

COUNTRY SUMMARIES

The following summaries are based on the contributions provided by the members of the Thematic Working Group on Early Language Learning (ELL) in the framework of the Open Method of Coordination (OMC).

They provide an overview of the recent developments and future perspectives in early language learning policy in each Member State, as well as a description of the general framework and organisation of ELL. They also provide basic information on ELL content and processes provided and on ELL staff qualifications.

Structured data on ELL at pre-primary school level are rarely available. The information on certain countries contained in the present annex is therefore hardly exhaustive or comparable. Nevertheless, the set of summaries provides a realistic – albeit sketchy - picture of the current situation of ELL in Europe, of its main trends and challenges.

TABLE OF CONTENTS

AUSTRIA.....	3
BELGIUM (FRENCH COMMUNITY)	11
BELGIUM (FLANDERS).....	15
BULGARIA	20
CYPRUS.....	23
CZECH REPUBLIC.....	27
GERMANY	34
ESTONIA.....	44
FINLAND.....	50
FRANCE	55
HUNGARY	61
IRELAND.....	67
ITALY	71
LATVIA	75
LITHUANIA	79
LUXEMBOURG.....	82
MALTA.....	94
THE NETHERLANDS	97

POLAND.....	100
PORTUGAL.....	103
SLOVAKIA.....	109
SLOVENIA	114
SPAIN.....	118
UNITED KINGDOM (ENGLAND).....	122
UNITED KINGDOM (SCOTLAND).....	125
SWITZERLAND.....	128
TURKEY	135

AUSTRIA

Recent developments and future perspectives

From 2006-2008, Austria took part in the Language Education Policy Profiling Process (LEPP-process), initiated by the *Council of Europe*. Resulting from this process, a Country Report¹ and a Country Profile² were issued, both of which contain data about Austria's legal, strategic and linguistic context in which pre-primary language learning takes place and state challenges and possible developments for the future. Some of the suggestions stated in those publications (for details on the results of the LEPP-Process see www.oesz.at, where both documents can be downloaded as well) are already part of the Programme of the Austrian Federal Government 2008 to 2013³ and are priorities of the Federal Ministry for Education. *Equal opportunities* is one of the priority matters of national concern at pre-primary level, i.e. to make sure that all children have the same starting conditions when they start school. The acquisition of the language of instruction (German) and the acquisition of competence in the respective mother tongue are both seen as vital for successful entry to the school system⁴. Alongside German and the first languages of the children, early foreign language learning is also mentioned in the current Government Programme as one area to be supported.

As regards foreign language learning at pre-school level, the Country Report states that "*In principle, Austrian kindergartens further and promote children's acquisition of the German language above all: [...]*"⁵ However, there are modern foreign languages on offer, mostly those which are chosen by the children's parents, which above all means *English, and a small proportion of French*. The languages which are spoken by several children as their mother tongues, such as Turkish or Bosnian/Croatian/Serbian, are *hardly ever taught as foreign languages*.⁶

In the Austrian LEPP-Process, pre-school language education and early language learning are marked as two national areas of emphasis. Various challenges and aims are expressed. Starting from this initiative, also triggered by the OECD Report in 2006⁷ and substantiated by the Government Programmes of 2007 and 2008⁸, various measures have been taken in the meantime:

¹ ÖSZ, BMUKK and BMWF (eds., 2008). *Country Report. Language and language education policies in Austria: Present situation and topical issues*. – www.oesz.at – 4/2/10

² ÖSZ, BMUKK and BMWF (eds., 2009). *Sprach- und Sprachunterrichtspolitik in Österreich. Länderprofil. Language and Language Education Policy in Austria. Country Profile*. Graz/ Wien: ÖSZ. – www.oesz.at – 4/2/10

³ Programm of the Austrian Federal Government 2008-2013 – <http://www.oevp.at/Common/Downloads/Regierungsprogramm2008-2013.pdf> - 4/2/10

⁴ For more information on migrant education see Deborah Nusche, Claire Shewbridge and Christian Lamhauge Rasmussen (2009); *OECD Reviews of Migrant Education. Austria*. OECD. - <http://www.oecd.org/dataoecd/61/6/44192225.pdf>

⁵ Country Report, p. 36

⁶ For a more detailed analysis on the situation of foreign language teaching at pre-school level, see the details given below and, above all, Sobczak, Ewelina (2006). *Sprachenlernen im vorschulischen Bereich in Österreich. Dokumentation im Rahmen des Projektes Language Education Policy Profile*. Wien.

⁷ OECD Directorate for Education (2006). *Starting Strong. Early Childhood Education and Care Policy. Länderbericht für Österreich*.

⁸ Regierungsprogramm 2007-2010 – <http://www.bundeskanzleramt.at/DocView.axd?CobId=19542> and Regierungsprogramm 2008-2013 – <http://www.oevp.at/Common/Downloads/Regierungsprogramm2008-2013.pdf> - 4/2/10

*Until 2008, kindergarten matters were the proper domain of each federal country, which regulated all questions of organisation and content through legal provisions. In 2008, all federal countries of Austria signed a Memorandum of Understanding (§ 15-a-Vereinbarung) as a new legal basis for pre-school education to regulate responsibilities and cooperation between the republic of Austria and its nine federal countries. In this memorandum, the republic of Austria undertakes the responsibility of developing standards in the language of instruction, i.e. German, of developing a procedure for language skills assessment at age 4 ½ and of qualification measures for all teachers and experts. The federal countries, on the other hand, undertake the responsibility of implementing those measures, respectively of developing support measures when necessary.*⁹

Based on the work of experts of both the Republic and the Federal Countries, a novel education plan for pre-primary education was compiled in 2009 by the Charlotte Bühler Institute (BildungsRahmenPlan)¹⁰, with an extra compendium focusing on the promotion of language training¹¹. This framework considers all competencies of early childhood development, and supplies stimuli for an adequate accompaniment, support and documentation of individual early childhood educational processes. It is “based on a broad and holistic view of early childhood language acquisition and all contributing factors”¹².

According to the goals of the above mentioned Memorandum of Understanding, standards for the language of instruction have been compiled which comprise five areas of competence which a child should have achieved by school starting age. These standards are meant as a support to be used by heads of primary school to assess school readiness of the individual child. Furthermore, language skills assessment procedures (for children with L1 German and for children with L1 other than German) have been developed to be used in kindergarten on the basis of observation and a questionnaire. Consequently, from the school year 2010 onward, the last kindergarten year (from the age of five) will be compulsory in all the federal countries, to the extent of 20 hours a week.

As regards general qualification measures for kindergarten teachers, an expert group was installed by BMUKK and BMWF to pinpoint keypoints of a possible reform of kindergarten teacher formation¹³. Confirming the recommendations of the OECD report in 2006¹⁴, recommendations of this expert group are that kindergarten teacher formation should also be possible at a Tertiary-level Education..

⁹ From: de Cillia, Rudolf; Krumm, Hans-Jürgen und Andrea Dorner (2009). *Die Bedeutung der Sprache. Bildungspolitische Konsequenzen und Maßnahmen. Länderbericht Österreich*. OECD/ CERI Regionalseminare für die deutschsprachigen Länder, Regionalseminar in Graz, 9. – 11.11.2009.

¹⁰ Charlotte Bühler Institut (2009). *Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen in Österreich*. Hg: Ämter der Landesregierungen der österreichischen Bundesländer, Magistrat der Stadt Wien, BMUKK. – www.charlotte-buehler-institut.at – 4/2/10

¹¹ Charlotte Bühler Institut (2009). *Bildungsplan-Anteil zur sprachlichen Förderung in elementaren Bildungseinrichtungen*. Erstellt im Auftrag des BMUKK. – www.charlotte-buehler-institut.at – 4/2/10

¹² Ibid., p. 71

¹³ <http://www.bmukk.gv.at/schulen/lehr/labneu/index.xml> - 21/1/10

¹⁴ quote see above

Context and organisation

1. As mentioned above, *equal opportunities for all children, intercultural learning and valuing existing multilingualism* are priority matters of national concern at pre-primary level in Austria.

One main focus in the field of language learning as regards pre-primary education lies therefore on the promotion and strengthening of the language of instruction, i.e. German, for all children. By law, pre-primary educational facilities have the responsibility to prepare for schooling and to facilitate the promotion of children's linguistic abilities. In order to be able to follow schooling in an appropriate and fulfilling way, it is regarded as necessary that the language of instruction is mastered sufficiently. "When starting school, all children should be able to communicate in German well enough in order to be able to follow what is being taught in classes." (www.sprich-mit-mir.at – [10/01/22]) Therefore, the measures undertaken not only aim at children with migrant or minority background, but also at children with German as a mother tongue who would need facilitation in this respect.

As stated before, the so-called BildungsRahmenPlan is a measure for the assurance of pedagogical *quality* in Austria and from now on defines the bases of elementary educational processes. Both the BildungsRahmenPlan and the *extra compendium focusing on the promotion of language learning* (Bildungsplan-Anteil) are based on a broad, integrative, holistic and supportive concept of early childhood language and all contributing factors and comprise both an educational and sociological approach to young children. *From now on these documents are to be used in the training of future kindergarten teachers. Their emphasis lies on facilitating transitions, from 0-3-year-olds to children of kindergarten age and from then on to primary school.*

From school year 2010/2011 on, the final year of kindergarten attendance will be compulsory for all children to the extent of 20 hours a week. Before this compulsory year, language skills are assessed on the basis of observation with the help of a questionnaire provided, and those children who need special support will have their language skills strengthened during their remaining time in kindergarten. The language assessment is tailored to the respective target group (children with L1 German and children with L1 other than German) and carried out by kindergarten teachers who have received special training: there are manuals provided which explain and accompany the observation procedure alongside with half-day training sessions for the assessment procedure itself, and tertiary colleges of education (Pädagogische Hochschulen) offer special long-term courses for early language promotion.

In March 2010, the first Austrian chair/ professorship for Early Childhood Pedagogy will be established at the Department of Educational Science at Graz University.

Starting from the aforementioned Memorandum of Understanding, Standards of German at school starting age¹⁵ were developed which focus on five competencies in language reception and production.

Summing up, the focus of pre-primary language education in Austria lies on mastering the language of instruction. Yet, in the central documents, self-determination and individuality are stressed and thus language is seen as a key competence for successful

¹⁵ Bildungsstandards zur Sprech- und Sprachkompetenz zu Beginn der Schulpflicht cf. www.sprich-mit-mir.at – 27/1/10

future learning processes. Intercultural learning as an education goal and the importance of L1 for the acquisition of L2 is stressed.

2. In Austria, the responsibility for pre-primary education still lies with *each federal country*, which regulates questions of organisation and content, through legal provisions. *In addition, the Memorandum of Understanding between the Republic of Austria and its nine federal countries came into force in 2008¹⁶. The Memorandum regulates among other things pre-primary language education. – A nationwide education plan (BildungsRahmenPlan¹⁷) for pre-primary education was compiled in 2009 and forms an important basis for pre-primary education in Austria.*

The competent authorities are :

Federal Ministry for Education, Arts and Culture
Federal Ministry of Labour, Social Affairs and Consumer Protection
Provincial governments of the nine Austrian federal countries
Municipalities
Communities
Churches and other private providers
Two nationwide organisations with federal organisations respectively:
ÖDKH (Österreichischer Dachverband der Berufsgruppen der Kindergarten- und HortpädagogInnen)
BÖE (Bundesverband Österreichischer Elternverwalteter Kindergruppen)

Children may start pre-primary instruction at 3 and primary school at age 6.

There is no data available according to the ratio of children attending pre-primary (out of all children of pre-primary age).

Yet, the ratio of children attending pre-primary (out of those children who attend pre-primary education) for public pre-primary is 67% and for private pre-primary is 33%.¹⁸

In addition, an overall statistics for 2008 shows: 0-2-year-olds: 14.0% [9.2%], 3-5-year-olds: 86.5% [82.1%], 5-year-olds: 93.8% [92%]; an increase as compared to 2004 [in square brackets]¹⁹

German is the official language of the Republic of Austria, the languages of autochthonous minority ethnic groups are officially recognised (cf. CoE Country Report²⁰, p. 22ff).

¹⁶ BGBl. II Nr. 478/2008: 478. Vereinbarung gemäß Art. 15a B-VG über den Ausbau des institutionellen Kinderbetreuungsangebots und über die Einführung der verpflichtenden frühen sprachlichen Förderung in institutionellen Kinderbetreuungseinrichtungen sowie Schaffung eines bundesweiten vorschulischen Bildungsplanes

¹⁷ cf. footnotes 11 and 12

¹⁸ Statistik Austria (2009). *Kindertagesheimstatistik 2008/09*. Wien: ÖBV, p. 56, Tab. 10.1: Kinder insgesamt in Kindertagesheimen nach dem Erhalter 2008 – www.statistik.at/web_de/services/publikationen/5/index.html – 2/2/2010

¹⁹ Statistik Austria (2009). *Kindertagesheimstatistik 2008/09*. Wien: ÖBV, p. 68f, Tab. 18+19: Kinderbetreuungsquoten nach Einzeljahren 2008/ Kinderbetreuungsquoten nach Altersgruppen [as compared to Kindertagesheimstatistik 2004/05 respectively] – www.statistik.at/web_de/services/publikationen/5/index.html - 2/2/2010

²⁰ ÖSZ, BMUKK and BMWF (eds., 2008). *Country Report. Language and language education policies in Austria: Present situation and topical issues*.

In the federal country of Burgenland, therefore, the languages of the autochthonous ethnic groups – Hungarian and Croatian – are to be used in kindergarten according to the regulations of the federal law²¹ to the extent of twelve hours a week in certain kindergartens (list in regulation), and can be used in other kindergartens on the wish of at least 25% of parents. Kindergarten teachers in these kindergartens must be bilingual in the language or are entitled to bilingual assistance.

In the federal country of Carinthia, law²² has it that in bilingual kindergartens, education in German and Slovenian must be offered to (almost) the same extent, the third language in trilingual kindergartens must be offered to the extent of at least four hours a week.²³ This law applies to private institutions only.

3. The focus of the Austrian education system in the area of pre-primary education lies on the mastery of the language of instruction, intercultural learning and the importance of L1 for the acquisition of L2. Systematic foreign language teaching (FLT) at pre-primary level does not lie within the priorities of the Austrian education system.

Therefore, FLT models in Austria at pre-primary level rather aim at awareness raising or teaching FL in a topic-oriented approach than at a competence-oriented teaching of languages. According to Sobczak²⁴, there is consequently no nationwide statistically relevant data available. In general, the languages on offer are those wanted by parents, which means mostly English, and less other foreign languages, such as French, Italian, Spanish, or Turkish. In border regions, some kindergartens offer the neighbouring languages, in the big cities, there are bilingual kindergartens – mostly German-English. In the regions with autochthonous minorities in the federal countries of Burgenland and Carinthia there are bilingual kindergartens with German and the languages of the autochthonous minorities.²⁵

As for teaching staff, there is also no statistical data available. Apart from the bilingual forms, it is so-called “intercultural staff”, native speakers with teacher training, native speakers without teacher training, or kindergarten teachers with special training in the foreign languages who teach foreign languages.

Recently there have been only minor changes as regards FLT in pre-primary.

The acquisition of the main language of instruction (German) is one of the priority policy areas to ensure equal opportunities for all children (cf. above). Therefore, early support in the acquisition of the language of instruction is NOT restricted to children with migrant and minority background, i.e. with a mother tongue other than German, but is meant to also include children with German as their mother tongue who show a need for language support. In the framework of the Memorandum of Understanding and the BildungsRahmenPlan (both mentioned and quoted above), several measures are being taken to promote acquisition of the language of instruction at pre-primary stage.

- Compulsory kindergarten year – 20 hours a week on 4 days, nationwide from school year 2010 on

²¹ Burgenländisches Kindergarten- und Hortgesetz, § 2

²² Kärntner Kindergartenfondgesetz, § 7

²³ from: Sobczak, Ewelina (2006). *Sprachenlernen im vorschulischen Bereich in Österreich. Dokumentation im Rahmen des Projektes Language Education Policy Profile*, 12-16. Wien

²⁴ See footnote 23, p. 18-22.

²⁵ Also see table 17 (p. 145) in the Country Report Austria – www.oesz.at – which provides examples of good practice in kindergartens in Austria as regards modern foreign languages.

- Language skills assessment scheme before the compulsory kindergarten year, either observation during time at kindergarten or during one afternoon
- Supplementary language support during the compulsory kindergarten year for those children who showed needs in the language skills assessment procedure
- Qualification schemes for kindergarten teachers for language skills assessment procedure: half-day training sessions, long-term courses at tertiary colleges of education on the promotion of early language learning.
- Optional programme at pre-primary

Challenges and remedies

Kindergarten teacher education → Qualification schemes for kindergarten teachers and primary teachers

Availability of kindergarten places for all

Human resources

“Intending kindergarten teachers may be trained at 5-year BAKIP schools, at upper secondary level [...], or may attend a four semester Kolleg. In-service training and further education are organised by the Austrian Länder (cf. CoE Country Report²⁶, p. 20).

Kindergarten teacher education is currently at secondary education stage and provides both an in-depth general education and a thorough vocational training. Latest recommendations by an expert group are that kindergarten teacher formation should also be possible at a Tertiary-level Education.

No statistical data is available on the proportion of teachers and other staff teaching/encouraging foreign languages in pre-primary:

With the new BildungsRahmenPlan, the focus is put on the language of instruction and at the same time at the appreciation of the children’s mother tongues. Thus, all future kindergarten teachers will be trained in teaching and encouraging the language of instruction.

The Pädagogische Hochschulen (tertiary colleges of education) offer courses for Early Language Promotion (Frühe Sprachliche Förderung).

No data is available on native speakers teaching foreign languages. In general, native speaker kindergarten teachers are the exception rather than the rule.

Initial training of kindergarten teachers lies within the area of responsibility of the republic, whereas further education is in the responsibility of the federal countries.

There is no statistical data available as to how many kindergarten teachers have been trained in how many and which languages. English is a compulsory subject in BAKIPs, so all kindergarten teachers are taught English during their education, in some regions they are also taught the languages of the autochthonous minorities.

According to the data provided by the National Agency for Lifelong Learning existing pre- and in-service training possibilities in the field of pre-primary education were not used in 2009 (no applications submitted by kindergarten teachers or intending

²⁶ ÖSZ, BMUKK and BMWF (eds., 2008). *Country Report. Language and language education policies in Austria: Present situation and topical issues.*

kindergarten teachers)²⁷. There are no other schemes known apart from the Lifelong Learning Programme.

The main obstacle to mobility is the lack of information, partly due to the complexity of the Austrian educational structures in general. The responsibility for pre-primary education lies with each federal country. Furthermore, the competent authorities for pre-primary institutions (kindergartens) are not the same all over Austria respectively not even in one single federal country. This situation makes an efficient flow of information very time-consuming and difficult. Lack of language competence (foreign language competence) might in some cases also be a main obstacle to mobility.

