asia. There are 8.3 asylum seekers per inhabitants per 10 000 population, with 3,236 migrants who have come for family regrouping in 2005, mainly from Northern Africa.

¹¹ <http://www.ofpra.gouv.fr/index>

¹² 1221 in 2004, 735 in 2005.

¹³ Institut Universitaire de Formation des Maitres, College of Education

The initial training of primary teacher trainees

French primary teacher training is post-graduate: students are recruited by local competitive examinations for a one-year programme in the College of Education (IUFM). From 2003 optional training in teaching French as an Additional Language¹⁴ has been offered by the Colleges of Education.

Course content in teaching French as an additional language			
	Lille¹⁵	Lyon¹⁶	Paris¹⁷
Length of the course (hours)	?	12	24
Legal framework, knowledge of teaching structures for newcomers and travellers	✓	✓	✓
Understanding needs of migrant children.	✓	✓	
Teaching French as an Additional Language, second language acquisition	✓	✓	✓
Linking with teachers in welcoming classes to plan links with age-group class		✓	
Teaching mixed groupings		✓	
Including newcomers in age-group class		✓	
Adapting assessment for newcomer curriculum		✓	
20-hour placement in a secondary school welcoming class	✓		✓
Optional placement in a school abroad			✓
Assessment (Certificate of Teaching French as an Additional Language)	✓	✓	✓

(as described in the various IUFM web-sites)

Initial training for all primary teachers in Lyon

The local education authorities encourage the early inclusion of newcomers into their age-group class, so all primary teachers receive migrant children directly into their classes. There is no specific training for the teaching of migrant children in pre-elementary schools, and the current curriculum of the IUFM of Lyon does not include any formal material about migrant children other than the optional course (above) and a 2-hour session for all students. IUFM lecturers in different subjects may or may not include the topic in their courses.

The initial and in-service training of teachers welcoming newcomers and travellers is partly the responsibility of a CASNAV¹⁸ based in IUFMs in each part of France. Migrant

¹⁴ formerly French as a foreign language

¹⁵ <http://www.lille.iufm.fr/>

¹⁶ <http://www.lyon.iufm.fr/>

¹⁷ <http://www.paris.iufm.fr>

¹⁸ Centres Académiques pour la Scolarisation des élèves Nouvellement Arrivés en France et des Enfants du Voyage

children first attend specific classes for newcomers¹⁹ and are then progressively included into their age-group classes (or the year before). In Lyon primary teachers who start work in a newcomer class follow a five-week course on:

- Newcomers' countries and school systems
- Assessing migrant children (French, reading, writing, previous study); adapting to this knowledge/skills
- Second language acquisition theories, teaching French as an Additional Language, introducing French culture
- Facilitating inclusion
- Communicating and cooperating with families, colleagues, social workers, translators.

The Lyon CASNAV²⁰ also publishes *Entrées*, a journal about teaching migrant children²¹ and organises lectures on issues of migration.

Several in-service courses address primary and secondary teachers. The main topics are:

- Teaching newcomers in kindergarten
- Cultural identities and migration projects
- Language awareness as an inclusive tool
- Cross-cultural skills
- Teaching French as an Additional Language in prisons.

Two research groups in Lyon are linked with the training curriculum are associated with migrations; they adapt training courses and create teaching tools. One is concerned with verbal interactions, didactics and learning' the other is a cross-curricular seminar (History, Geography, Citizenship and Languages) designing a training template on migrations.

Our Survey

We surveyed 65 lecturers in the IUFM of Lyon about the inclusion of elements linking training to the study of migration, to assess the potential training the IUFM might offer in different fields. This introduced CiCe materials to the lecturers. Our questions concerned:

- IUFM lecturer status, subject and students
- Views on skills/knowledge needed to teach newcomers
- Knowledge of IUFM syllabus on migration and of the teams responsible for this
- Role of their courses in dealing with migrant children
- Views of differentiation and inclusion

¹⁹ CLIN, *classe d'initiation* in primary schools, CLA, *classe d'accueil* in secondary schools.

²⁰run by the Local Education Authorities (Rectorat de Lyon) and the College of Education.

²¹ http://www.lyon.iufm.fr/centres/delay/contenu_entree.html

- Knowledge of migration patterns, information sources, organisations and structures for migrant children.