Teaching processes

As indicated above, the Austrian model tends to awareness-raising in the field of FLT rather than to competence-oriented teaching of a FL at kindergarten level.

The CoE Austrian Country Report provides a list of examples of good practice in Austrian kindergartens as regards foreign language teaching.²⁸

As regards the language of instruction, objectives aim to allow children to become proficient users of the language of instruction through full immersion.

At school starting age, all children should have a good command of the language of instruction (German), e.g. children should be able to express themselves in an age-appropriate manner; this includes using the German language in everyday life correctly, understanding and responding to simple questions in German.²⁹

Coherence and continuity

The new education plan (BildungsRahmenPlan) focuses on a variety of transitions³⁰: from the family to an elementary education institution

- transitions between elementary education institutions
- transitions from elementary education institutions to primary school

The curriculum for primary schools by law already considers and continues learning in elementary institutions. Recently, standards have been developed as regards the command of the language of instruction to ensure a smooth transition to primary school as regards language.

A general remark: different organisational structures between pre-primary and primary education complicate transition stages; various initiatives show that emphasis has to lie on networking between the two sectors.

Websites for reference:

Federal institute for education research, innovation and development of the Austrian school system: www.bifie.at³¹

²⁷ From: Österreichische Austauschdienst-GmbH, Nationalagentur Lebenslanges Lernen

²⁸ ÖSZ, BMUKK and BMWF (eds., 2008). *Country Report. Language and language education policies in Austria: Present situation and topical issues*. p. 145, table 17. – www.oesz.at – 4/2/10

²⁹ www.sprich-mit-mir.at – 27/1/10

³⁰ BildungsRahmenPlan, pp. 22-24.

Federal Ministry for Education, Arts and Culture: www.bmukk.gv.at; www.sprich-mit-mir.at
Österreichisches Sprachen-Kompetenz-Zentrum: www.oesz.at

³¹ especially cf.: Specht, Werner (ed., 2009). *Nationaler Bildungsbericht Österreich Band 1: Das Schulsystem im Spiegel von Daten und Indikatoren*. Graz: Leykam. Und Specht, Werner (ed, 2009). *Nationaler Bildungsbericht Österreich Band 2: Fokussierte Analysen bildungspolitischer Schwerpunktthemen*. Graz: Leykam., which also contain interesting data and analyses regarding early language learning in Austria

BELGIUM (FRENCH COMMUNITY)

Legal basis

- Décret Immersion du 11 mai 2007.
- Décret Missions du 24 juillet 1997.
- Loi concernant le régime linguistique dans l'enseignement. 30 juillet 1963.
- Arrêté du Gouvernement de la Communauté française relatif à l'organisation des examens menant à l'octroi du certificat de connaissance approfondie d'une langue en vue de l'enseignement de cours en langue d'immersion
A.Gt 05-05-2004 M.B. 03-08-2004
- Décret cadre 13/07/1998.
- Lois coordonnées du 18/07/1966 sur l'emploi des langues en matière administrative.

Recherche en Education N°96/01 : Evaluation de programmes d'immersion en Communauté française : une étude longitudinale comparative du développement de compétences linguistiques d'enfants francophones immergés en néerlandais.(Université Libre de Bruxelles)

Premiers pas en immersion. Christiane Blondin. Service de Pédagogie expérimentale. Université de Liège.

Context and organisation

En Belgique francophone il n'y a aucune obligation d'enseigner une langue étrangère en école maternelle.

Cependant, on rencontre trois types d'apprentissage :

1. L'apprentissage précoce.

Les écoles qui le souhaitent peuvent organiser au moins une période de cours de langues par semaine à partir de la 3^omat.

Ce cours est donné par un maître de seconde langue ou un instituteur avec connaissance approfondie de la langue.

Il s'agit d'apprendre la langue sous forme de jeux, chants, comptines....

2. L'éveil aux langues.

Activités de réflexion et d'observation autour du fonctionnement et de l'articulation entre plus de 69 langues différentes.

Il s'agit donc d'activités visant à sensibiliser positivement les enfants à la diversité culturelle et linguistique. Grâce à l'utilisation d'un matériel spécifique (EOLE), le titulaire de la classe va essayer de développer chez les enfants une curiosité et une tolérance pour les autres langues et cultures .Il ne s'agit donc pas d'un cours visant la maîtrise d'une langue mais plutôt des activités qui peuvent donner le goût d'apprendre et de découvrir d'autres langues que sa langue maternelle.

L'apprentissage précoce et l'éveil aux langues sont autorisés mais ne sont soumis à aucune demande d'autorisation spéciale.

3. L'enseignement par immersion (CLIL/EMILE)

Bien que non obligatoire, il ne s'agit pas de projets pilotes mais bien d'un enseignement défini par un décret (11 mai 2007).

Teaching processes

Quelques grandes lignes du décret sur CLIL/EMILE:

Définition d'un enseignement par immersion : « Procédure pédagogique visant à assurer la maîtrise des compétences attendues en assurant une partie des cours et des activités pédagogiques de la grille horaire dans une langue moderne autre que le français en vue de l'acquisition progressive de cette autre langue. »

- Choix du nombre de périodes (50minutes) dispensé en langue cible (entre 8P et 21P sur 26P pour la 3^e maternelle)
- Les lois linguistiques imposent des obligations en matière d'enseignement d'une seconde langue.
 - L'enseignement du néerlandais est obligatoire dans les 19 communes de la Région de Bruxelles-Capitale.
 - L'enseignement du néerlandais est également obligatoire dans les communes wallonnes dites « de la frontière linguistique » c'est-à-dire Comines –Warneton, Mouscron, Flobecq et Enghien.
 - Dans les communes de Malmédy, Waimes, Baelen, Plombière et Welkenraedt, la seconde langue peut être soit l'allemand soit le néerlandais. (Loi linguistique 30 juillet 1963)
- Demande d'autorisation d'organisation de ce type d'apprentissage.
- Aucune sélection préalable des élèves.

C'est l'école qui décide d'ouvrir une section en immersion et de la maintenir jusqu' en 6^e année primaire et ensuite de proposer une école pour le continuum en secondaire.

Le niveau que vont atteindre les élèves en langue cible va dépendre de plusieurs facteurs différents mais notamment celui du temps d'exposition en langue cible et de la qualité de celle-ci.

Il n'y a aucune certification en langue cible. Seules sont certifiées les compétences définies dans les socles de compétences. A noter qu'en enseignement maternel aucune certification n'est prévue.

En général, on constate que les écoles maternelles choisissent plus volontiers un mi temps voir un trois quart temps en langue cible.

Il y a une plus grande proportion d'écoles qui choisissent le néerlandais comme langue seconde ensuite viennent l'anglais et puis l'allemand.

Concrètement, via une collaboration étroite et assidue, l'enseignant francophone et l'enseignant en langue cible vont ensemble « co-construire » les compétences requises dans les programmes.

Il s'agit donc d'allier au mieux les compétences linguistiques et disciplinaires.

Cette collaboration est un élément clé à la réussite d'un tel apprentissage.

Il s'agit pour l'enfant d'apprendre une langue d'une manière tout à fait naturelle et fonctionnelle. On se base sur les mêmes principes des mécanismes d'acquisition de la langue maternelle.

Les principaux atouts de l'immersion précoce sont les suivants :

- un apprentissage des langues efficaces
- un niveau très satisfaisant dans les autres matières
- activités données par un native speaker en général
- augmentation du temps d'apprentissage
- point de vue pédagogique : un apprentissage des langues à des fins communicatives, la langue est ici un outil de communication,
- ce programme s'inscrit dans une visée européenne inscrite dans le livre blanc du Conseil de l'Europe (tout citoyen européen devrait posséder la connaissance de sa langue maternelle, d'une langue internationale et d'une langue de proximité.)
- un regard différent sur la notion d'âge idéal
- faculté d'analyse des systèmes linguistiques LM et L2 (l'utilisation, la comparaison, la confrontation de deux codes linguistiques influencent favorablement l'analyse syntaxique de chacun des systèmes linguistiques)
- grande ouverture culturelle
- effets favorables sur d'autres apprentissages ; les mathématiques notamment
- stimulation du développement cognitif de l'enfant

Challenges and remedies

- la formation des enseignants. En effet aucune formation initiale n'existe encore. Pour palier à cette situation, une cellule de soutien pédagogique (coaching des enseignants et des directions), un service d'inspection, des formations à l'enseignement CLIL/EMILE en cours de carrière, la mise en place du CCALI (Certificat de Connaissance Approfondie de la Langue d'Immersion), et l'existence de projets européens du type Comenius.
- recrutement des enseignants en langue cible
- trop de « roulements » des enseignants en langue cible ce qui provoque une instabilité au niveau des équipes pédagogiques
- matériel didactique inexistant
- organisation parfois lourde pour certaines écoles.

Coherence and continuity

La réussite d'un tel programme réside dans la préparation du projet mais aussi dans son organisation et son suivi.

- La direction doit s'informer et informer son équipe éducative et les parents.
- Travailler en concertation et en équipe. La concertation entre l'enseignant en langue cible et l'enseignant francophone est indispensable. Elle assure le dynamisme des apprentissages, leur continuité et leur qualité. Il faut non seulement veiller à une continuité et une cohérence tant au niveau des connaissances linguistiques, des contenus que des compétences.
- Installer un climat de confiance entre les parents et l'école. Veiller à les informer régulièrement quant à l'évolution de leur enfant mais aussi quant à la manière dont les choses se déroulent.
- Travailler sur le long terme.
- Evaluer de manière régulière les pratiques pédagogiques utilisées afin de les ajuster et les améliorer si besoin est.
- Assurer une formation en cours de carrière des enseignants (langue cible et francophones) et des directions d'école ainsi qu'un suivi régulier de ces équipes.

- Nécessité de l'implication et le soutien de tous les acteurs de l'enseignement (enseignants, directeurs, inspections, conseillers pédagogiques, pouvoirs organisateurs, parents et élèves).

En ce qui concerne l'apprentissage de la langue de scolarisation, aucun cours n'est prévu en école maternelle.

Les cours de Français Langue Etrangère (FLE) ne débutent que dans l'enseignement primaire.

Chaque année, nous avons de nouvelles demandes pour l'ouverture de ce type de section et nous nous en réjouissons car nous ne pouvons que nous féliciter des résultats obtenus tant en langue cible que dans les autres disciplines. (recherche en éducation...)

Les résultats obtenus en langue cible vont dépendre principalement de :

- temps d'exposition en langue cible
- qualité de la langue cible
- lieu où l'école se situe (environnement monolingue ou région bilingue ou région proche où la langue cible est utilisée.)

BELGIUM (FLANDERS)

Recent developments and future perspectives

Since 2004, schools in the Flemish Community can offer ‘foreign language initiation’ (non-formal, relaxed) from pre-primary education onwards, i.e. to children from the age of 2.5. Each pre-primary school wishing to do so, can choose which foreign language(s) the initiation targets, as long as French is the first target language. Legislation stipulates that French is the second language in Dutch medium schools. In other words, if a school wishes to offer initiation in other languages (like English, German, Turkish, Arabic, Russian, etc.) from the onset of nursery class (2.5-year-olds), it can only do so provided that French is offered too.

Context and organisation

1. Legal basis: Act on pre-primary and primary education of February 25, 1997, art. 43.

For the childcare sector in Flanders, it is only stipulated that “facilities should offer children optimal opportunities for development”. There are no regulations about the language in which childcare is provided, though it is required that staff are competent users of Dutch. The sector has just developed a white paper on multilingualism in childcare, which will form the basis for a set of measures to stimulate multilingualism in the years to come.

On the basis of the 1963 language legislation and the Act on pre-primary and primary education of February 25, 1997 the compulsory instruction language in education in Flanders is Dutch. However, in a few municipalities with special status primary education may under certain circumstances be offered in another national language. In Flemish primary education, a second language, namely French, is compulsory from the fifth year. In Dutch-language schools in Brussels French may be taught as a second language from the first year in primary education; it is compulsory from the third year onward.

At pre-primary level it is important to note that within a school context, formal foreign language education cannot take place, but it is possible to offer foreign language initiation (cf. I).

2. The legal base for pre-primary education is the Act on pre-primary and primary education of February 25, 1997. Pre-primary education is for children from the age of 2.5 onward (children aged 6 usually start primary education). Both mainstream pre-primary education and pre-primary special needs education are organised.

Within the Flemish Government, the Minister of Education is responsible for almost all aspects of education policy from pre-primary to university and adult education.

The federal authorities are competent for some educational issues:

- start and end of compulsory education;
- minimum conditions for obtaining a diploma;
- determining education staff pensions.

Childcare (both pre-school and after school) falls under the responsibility of the Minister of Welfare, Health and Family. The Flemish governmental agency Kind & Gezin (Child & Family), operating under the direct authority of the Minister and working in close co-operation with the Flemish Ministry of Education, recognises and subsidises childcare organisations. These are inspected by the Welfare Inspection Agency.

Children may start pre-primary instruction at 0 year (pre-school childcare) and 2.5 years (education and after school childcare).

The usual age for starting primary school is 6. It is possible to enter primary education as early as the age of 5, but it is up to parents to take the final decision. From 1 September, 2010 children of 5 or 6 years old will only be able to register with a Flemish school if they have sufficiently attended Dutch-language pre-primary education (220 half days) or after having passed a language test.

About 97-99 % (depending on the age) of the children attend pre-primary :

Public pre-primary 37.4 % (publicly run, official education)

Private pre-primary 62.6 % (subsidised privately run education, not private)

Languages

Dutch is the language of instruction in the education sector (see II). There are no regulations as to the language used in the childcare sector, yet staff is required to master Dutch.

No compulsory foreign language learning in pre-primary. Optional: a pre-primary school that wishes to offer foreign language initiation can decide itself upon the target language. However, French is always the first foreign language into which children should be initiated. No further data available

93 schools (of a total of about 2250 nursery schools) have officially stated that they offer foreign language initiation into French in pre-primary education (data of 01/02/2009). However, this we know to be an underestimate. Of the 93 schools above, 3 organise foreign language initiation into more than just French: 1 school combines French and German, 1 school French and English and 1 school French, English and Portuguese. No recent changes.

The operational budget and the staffing resources allocated to each school rise with the number of pupils whose home language is not Dutch (it is one out of four social indicators which play an important role in pupils' school careers, others being: the mother's level of education, the eligibility to a school grant and the pupil's home address). There are also welcome classes for newcomers: schools adopting language support measures for the benefit of immigrant children whose first language is not Dutch.

Optional programme at pre-primary : All schools at pre-primary level can choose to organise foreign language initiation (see 1). Some offer Hebrew, Turkish or other foreign or minority languages (after school or during school hours), but it is not systematically reported.

Challenges and remedies

Schools often find it difficult to attract teachers who possess a mastery of Dutch and sufficient skills in French or another target language. Measures to stimulate language competences have been aimed at in-service and initial teacher training (see e.g. 4. below).

Despite the fact that multilingualism is regarded highly, there remains apprehensiveness towards the use of French or other languages in education in Flanders. It took a long process for Dutch to acquire the status of an official language. A number of barriers to implementing bi- or multilingual education from an early age spring from that historical-political context. Policymakers' reluctance is also linked to the fear that multilingual education would add to the vulnerability of pupils with another home language than Dutch. The gap between this group's educational achievement and that of native speakers is already considerable.

Human resources

Bachelor degree (3 years higher education) is required for pre-primary teachers. The ministry of education finances a number of projects (e.g. Rand en taal, Voorrangbeleid Brussel...) to professionalise pre-school teachers in language teaching in multilingual settings through in-service training.

In the childcare sector, the training of the staff varies from lower or higher secondary education to tertiary education or adult education.

The proportion of teachers and other staff teaching/encouraging language/s of instruction at pre-primary level is 100% for general pre-primary staff is 100%. No information with respect to the proportion of teachers and other staff teaching/encouraging foreign languages in pre-primary or the proportion of native speakers involved in language promotion in pre-primary.

Implementing more foreign language initiation/instruction (or adopting CLIL/immersion) would certainly necessitate that the government provides the budget for the recruitment, the payment and the professionalisation of teachers.

Recruiting native speakers is possible for schools, as long as these individuals meet the requirements related to the job of teacher, administrative personnel. A good mastery of Dutch is one such requirement (an exception can only be obtained for three school years). Parents or others can assist early language learning initiatives in class on a voluntary basis.

The possibilities for mobility for teachers/staff/assistants are known and well used in Flanders. This can be illustrated by following figures:

- Outgoing Comenius Assistants (mostly people in initial teacher training): 30/40 each year;
- Schools hosting incoming Comenius Assistants: 10/20 each year;
- Grants for Comenius in-service training (for staff in school education and trainers of teachers): from 58 in 2005 to 139 in 2009;
- Comenius School Partnerships and mobility: about 660 staff mobilities per year in 2001-2006 (Socrates II), no data from 2007 onwards available (as projects have ended in 2009) but no major changes expected.
- Low participation levels in other actions (around 1%).

Mobility schemes for teachers at pre-primary level are successful in school partnerships (only 1-2% of the projects until 2008 but 13% in 2009, thanks to intensive promotion). Other schemes apart from the LLP are not known to us, except for in-country exchange programmes across the three communities (cf. King Baudouin Foundation).

Main obstacles to teacher mobility in the ELL sector are :

- Lack of time;
- Lack of interest;
- Lack of "institutional" support;
- Difficulties to replace a teacher during mobilities;
- Different interpretation of/approach to ELL (focus on "raising awareness of (many) foreign languages" in Flanders vs. "learning/teaching a specific foreign language" in other countries and in many courses offered);
- Difficulties linked to absence of teachers are even bigger in (pre-) primary (1 teacher for 1 class) than in secondary education;
- Lack of competences in foreign languages (sometimes only a matter of (self-) perception);
- Lack of available tools (in courses offered) to enable teachers to "translate" new knowledge, skills... into practice.

Another option could be to include training possibilities for childminders and people working in the childcare sector (pre school or after school) in the future Lifelong Learning Programme so that ELL also becomes known there (see also description of good practices).

Teaching processes

With regard to foreign language education, there is no legal basis for CLIL-type provision or immersion in Flanders. At the pre-primary level the only possible models are language awareness raising and foreign language initiation.

x Immersion 100 % (school setting)

Since 2001, 3 Dutch-language schools in Brussels (some 250 children) have been involved in a CLIL provision called STIMOB ('Stimulating Multilingual Education in Brussels'). There, around 20% of the curriculum in pre-primary and primary is taught in French.

Many Dutch-language schools in larger cities have had 25 years of experience in teaching community languages. Immigrant children in nursery and primary schools (used to) learn Turkish, Arabic, Spanish, Greek or Italian ("Onderwijs in eigen taal en cultuur", or "OETC"), a bilingual methodology focusing on the preservation and reinforcement of the children's own cultural identity and home language. However, the majority of schools have ceased their efforts in this field, partially due to difficulties in integrating the teachers supplied via the respective embassies and to a lack of real political support. Exceptions are the six schools in Brussels where vzw Werkgroep Immigratie is still successfully organising 'bicultural education' throughout the pre-primary and primary levels to some 500 pupils. Children follow lessons in either Spanish, Turkish or Italian with professional bilingual teachers. The standard instruction language, Dutch, is 'progressively integrated' into the curriculum.

Quite a lot of ethnic minority organisations initiate children at pre-primary and primary school age in minority languages (Russian, Turkish, Spanish, Arabic, Polish...). Apart from these initiatives, some mosques organise language and religious lessons to children (aged 3 or more). Organisations in the integration sector do not offer lessons, but offer advice and support to parents and teachers to help them with their children's bi-/multilingual education.

The inventory above does not include the European schools present in Belgium, which are inspiring places that foster multilingualism from an early age onward.

Coherence and continuity

The organisation of mainstream primary education is such, that it guarantees a continuous learning process for pupils.

BULGARIA

Recent developments and future perspectives

L'enseignement de langues étrangères au cours de l'éducation préscolaire ne représente pas un élément obligatoire des programmes officiels.

La dernière réforme a été mise en place en 2003 et se traduit par l'adoption et l'application d'un programme concernant l'organisation des groupes préparatoires obligatoires pour les enfants de 6 ans, avant la première classe de l'école primaire.

Le programme du gouvernement de la République de Bulgarie 2009-2013 prévoit les activités suivantes concernant la formation linguistique des enfants:

- *Diminution progressive de l'âge des enfants pour commencer l'éducation préscolaire obligatoire - l'âge prévu est 5 ans ;*
- *Enseignement obligatoire de langues étrangères*

Depuis le 5 octobre 2010 est entré en vigueur un amendement de la Loi de l'Education nationale qui rend obligatoire la préparation préscolaire à partir de l'âge de 5 ans, c'est-à-dire, les enfants resteront obligatoirement deux années au lieu d'une dans les groupes préparatoires. Les municipalités doivent préparer les conditions nécessaires pour l'organisation respective pour la rentrée de 2012-2013 au plus tard. Les arguments pour la mise en œuvre d'une telle politique éducative sont liés à la garantie de l'accès égal à l'éducation, à l'enseignement de qualité, à la réduction de l'abandon scolaire précoce.

Les objectifs de ce programme s'agissant de la formation linguistique sont centrés sur la langue bulgare et sont orientés vers l'apprentissage pratique de la langue bulgare. Le contenu de ce domaine éducatif est structuré autour de cinq noyaux :

- Parler et écouter – plan formel
- Parler et écouter – contenu éducatif
- Grammaire
- Phonétique
- Préparation à lire et à écrire

Les standards éducatifs d'Etat se basent sur les principes et les régularités psycholinguistiques. Le plan formel met l'accent sur l'apprentissage de la langue bulgare à des niveaux différents prévus d'une part pour les enfants monolingues qui sont de *langue maternelle bulgare et d'autre part, pour les enfants bilingues qui ne sont pas de langue maternelle bulgare*. Les résultats attendus visent l'apprentissage de la langue bulgare au niveau donné et surtout de la langue littéraire. A ce propos, le programme contient trois modules : deux pour les enfants qui sont de langue maternelle bulgare et un pour les enfants qui ne sont pas de langue maternelle bulgare et qui n'ont pas fréquenté la maternelle avant le groupe préparatoire. Ce dernier module se centre sur la préparation psychologique et spéciale des enfants qui sont de différente origine ethnique.

Le contenu du domaine éducatif « Langue bulgare » est orienté vers :

- L'apprentissage des formes littéraires de la langue bulgare et la formation des savoir-faire assurant une participation réussie à la communication orale réalisée par des différentes formes communicatives (niveau empirique et réflexif) ;

- La formation des conceptions, des savoir-faire et des compétences assurant l'utilisation réussie de la langue bulgare par des enfants qui ne sont pas de langue maternelle bulgare (niveau empirique et réflexif) ;
- Préparation initiale des enfants à lire et à écrire ;
- Orientation initiale des enfants dans la structure phonétique, morphologique et syntactique de la langue bulgare comme langue maternelle et comme langue seconde.

Strategic, legal and linguistic context

La maternelle n'est pas obligatoire et comprend des groupes des enfants de trois à six ans. Par contre, à l'heure actuelle tous les enfants de six ans fréquentent obligatoirement aux groupes préparatoires, un an avant la première classe de l'école primaire (7 ans). Ces groupes sont formés soit dans les maternelles, soit dans les écoles. A la rentrée de 2012-2013 tous les enfants de 5 ans seront inscrits aux groupes préparatoires.

Un des objectifs principaux de la préparation préscolaire en Bulgarie est d'assurer à tous les enfants la même préparation à la première classe du primaire. Cette préparation obligatoire avant la première classe est très importante pour la socialisation des enfants, ainsi que pour l'apprentissage de la langue bulgare, surtout pour les enfants qui ne sont pas de langue maternelle bulgare.

Le programme pour les groupes préparatoires ne prévoit pas l'enseignement de langues étrangères. Cet enseignement peut être organisé si les parents le souhaitent et il est payé par eux. Le Ministère de l'Education, de la Jeunesse et de la Science ne contrôle pas l'enseignement des langues étrangères à la maternelle, parce qu'il ne fait pas partie du programme obligatoire.

Context and organisation

Legal bases : Chapitre III de la Loi de l'Education nationale

- Chapitre II du Règlement de l'application de la Loi de l'Education nationale
- Décret № 4 sur l'éducation et la préparation préscolaire qui régleme les standards d'Etat pour l'éducation et la préparation préscolaire

Competent authorities :

- Les municipalités
- Les Inspectorats régionaux de l'Education
- Le Ministère de l'Education, de la Jeunesse et la Science

Les enfants peuvent aller à la maternelle à partir de 3 ans si leurs parents le souhaitent. Ils sont obligatoirement scolarisés à l'âge de 6 ans dans les groupes préparatoires, un an avant la première classe. A la rentrée de 2012-2013 tous les enfants de 5 ans seront inscrits aux groupes préparatoires.

L'enseignement scolaire commence à 7 ans – première classe du primaire. Les enfants peuvent commencer la première classe à l'âge de 6 ans si leur développement physique et mental, d'après le jugement de leurs parents, correspond à cette situation.

- Ratio of children attending pre-primary (out of all children of pre-primary age) :

Public pre-primary 73,24 %

Private pre-primary 0,56 %

No data on the rest.

Languages

Le bulgare est la langue d'instruction. L'enseignement de langues étrangères à la maternelle n'est pas obligatoire et ne fait pas partie des programmes obligatoires. Si les parents le souhaitent, les directeurs des maternelles peuvent organiser des groupes de langues étrangères. Ils font des contrats avec des organisations privées pour assurer cet enseignement qui est payé par les parents. Cette situation se présente dans beaucoup de maternelles bulgares parce que la demande des parents croît. La langue la plus enseignée est l'anglais. La demande de l'allemand et du français est plus réduite. Il existe des maternelles privées où l'organisation de l'éducation des enfants a une souplesse plus grande et l'enseignement de langues est organisé en parallèle des programmes obligatoires. Il n'y a pas eu de changement pendant les trois dernières années.

Le Ministère de l'Education, de la Jeunesse et de la Science ne contrôle pas l'enseignement de langues étrangères à la maternelle, parce qu'il ne fait pas partie du programme obligatoire. Il ne dispose donc pas de données.

La Loi de l'Education nationale assure l'enseignement additionnel de la langue bulgare aux enfants qui ne sont pas de langue maternelle bulgare. Les programmes offrent la possibilité d'organiser des activités additionnelles pour ces enfants. L'objectif est de garantir la possibilité de communiquer en bulgare dans l'espace interethnique comme un modèle intégré de socialisation et consolidation de l'individualité.

Le programme pour les groupes préparatoires contient un module obligatoire pour les enfants qui ne sont pas de langue maternelle bulgare ainsi que des activités additionnelles pour leur préparation. L'objectif de ce programme est d'apprendre la langue bulgare :

- comme un moyen fondamental pour connaître le monde, les jeux et les arts ;
- pour l'apprentissage sensitif de la langue comme un mécanisme universel pour pouvoir exprimer sa propre culture ;
- comme la capacité humaine de base pour pouvoir communiquer ;
- comme une stratégie fonctionnelle et rationnelle pour pouvoir chercher et trouver l'information nécessaire dans le milieu social contemporain ;
- comme un système de valeurs ;
- comme un lien avec les contenus éducatifs
- pour intégrer les objectifs de l'enseignement de la langue bulgare qui visent la formation des compétences pour pouvoir écouter, parler, reconnaître les signes graphiques et rôle du mot, de la syllabe et du phonème dans le contexte.

Challenges and remedies

Les difficultés que les enfants qui ne sont pas de langue maternelle bulgare rencontrent dans l'apprentissage du bulgare ne sont pas encore surmontées. Une des mesures prévues par le gouvernement bulgare est de prolonger la préparation obligatoire d'un an.

CYPRUS

Recent developments and future perspectives

Early Language Learning in the Cyprus public and community kindergarten is based mainly on teaching the native language to the children between the ages 3 – 6 years old, through self initiated play and other teacher directed, pleasant and creative activities. The philosophy of early childhood education is based on encouraging children to be actively involved in the process of language development. The children develop best in situations that are meaningful and comprehensive to them, since personal needs can enhance communicational skills.

Integrated curricula are used in the pre-school classroom. Therefore, language activities are embodied throughout the curriculum, in relation to all areas of development (cognitive, social and psychomotor).

Language is a tool for thinking, satisfying needs, communication and creative expression. Through a challenging well-organized educational environment, children are encouraged to use their language to develop cognitive, communicational and social skills through interaction with peers and adults. The children learn by using the *hundred languages of children*, through outdoor activities, role-playing, story reading, poems, rhymes and songs, painting, modelling, sketching etc.

In *classrooms with non-native speakers of the language*, special attention is given to their educational needs by the teacher and their peers in playful meaningful situations. For example, teachers record every child's voice saying *hello* in his/her own mother tongue. They help all the children to learn the important and magic words of communication in many languages. These words are: water, toilette, food, mother, father, toys, home etc. *Parents from different countries are invited in order to read a story to the children in their own mother tongue.*

The children in the classroom use the corners of pedagogical interest. Every day there are several pedagogical corners, which satisfy almost every child's needs, emotional psychomotor, social, cognitive, etc. One of the corners is called "The Minimarket", where the children "buy" and "sell" goods and items, which have labels written in the language of instruction and in English.

The pre-school classroom is considered as the ideal environment for these children to acquire the foreign language in a positive and pleasant way, where they can interact with peers and adults in a meaningful, natural and relaxing atmosphere.

There is no current official ELL strategy in Cyprus pre-primary education. However, the need to help children to learn a second language emerged in 2004, when children from other multicultural countries started attending kindergarten. This change of the classroom population urged the Pedagogical Institute of Cyprus to organize a pilot programme of teaching English as a foreign language to the pre-school children, e.g. during the last 4 years, the program CLIL (Content and Language Integrated Learning) was implemented on a pilot basis, in 10 kindergartens in urban and rural areas, with great success. Seminars were presented to the majority of the pre primary teachers, representing the methods used in the classroom with pre-school children.

Cyprus is on the threshold of educational changes, since there is a well-organized effort of designing and applying a new curriculum. A group of educators is already working in promoting the idea of helping the pre-school children to learn a second language in a pleasant and playful way, based mainly on the aural and oral skills of the language.

Context and organisation

In Cyprus there are three types of kindergartens, Public, Private and the Community kindergartens. The daily schedule begins at 7:30 to 13:05, for five days a week. Certain kindergartens function as All Day Schools from 7:30 to 16:00. Foreign languages are taught, during the daily programme, in some Private kindergartens. In Public kindergartens the teaching of a foreign language is optional and has the form of telling a story, or singing songs.

The idea is that all pre-school teachers should be in a position to teach the language to children. It is important to believe that the children learn to listen, speak, read (recognise the written form of language) and write in a safe and pleasant environment, in a natural and playful, communicative way, during a face to face approach. Of course, it is worth mentioning *that early literacy is based on a very different form of reading and writing*. For example, when a child is able to describe orally the content of his/her painting, then the child acts as if he/she is reading through the use of his/her own written signs. The painting can be considered as his/her unique way of writing.

The methods used for early language development are *child centered*, where all children are actively involved in every school activity according to their needs and abilities. They investigate, describe, argue and represent things that are meaningful and interesting to them, through problem solving situations. In addition, children learn to cooperate, to share, to respect, and behave well among each other, through the process of socialization. They learn to be active recipients in the process of learning and experiencing.

Pre-Primary Education has become mandatory from the 1st of September 2004, and is *free* to children aged 4 years and 8 months to 5 years and 8 months, who attend Public kindergartens. The Council of Ministers approved the above innovation, while giving a one-year trial period for all agents involved, adapting to the new regulations (Decision No. 59.824/14.4.2004).

According to the new legislation, children of the above age are obliged to attend public kindergartens, community or private schools, which are registered and approved by the Ministry of Education and Culture. Younger children aged 3 years to 4 years and 8 months take up vacant places in Public kindergartens and pay fees, as set by the Ministry of Finance. With a relevant decision, the Council of Ministers (Decision No. 63.682/20.4.2006) conceded the Minister of Education and Culture the authority to free attendance for children of poor families who receive public allowance from the Welfare Services. The State is responsible to cover all expenses for the introduction of this innovation; while at the same time it will continue to subsidize the functioning of Community kindergartens.

The Ministry of Education and Culture makes available all the necessary pre-requisites for the most effective implementation of qualitative educational programmes. This is achieved by offering to the schools financial support, guidance and supervision. The following objectives are achieved through educational programmes being developed in correspondence with the equivalent European ones:

- children's overall development in the cognitive, emotional and psychomotor domains

- children's development in skills, attitudes, values and principles
- children's socialisation with peers and adults, that helps them acquire self esteem.

Competent authorities for

Community pre-schools. Teachers are employed by the community and the Parents' Association and are financially supported by the Ministry of Education and Culture.

Public pre-schools. Teachers are employed by the Ministry of Education and Culture and are under the supervision of District Educational Authorities.

Children may start pre-primary instruction at the age of 3 and primary school at the age of 6.

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary : 63%

Private pre-primary : 37%

Languages

Languages of instruction are Greek, English or French

Some Private schools teach English or French as L1 and Greek as a second language

- the percentage of pre-primary informal/formal pre-primary schools offering foreign language teaching/awareness raising and
- the percentage of pupils learning foreign language(s) as an option in pre-primary.

Public Schools: 4.57 %

Private Schools: 0.1%

The children learn by using the hundred languages of children, through outdoor activities role playing, story telling, poems, rhymes and songs, painting, modelling, sketching etc.

There are three types of private schools:

- Schools using a curriculum and following the educational system of another country (more precisely the educational system and curriculum of either Britain, Russia, France or the Montessori curriculum)
- Schools using by 80% the Cyprus curriculum and the remaining 20 % using the curricula and educational system of other countries
- Schools using the Cyprus curriculum only

Teachers must obtain a University Degree in Pre-primary Education which must be recognised by the Cyprus Council for the recognition of higher education qualifications.

Changes in pre-primary:

Positive attitudes towards foreign language learning have been developed the last 3 years. This has been achieved both through the intercultural education as well as the presence of children of immigrants within the classroom environment.

The curriculum is adapted according to the needs of certain minority groups. This is achieved through certain activities offered by the teacher in class, as well as through the classroom environment, as the teacher has the flexibility to adapt and adjust both the classroom environment as well as the curriculum.

Optional programme at pre-primary: the implementation of CLIL

Pilot programme for teaching English in ten pre-school units.

What are the main challenges faced in these programmes and what steps have been taken to deal with them?

Students are excited with the aforementioned programmes as they acquire the new language without been forced to, through games, songs, rhymes and other pleasant activities.

These programmes reinforce the students' self confidence and they become sensitised to other languages.

These programmes contribute to the strengthening of multicultural education.

Human resources

Teachers must obtain a University Degree of Pre-Primary education. Pre-school teachers are not trained to teach foreign languages in pre primary education. They can only attend non-compulsory seminars offered by either the Pedagogical Institute of Cyprus or other Institutions. A systematic in-service training is offered in all subject areas, through seminars organised by the Pedagogical Institute of Cyprus or other Institutions or the School Inspectors.

All teachers have basic knowledge of the English language. However, pre-school teachers are not trained to teach English or any other language as a Foreign Language. Therefore there is no available data for the information.

English is not introduced formally in Public Pre-schools. However, in the private sector where many pre-schools have English as the language of instruction, there is the possibility for teachers of English to be employed.

Teaching processes

Data is not available. Pre-school children are in a critical age where a foreign language should emerge. Teachers, however, have no linguistic training or qualification. According to the curriculum, learning English as a foreign language starts at primary school grade 4 (age group 9 – 10). However, the pilot implementation of the program CLIL in 10 kindergartens has proved to be a great success.

Coherence and continuity

Using children in the classroom as recourses to teach languages using body movements, stories, songs rhymes to get acquainted with the English Language.

Tele-conference with overseas schools in Europe through Comenius and other European programmes.

Programme CLIL

CZECH REPUBLIC

Recent developments and future perspectives

Pre-primary education is based on the Framework Educational Programme for Pre-primary Education which was approved by the MEYS in 2004 and which has been obligatory for schools since the school year 2007/08. *Attendance is not compulsory; nevertheless it covers near 86 % of the total age group (3-5 years), 92.8 % in the pre-primary school year.* Parents can be asked to pay a maximum of 50 % of the running (not educational) costs covered by the community.

Although language learning is not a compulsory part of the Framework education programme, on the basis of interest, and very often under pressure of parents, the number of pre-primary school establishments (usually for children between 3-6 years of age) offering teaching of foreign languages has increased dramatically. Nowadays, more than 50 % of all pre-primary schools offer a type of introduction into foreign language learning, some in a very intensive way, and some in a less intensive way. About 60% of these schools ask for extra charges for introducing foreign language into the education programme. Only 10% of parents consider the charges too high. The statistics provided are based on the survey carried out by the Czech Inspection. Exact data which would cover all the pre-primary schools are not available as they are not gathered by the Institute for Information in Education (which otherwise gathers all the data). The reason being that there is no recommended methodological approach which would define what is considered a regular foreign language course at that level (pre-primary). The type, level and intensity of teaching languages in these schools vary.

Context and organisation

1. Education Act (No. 561/2004) on Pre-primary, Primary, Lower and Upper-secondary and Tertiary Professional Education sets principles and aims of education, including language education. The Education Act classifies pre-primary schools (“mateřské školy”) as schools (ISCED 0), whereas previously they were considered as educational establishments. Majority of these schools are either private or within the jurisdiction of communities or municipalities. The only minority group which requires schools in its language is the Polish Minority. There are 26 pre-primary schools with Polish as the language of instruction; other pre-primary schools are either Czech or bilingual.