We had a 46% response rate (n=30), from IUFM teachers who taught their own subjects, associated didactics and Educational Sciences. 24 of these thought initial training in this field would be useful, and 19 had introduced content concerning newcomers into their courses:

Subjects	Contents, targeted skills
Educational science h e t r a i n	<ul style="list-style-type: none"> • Communication skills, communication with parents and social workers • Educational sociology • Language acquisition and skills • Differentiation, adapting teaching to newcomers' needs and skills • Organising classroom groups, socialising newcomers • Cultural awareness, using life experiences of different cultures and languages (including the teachers') in class
Psycho-pedagogy g	<ul style="list-style-type: none"> • The psychology of the child and of the teen-ager • Psychological data for specific needs, • How to lower newcomers' anxiety, • Tutoring
Foreign languages O n t e x French	<ul style="list-style-type: none"> • Addressing foreign students abroad • Welcoming foreign colleagues • Intercultural skills • School language, instructions • Data on cultures, languages and school systems • Language theories on the acquisition of L1, L2 • Didactics of French as an Additional Language • Group work in French • Appropriate assessment for migrant children
History & Geography f	<ul style="list-style-type: none"> • Sociology • Geopolitics • The history of migrations
IOT r	<ul style="list-style-type: none"> • Class instructions • Developing the language through action
Maths t h e	<ul style="list-style-type: none"> • Interactions in the classroom • Figures in Arabic and Asian languages • Teaching logic and specific mathematic notions: 'or', 'and', 'therefore' when French is an additional language
Music e c	<ul style="list-style-type: none"> • Vocal skills • Vocal games, listening skills • Links between written & oral skills, drawing & hearing

The contexts in which these were taught were:

- Subject teaching
- Professional dissertations (working on cross-cultural issues)
- Mentoring sessions for school placement
- Preparatory course for school placements abroad

Questioned about the migrant children's countries of origin, most lecturers were roughly accurate, though they gathered this information empirically (from students, colleagues, media, school visits) rather than from academic or official sources. Lack of access to accurate data, and of awareness of the status and living conditions of migrants, made it more difficult to deal with misconceptions and prejudice and to adapt their teaching.

The IUFM teachers emphasised the need to develop students' skills of perception and differentiation. Seeing the child only through statistics was not a solution: each individual should not be seen merely as a historical, geographic, political or economic outcome. Family and individual dynamics had to be considered, and these did not necessarily coincide with 'migrant' status.

Summary of Key Findings

In the IUFM of Lyon, we noted both

- the dedication of those lecturers who already reflect migration in their teaching
- poor communication between lecturers, where 11 out of 30 were unaware of their colleagues' work in this field.

Those responding to the survey felt the field to be of great importance, and that all training should give it particular attention. Only three teachers considered the initial training curriculum as 'too heavy', and wanted the issue to be covered later in in-service training. They clearly identified groups of target skills, such as

- Human: (adaptability, empathy, listening, etc)
- Teaching: (differentiation, organisation, assessment)
- Curricular (French as an Additional Language, didactics of mathematics in different countries)
- Cross cultural (cooperation with social workers, families)

They identified the knowledge that was necessary in educational sciences, linguistic science and in other subjects such as anthropology, sociology, history and law.

The course contents analysed are mainly linguistic and didactic. French as an Additional Language is the main topic associated with migrant children. Training associated with migration as such is given little formal space in the teacher-training curriculum in France. Training potentialities are scattered and poorly used, but any new training curriculum to develop this field should be based on existing professional practice and on on-going research.



Contemporary Czech society is facing complex challenges. It is trying to harmonise relations between different national and ethnic groups living in its territory (the problem of a majority and minorities) in the context of the new liberal economy. Secondly, it is trying to deal with increasing waves of migrants and refugees from non-European cultures (the problem of the public and newcomers or, from a different angle, citizens and non-citizens). Czech society is dealing with the challenge of European integration to be an active participant in and a full-fledged member of the EU. Finally, there is the negative consequence of the process of globalisation and cultural unification. The order of this list does not reflect their political significance, but is the latent logical order, from internal to external inclusion).

Foreigners in the Czech Republic

The statistics of the Home Office and the Central Statistic Agency²² show that in 2005 there were 278, 312 foreigners living in the Czech Republic, including 110,598 with permanent residence permits and 167,714 with various forms of long-term permits for more than 90 days. In the same year 58,576 people immigrated, and 21,796 foreigners left the country. 17,933 foreigners moved in and out, and illegal migration was 14,545 times.