Pre-primary school attendance is not compulsory; nevertheless, it covers near 86 % of the total age group (3-5 years), 92.8 % in the pre-primary school year. Parents can be asked to pay a maximum of 50 % of the running (not educational) costs covered by the community.

Parents are free to select any school at the pre-primary level, the only limitation being the capacity of the schools and their network. Priority of admission to pre-primary schools is given to children during the last year prior to their commencement of compulsory school attendance. If it is not possible to admit a child during the last year prior to his/her compulsory school attendance due to reasons of capacity, the municipality where the child has permanent residence has to ensure that the child in question is admitted to another pre-primary school. A child may be admitted to pre-school education even during the school year.

The last year of pre-primary education is free of charge (in the case of public and state schools). This measure aims to even out the differences in the socio-cultural development

of children and establishes the right to pre-school education, but places parents and guardians under no obligation to do so. Moreover, The Education Act in force includes basic requirements on the establishment of a *preparatory class* which is guaranteed by Education Act as a free service offered and recommended to all children one year before their compulsory school attendance.

For socially disadvantaged children during the year prior to their starting compulsory school (i.e. *basic schools* :ISCED 1+2) can establish preparatory classes corresponding to pre-primary level of education.

2. The Ministry of Education, Youth and Sports is responsible for the conception, state and development of the education system; determines the content of education: approves framework educational programmes (developed till the ISCED level 3) which serve as a basis for the development of school educational programmes; is responsible for the state financing policy in them; is an organizing body of institutions for in-service training of teachers and facilities for institutional care.

Regions are responsible for education on their territory. The communities are responsible for compulsory schooling. They establish and administer basic schools and also pre-primary schools “*mateřské školy*” (translated sometimes also as nursery schools or kindergartens) which are not compulsory.

All schools have the status of legal entities. *School heads are given full responsibility for the quality of educational process, for financial management of the school, for appointing and dismissing teachers and for relations with the community and the public.* By law, the school organising body must establish the *School Council* enabling parents, pupils, staff (except for the school head), and the public to participate in the administration of the school. Organising bodies appoint school heads on the basis of a tender; they can be dismissed only for reasons defined by law.

3. Children may start pre-primary instruction at age 3 and start primary school at age 6.

Altogether 86 % of the total age group (3-5 year-olds) go to pre-primary schools, 92.8 % of 5-6 year-olds are enrolled either in the pre-primary school or in the preparatory classes of primary schools. Both public and private pre-primary schools are listed in the register of schools. Once a school is included in the register, it has to follow the rules and regulations regardless whether it is public or private. Therefore, the inspection and other authorities when monitoring the work of pre-primary schools do not differentiate between the public and private sector, thus more detailed data are not available.

Language/s of instruction are: Czech and Polish (in the region with Polish minority- at the moment 26 pre-primary level schools).

All languages offered in pre-primary schools are optional. However, if a child is enrolled in a school offering bilingual programme only, it is obliged to follow the education programme offered by that particular school. *Some pre-primary schools offer both – the standard programme in some classes/ groups as well as programme extended by language provisions in other classes/groups. Majority of pre-primary schools offer English, some may offer German or French, and some offer more than one language, although not to the same class/group.*

Based on the survey carried out by the Czech inspection in the school year 2008/2009, about 30% of pre-primary schools inspected include foreign language into their school education programme, *about 76% of schools offer foreign language via “ interest groups”, some schools use both ways of “introducing” foreign language.*

Formal pre-primary schools offering foreign language teaching/awareness-raising

English : 90%); German: 6%; French :1%, the rest being other languages including Czech (in Polish instruction schools). All the numbers are rough estimates.

Optional foreign language(s) at pre-primary from age 2-3:

English: 92%); German: 6%); French :1%, the rest being other languages including Czech (in Polish instruction schools). All the numbers are rough estimates.

Language provision has increasingly become standard part of education programmes of pre-primary schools.

4. A Czech version of the international programme Step by Step (Start Together) has been implemented in some pre-primary schools since 1994 (<http://www.sbscr.cz>). Its main feature is an inclusive approach to ethnic minorities and children from disadvantaged environments. 61 pre-primary schools work on the basis of this programme.

Every residence for asylum seekers has its own children's centre for children of the age of 4-18 years. Part of each child's centre is equipped as a pre-primary school and the education programme corresponds to that in pre-primary schools. Children at the age of compulsory education can spend there their out-of-school hours (parallel to the school club), children younger than 4 can attend the centre only if they are accompanied by parents.

The Framework Education Programme for Pre-primary Education (FEP PPE)is the basis for educational programmes in pre-primary education. It contains:

- a) description of features of pre-primary education, methods and forms of work;
- b) description of general objectives and desirable outcomes within educational areas of pre-primary education;
- c) key competences to be developed: learning competences; problem solving competences; communication competences; social and personal competences; and activity based civic competences.

According to FEP PPE it is essential to apply an integrated approach in pre-primary education. Education is (or at least should be) executed on the basis of integrated blocks across educational areas or components which offer educational content to the child within a natural context.

Foreign Language specific contents :

The FEP for pre-primary education defines the expected outcomes which are not specifically related to foreign language, however, they could be reached, among others, through foreign language teaching/ learning.

Educational outcomes defined in the FEP could be interpreted as supporting foreign language learning at pre-primary level, e.g. the child at the end of pre-primary level of education

- should be able to understand and react to what he/ she hears , to express their emotions and experiences using different ways a tools, including speech, to understand certain gestures and symbols, to extend their vocabulary;

- is aware that people communicate in different languages and these languages can be learnt. Elementary prerequisites to foreign language learning are established.

Within the education area: “Language and Speech “the definition of outcomes is also very “open” to foreign language learning, e.g.

- Make oneself understood using words, gestures and improvisation.
- Learn new words.
- Ask for clarification.
- Learn short text by heart.

The FEP also defines the methods, instruments and approaches which should be applied in order to ensure optimal intellectual growth of each child in the language specific areas, e.g. lexical games, riddles, puzzles, listening to fairy tales, narrating, recitation, imitation, singing etc. Although none of these methods is specifically related to foreign language, it could be applied also via foreign language .Language propaedeutics is included in the education programme/ curriculum in 67 % of schools.

Average time devoted to foreign language is 1,3 hour per week. Language lessons usually appear in the timetable once a week (63%), every day in 8,8% of schools, however, small schools are much better in this respect – as 17,6 % of them offer language lessons every day.

58,2 % of schools carry out regular internal assessment of the level of foreign language learning.

5. There is no standardised optional language programme at pre-primary level, no descriptors are used, no outcomes defined. There are kindergartens or pre-school clubs which do not follow the standard framework education programme, these, however, are not included in the official register of pre-primary schools.

Challenges and remedies

Based on the survey, it is obvious that Early Language Learning in pre-primary establishments is approached as a way of sensibilizing children to language learning and providing them with an opportunity to learn about different cultures, different ways of expressing themselves, and motivating them to language learning.

The Ministry - being aware of the importance of quality early language learning which positively shapes attitudes of children to languages and assists in forming solid foundations for life-long language education - included support (also financial) for language education in pre-primary establishments into The National Plan for the years 2005-2008(NP). In order to guarantee the quality of early language teaching the NP enabled projects the results of which among others has helped to

- include early language awareness and early language didactics into the curricula of schools and higher education institutions preparing pre-primary school/kindergarten teachers and teachers of primary school;
- include language awareness and language- across- curriculum approach into the Framework Educational Programme for pre-primary and primary education;
- include English language didactics into the pre-service training programmes at universities preparing teachers of primary schools; similarly introduce in-service teacher training focused on linguistic didactics for pre-primary and primary school teachers.

The project Methodology of English Teaching in “Mateřská škola” was designed and developed within the National Plan of Foreign Language Teaching in Pre-primary Education. In cooperation with Liberecká jazyková škola, o. p. s. (Liberec language school) the Guide to methodology of English teaching in mateřská škola I. for qualified teachers of mateřská škola who know at least basics of English has been prepared. The Guide offers a number of activities, words and phrases, common questions and instructions, examples of rhymes, songs and games to be applied to everyday activities in mateřská škola.

Ministry has also bound itself to support, in terms of allocated number of lessons in the framework curricula, English as the first compulsory language taught as a follow-up of the English language teaching at pre-primary level.

The National Plan 's Action Plan of activities considered English as the main target language in terms of material development and teacher training. If the foreign language is English, continuity when proceeding to primary school can be guaranteed, i.e. English could be taught right from the first grade of primary school. If pre-primary schools wish to introduce a foreign language other than English, the continuity could be maintained provided the relevant primary schools can (i.e. if qualified teachers are available) introduce a non-obligatory subject of that particular foreign language. Apart from obvious predominance of English, German is also frequently the target language. There are, however, obstacles hindering the initiatives to introduce language learning at pre-primary level.

They are: lack of qualified teachers, lack of experience in early language learning methodology, lack of resources. The National Plan tried to deal with this, but its Action Plan could not cater for all the needs, especially in the long run. Higher education institutions, being independent institutions, have not been very flexible in their response to the demand for more pre-primary language teachers, and so far they have not yet fully reflected the current requirements in their programmes and syllabi for teacher training courses.

Human resources

Proportion of staff promoting foreign languages in pre-primary:

- General pre-primary teachers/staff with language knowledge: 41,8%*
- General teachers/staff trained to teach languages to pre-primary children: 0%*
- Standard language teachers: 58,3%*
- Language/s of instruction

Proportion of staff promoting language/s of instruction at pre-primary level

- General pre-primary teachers/staff: 100%
- Teachers especially trained for this purpose during initial training : 100%*

About 58% of teacher involved in language teaching are external teachers, 41,8 % are regular staff. Pre-primary school language teachers qualified by having completed the study programme of the subject (i.e. a foreign language) at a higher education institution -17,3%, others are qualified pre-primary teachers with good knowledge of the relevant or language. Teachers trained in Language Propaedeutics (course organised within the National Development Programme) represent 50,8%, teachers qualified through in-service teacher training programme 39,9%.

Pre-primary teachers get their qualifications through:

- a) Higher education acquired on an accredited bachelor's study programme in the field of pedagogical sciences focused on education of pre-school age;
- b) Tertiary professional education by completing an accredited educational programme of a tertiary professional school in the field focused on preparing teachers of pre-school education;
- c) Secondary education accomplished by a school-leaving examination acquired by completing a upper secondary educational programme in the field focused on preparing teachers of pre-school education

Exact data on language teachers in pre-primary schools are not available. Foreign language teaching could be carried out by pre-primary schools teachers with certain level of the language, however, not necessarily defined and required by regulations. Or the language may be taught by native speakers - teachers, native speakers (but not with teachers' qualifications), students of the language at teacher training colleges, language teachers from primary schools, etc. At the moment there is no legislation which would set minimum requirements for people providing foreign language lessons at pre-primary level, therefore their qualifications vary.

No statistics are available on native speakers teaching foreign languages

Mobility of pre-primary teachers is not very frequent, and is most probably realised only within individual Comenius projects, regional projects in border areas etc.. Examples :

One Europe - many cultures, <http://skolalosiny.cz>

Mit dem Märchen nach Europa, <http://zs.bilovice.indos.cz>

Windows , www.skolakozusany.cz

Pre-primary schools health education network, www.msstonozkazlin.zde.cz

FRIENDS - forging Relationships in Europe and New Developments in School, www.mspohadkazabreh.cz

No other scheme except the Lifelong Learning Programme seem to be available.

The main obstacle to mobility of pre-primary staff is a non-existent mobility scheme.

Teaching processes

Although various models are represented, no data on which statistics could be based have been gathered. Education process is based on integrated blocks across educational areas or components which offer educational content to the child within a natural context.

Teaching Methods and Materials in pre-primary education should also refer to language learning. According to the Framework Educational Programme for Pre-primary Education (FEP PPE), pre-primary education should be consistently linked to the different needs and abilities of individual children, including specific educational needs. This educational concept makes it possible to educate children in one class regardless of their different abilities and preparation for learning.

Suitable methods and forms of work are *learning by experience* and through play activities which support children's curiosity and their need to discover, stimulate children's joy in learning, their interest in learning new things, gaining new experiences and mastering other skills. Teaching should make use of the natural flow of children's thoughts and spontaneous ideas. Learning should take the form of play, where the children are engaged according to their interests and personal choices.

Pre-primary education should use situational learning (i.e. using situations to demonstrate life situations) and spontaneous social learning (the principle of natural imitation). Spontaneous and directed activities should be interlinked and balanced. Spontaneous social learning plays a significant role in the learning process. It is based on the principle of natural imitation.

In pre-primary education, assessment is not the assessment of a child and his or her performance in relevance to neither a given standard, nor a comparison of children and their performance. The teacher should continuously monitor and assess individual development and educational progress in each and every individual child because systematic monitoring and assessment enables him/her to guide the child in accordance with his/her natural development continuously with adequate and gradually increasing demands and provide him/her with appropriate support both in development and learning. Another important goal of this continuous evaluation is to register in time the child's possible problems and shortcomings and help with their solution, draw expert level conclusions on the child's further development or if need be offer further necessary expert assistance.

Educational outcomes defined in the FEP could be interpreted as supporting foreign language learning at pre-primary level. E.g. the child at the end of pre-primary level of education should be able to understand and react to what he/ she hears, to express their emotions and experiences using different ways and tools, including speech, to understand certain gestures and symbols, to extend their vocabulary; is aware that people communicate in different languages and these languages can be learnt, thus can learn. Elementary prerequisites to foreign language learning are established. Within the education area: “Language and Speech “the definition of outcomes is also very “open” to foreign language learning, e.g. :

- Make oneself understood using words, gestures and improvisation;
- Learn new words;
- Ask for clarification;
- Learn short text by heart.

The FEP also defines the methods, instruments and approaches which should be applied in order to ensure optimal intellectual growth of each child in the language specific areas, e.g. lexical games, riddles, puzzles, listening to fairy tales, narrating, recitation, imitation, singing etc.

Coherence and continuity

Continuity is guaranteed only where there is a very good link between a pre-primary school and a primary school. On condition that they establish cooperation (e.g. teacher from primary school teaches the language in pre-primary school), continuity can be guaranteed. *Although schools can start providing foreign language lesson as early as in the first grade of primary school, they do struggle with this requirement for reasons of lack of qualified teachers.* Therefore, based on the Education Act requirement many schools start offering foreign language in the 3rd year of compulsory schooling, which means there is *very often a gap of two years* for those children who had had “some language “ in pre-primary schools.

GERMANY

Recent developments and future perspectives

The following presentation is an example from Thuringia, but it is largely representative for the development in most German Laender:

More and more parents are interested in kindergartens that have included a foreign language in their concept. Since 2006 some kindergartens have developed bilingual concepts, e.g. L'ÉCOLE MATERNELLE (French) and BILI (English) in Jena. Others try to involve a foreign language into their daily work or offer voluntary courses. Because parents are very interested in an early foreign language education for their children, *expensive private providers are present in some kindergartens. But this also means that children from socially disadvantaged families can not afford these extra offers.*

At the moment there is no official ELL strategy, but all people that are involved in the process agree that teachers and educators must provide their children high-quality language courses which are tailored to particular needs of the children.

In near future, public authorities try to support teachers and educators that are interested in providing a foreign language in the kindergarten. In the future, Thuringia wants to ensure an early language provision for all children, regardless of their social background. This goal, however, is still far off.

Context and organisation

1. The following presentation is an example from Thuringia, but it is largely representative for the German Laender:

Pre-primary language learning takes place with daily routines. The children get to know a foreign language through songs, rhymes, action games, stories and playful activities.

2. Die folgende Darstellung geht beispielhaft von einigen Bundesländern aus. Das dargestellte System ist grundsätzlich typisch für alle Länder in der Bundesrepublik Deutschland:

In Baden-Württemberg: Gesetz über die Betreuung und Förderung von Kindern in Kindergärten, anderen Tageseinrichtungen und der Kindertagespflege (Kindertagesbetreuungsgesetz – KiTaG) in der Fassung vom 19. März 2009

Orientierungsplan für Bildung und Erziehung in baden-württembergischen Kindergärten und weiteren Kindertageseinrichtungen (Vorläufige Fassung vom 17.06.2009)

Das Bayerische Kinderbildungs- und Betreuungsgesetz (BayKiBiG) und dessen Ausführungsverordnung (AV) trägt dem hohen Stellenwert der frühen Bildung Rechnung, indem es den Bildungsauftrag in den Vordergrund rückt und stärkt sowie dessen Grundsätze und Ziele verbindlich regelt. Die Umsetzung der Bildungs- und Erziehungsziele ist Fördervoraussetzung für Kindertageseinrichtungen. Wie die Kindertageseinrichtungen den Bildungsauftrag bestmöglich umsetzen können, dazu gibt der seit Herbst 2005 landesweit eingeführte Bayerische Bildungs- und Erziehungsplan (BayBEP) den Trägern und pädagogischen Fachkräften einen Orientierungsrahmen und Praxisanregungen an die Hand.

Hinsichtlich Zwei- und Mehrsprachigkeit wird darin beispielsweise betont, dass die Entwicklung von Zwei- und Mehrsprachigkeit wesentlich zur sprachlichen Entwicklung

gehört. Dabei gilt es, die spezifischen Entwicklungsprofile, Kompetenzen und Bedürfnisse von mehrsprachig aufwachsenden Kindern wahrzunehmen und zu nutzen – sowohl mit Blick auf die betroffenen Kinder und Familien als auch mit Blick auf einsprachige deutsche Kinder. Wertschätzung und Förderung von Mehrsprachigkeit und „Deutsch lernen“ sind kein Widerspruch, sondern Zielsetzungen, die sich gegenseitig ergänzen.

Fremdsprachenlernen bezogen auf konkrete Sprachen stellt kein zentrales Ziel im Elementarbereich dar. Als Bildungs- und Erziehungsziele werden aber beispielsweise genannt:

Neugierde auf fremde Sprachen entwickeln und Mehrsprachigkeit als Bereicherung von Lebensformen ansehen.

Entwicklung von Zwei- und Mehrsprachigkeit, aktive Bemühung um Mehrsprachigkeit

Flexible, situationsangemessene Nutzung verschiedener Sprachen und Sprachstile

Entwicklung einer sprachlich-kulturellen (auch mehrsprachigen) Identität

Im Saarland sind die gesetzlichen Grundlagen: Kindertagesstättengesetz, Landesverordnung zur Ausführung des Kindertagesstättengesetzes, Elternausschuss-Verordnung, Verwaltungsvorschrift über die Förderung von Sprachfördermaßnahmen in Kindergärten sowie von Maßnahmen der Vorbereitung des Übergangs vom Kindergarten zur Grundschule, Verwaltungsvorschrift zur Förderung von Fortbildungsmaßnahmen zum Erwerb des Zertifikates „Zukunftschance Kinder – Bildung von Anfang an“ und des Zertifikates „Sprachförderkraft“

Sachsen: § 24 Sozialgesetzbuch Aachtes Buch, § 2 Sächsisches Gesetz zur Förderung von Kindern in Tageseinrichtungen

Bildungs- und Erziehungsempfehlungen für Kindertagesstätten in Rheinland-Pfalz (2004), als partizipativ entwickelte Handreichung zu päd. Arbeit in den Kindertagesstätten

Im Rahmen der gesetzlichen Personalkostenförderung werden muttersprachliche französische Fachkräfte in den Kindertageseinrichtungen beschäftigt. Der Arbeitsauftrag leitet sich ab aus dem Bildungsprogramm z.B. für saarländische Kindergärten, das auch die zweisprachige deutsch-französische Bildung und Erziehung in Kindertageseinrichtungen berücksichtigt.

Für Thüringen gilt: - Sozialgesetzbuch (SGB) Aachtes Buch – Kinder- und Jugendhilfe; §§22-26- Thüringer Kindertageseinrichtungsgesetz

Competent authorities are :

lokal: Leitung von Kindertagesstätten, Träger von Kindertagesstätten,

regional: Jugendämter, kommunale und kirchliche Fachberatungsstellen, kreisfreie Städte

überregional: Landesjugendamt, Ministerium für Bildung, Wissenschaft, Jugend und Kultur, Trägerorganisationen (ev. und kath. Kirche), kommunale Spitzenverbände, Landeselternausschuss, Gewerkschaften (GEW und ver.di); z.B.auch: Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie und Frauen (StMAS)

An additional remark from Thuringia: “The national authorities (youth welfare office, federal state government) only give advice to the state owned and privately run kindergartens. The local authorities are competent for pre-primary education in their institutions (kindergartens)”.

Age when children may start pre-primary instruction : ab 1 - 2 Jahre; in der Regel: 3 Jahre

d) Age when children may start primary school : ab 5 - 6 Jahre

e) Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary keine Daten erhoben/ oder: 21 % - 100%

Private pre-primary keine Daten erhoben / oder: 0% - 52 %

Other (childminding) keine Daten erhoben / oder: bis 4 %

f) Language/s of instruction : in der Regel Deutsch, dazu auch Französisch, Englisch

Sachsen: den Vorrang hat Englisch, in der Grenzregion Polnisch und Tschechisch und im sorbischen Siedlungsgebiet Sorbisch

Im Übrigen weitgehend keine Daten zu Anzahl und Sprachen von mehrsprachigen Einrichtungen, da hier keine zentrale Regelung existiert. Bei Fremdsprachen- bzw. Biligualen Einrichtungen handelt es sich häufig um Elterninitiativen. Zudem sehr heterogene Trägerlandschaft, mit unterschiedlichen Schwerpunkten in den Einrichtungen.

Human resources

In der Regel: Erzieherinnenausbildung an der Fachschule für Sozialpädagogik bzw. Ausbildung zur Sozialassistent/in und Erzieher/in an Staatl. und privaten Fachschulen, akademische Ausbildung an Fachhochschulen (Sozialpädagogik, Bachelor of Arts: Pädagogik der Frühen Kindheit (berufsbegleitender Fernstudiengang), Bachelor of Arts: Bildungs- und Sozialmanagement mit Schwerpunkt Frühe Kindheit (BISO, berufsbegleitender Fernstudiengang) bzw. Studium an Pädagogischen Hochschulen

weiter z.B.: Tägliche Immersion im Rahmen des Bildungsprogrammes für saarländische Kindergärten in etwa 30 % der Kindergärten (s. auch: <http://berufsbildendeschule.bildung-rp.de/schulstandorte.html> sowie <http://www.fruehpaedagogik-studieren.de/>)

z.B. im Saarland: Landesweite Ausweitung auf alle Kindergärten geplant

z.B. Thüringen: Personal nimmt an regelmäßigen Fortbildungsveranstaltungen teil.

Languages

Baden-Württemberg: Entsprechend den Prinzipien von Pluralität, Trägerautonomie und Konzeptvielfalt steht es in der Verantwortung der Kindergartenträger und Einrichtungen, wie die im Orientierungsplan genannten Ziele im pädagogischen Alltag erreicht werden. Deshalb macht das Kultusministerium keine Vorgaben zum Fremdsprachenlernen im Kindergarten. Gleichwohl gibt es einige Kindergärten in denen Französisch (Rheinschiene) oder Englisch angeboten wird.

Beispiel aus Rheinland Pfalz: Französisch im Rahmen des Programms "Lerne die Sprache des Nachbarn", ansonsten keine Daten aus lokalen Förderinitiativen verfügbar (zum Programm s. http://www.lsjv.rlp.de/fileadmin/lsjv/downloads/Kinder_Jugend_und_Familie/Kindertagesstaetten_Kindertagespflege/k_lerne_sprache_des_nachbarn.pdf).

Beteiligt sind am o.a. Programm aktuell 188 Kindertagesstätten, die französische Fachkräfte einsetzen. Bei insges. 2.425 Kindertagesstätten macht das ca. 8 % der Einrichtungen in der Frühförderung aus.

Beispiel aus dem Saarland: Die französische Sprache wird jeweils allen Kindern in einem Kindergarten per Sprachimmersion durch Muttersprachler vermittelt, das Sprachangebot soll etwa 40-50 % der Anwesenheitszeit im Kindergarten abdecken. Die Inhalte orientieren sich an der Alltagsarbeit im Kindergarten und dem Bildungsprogramm für saarländische Kindergärten. Bisher beteiligen sich rund 30% der saarländischen Kindergärten an diesem Konzept, was etwa der gleichen Prozentzahl an Kindern entspricht.

Beispiel aus Thüringen: Englisch, Französisch, Russisch werden vorrangig angeboten, alle sind optional.

Im Übrigen: Fremdsprachige Angebote werden nicht erfasst.

Formal pre-primary schools offering foreign language teaching/awareness-raising

z.B. Saarland: Deutsch (50-60%); _Französ. (_40 - 50 %)

Optional foreign language(s) at pre-primary from age 3:

z.B. Thüringen: Engl. (60 %); Französ. (20 %); Russisch (10 %), andere (10%)

Children of migrant and minority background need to acquire the language/s of instruction of your country. Please describe in max 4 sentences what provisions are offered for them.

Changes in pre-primary :

z.B. Baden-Württemberg: Die Sprachförderung in Deutsch nimmt im Kindergarten an Bedeutung zu.

z.B. Rheinland-Pfalz: Die Anzahl der Kindertagesstätten im Programm "Lerne die Sprache des Nachbarn" ist in den letzten Jahren kontinuierlich gestiegen. Im Sept. 2007 lag sie bei 177.

z.B. Saarland: In den letzten 3 Jahren wurden weitere Kindergärten in das Konzept aufgenommen, das Angebot für Kinder unter 3 Jahren wurde erweitert, der Übergang Kindergarten-Grundschule verstärkt um die Anschlussfähigkeit zu festigen

z.B. Sachsen: Fremdsprachige Angebote nehmen zu, das Erlernen der sorbischen Sprache wird durch eine Verordnung gefördert.

z.B. Thüringen: Entsprechend dem Elternwunsch versuchen immer mehr Kindergärten Möglichkeiten zu finden, ein fremdsprachliches Angebot zu machen.

Compulsory programme at pre-primary

z.B. für Bayern: Gemeinsam mit dem Bayerischen Staatsministerium für Unterricht und Kultus führt das StMAS „Vorkurse Deutsch 240“ zur frühen und qualifizierten Sprachförderung durch. Die Vorkurse sollen sicherstellen, dass Kinder mit Migrationshintergrund bis zur Einschulung ausreichend Deutschkenntnisse erwerben.

Die Entscheidung, ob ein Kind, dessen Eltern beide nichtdeutschsprachiger Herkunft sind, daran teilnimmt, basiert auf der Sprachstandserhebung mit dem SISMIC-Bogen (Teil 2).

Der Umfang des Vorkurses beträgt insgesamt 240 Stunden, wobei die Hälfte davon von Personal der Kindergärten (120h) und die Hälfte von Lehrkräften der Grundschulen (120h) durchgeführt werden.

z.B. für Rheinland-Pfalz: Für Kinder, die keine Kindertagesstätte besucht haben, wird bei der vorgezogenen Schulanmeldung ein Verfahren zur Einschätzung des

Sprachförderbedarfs im Jahr vor der Einschulung eingesetzt. Zeigt sich hierbei ein Sprachförderbedarf, wird eine Empfehlung zum Besuch einer Kindertagesstätte mit zusätzlicher Sprachfördermaßnahme ausgesprochen (s. § 64a Schulgesetz).

z.B. für das Saarland: Vermittlungssprache für Kinder nicht-deutscher Herkunftssprache ist Deutsch, allerdings nehmen diese Kinder auch gleichberechtigt am Französischangebot teil und erwerben diese Sprache mit erstaunlichem Erfolg.

z.B. für Sachsen: Es gibt keine verpflichtenden Programme.

z.B. für Thüringen: Children of migrant and minority background have additional activities in German offered by special teachers.

Optional programme at pre-primary :

z.B. für Bayern: Auf der Grundlage eines ganzheitlichen Bildungsverständnisses (Stärkung der Sprachkompetenz als Querschnittsaufgabe!) erhalten die Kinder neben der spezifischen Förderung der deutschen Sprache vielfältige sprachliche Anregungen in allen Erziehungs- und Bildungsbereichen – basierend auf dem Bildungs- und Erziehungsplan.

Die Vorkurse Deutsch und die Zusammenarbeit mit Eltern mit Migrationshintergrund sind ausdrücklich Inhalt des Sprachberaterprogramms in Bayern.

z.B. für Rheinland-Pfalz: Die in Kindertagesstätten angebotenen zusätzlichen Sprachfördermaßnahmen beziehen sich auf Kinder innerhalb des Jahres vor ihrer Einschulung. Orientiert am Förderbedarf der Kinder und den Ressourcen der Einrichtung können die Fördermaßnahmen auch für Kinder im vorletzten Förderjahr geöffnet oder eigens für Kinder im vorletzten Jahr durchgeführt werden. Die Fördermaßnahmen richten sich an Kinder, die in der deutschen Sprache Förderbedarf haben, insbesondere an Kinder nicht deutscher Herkunftssprache.

z.B. für Thüringen: Jeder Kindergarten hat sein eigenes Konzept.

z.B. für das Saarland: Zur Unterstützung des Spracherwerbsprozesses der Zweitsprache Deutsch machen viele Kindergärten Begleitangebote in Projektform wie Signal, KIKUS, HIPPY, usw.

z.B. für Sachsen: In Schwerpunktstadtteilen mit hohem Anteil von Kindern mit Migrationshintergrund werden dezentrale Angebote von Trägern der Kindertageseinrichtungen unterbreitet.

What are the main challenges faced in these programmes and what steps have been taken to deal with them?

z.B. für Bayern: Stärkung der Sprachkompetenz als Schlüsselqualifikation für schulischen und beruflichen Erfolg sowie der Teilnahme am gesellschaftlichen Leben.

z.B. für Rheinland-Pfalz: Ziele für den Bildungs- und Erziehungsbereich Sprache sind in den Bildungs- und Erziehungsempfehlungen für Kindertagesstätten in Rheinland-Pfalz formuliert. Demnach wird Sprachförderung als zentrale und dauerhafte Aufgabe während der gesamten Kindergartenzeit verstanden.

Zur Vorbereitung des Schulbesuchs soll erreicht werden, dass Kinder bis zum Eintritt in die Schule aktiv und passiv an einem Gespräch auf Deutsch teilnehmen und einer Erzählung oder einer vorgelesenen Geschichte auf Deutsch folgen können.

Die o.a. ergänzenden Fördermaßnahmen sollen Kinder mit besonderem Sprachförderbedarf hierbei gezielt unterstützen.

z.B. für das Saarland: Das Saarländische Bildungsministerium bietet diesen Kindern im Rahmen des Sprachförderprogrammes „Früh deutsch Lernen“ eine zusätzliche Unterstützung im letzten Kindergartenjahr.

z.B. für Sachsen: Der Anteil an Kindern mit Migrationshintergrund ist in Sachsen noch gering. Deshalb wurden bisher noch keine zentralen Vorgaben erlassen. Im Rahmen des Sächsischen Integrationsplans sollen solche Vorgaben entwickelt werden.

Proportion of teachers and other staff teaching/encouraging foreign languages in pre-primary:

General pre-primary teachers/staff with language knowledge

Keine Daten / oder: 10 – 50%

z.B. für Rheinland-Pfalz: 188 Fachkräfte im Programm „Lerne die Sprache des Nachbarn“, darüber hinaus keine Daten verfügbar.

Proportion of teachers and other staff teaching/encouraging language/s of instruction at pre-primary level:

General pre-primary teachers/staff : keine Daten / oder: 50 - 100 %*

Teachers especially trained for this purpose during initial training 40 – 50%
(z.B. im Saarland, sonst keine Daten verfügbar.

Angabe z.B. für Rheinland-Pfalz: hoch, aber unterschiedlich intensiv und keine genauen Daten verfügbar

Comments

z.B. für Rheinland-Pfalz: Für den Bereich der Sprachförderung wurde eine Trägerübergreifende Rahmenvereinbarung zum Einsatz und zur Qualifizierung von Sprachförderkräften in rheinland-pfälzischen Kindertagesstätten abgeschlossen (31.01.2008). Auf dieser Basis ist eine achttägige Weiterbildung für Sprachförderkräfte (Zertifikat „Sprachförderkraft“) entwickelt worden, die mittlerweile landesweit von Fortbildungsinstitutionen angeboten wird.

z.B. für das Saarland: Der Bereich Sprachvermittlung wird bereits sehr intensiv in der Aus- und Weiterbildung angeboten muss aber noch verstärkt werden.

z.B. für Sachsen: Außer für sorbische Kindertageseinrichtungen werden keine Erzieher/innen speziell für diese Aufgabe ausgebildet.

3. Native speakers teaching foreign languages

Are languages in ELL taught (exclusively/partly) by native speakers?

Language/s exclusively taught by native speakers (gilt für Saarland und Rh/Pf.) 100%

Otherwise: Yes, but no data available.

z.B. für Rheinland-Pfalz: Nur für das Programm „Lerne die Sprache des Nachbarn“ sind hier Angaben möglich: Alle in diesem Bereich eingesetzten Fachkräfte sind französische Muttersprachler (s. Beantwortung der Frage 2a).

z.B. für das Saarland: Als pädagogische Fachkräfte für den Bereich Vermittlung der französischen Sprache werden nur Muttersprachler oder Personen mit einem zertifizierten muttersprachlichen Niveau in der französischen Sprache eingestellt.

z.B. für Thüringen: Native speakers belong to the staff of bilingual kindergartens.

Mobility schemes

Mobility schemes in the framework of the EU Lifelong-Learning Programme :

z.B. für Rheinland-Pfalz: Hierzu sind keine Daten bekannt. Es wird angenommen, dass die Möglichkeiten des EU Lifelong-Learning Programme im Bereich Kindertagesstätten wenig bekannt sind.

z.B. für das Saarland: Die saarländischen Kindergärten können an COMENIUS-Projekten teilnehmen, was sie auch bereits erfolgreich getan haben.

Seit 2001 arbeiten das Saarland und die französische Nachbarregion Moselle im Rahmen eines Austauschprojektes zur Vermittlung der Nachbarsprache in Kindergarten und Ecoles Maternelles, jetzt auch in Grundschule und École Élémentaire zusammen, tauschen Fachkräfte aus und gestalten gemeinsame Fortbildungen.

z.B. für Thüringen: All Comenius programmes that are offered to primary teachers are offered to pre-primary staff, too. The number of people that are interested in pre-primary language programmes is growing.

Others: No data available.

Mobility schemes outside the Lifelong Learning Programme :

z.B. für Rheinland-Pfalz: Das Programm "Lerne die Sprache des Nachbarn" (LSN) bietet Bedingungen, die auch im Kontext der Mobilität von Fachkräften genutzt werden können, auch wenn ein solcher Ansatz nicht programmatisch verfolgt wird.

Im Rahmen der zukünftigen Beteiligung von Rheinland-Pfalz am EU-Projekt Trilingua ist ein Austausch von Fachkräften in Kindertagesstätten und Grundschulen geplant (vorauss. Projektzeitraum 2009 – 2013).

z.B. für das Saarland: Themenspezifische Fortbildungen zu dem Themenbereich für alle interessierten Fachkräfte und Personen.

c) What are the main obstacles to mobility of pre-primary teachers/staff /assistants?

Unterschiedliche Beschäftigungsverhältnisse und Arbeitsbedingungen im vorschulischen Bereich in den Nachbarländern Deutschland und Frankreich.

Fehlende Anerkennung der Ausbildung im anderen Land, niedrigere Löhne, fehlende Sprachkenntnisse.

z.B. für Sachsen: Beim deutsch-tschechischen und deutsch-polnischen Austausch von Erzieher/innen gibt es Probleme mit den unterschiedlichen Vergütungen und Berufsabschlüssen

z.B. für Thüringen: Major obstacles to mobility of pre-primary staff are personal reasons, such as separation anxiety or homesickness. For many young people a stay abroad provokes fears.

Teaching processes

für Sachsen gilt: Es gibt keine zentralen Programme, es gibt einzelne Programme der Träger von Kindertageseinrichtungen. Das SMK hat zur Mehrsprachigkeit von Kindertageseinrichtungen und Grundschulen ein Orientierungsrahmen für Leiterinnen und Leiter herausgebracht sowie ein Flyer für Eltern.

für Thüringen gilt: All methods are applied more or less, but a precise reference to the percentage figure is not possible.

Awareness raising: allgemein verbreitet im Rahmen der Sprachentwicklungsbegleitung und interkultureller Pädagogik in KITAS (vgl. Bildungs- und Erziehungsempfehlungen für Kindertagesstätten in Rheinland-Pfalz, Kap. 3.2 und 3.7)

□ Basic communication skills : Ansatz wird bei LSN verfolgt

CLIL : keine Daten verfügbar

Immersion : keine Daten verfügbar

Da es sich hier um eine altersgerechte Immersion für junge Kinder ohne curricularen Lehrplan handelt, ist eine differenzierte Aufteilung nach obigem Modell nicht möglich. Die Kinder sollen während ihrer Kindergartenzeit befähigt werden, die Mitteilungen, Aussagen, Aufforderungen in französischer Sprache zu verstehen und umzusetzen, und einfache spontane und autonome Aussagen in der französischen Sprache zu machen. Das Programm beinhaltet auch den Aspekt des interkulturellen Lernens auf der Ebene der beiden nationalen Kinderkulturen und des Alltagslebens (Sitten und Bräuche)

Der Aspekt “aktiver und passiver Sprachgebrauch” und “interkulturelles Lernen” wird in zahlreichen Fällen unterstützt durch Partnerschaften mit französischen Vorschuleinrichtungen und Schulen, gemeinsamen Tagen, Austausch von Kindergruppen.