Foreigners holding permanent residence permits and long-term staying over 90 days by citizenship, 2005

The Ukraine	47 789
The Slovak Republic	45 446
Vietnam	36 832
Poland	17 818
The Russian Federation	16 273
Germany	7 187
Moldavia	4 674
Bulgaria	4 551
The United States	3 962
China	3 688
Others	46 218

Home Office and Central Statistical Agency

Education

The educational system of the country is closely connected with its cultural traditions, its political and social situation. The current situation in the Czech Republic can be analyzed

²² www.czso.cz

from either the perspective of children's ethno-cultural characteristics, or from their educational needs as children of migrants.

As a democratic state the Czech Republic guarantees equal rights and freedom not only to its citizens but also to resident non-citizens (e.g. liberty, freedom of speech, thought and faith, etc.). At the same time, it is expected that these common democratic values will be shared. A possible challenge for multicultural societies is a clash between the cultural and civic identities of their members. This is closely related to the debate on cultural exclusion and inclusion: it is a contentious issue, especially for non-citizens (such as immigrants and their children), because they belong to groups facing the possibility of social exclusion.

The highest percentages of foreign students are in our universities: in the 2004/05 academic year, 6.2% of university students were foreigners (of which 66% were from the Slovak Republic, 4% Russian Federation, 3% Ukraine and 2% Great Britain. This high number is linked to Czech policies in education, where foreigners have the same rights and obligations as Czech Citizens, and their education is guaranteed by the Bill of Rights and Freedoms.

Citizenship

There has been a steady increase in the number of foreign nationals in the Czech Republic since 1993, when there were only 78,000 foreigners in the territory. In 2004 there were 250,000. After the 'velvet revolution' the Czech laws on nationality focused on former nationals recovering their nationality, while after the partition of Czechoslovakia it focused more on issues of state succession and nationality. New legal adjustments reflect the situation that the Czech Republic has become a country of migration, and is faced with the problem of multiple nationalities. While the United Kingdom and France accept dual nationality in law, Czech law (as with German and Austrian law) does not accept this principle (apart from a few strictly defined exceptions) (Hailbronner, 2002). In a world where the streams of migration have become trans-national, the idea of nationality as 'the legal bond between a person and exceptionally one State' clashes with the real possibility of full representation and participation in the life of host country.

Andrea Barsova (cited in Pravni, 2003) suggested that the Czech Republic should prevent the problem of immigrants of second and third generation. This concerns adults and children born to the families of immigrants, who usually lose direct and indirect contact with the native country of their

parents, but feel themselves to be members of host country, but they are not accepted as its citizens/nationals. This causes personal problems and problems for society. Democratic societies based on the principle of equal opportunities for all members to participate: inequality threatens their cohesion and calls into question the right to a nationality as one of the basic human rights. The General Declaration of Human Rights sets out that 'everyone has the right to a nationality. No one shall be arbitrarily deprived of his or her nationality nor denied the right to change his or her nationality'.

The European Convention on Nationality says states should create and facilitate conditions for the acquisition of citizenship, but states are not obligated to accept this. The Czech Republic signed the Convention in 1999, but there is a discrepancy between the Convention and Czech law: while the Convention asks each State to allow the naturalisation of those lawfully resident for no more than ten years, Czech law has normally required 15 years residence. The European average is about 5 years: Belgium has reduced the period from 5 to 3 years. A very recent modification in the Czech Republic has reduced the residence period to five years for ten specific countries (such as Moldavia, Romania, Kazakhstan).

Educational system of the Czech Republic and the groups of minorities, immigrants and asylum-seekers

The Czech educational system is based on the principle of equality in the education for the Czech citizens and non-citizens. Children attend school until the age of fifteen, for a total of 9 years. This applies to non-citizens and to illegal immigrants. Education is free of charge at state primary and secondary schools, and also at high schools and universities if learners are taught in Czech.

Children of asylum seekers under 15 are the only group of aliens to whom Czech language classes are guaranteed by law. For all other groups, learning Czech must be arranged privately (regardless of age). Czech educational institutions are not required to provide additional Czech language classes for pupils with a level of Czech too low to cope with the curriculum. This is one reason why children of immigrants are placed in classes with younger pupils. Educational institutions apply for grants for educational programs for foreigners.

In the Czech system only members of minorities have the right to education in their mother tongue. Even though immigrants are a specific target group for policy, educational

policy for immigrant children is influenced by the educational policy for minorities. The education of the minorities in one region of the Czech Republic will illustrate this.

Moravian-Silesian region

Historically this is the border region where the interests of Czechs, Germans and Poles have met. As a centre for mining and metallurgy, the region offered many job opportunities and welcomed workers from different European countries (before the Second World War from Italy and Greece) and from other Czechoslovak regions (Slovaks, Romany). The region is about 5,500 km², and the population of 1,250,000 is about 87% Czech, 3% Slovak, 3% Pole, 2% Moravian, 1% Silesian, with smaller numbers of Germans, Romany, Bulgarians, Hungarians, Greeks, Ukrainians and Russians. Non-governmental organizations for national minorities work there to support the use of the mother tongue and national traditions, and they organise cultural events with a regional meaning.

Since 1998 the situation has changed rapidly. The number of Polish primary and secondary schools has diminished, and there is not a single Slovak school in the region, even though a high percentage of the population is Slovak (although in the latest census many Slovaks did not claim Slovak nationality, nor did Romany people). The approach to Romany children is different, because Roma are considered as a potentially excluded group, and the contemporary Czech educational system tries to improve their educational level. It attempts to increase their social mobility and facilitates their integration. There is a preparatory school year for pre-school Romany children and Romany assistants work in primary and lower secondary schools (Petrucijova, Meciar 2003).

Integration of foreigners

The principles for integrating immigrants into the Czech Republic were established in 1999 and 2000, after collaboration between European and internal institutions and experts; they bring together world, European and Czech experience, reality and legislation. Integration is a complex process based on collaboration; each year the Home Office tenders for support programmes for integration, with strands emphasising the monitoring of foreign communities, the evaluation of support measures, and strategies for implementing integration policies²³.

²³ www.avcr.cz

The Ministry of Education is an important agent in this process. In recent years the Ministry has set out strands about the issues explored in these CiCe guidelines:

- support programmes for education in native languages of minorities for multicultural education;
- programmes to support the integration of foreigners in the Czech Republic. Most focus on teaching the Czech language to foreigners of all age groups; other programmes are to develop intercultural competences for coexistence in society, based on principles of mutual respect and tolerance, and programmes to combat discrimination, racism and xenophobia.

Our Survey of Higher Education Courses

We sent 30 questionnaires to different departments to Universities in the Czech Republic: only 10 responses were received, from Departments of Civics and of Philology (dealing with courses in the Czech language for foreigners).

Twenty questionnaires were sent to the regional primary and secondary schools: only 5 responses were received. The number of foreign pupils is not so high in the region. The majority of teachers do not deal with foreign pupils (which is why the number of responses was so low), or they do not address the need to adopt the curriculum for foreign pupils (other than extra classes about his/her native country).

A two year course on **Intercultural education** was offered by the not-for-profit institution *Člověk v tísni* (which is connected to Czech Television). This was funded by the PHARE and EQUAL programmes of the EU, and is targeted at educators in universities and high schools. A few hundred participated on in 2000-2001: the programme focused on gaining communicative and cooperative competences, and civic issues were also an important part.

Courses on **multicultural tolerance** are running at three universities: Charles University of Prague, South Bohemian University of Ceske Budejovice and the University of Ostrava. These courses are part of the project Education for Multicultural Tolerance and Mass Media Literacy, funded by the Czech Ministry of Education. Four volumes of Proceedings have been published, including

- Multiculturalism as contemporary or historical phenomena?
- Twilight of multiculturalism in Europe?
- The EU as multicultural society,
- The state of world population in the 21st century,

- The Czech Republic and immigrants/asylum seekers,
- Cultural variety and (non)tolerant society,
- Diversity, human rights and participation on intercultural dialogue,
- Outdoor activities, civic upbringing and intercultural education, etc.

The course on the Czech language, History and Civic Education (a textbook for primary school teachers and pupils) was prepared by the J E Purkyne University in Usti nad Labem. The texts match the lingual competences of foreign pupils, improve their knowledge of history and civic education, and help to develop their communicative and societal competences. The materials of the project are used for future teachers.

Another large group of courses are focused on the Czech language for foreigners, or on Czech life and institutions (including the political system) for foreigners. These were originally designed as projects for the Ministry of Education, supporting the developing of the curriculum.