Languages

Immersion (in the case of one state) 100 %*

e.g. for Thuringia: German, English, French, Russian or others - a precise reference to the percentage figure is not possible.

Coherence and continuity

z.B. für Rheinland-Pfalz: Ja, sichergestellt wird dies über Bildungs- und Erziehungsempfehlungen für Kindertagesstätten in Rheinland-Pfalz und die gesetzlichen Regelungen im Kindertagesstättengesetz (insbes. § 2, § 2a und § 9a) sowie die Verwaltungsvorschrift zur Förderung von Sprachfördermaßnahmen.

z.B. für das Saarland: Das Angebot in den Grundschulen soll noch ausgebaut und verstärkt werden.

z. B. für Thüringen: In Thuringia, children in primary schools learn a foreign language - for two hours per week from the third grade on, mainly English. There are currently 36 project schools, which give English classes in the first grade. Especially these primary schools maintain close contact with the kindergartens of their region, allowing the children a smooth transition into primary school. So, pre-primary learning supports language learning at primary school.

Aufgrund der Vielfalt von Trägern im Bereich der Kindertagesstätten sowie der weitgehenden Trägerautonomie, auch hinsichtlich des pädagogischen Konzepts der einzelnen Einrichtung, seiner flexiblen Umsetzung und fortlaufenden Weiterentwicklung, sind statistische Angaben zu den angesprochenen Bereichen nur in geringem Umfang verfügbar.

insbesondere für das Saarland: Zweisprachige Erziehung und Bildung in der frühen Kindheit – neue Möglichkeiten durch einen frühen Anfang

Die Landesregierung orientiert sich in ihrer Sprachenpolitik an der Zielvorgabe der Mehrsprachigkeit des Europarats und der Europäischen Union. Mehrsprachigkeit wird hier verstanden als die Beherrschung mindestens zweier moderner Fremdsprachen durch

möglichst viele Schülerinnen und Schüler, wobei die Sprache des Nachbarn angesichts der geografischen Nähe zu Frankreich natürlich von besonderer Bedeutung ist.

Mit dem Lernen der Nachbarsprache Französisch wird schon im Vorschulbereich begonnen. Kinder erhalten hier im Rahmen eines Immersionskonzeptes die Möglichkeit, die französische Sprache im Kontakt mit MuttersprachlerInnen zu erleben und in altersgerechter Weise zu erwerben. Innerhalb der mindestens dreijährigen Kindergartenzeit sollen sie befähigt werden, alltägliche Situationen in französischer Sprache zu verstehen sowie Aufforderungen und grundlegende kindgemäße Interaktionsmuster sprachlich umzusetzen.

An diese Fähigkeiten wird dann im Rahmen des Schulversuches „Französisch ab Klasse 1“ angeknüpft. Dem Unterricht in französischer Sprache und der französischen Sprache in den Versuchsschulen liegt eine an Sprechakten und Handlungsfeldern orientierte Progression zu Grunde. Methodische Grundsätze sind: Spielerische Sprachbegegnung und musische Orientierung, einsprachige Immersion, Vorrang der mündlichen Sprachbegegnung, Orientierung an fächerübergreifender Arbeit und an Interkulturalität.

Eine noch intensivere Sprachvermittlung findet in den drei zweisprachigen Grundschulen statt, in denen etwa 40% des Unterrichts in französischer Sprache durch MuttersprachlerInnen gehalten wird.

Der Französischunterricht in den Jahrgangsstufen 3 bis 4 an allen anderen Grundschulen strebt motivationale und sprachlich-fachliche Ziele an: Weckung der Freude und Motivation für das Lernen anderer Sprachen als der Muttersprache, Förderung einer aufgeschlossenen Haltung gegenüber anderen Sprach- und Kulturgemeinschaften (Förderung interkultureller Kompetenz und interkulturelle Kommunikation), Entwicklung einer grundlegenden mündlichen Sprachkompetenz auf der Basis sinnstiftenden Hörverstehens und kindgerechte Vermittlung elementarer Kenntnisse der Lebensweise in Frankreich.

Vorschulbereich

Seit 1998 haben saarländische Kindergärten die Möglichkeit, ihr pädagogisches Konzept auf eine zweisprachige deutsch-französische Erziehung nach dem Immersionsmodell mit mindestens 12,5 Wochenstunden pro Kindergartengruppe umzustellen. Von 2001 bis 2008 erhielt das Saarland aus INTERREG III A finanzielle Mittel, um die konzeptionelle Umgestaltung weiterer Kindergärten, die an der zweisprachigen Erziehung interessiert sind, zu ermöglichen.

Momentan arbeiten mehr als 140 saarländische Kindertageseinrichtungen (30 % - im Gegensatz zu weniger als 1 % bundesweit) zweisprachig bzw. haben mindestens eine französisch sprechende Fachkraft zu diesem Zwecke eingestellt (in zahlreichen Einrichtungen arbeiten auch mehrere französisch sprechende Fachkräfte, was die passive Immersion der Kinder wesentlich fördert).

In 38 Grundschulen im Einzugsgebiet dieser Kindergärten wird im Rahmen des Schulversuchs Französisch ab Klasse 1 ebenfalls nach dem Immersionsmodell, allerdings mit einem stark reduzierten Zeitrahmen Französisch angeboten. Drei Grundschulen arbeiten mit einem zweisprachigen Unterrichtsangebot für 40 % der Studentafel in französischer Sprache, dieses Angebot wird in den kommenden Jahren ausgebaut werden.

Begleitet wird das Angebot durch das Ministerium und verschiedene Fortbildungsträger. Die Fachkräfte können sich themenspezifisch fortbilden, sowohl theoretisch als auch inhaltlich-praktisch. Für die französischen MitarbeiterInnen gilt die Auflage, entweder eine französische Ausbildung zur Erzieherin / zum Erzieher erfolgreich abgeschlossen zu

haben oder über gleichwertige berufsbegleitende Fortbildungen des anerkannten Status zu erwerben. In Kooperation mit der französischen Schulaufsichtsbehörde und interessierten Institutionen wie dem Conseil Général wurden entsprechende grenzüberschreitende Angebote entwickelt. Momentan wird das Konzept für eine grenzüberschreitende binationale Weiterbildungsakademie entwickelt, die bereits bestehende Strukturen wie LPM (Landesamt für Pädagogik und Medien) und das Centre Transfrontalier integrieren soll. Diese Akademie wird sowohl berufsbegleitende Fortbildungen als auch Grundausbildungen und gestützte Anerkennungsverfahren anbieten. Themenschwerpunkt: zweisprachige, mehrsprachige und interkulturelle Erziehung im Elementar- und Primarbereich.

Zwei im Mai 2007 und im Sommer 2008 durchgeführte Studien zur Qualität der zweisprachigen Erziehung in saarländischen Kindergärten haben nachgewiesen, dass die Akzeptanz des Konzeptes und die erfolgreiche und nachhaltige Durchführung in den klaren und strikten Vorgaben zur Umsetzung, der individuellen Betreuung der jeweiligen Teams und dem spezifischen Fortbildungsprogramm mit Teilnahmepflicht begründet ist.

Die Qualität der zweisprachigen Erziehung in saarländischen Kindergärten genießt national wie international hohes Ansehen. Das Saarland ist in diesem Bereich in Europa Modellregion.

Im Bildungsprogramm für saarländische Kindergärten wird die zweisprachige Erziehung als Herausstellungsmerkmal der frühkindlichen Bildung in der Region genannt. Weitere zahlreiche Kindergärten wollen ihr Konzept auf die zweisprachige Erziehung umstellen. Der flächendeckende Ausbau und nahtlose Anschluss in der jeweiligen Grundschule gehört zu den Herausforderungen der nächsten Zeit und entspricht den Absichten der Landesregierung.

Des Weiteren muss wegen des nachhaltigen Erfolges der regelmäßigen Treffen zum Austausch von Kindergruppen aus Kindergarten und partnerschaftlichen Ecoles Maternelles („Full Immersion“ vor Ort) geprüft werden, mit welchen Mitteln und Strukturen die Einrichtungen zukünftig verstärkt in diesem Bereich unterstützt werden können.

ESTONIA

Recent developments and future perspectives

In Estonia the learning of foreign languages is not compulsory at the pre-primary level. Pursuant to the national curriculum, studies of the first foreign language begin in grade 3 at the latest and of the second foreign language in grade 6 at the latest. The first and second foreign language must be chosen from among English, German, French and Russian. At least two foreign languages are compulsory in basic school (9 years).

Bearing in mind the wishes of parents, foreign language studies are commencing with ever greater frequency among children of preschool age.

According to the Pre-School Child Care Institutions Act, Estonian language instruction begins in nursery school both for children whose mother tongue is Estonian and for those whose mother tongue is another language. In a child care institution or group where schooling and education is not conducted in Estonian, Estonian language instruction is compulsory to the extent prescribed in the framework curriculum for pre-school education.

Although the compulsory learning of foreign languages begins only in primary school, in the Strategy of Foreign Languages some activities are planned (2009-2011) targeted to the pre-primary level: describing and presenting best practices and supporting teachers in-service training for pre-primary teachers.

The following objectives have been set in the Strategy of Foreign Languages regarding the General Education (primary, secondary and upper-secondary education):

students shall obtain knowledge of the culture of the countries in which the target language is spoken and become more tolerant of people from different cultures through their foreign language studies;

individual subjects shall be taught in different foreign languages;

the teaching of foreign languages shall be of high quality regardless of the form of ownership of a school or the region in which it is located; and

the number of secondary school graduates who speak three or more foreign languages shall rise.

Context and organisation

1. The 1992 Constitution of the Republic of Estonia stipulates that the official language of Estonia is Estonian. The ethnic composition was Estonian (68.6%), Russian (25.6%), Ukrainian (2.1%), Belarussian (1.2%), Finnish (0.8%) and others (4.2%).

Recognising Estonian as the only official language of Estonia, the implementation of the foreign languages strategy promotes multilingualism in Estonia and contributes to the development of plurilingualism among individuals and multilingualism in society. The learning of Estonian by non-Estonian residents in order to promote cohesion in society has been the focus of attention of many national programmes and of many of the activities of the Ministry of Education and Research and the Integration Foundation. Since this strategy focuses on the learning of foreign languages by all Estonian residents regardless of their nationality, issues regarding the learning of Estonian by the non-Estonian population are not examined separately herein.

The aims of the Estonian foreign languages strategy are:

- to increase motivation among people in Estonia to study different languages;
- to diversify the opportunities that are available to people to study foreign languages in terms of teaching methods, study locations and choice of languages;
- to improve the quality of language studies in both formal and non-formal education;
- to guarantee the availability of suitable study materials for different target groups;
- to guarantee high-quality training for language teachers and to improve the reputation of language teachers in society; and
- to create a modern and effective system for the recognition of language skills.

Pursuant to the Pre-School Child Care Institutions Act (§8), schooling and education in a child care institution (children up to 7 years of age) shall be conducted in Estonian. Schooling and education may be conducted in another language on the basis of a decision of the local government council. In 2007 the languages of schooling and education in Estonian child care institutions were Estonian, Russian and English, with only one language being used in each group.

2 Pursuant to the Education Act, preschool education is acquired either in a preschool child care institution or at home, and its acquisition is the responsibility of the child's parents or guardians. Parents of children who go to child care institutions or who stay at home have the right to receive advice about educating and raising their children from the teacher of the child care institution in their region.

There are four types of preschool child care institutions – day nurseries (for children 1 to 3 years of age), nursery schools (for children 1 to 7 years of age), special nursery schools, and nursery-primary schools.

In pre-school child care institutions the organisation of activities is based on the *Framework*

Curriculum for Pre-School Education. The framework curriculum determines the objectives of schooling and education; its content, volume and schedule; the principles for the assessment of children's development; the estimated results of the children's development in the course of the curriculum; and the principles, content and volume of Estonian language instruction in a child care institution or group in which schooling and education is organised in some other language.

Competent authorities :

Local governments must provide the opportunity to attend child care institutions to all children between 1 and 7 years of age who live in their catchment areas if this is requested by their parents. Rural municipalities or city governments provide children who have physical, speech, sensory or mental disabilities, and children who need special assistance or special care, with the opportunity to grow and develop in the adaptation group of the child care institution in their area of residence. Rural municipalities or city governments create special groups or establish special nursery schools if it is impossible for the local child care institution to create an adaptation group. Children are admitted to adaptation or special groups on the basis of a written application submitted by a parent and the decision of the counselling committee.

Preschool child care institutions or schools provide preparatory groups for children who do not attend nursery schools. These groups are free of charge for the parents of children participating in these groups. Compulsory school attendance begins for children who turn 7 by 1 October of the given school year at the latest.

The Ministry of Education and Research (national level) is responsible for legislation, for evaluation and monitoring of the implementation of legislation and national strategies, programmes shall organise the preparation and implementation of national education development programmes,

Age when children may start pre-primary instruction	1 year
Age when children may start primary school	7 years
Ratio of children attending pre-primary (out of all children of pre-primary age)	
Public pre-primary	7 %
Private pre-primary	93 %

Languages

Child-care institutions by language of instruction and children by home language, 1 January, 2005–2007

Töökeel	Koguarv <i>Total number</i>			Osatähtsus, % <i>Share, %</i>			<i>Language of instruction</i>
	2005	2006	2007	2005	2006	2007	
Lasteasutused							<i>Institutions</i>
eesti	476	487	478	79,3	80,0	79,4	<i>Estonian</i>
vene	74	74	73	12,3	12,2	12,1	<i>Russian</i>
eesti/vene	49	47	50			8,3	<i>Estonian/Russian</i>
inglise	1	1	1	8,2	7,7	0,2	<i>English</i>
Lapsed lasteasutustes							<i>Children in child-care institutions</i>
eesti	37	38 297	38 944				<i>Estonian</i>
	348			70,6	70,2	69,4	
mitte-eesti	15	16 263	17 164				<i>Non-estonian</i>
	546			29,4	29,8	30,6	

As we said therein before in Estonia the learning of foreign languages is not compulsory (except Estonian) at the pre-school level. We asked the pre primary institutions answer questions regarding foreign languages in their institution. At the moment there are 637 child care institutions. We got answers from 133 institutions and analyzed information available on web-pages of 127 institutions (together approximately 40% of all pre primary child care institutions). To meet the parents demand the pre-school institutions offer the possibility to study foreign languages. In 47 (7,3%) pre primary child care institutions are possibilities to learn foreign languages. Mainly it is organized as an informal activity and parents pay for the learning by themselves. In primary school the students could choose between 4 languages (English, Russian, French, German) but at the pre-primary level the most taught languages is English. In one nursery school the children could learn Russian (as a foreign language) and German in 7 nursery schools.

The situation with teachers differs; in some cases the foreign languages activities provide pre-school teachers, who are working in the same nursery school or kindergarten. They have language certificates or they have studied foreign languages at the university as a main subject. In some cases the teaching is provided by teachers from NGO-s or teachers from in-formal language schools. Some of teachers have participated in in-service training (targeted to the foreign language teachers who are working with pre-school age children).

There are possibilities to learn foreign languages outside the child care institutions. The in-formal sector offers optional possibilities. There are only few institutions which offer learning possibilities only for pre-school age children, mainly courses are offered for children (people) for different age groups. According to official data there are:

134 children learn in-formally Estonian as a second language

923 children learn English

21 children learn French.

Changes in pre-primary

Although English is still the most popular language among parents of (pre-school and also of primary school) there are evidences when the holistic and qualitative programme is offered to learn other foreign language, the parents are interested (German language pre-school programme supported by the Goethe-Institut).

Children of migrant and minority background need to acquire the language/s of instruction of your country.

Compulsory programme at pre-primary

According to the Pre-School Child Care Institutions Act, Estonian language instruction begins in nursery school both for children whose mother tongue is Estonian and for those whose mother tongue is another language. In a child care institution or group where schooling and education is not conducted in Estonian, Estonian language instruction is compulsory to the extent prescribed in the framework curriculum for pre-school education (20 minutes at least twice a week for children between the ages of 3 and 7).

The study goals in Estonian as a second language: the child is interested in Estonian language and culture, the child is motivated to communicate in Estonian with other children and adult people, the child recognise simple words and phrases and use them in everyday situations.

Optional programme at pre-primary

All children in child care institutions study Estonian.

Children who are not attending the child care institutions have the possibility to study Estonian in in-formal setting (mainly in private languages schools or play groups).

Challenges and remedies

The most important problem was finding the teachers. In the kindergarten where the language of instruction is Russian, the Estonian language knowledge of teachers was insufficient to teach the language. At the same time the amount of lessons (it doesn't mean academic lessons) is limited. It is very important that teachers who work with children in pre-school know, how to teach and develop language skills of small children. Teachers, who are not prepared, use inappropriate methods and because of that the

children quite often lose the motivation, the language activities are too boring and academic for them.

To deal with this challenge we offered on the state level the possibility to study Estonian, to improve the knowledge of Estonian, organized the in-service trainings for pre-school teachers, who were native speakers or whose language level is high.

Human resources

All teachers should have the Master degree (5 years study) at the University or at University College. Every 5 year every teacher should participate in in-service training at least in amount of 160 hours (. At Narva College of Tartu University there is special curricula for pre-school teachers, who want to work in pre-schools, where the language of instruction is Russian. There is no special courses for pre-primary teachers preparing them during initial education for teaching foreign languages, neither for teachers of foreign languages preparing them to teach in pre-primary schools.

Goethe Institut in Tallinn organize and support financially the teacher in-service training for pre-primary schools. They offer in-service training for two different groups: for pre-primary teachers (German language courses and methodology of foreign languages) and German language teachers (methodology of pre-primary education, methodology of foreign languages at pre-primary and primary level).

Teaching language of instruction is responsibility of general pre-primary teachers. In year 2010 there are 6451 general pre-primary teachers in all pre primary institutions (the number of all teachers is 9044). All pre-primary teachers are prepared during their initial training to teach language of instruction.

The possibilities of mobility for teachers/assistants are offered in the framework of the EU Lifelong-Learning Programme (Comenius). Until today the possibilities are not used by the teachers of nursery schools. Pre-primary child care institutions participated in the Comenius programme in co-operation activities.

Other schemes : The Goethe-Institut

The main obstacle to mobility is language knowledge of teachers.

Teaching processes

In appr. 50% of pre primary institutions the goal of learning foreign languages is awareness-raising; in 50% development of elementary communication skills in foreign language.

In 51% cases there is a special curriculum for foreign languages.

The skills of children are evaluated in- formally.

The foreign languages activities are carried out 1 or 2 times in week and the length of activities is 20 to 45 Minutes.