The United Kingdom



Some Background information on migration to UK

Britain has always been a country of migrants, and people from different parts of the world have sought refuge here for several centuries. From the early 1980s there have been changes in migration patterns, particularly with refugees, which transformed Britain from a relatively minor recipient of asylum seekers in the 1980s to one of the principal destination countries for asylum seekers in the EU (UNHCR, 2000). Information on entry to the UK (such as country of origin, numbers and entry status) is collected centrally by the Home Office, while the demographics of settlement into urban and more recently rural areas are held by Local Authorities. Different categories and reasons for entry are recorded. There are work permit holders, overseas students, asylum seekers and those that come in for family reunion. There are some who are classified as 'undocumented entrants' as well those who are 'visa over-stayers'. Information obtained from some Local Authorities show evidence of secondary migration, where some groups, having initially settled into another European country, decide to migrate to the UK. Examples of this are Tamils moving from Germany to South East London to work in retailing, and Portuguese moving to rural Dorset to work in the hotel industry (Rutter, 2006).

The latest census figures (2001) give us some indication of changing demographic patterns in London: it is possible to pick out recent arrivals with numbers that are significantly higher than other entries.

Population by age, gender and country of birth, Greater London (2001)

Country	number	by age, %			% Women
		% < 16	% 16-64	% > 65	
Jamaica	80,319	4.1	72.3	23.6	57.3
Sri Lanka	49,932	7.0	86.4	6.6	42.2
Ghana	46,513	5.8	90.8	3.4	53.3
Turkey	39,128	14.0	83.3	2.6	48.3
Poland	22,224	4.7	62.7	32.6	60.9

Source: GLA calculations based on 2001 Census Commissioned Tables: C0116 and C0116a

Various statistical sources show that as around 11% of the population changes address each year, migration within the UK has the potential to cause large shifts in the distribution of population. One aspect that has changed in the last three years is a net northward flow. There is also a continuing movement from urban areas to the suburbs and rural areas.

Traditional resort and retirement areas gain from moves out of London and the metropolitan districts. County districts, smaller towns and more rural areas also gained population from the metropolitan areas: this exodus from the cities included members of ethnic minority groups as well as groups categorized as 'White'. Rutter's (2006) survey of international migrant children shows Portuguese and Colombian migrants working in food processing and hotel catering industries, and newly arrived Kosovar, Jamaican and Poles in South London working in various manual jobs. These patterns of migration - even those covering short distances within an urban area - have implications of schooling for migrant workers' children.

Our Survey of Higher Education Courses on Citizenship Education

A total of 50 questionnaires were sent to undergraduate and postgraduate departments in Universities in the UK: only 10 responses were received, all of which concerned Citizenship education courses. Respondents indicated that their practice in approach and content was based on the QCA Citizenship Curriculum Guidance (1998).

Although this Guidance enables students to explore key aspects of citizenship, including issues related multiculturalism and opportunities to express an aspect of themselves as 'citizens' through own experiences, it does not provide a framework for teachers to tackle issues associated with newcomers into the classroom. Teachers of Citizenship Education spoken while compiling this Guideline have indicated that neither initial training courses nor in-service courses have prepared them to address these important issues. None of the respondents reported specific training related to changing migration patterns or on the needs of different migrant communities. Only one course provided a coherent framework for actively engaging students with issues relating to migration based on the needs of differing migrant communities. The example that follows is a course where these issues are incorporated into the training of student teachers.

Post-Graduate Certificate in Education (Citizenship Education)

Learning Outcomes

By the end of the course the students will

- have an understanding of how migrant/refugee populations are constructed, legally, socially and

bureaucratically, and the implications of labelling populations;

- have an understanding of current debates about the psycho-social aspects of (forced) migration as they affect educational interventions;
- understand theories about second language acquisition;
- develop their skills as social researchers of refugee/migrant populations;
- understand and analyse educational responses to refugee population in western and developing countries; and
- have a detailed understanding of the issues affecting one particular refugee/migrant community in the UK and be able to relate theories to observations of this community.

CONTENT

Week 1: Who are the migrant/refugee children?

Lecture and workshop sessions examine

- Global migration patterns
- The legal, bureaucratic and social construction of refugees/migrants as a group of children
- The implications of such labelling

Week 2: Refugee/Migrant children: identity/needs/aspirations

Lecture and workshop sessions examine:

- Key concepts on the construction of refugee/migrant children's identity: acculturation, assimilation, liminality, the concept of home, diaspora and transnationalism
- Understanding of the needs of refugee/migrant children related to the points made above
- Outlining issues facing providers of education, in developed and less developed countries including emergency situations

Weeks 3 and 4

Two lectures consider research on school-based interventions to support refugee/migrant children, in particular looking at:

- Debates about post-traumatic stress
- Concepts of risk and resilience
- Psychosocial support programmes located in schools and adult and community education settings
- Research on the therapeutic use of art, music and drama with refugee/migrant populations

Week 5: Researching the needs of refugees in education

Using research conducted by the Home Office, Save the Children and the Greater London Authority as case studies, the lecture and seminar examine issues that affect those students who wish to research refugee educational implications, including

- Subjectivist vs objectivist debates in educational research
- Critical educational research
- Ethical issues
- Using one's workplace in research
- Researching hidden populations and sampling them
- Researching child populations
- Cross-cultural research

Week 6: Educational responses to refugees to UK 1870-1990
 The lecture examines educational responses to refugees/migrant populations after the Education Act 1870. Responses to Belgian, Basque and Polish children are examined in detail. The lecture also introduces students to social policy concepts, both in the formation of educational policy and its content.

Week 7: Refugee/Migrant education policy in the UK today
 Through lecture and workshop task, students examine

- The effects of general educational policy on refugee children
- 'Race' policy and refugees/migrants
- The rights-based lobby and refugee/migrant education
- Debates about social class and social inclusion in education
- Specific policy for refugee/migrant children
- Concepts in social policy formation: issue networks and policy communities,
- Implementation theories

Week 9: Understanding the Stranger- How children construct views on refugees and migration

The lecture and workshop examine how children in European schools form their views of refugees/migrants drawing on sociological and criminological research. Using theoretical perspectives gained from research, students will critically evaluate of 'social cohesion' and awareness raising interventions in a workshop.

Week 10: Educationally vulnerable populations

Week 11: Education in emergency situations

Week 12: Long -term solutions

The lecture and seminars examine:

- The condition of citizenship, denizenship and margizenship
- Research on the long term settlement of refugee/migrant populations
- Education and preparation for return
- Education and its role in the transformation of home

Assessment will be through:

- Oral presentations in Weeks 11 and 12 of a short report about proposed community to be researched. The oral presentations account for 10 per cent of total marks
 - Either (a) Presentation on a key issue affecting the education of refugees/migrants, or (b) Presentation of a response to the 2004 Home Office Integrations Strategy. This accounts for 10 per cent of total marks.
 - An essay of 4000 words accounting for 80 per cent of total marks. Students choose a refugee/migrant community in London and research the educational issues affecting that community, linking broader theories about forced migration to the particular community.
- Students need to pass all three assessments.

Student experience, support and guidance

Students are given support in a variety of ways to further develop their strengths and experiences. Each student is supervised during teaching practice by the course tutor as well as by the assigned mentors in each school. The allocation of learning hours includes:

- Lecture and seminar presentations
- Tutorial support , both face to face and via Web learning online discussion
- Collaborative group support
- Structured directed independent study tasks.

Points to be considered in developing effective higher education courses to meet changing school demographics

Designers of Higher Education (HE) courses should:

- Relate their intended outcomes to the methodology proposed for the course.
- Plan the structure and content of the course on the principle of a 'transformational professional approach', seeing those who work with refugees/migrant children as agents in transforming society (McGettrick, 2002).
- Effectively use data and analysis of national and local migration patterns as part of the course content.
- Offer students opportunities for *community involvement*, where they will work with disadvantaged members of migrant and refugee communities as part of the course.
- Draw on students' existing experiences of schools and the children they have worked with and the challenges they face, sharing and comparing these as they consider problems and reflect on 'best practice'? (Kolb 1984).
- Give value to students' life experiences of different cultures and languages, encouraging interaction between concrete experience and scientific knowledge.
- Assist students in concretely using course content in designing lesson plans, in all subjects and fields.
- Provide assessment strategies based on tasks that link to teachers' work in schools.
- Take into account of the various 'learner styles' of their course participants.
- Ensure that the content of the course meets the long-term concrete needs of school contexts.
- Consider how the course is relevant to students' personal projects, through professional validation (Perrenoud, 1994).

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www.migraceonline.cz; www.czso.cz; www.cizinci.cz; www.domavCR.cz;
<http://imigrace.mpsv.cz>