2. Language/s of instruction

- | | |
|---|----------|
| <input type="checkbox"/> Awareness raising (if any) | _____ %* |
| <input type="checkbox"/> Basic communication skills | 100 %* |
| <input type="checkbox"/> CLIL | _____ %* |
| <input type="checkbox"/> Immersion | _____ %* |

CLIL and Immersion as a teaching approaches are used by teaching Estonian as a second languages in child care institutions where the language of instruction is Russian. Russian is language of instruction in 121 nursery schools (19%), immersion is implemented in 23 nursery schools (3,6%).

Coherence and continuity

In the programme of Estonian as a second language the study goals and activities at the pre-primary level are considered in national curriculum subject plan of Estonian as a second language. The children start learning Estonian (or continue) in the first year of primary school.

FINLAND

Recent developments and future perspectives

According to the National Curriculum Guidelines on early childhood education (0-6 years) and care (ECEC) in Finland *language immersion* can be arranged in the second domestic language (Swedish or Finnish) or in a minority language for children aged three years and above. In this way, the opportunities offered by a bilingual environment can be utilised for supporting the child's linguistic development in the second domestic language or a minority language. When language immersion is used, it should be ensured in co-operation with the parents that the child's mother tongue development is appropriate to his age. The municipality should ensure that there is continuity between language immersion started in ECEC and primary education. ECEC can also be arranged in languages other than the national languages Finnish or Swedish. In the case of *ECEC in foreign languages*, it is emphasized in the National Curriculum Guidelines that the responsibility for the development of the child's mother tongue rests with the parents.

According to the National Curriculum Guidelines on ECEC children belonging to *cultural minorities* should be provided with opportunities to grow up in a multicultural society as members of both their own cultural communities and Finnish society. Early education and care for these children is provided within mainstream ECEC services, each child belonging to a group of children and receiving support for social interactions.

The primary responsibility, for retaining and developing the child's own language and culture rests with the family. In ECEC, children are encouraged to use their own language. As far as possible, the development of the children's mother tongue is also supported in ECEC activities by making use of the knowledge and competence of their and their parents' own language environment.

Immigrant children participating in pre-school education are distinguished from each other by language and culture, the reason for immigration and the duration of residence. Children's background shall be taken into account, although instruction shall follow the general educational and learning objectives of pre-school education. In addition, there shall be specific objectives for immigrant education, which shall be pursued within the limits of local resources and different approaches. Instruction shall support the development of the Finnish/Swedish language and, where possible, also that of children's own native language and the opportunity to grow into two cultures. In terms of the formation of children's identities, it is significant that matters of their own culture are also appreciated and that these are visible in everyday activities in preschool education.

In pre-school education, children shall have the opportunity to study Finnish/Swedish both under guidance and in natural communication situations with Finnish/Swedish speaking adults and children. The objectives of children's native language shall in turn include the development of thinking, the sound growth of self-esteem and personality and the consolidation of language use skills.

The objective of support for children's own culture shall be that children become aware of the cultural heritage of their own ethnic group and learn to appreciate it. The goal of culturally supportive pre-school education shall be self-respecting, bilingual and bicultural adults, who are proud of their culture, background and language, integrate into society and able to pass down their own cultural heritage to their children.

Context and organisation

Every child in Finland under compulsory school age has the right to day care. The municipalities have the obligation to organise day care for all young children whose parents choose to have it. The government responsible for pre-primary education aged 0-6 years rests primarily with the Ministry of Social Affairs and Health. The exception is pre-school education for 6-year old children, which is administered by the Ministry of Education. The Key steering documents for pre-primary education are: The Act and Decree on Children's Day Care, The Government Resolution Concerning the National Policy Definition on Early Childhood Education and Care, The National Curriculum Guidelines on Early Childhood Education and Care in Finland, The Basic Education Act and Decree (pre-school education for 6-year olds) and The Core Curriculum for Pre-School Education (pre-school education for 6-year olds). The Ministry of Social Affairs and Health is responsible for the National Policy Definition Concerning ECEC, allowances for parents, day care and other family services. The National Institute for Health and Welfare, THL, under the auspices of the Ministry of Social Affairs and Health, guide the formulation of the National Curriculum Guidelines. The Ministry of Education is responsible for legislation, national core curricula (The National Board of Education decides on the content and the general objectives of the pre-school education and the central principles for cooperation between the homes and schools as well as for the National Core Curriculum), financing and other forms of steering of pre-school education for 6-year olds. Compulsory education starts the year when a child becomes seven years of age. During the year before compulsory education begins, the child can participate in pre-school education free of charge. Pre-school for 6-year olds is systematic education and instruction and is provided 700 hours annually. In addition, the Ministry of Education and the Ministry of Social Affairs and Health are obliged, according to the Basic Education Act, to cooperate in the formulation of the general objectives for pre-school education. The National Board of Education and the National Institute for Health and Welfare are also obligated to cooperate in the formulation of the core curriculum for pre-school education.

Finland has a strongly decentralised style of regulation. At the same time, the legislation sets out strong and clear requirements, e.g. for staff qualification and adult-child ratios. The local (municipal) authorities are responsible for providing social and health care services, e.g. also day care services for children aged 0-6. The local authorities may provide the services themselves or they may form federations of municipalities together with one or more neighbouring municipalities for the provision of such services. The local authorities may also purchase the services externally from another local authority or from a private service provider. Legislation does not contain detailed provisions on the extent, content or arrangements of social and health care services, but it does, however, specify the essential basic services, which the local authorities will have to provide. Day care services are fairly strictly steered by legislation. The legislation on day care defines for instance access for all children under school age, the pedagogic goals, the forms of day care, the staff qualifications, adult-child ratio and day-care fees. Day care may be provided in day-care centres and family day-care centres or in other appropriate places. The National Curriculum guidelines on Early Childhood Education and Care for children aged 0-6 in drawn up by the National Institute of Health and Welfare. It serves as basis for local-municipal –curricula and for the curricula implemented in the day-care centres.

According to § 4 in the Basic Education Act, the municipality is obligated to arrange pre-school education for 6-year olds for children, who live in the municipality and whose compulsory education begins the following year. It is the statutory duty of the municipality or local authority to arrange pre-school education for 6-year olds, but participation is voluntary. The National Core Curriculum is drawn up by the National Board of Education, but the local education authority (in most cases the municipality)

and the pre-school then draw up a local curriculum based on the national core curriculum. Local authorities may provide pre-school education for 6-year olds in schools, day-care centres and family day-care centres or in other appropriate places. Although pre-school education for 6-year olds is administered by the Ministry of Education on the national level, it is not specified in any legislation how it is to be administered in the municipality.

Age when children may start pre-primary instruction	0
Age when children may start primary school	7
Ratio of children attending pre-primary (out of all children of pre-primary age), year 2008	
Public pre-primary (ages 1-6/6-year olds)	58/99 %
Private pre-primary	5/0 %
Ratio of children aged 1-6 in pre-primary	63 %, 37 % not in pre-primary.

Languages

In terms of pre-school education for 6-year olds, according to the Basic Education Act (628/1998) the language of instruction is Finnish or Swedish. The language of instruction may also be Sámi, Roma or sign language. In addition, part of teaching may be given in a language other than the pupil's native language referred to above, provided that it does not risk the pupils' ability to follow teaching.

Non-native-language teaching is offered at least in Swedish, Finnish, English, French, German, Russian and Spanish (no official data available).

Training of pre-primary teachers/staff :

Staff in pre-primary education has degrees from universities, polytechnics, upper secondary education and competence-based vocational training, depending on where they work. Both primary teachers and kindergarten teachers are trained at universities; primary teachers (qualified to teach pre-school education for 6-year olds in schools) to a master's level and kindergarten teachers to a bachelor's level. Socionoms (3-year polytechnic degree in social sciences) are qualified to work as kindergarten teachers, but not as pre-school teachers for 6-year olds. In day-care centres at least a vocational qualification in the field of social welfare and healthcare is required. One in three of the staff must have a higher education level degree (Bachelor of education, Master of education or Bachelor of social services). In family day care the family child minder is required to have a suitable education.

Languages offered as compulsory or optional: no official data available. Unofficial data: 120 preschool units (for 6-year-old children) offered pre-school teaching through the medium of foreign/second language in 2009 (clil, immersion).

Children of migrant and minority background need to acquire the language/s of instruction of your country. Please describe in max 4 sentences what provisions are offered for them.

No programmes are compulsory. Optional programme at pre-primary

In the education of migrant students, particular emphasis is given to the sufficient command of Finnish or Swedish. The migrant pupils are usually put into a class that is in accordance to their age and knowledge. These students are also entitled to get instruction in Finnish/Swedish according to the syllabus Finnish or Swedish as a second language,

instead of Finnish or Swedish as a mother tongue. In the curriculum, it is not taught as a second language, but rather under the syllabi mother tongue and literature. If, for some reason, the school does not offer instruction in Finnish or Swedish as a second language, the pupils participate in the mother tongue and literature classes, which will be modified to meet the needs of each individual student.

The municipalities can provide instruction preparing for basic education to all pupils of compulsory age and pre-primary (6-year olds) whose knowledge of Finnish or Swedish isn't sufficient for instruction in a basic education group. The schools can give this instruction, with funding from the state. The instruction preparing for basic education is also stated in the national core curriculum. The length of the instruction is a year.

Language/s of instruction

Proportion of teachers and other staff teaching/encouraging language/s of instruction at pre-primary level: (only the teaching of immigrant children in the national languages of instruction)

X General pre-primary teachers/staff _____ %*

Teachers especially trained for this purpose during initial training _____ %*

X Teachers especially trained for this purpose in-service _____ %*

Finland does not have systematic initial or in-service training for pre-primary teachers to teach foreign/second languages or languages of instruction.

In some cases foreign/second languages are taught in pre-primary by native speakers of the languages of whom some are trained to teach the language as second language in their country of origin.

Teachers in immersion kindergartens/preschools and teachers of migrant students are offered in-service training on yearly basis. CLIL-teachers are offered in-service training to some extent. Participation in this training is on voluntary basis.

No official data available but the following options are offered :

X Language/s partly taught by native speakers

X Teaching permanently supported by native speakers

X Teaching temporarily supported by native speakers

No official data available.

Mobility : EU Lifelong-Learning Programme Comenius in-service training grants are available for teachers/staff/assistants. Students in initial training can take part in Comenius assistantships -programme.

No other schemes available

There are only a few applications per year. Measures have been taken to promote the programs. The main obstacles seem to be that within the social sector the funds are very limited. It is difficult to organise with replacing staff etc.

Teaching processes

1. Foreign language/s (for Finnish/Swedish natives)

X Awareness raising

X Basic communication skills

X CLIL : appr. 80 preschool units

X Immersion : appr. 40 preschool units

No official data available on language/s of instruction (for migrants).

Challenges and remedies

The state has allocated more funds for education of migrant students during the recent years. Also the legislation has been developed in a way that the organising of the education is easier for municipalities and schools.

The amount of migrant students varies geographically. In municipalities/schools where there are many migrant students it is easier to organise this type of instruction.

Teachers and staff involved in early childhood education

Please provide information on the proportion of teachers and other staff teaching/encouraging foreign languages in pre-primary: (includes clil, immersion for majority speakers)

X General pre-primary teachers/staff with language knowledge

X General teachers/staff trained to teach languages to pre-primary children

Coherence and continuity

Coherence is assured to some extent by curriculum guidelines.

Immersion education continues in primary school. CLIL education continues in some cases in primary school.

FRANCE

Recent developments and future perspectives

La France a engagé depuis 2000 un processus d'apprentissage obligatoire par tous les élèves d'une première langue vivante autre que le français dès le plus jeune âge, en mettant en œuvre deux principes fondamentaux dont une riche expérience antérieure a montré l'importance : il s'agit d'un véritable apprentissage qui s'inscrit donc dans une continuité pédagogique en aval.

Le respect de ces deux principes a dicté les modalités de mise en place de cet apprentissage :

- Un véritable enseignement nécessite des maîtres formés, ce qui conditionne le rythme d'extension ; l'augmentation progressive du nombre de niveaux de classes concernés dépend essentiellement des flux de nouveaux enseignants mieux formés aux langues étrangères.

- Pour assurer la continuité des apprentissages, l'extension de ces dispositifs s'effectue en partant des classes de niveau supérieur pour aller vers les classes de niveau inférieur. Ainsi, le ministère fixe progressivement le moment de début de cet apprentissage à un niveau de classe et d'âge de plus en plus bas et inscrit l'apprentissage de la langue vivante parmi les enseignements obligatoires dispensés dans ces classes. Après une généralisation du début de l'apprentissage d'une langue étrangère dans les trois dernières années de l'école élémentaire (8, 9 et 10 ans), l'objectif pour la période 2010 à 2012 est la généralisation de cet enseignement dans la seconde année d'école élémentaire (7 ans) et l'extension progressive d'une initiation en première année (6 ans).

Enseignement des langues vivantes à l'école primaire

Années	Elèves bénéficiant de l'ELV				
	CM2 5 ^{ème} année élémentaire	CM1 4 ^{ème} année élémentaire	CE2 3 ^{ème} année élémentaire	CE1 2 ^{ème} année élémentaire	Initiation CP 1 ^{ère} année élémentaire
2005/2006	97,40%		92,80%		
2006/2007	99,04%	98,8%	97,5%	18,7%	
2007/2008	99,49%	99,43%	98,96%	52,85%	11,33%
2008/2009	100,00%	100,00%	100,00%	72,36%	31,36%
2009/2010	Données disponibles en février				

Depuis 2006, des progrès importants et conséquents ont été effectués dans le nombre des élèves concernés et dans l'abaissement progressif de l'âge de début de cet apprentissage. Il convient de souligner à cet égard que l'enseignement des langues vivantes constitue désormais le pilier 2 du socle commun de connaissances et de compétences dès l'école élémentaire, et que le cadre européen commun de référence pour l'enseignement des

langues a été en France complètement intégré dans les programmes, les élèves devant atteindre le niveau A1 en fin d'école élémentaire

Plus récemment, la perspective d'un commencement de l'apprentissage d'une langue dès l'âge de 3 ans a été inscrite dans les objectifs poursuivis par le ministère de l'éducation, et sa mise en œuvre à court terme fait actuellement l'objet d'études et de réflexions.

La France a donc adopté une stratégie claire pour une mise en œuvre la plus efficace possible de la recommandation européenne d'apprentissage de deux langues étrangères le plus tôt possible. La stratégie mise en œuvre ne concerne pas que les aspects quantitatifs ; des exigences de plus en plus élevées sont posées pour l'accès au professorat des écoles en ce qui concerne le niveau de maîtrise d'une langue vivante étrangère (au concours 2010 de professeur du 1^{er} degré le niveau B2 est exigé).

Parallèlement aux mesures prises pour l'école primaire, un avancement progressif de l'âge de début d'apprentissage de la seconde langue vivante est possible et recommandé. C'est ainsi que durant l'année scolaire 2008-2009, 48,9% des élèves scolarisés en 6^{ème} et 5^{ème} (1^{ère} et 2^{ème} années du secondaire inférieur) – soit 1 558 632 élèves – suivaient un enseignement dans deux langues vivantes étrangères, dont l'anglais.

Cette stratégie doit être comprise dans sa cohérence avec l'obligation de l'apprentissage d'au moins deux langues vivantes qui est en passe de devenir une réalité pour l'ensemble de l'enseignement général et technologique. Elle concerne actuellement environ 88% des élèves du second cycle de toutes ces filières d'enseignement.

Les contraintes liées à l'objectif de continuité d'une part, et l'organisation des apprentissages à l'école maternelle, d'autre part, font que l'enseignement d'une langue étrangère n'est pas prévu avant l'entrée à l'école élémentaire. Les quelques expériences conduites à l'école maternelle (3 à 6 ans) sont des projets pédagogiques élaborés par les écoles elles-mêmes, dans le cadre de leur autonomie, et qui visent essentiellement une sensibilisation à la diversité linguistique et culturelle ou une exposition des enfants à des systèmes phonologiques différents.

Cette limitation à l'école élémentaire (6 à 10/11 ans, soit sur 5 années) ne vaut cependant pas pour l'enseignement des langues régionales. Celui-ci est installé dans les écoles maternelles et élémentaires des régions concernées depuis de nombreuses années, notamment l'enseignement bilingue en français et dans la langue régionale. Le processus d'extension progressive, qui a prévalu également dans la plupart des régions, a permis d'assurer une continuité de cet enseignement et de l'apprentissage depuis l'école maternelle (3 ans) jusqu'à l'enseignement secondaire.

Context and organisation

1 Même si les informations contenues dans le Document d'Eurydice cité en référence gardent leur validité, elles doivent être complétées par des dispositions légales ou réglementaires qui ont des conséquences sur l'apprentissage des langues en âge préscolaire.

Dans toutes les écoles publiques ou disposant d'un statut de partenariat avec l'éducation nationale, la langue de scolarisation principale est le français, langue nationale officielle.

Voir Article L121-3 du Code de l'Education

I. - La maîtrise de la langue française et la connaissance de deux autres langues font partie des objectifs fondamentaux de l'enseignement.

II. - La langue de l'enseignement, des examens et concours, ainsi que des thèses et mémoires dans les établissements publics et privés d'enseignement est le français, sauf

exceptions justifiées par les nécessités de l'enseignement des langues et cultures régionales ou étrangères, ou lorsque les enseignants sont des professeurs associés ou invités étrangers.

Cela n'interdit cependant pas le statut reconnu des langues régionales (basque, corse, breton, catalan, créole, occitan-langue d'oc, langues régionales d'Alsace et des pays mosellans), qui peuvent aussi être une seconde langue de scolarisation dans le cadre de l'enseignement bilingue dès l'école maternelle (3 à 6 ans). Cet enseignement de et dans la langue régionale fait d'ailleurs l'objet de programmes officiels arrêtés par le ministère de l'éducation nationale. Le recrutement spécial de professeurs compétents pour l'enseignement élémentaire est organisé par l'Etat. Le développement de cet enseignement est soutenu et encouragé par les collectivités territoriales concernées, parfois même dans le cadre de conventions entre l'Etat et ces collectivités territoriales. La reconnaissance des langues régionales a pris une forme légale de très haut niveau par l'ajout récent dans la Constitution française d'une mention de la contribution importante de ces langues et cultures régionales au patrimoine national (Art. 75-1. - Les langues régionales appartiennent au patrimoine de la France).

Un enseignement de la langue et culture d'origine (ELCO) est dispensé prioritairement aux enfants issus de l'émigration, pour certaines langues (arabe, italien, turc, croate, serbe, portugais, espagnol), dès le cours préparatoire (1^{ère} année de l'enseignement obligatoire) dans le cadre d'accords passés entre le ministère de l'éducation nationale et les pays concernés. Cet enseignement, assuré par des maîtres recrutés et rémunérés par les pays d'origine, est le plus souvent dispensé en complément de l'horaire scolaire.

Sans avoir d'effet immédiat sur l'apprentissage préscolaire, une nouvelle disposition réglementaire - décret gouvernemental de décembre 2009 - autorise désormais tout enseignant à dispenser une partie de son enseignement dans une langue étrangère, sans limitation à des dispositifs pédagogiques spécifiques. Cette décision signale l'importance donnée aux langues vivantes et incite à leur emploi dans le cadre scolaire.

Enfin, il est important de citer les initiatives prises depuis un an en faveur de l'enseignement de la langue des signes française (LSF). A l'école maternelle (3 à 6 ans) et élémentaire (6 à 10/11 ans), cet enseignement est dispensé par des professeurs disposant d'une certification LSF, obtenue après une formation dans un institut spécialisé et décernée par un jury académique et/ou par des enseignants sourds venus d'associations avec un contrat avec l'Education nationale. Pour l'enseignement secondaire, cet effort a pris la forme de la création d'un concours de recrutement de professeurs, de formation des enseignants, et de création d'une épreuve facultative au baccalauréat pour les candidats sourds.

2 Concernant l'éducation pré-primaire, le cadre légal est régi par "Le Code de l'Education" dont deux articles principaux définissent l'école maternelle.

Article L 113-1

Les classes enfantines ou les écoles maternelles sont ouvertes, en milieu rural comme en milieu urbain, aux enfants qui n'ont pas atteint l'âge de la scolarité obligatoire. [...]

Article D 113-1

Les enfants qui ont atteint l'âge de deux ans au jour de la rentrée scolaire peuvent être admis dans les écoles et les classes maternelles dans la limite des places disponibles. Ils y sont scolarisés jusqu'à la rentrée scolaire de l'année civile au cours de laquelle ils atteignent l'âge de six ans, âge de la scolarité obligatoire.

L'accueil des enfants de moins de trois ans est assuré en priorité dans les écoles et classes maternelles situées dans un environnement social défavorisé, que ce soit dans les zones urbaines, rurales ou de montagne et dans les régions d'outre-mer, et particulièrement en zone d'éducation prioritaire.

En l'absence d'école ou de classe maternelle, les enfants de cinq ans dont les parents demandent la scolarisation sont admis à l'école élémentaire dans une section enfantine afin de leur permettre d'entrer dans le cycle des apprentissages fondamentaux prévu à l'article D. 321-2 du code de l'éducation.

Les autorités responsables de l'éducation pré-primaire sont le Ministère de l'Education nationale et ses services déconcentrés dans les académies et les départements représentés par les inspecteurs d'académie directeurs des services départementaux de l'Education nationale (IA-DSDEN) et les inspecteurs de l'Education nationale de circonscription (IEN) ainsi que les municipalités.

Age when children may start pre-primary instruction : 2 ans

Age when children may start primary school : âge normal : 6 ans (sauf dérogations rares)

Ratio of children attending pre-primary (out of all children of pre-primary age) :

En France métropolitaine et dans les départements d'Outre-Mer, les enfants sont scolarisés à près de 100% à partir de 3 ans et durant les 3 années (100% en France métropolitaine).

Le taux de scolarisation des enfants de 2 ans était de 18,1% pour l'année scolaire 2008-2009 en France métropolitaine + DOM. Il décroît régulièrement.

Languages

La langue d'enseignement est le français. Le temps d'enseignement peut-être partagé entre le français et une langue régionale dans le cadre de l'enseignement bilingue dit « à parité ».

L'enseignement des langues vivantes étrangères n'est pas prévu institutionnellement dans les écoles maternelles.

Toutefois, plusieurs structures associatives proposent un apprentissage d'une langue vivante par des enfants en âge préscolaire, indépendamment de toute structure formelle.

L'une des plus importantes est l'association privée « Mini-Schools » qui dispense une initiation à l'anglais dans environ 300 endroits en France, dans les grandes villes comme dans des plus petites communes (2/3 des implantations dans la région parisienne). Le nombre d'enfants suivant les activités des Mini-Schools est d'environ 5500.

Les intervenants (192) sont des étudiants, des professeurs et des personnes d'origine anglo-saxonne, recrutés par contrats saisonniers et qui suivent une formation initiale donnée par des conseillers pédagogiques propres à l'association.

Les méthodes pédagogiques utilisées ont été élaborées spécifiquement : jeux, chansons, magazine trimestriel ouvrant sur les réalités culturelles anglo-saxonnes (Mini-Schools Magazine).

Les ressources sont constituées essentiellement par la participation des familles (10 euros environ par enfant et par heure) ainsi que par les aides fournies par des collectivités locales dans le cadre de partenariats (Ville de Paris, diverses municipalités).

Concernant les enfants d'immigrants, la France n'organise pas de dispositif spécifique mais offre à tous les enfants la possibilité d'un apprentissage de la langue française dans le cadre de l'école maternelle (3 à 6 ans). Ce type de scolarisation permet une acquisition de la langue par immersion, à travers les activités pédagogiques mises en place, dans les échanges entre enfants ainsi qu'avec les adultes composant l'encadrement, dont un professeur des écoles dans chaque classe. De plus, le programme de l'école maternelle recommande explicitement une différenciation pédagogique pour favoriser cette acquisition, ce qui en soi constitue une réponse aux besoins des enfants de cet âge issus de l'immigration.

Human resources

Il n'existe qu'un seul et même corps d'enseignants pour l'école maternelle (pre-primary) et l'école élémentaire (primary). Ecole maternelle et école élémentaire constituent l'école primaire. Tous les professeurs des écoles reçoivent donc la même formation. Tout professeur des écoles peut être amené à enseigner dans une école maternelle. La formation de tous les professeurs des écoles comprend une formation à l'enseignement d'une langue étrangère.

Lifelong Learning Programme

De nombreux professeurs des écoles participent aux programmes de mobilité de l'UE.

En janvier 2009 (1^{ère} session de candidatures), le nombre d'enseignants – dont enseignants du 1^{er} degré – candidats à une bourse Comenius de formation continue a augmenté de 24% par rapport à 2008. Sur 1170 bourses financées, 712 ont été attribuées à des professeurs des écoles, dont 96 à des professeurs des écoles enseignant en maternelle. Dans la plupart des cas il s'agit de séjours pour l'apprentissage de l'anglais.

Other schemes

Echanges franco-allemands

L'OFAJ organise avec le ministère de l'Education nationale l'échange franco-allemand de maîtres du 1^{er} degré qui concerne essentiellement des enseignants de l'école élémentaire (6-11 ans). Les statuts très différents des personnels du *pre-primary* dans les deux pays - enseignants titulaires en France vs non-enseignants en Allemagne – empêchent la réciprocité.

L'OFAJ propose également un programme d'échange pour l'éducation bilingue en milieu pré-scolaire qui concerne une dizaine de jardins d'enfants chaque année dans chacun des deux pays. L'Office franco-allemand finance le séjour d'un éducateur de l'autre pays pendant 1 an.

L'OFAJ met actuellement sur pied un nouveau programme pour les enseignants de l'école maternelle en France et les éducateurs des Kindergarten en Allemagne.

Il existe également des programmes transfrontaliers concernant le *pre-primary*, entre les académies en France et les Länder en Allemagne.

Echanges franco-anglais

L'accord franco-anglais (accord de Paris) prévoit un échange de maîtres en formation : chaque année plus de 400 maîtres du 1^{er} degré de chaque pays partent pour un stage en immersion de 4 semaines dans une école du pays partenaire (chiffres 2008-2009 : 485 maîtres français).

Dans le cadre de ce même accord, un nombre croissant d'enseignants du 1^{er} degré participent à des visites de développement de projet d'1 semaine dans l'école avec laquelle ils ont noué un partenariat.

Autres

Des stages linguistiques d'été sont organisés chaque année pour les enseignants du 1^{er} degré dans 6 langues (7 langues pour le second degré).

Les principaux obstacles à la mobilité sont essentiellement les différences de statuts : professeurs des écoles en France, non enseignants dans de nombreux pays européens.

Teaching processes

Quels sont les composants de l'enseignement de la langue d'instruction?

- Basic communication skills _100%*
- Immersion (To allow children to become proficient users of the language of instruction) _100%*

HUNGARY

Context and organisation

1 According to the Act LXXIX of 1993 on Public Education, the language of kindergarten education is Hungarian, or the language of a national or ethnic minority. Children belonging to a national or ethnic minority may participate in kindergarten education in their mother tongue or in their mother tongue and Hungarian or in Hungarian on the basis of their choice as prescribed by the Act on the Rights of National and Ethnic Minorities. Education and teaching may be conducted partly or wholly in other languages.

If the language of kindergarten education is the language of a national or ethnic minority, the educational work in the given language must be carried out by an educator holding a nationality kindergarten a certificate or a primary teacher certificate.

2 Kindergarten (óvoda) education, as a supplement to family education within the framework of institutional education, supports the processes of spontaneous maturing of children aged 3-7 with conscious educational activities and takes into consideration individual characteristics while focusing on the importance of playing. It is a priority that kindergarten education be available to all families, regardless of the age when the child enrolls to kindergarten.

Óvoda ensures the institutional provision of children aged 3-7 through full daytime care under the administration of maintainers. Óvoda care starts at the age of 3 and it is compulsory from the age of 5. From that time on, from the first day of the educational year children are obliged to participate 4 hours a day in the guided activities organised by the óvoda.

The document regulating the content of kindergarten education is the 137/1996. (VIII.28) Ministerial decree, called the *National Core Programme for Óvoda Care*. The core programme is effective for every kindergarten, regardless of their maintainer. It includes goals and objectives, general guidelines and principles of educational and pedagogical work in kindergartens.

The institutional kindergarten programmes must be harmonised with the principles of the National Core programme for kindergartens and the institutional conditions. This local programme is approved by the maintainer and the individual kindergartens are responsible for its implementation. In 1997, the Minister of Education in agreement with the National Committee of Minorities issued the guidelines of kindergarten education of National and Ethnic Minorities, the 32/1997 (VI.4.) ministerial decree, which according to the specifics of 1993 Act on Public Education must be considered by kindergartens providing education for national and ethnical minorities upon the preparation of their educational programme.

An increasing number of kindergartens provide care, nursing and education for children of foreign citizens.

Statistics

1. Data of children attending 'óvoda'

2008/2009	Children in 'Óvoda'	325 677
	Number of institutions	2 562

Source: Data Collection for Public Education Institutions 2008/2009, KIR-STAT 2008/2009

2. Data of children in 'óvoda' belonging to national and ethnic minority groups

Year	German	Roman	Serb	Croatian	Slovakian	Slovene	Other incl. Romany	Total
2007/2008	14 828	534	165	1 662	2 583	78	10+18 406	38 266

Year	German	Roman	Serb	Croatian	Slovakian	Slovene	Ruthenian	Bulgarian	Total
2008/2009	15 213	626	180	1 165	2 484	67	11	15	19 761

Source: Central Statistical Office, Educational data 2002/03, 2004/2005; MEC Information booklet on public education 2005/2006, 2007/2008.

3. Data of foreign nationality children in 'óvoda'

Year	Croatian	Slovenian	Bosnian	Serbian	Romanian	Slovakian	Ukrainian	Other	Total
2007/2008	1	2	-	35	380	25	71	1 089	1 603

Source: Educational statistical yearbook 2007/2008.

Legal framework

The legal base is The Constitution of the Hungarian Republic:

Act LXXIX of 1993 on public education amended several times. (in particular Articles 2,5,8,17, 20, 24, 36, 45, 47, 86, 87, 89, 90, 93, 94, 96, 98, 107, 127)

Act XXXI of on 1997 Child Protection and Guardianship Administration

15/1998 (IV.30.) MW decree on children's welfare institutions providing personal care, professional tasks of individuals and terms of their operation

11/1994 (VI.8.) MCE decree on the operation of institutions

For private kindergartens – for the private sector- the same regulations apply as to institutions of public education maintained by municipalities.

According to Act LXV on municipalities as well as the 2003 amendment of the Act on Public Education, providing kindergarten education is the duty of municipalities.

The Ministry of Education and Culture is responsible for the provision of the legislative framework for kindergarten education. The actual administration and professional work of kindergartens is the duty of the maintainers.

Act LXXVII of 1993 on the Rights of National and Ethnic Minorities stipulates that if the parents so request, the local government must organise a minority class or group. The law entitles minority local governments to supervise and evaluate educational institutions in order to ensure a service of required standards.

From the age of 5, attendance is obligatory (this means legal obligation for parents), but children can go to kindergarten from the age of 3.

Children may start primary school at the age of 6/7/8 (in special cases it can be at the age of 8)

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary 79,7 %

Private pre-primary 4,9 %

Languages

The language/s of instruction is Hungarian.

In the Republic of Hungary the overwhelming majority (over 97%) of the population is Hungarian (Magyar) and accordingly, Hungarian is the official language, but the Constitution recognizes the national and ethnic minorities as constituent parts of the state. It ensures rights to foster their cultures, education in their native languages, the use of their native languages, and the use of names in their native languages and to their collective participation in public affairs. The Act LXXVII of 1993 on the Rights of National and Ethnic Minorities precisely defines the concept of national and ethnic minority. According to the Act *thirteen ethnic or national groups are officially recognized in Hungary* (Bulgarian, Roma, Greek, Croatian, Polish, German, Armenian, Romanian, Russian, Serbian, Slovakian, Slovenian, and Ukrainian).

The 2001 census shows that approx. 3 % of the Hungarian population admit adherence to a national or ethnic minority. They are represented by 1827 local and 13 national minority self-governments. The data of the census show that the population of minorities with mother tongue continues to drop, with the exemption of those whose native language was claimed to be Roma or belong to some smaller ethnic minorities.

The Constitution ensures complete equality before the law to all ethnic minorities, and the free use of their mother tongue.

The law on Public Education ensures the right to minority education, and the right to be educated in the mother tongue. The National Core Curriculum recognizes five main types of programs for teaching minorities: instruction in the minority language (mother tongue program), bilingual education, Hungarian as the language of instructions with minority language taught as a foreign language (language teaching program), intercultural education programs and segregated, so called catch-up or remedial programs for Roma children. Thus there is certain differentiation between minorities in term of access to educational institutes. The German, Slovak, Romanian and Croatian national minorities have access to a relatively wide range of mother tongue, bilingual and language teaching programs at the levels of kindergarten, primary school, general secondary school and the university. Serbians, Slovenians, Bulgarians and Ruthenians also have schools with mother tongue education, but due to the small number of children from these minorities, these schools are much more limited in number. The Polish, Greek, Armenian and Ukrainian national minorities do not have minority schools at their disposal, they only have chance to learn the mother tongue in language courses or so called Sunday schools, where apart from learning the minority language, they get a general overview about the culture, the traditions, etc. of the minority they belong to.

The Hungarian laws, regulations and proceedings on immigration are harmonized with the relevant international conventions and in line with the forming theories and practice of the common migration politics of the European Union. On 1st January, 2008, a total of 175 000 people- only 1.7 per cent of the country's population- were foreign citizen.

Language education

Only national and ethnic minority kindergartens offer compulsory foreign/ second language education. The languages offered in these institutions are German, Slovak, Croatian, Rumanian, Serbian, Slovenian, Ruthenian and Bulgarian. The compulsory foreign language teaching of a national and ethnic minority language is offered in 11,36% of all Hungarian kindergartens and 6,07% of kindergarten children participate in it.

In other kindergartens (3,36% of kindergartens) optional foreign language teaching is offered in English, German, Slovak, Romani, Serbian, Croatian and Hebrew languages and 1,10% of children participate in it.

Formal pre-primary schools offering foreign language teaching/awareness-raising : 14,72 %

German (8,59 %); Slovak (2,1 %); English (1,8 %)

Compulsory foreign language(s) at pre-primary from age : 11,36 %

German (7,69 %); Slovak (1,87 %); Croatian (1,01 %)

Optional foreign language(s) at pre-primary from age: 3.36 %

English (1,8 %); German (0,9 %); Slovak (0,23 %)

Pre-primary education is becoming more popular. There is an increase in demand on part of professional, middle- and upper-middle class parents to offer their children English and less typically German. Despite the fact that kindergarten curricula do not include foreign languages, many institutions try to accommodate parents' needs.

Children of migrant and minority background receive a specific attention.

According to the decree 15/2009 (IV.2.) of the Minister of education, school maintainers can apply for the support of migrant children. 50 % of the support can finance the instruction of Hungarian language as an integral part of the school curriculum. Hungarian as a second/ foreign language is taught on a weekly basis.

At pre-primary level, there are compulsory programmes in national and ethnic minority kindergartens in the languages listed above. Several kindergartens offer various optional foreign language programmes but there is no official data on what programmes and how efficiently they are run.

Challenges and remedies

1. Integration of foreign language into curriculum and daily schedule
2. Teachers and staff with appropriate quality of education, proficiency in the target language and the mother tongue
3. Age appropriate child centred classroom methodology to develop and maintain children's motivation and to scaffold their language development over time.
4. How schools can build on what children acquire in kindergarten.

Human resources

Regarding the proportion of teachers and other staff teaching/encouraging language/s of instruction at pre-primary level, there is only data available on the ratio on national and ethnic minority kindergarten teachers. Out of all kindergarten teachers employed full-time in all Hungarian kindergartens the ratio of kindergarten teachers employed full-time

in national and ethnic minority kindergartens is 8,57%. There is no data available on native speakers.

Kindergarten teachers provide education in kindergartens. Since 1 September 2006, kindergarten, primary and social pedagogy teacher (under special teacher training) trainings have been offered as bachelor trainings, with the opportunity to move on to master level training in the multi-cycle educational system.

Comenius mobility

Comenius in-service-training action is open to all persons working in the field of school education (teachers and school staff), and Comenius assistantship is available for future teachers (they should not have been previously employed as a teacher but they should hold a teaching qualification or have completed at least 2 years of higher education studies which could lead to such qualification).

A special target group amongst potential Comenius assistants are future primary school teachers (grade 1 to 4), and future pre-primary teachers, because we usually receive very few applications from them.

In the year 2009 and 2010, one of the national priorities is the promotion of the participation of pre-primary institutions and pre-primary teacher in the programme.

The main obstacles to teacher mobility are:

Their absence would cause problems for the kindergarten

They are encumbered by family responsibilities;

They lack of motivation Schemes outside the Lifelong Learning Programme

Unfortunately there is no scheme outside the LLP for teachers.

Obstacles to mobility of pre-primary teachers/staff /assistants

The lack of foreign language skills is undoubtedly the main obstacle to mobility.

Their absence would cause problems for the kindergarten; They are encumbered by family responsibilities; Their lack of motivation

Teaching processes

Aims: compulsory foreign language education in national and ethnic minority kindergartens

Ratio of national and ethnic minority kindergartens according to the aims of foreign language teaching by languages

Languages	Number of kindergartens	The proportion of the different models		
		Basic communication skills	CLIL	Immersion
German	197	–	98%	2%
Slovak	48	92%	6%	2%
Croatian	26	84%	4%	12%
Rumanian	9	–	89%	11%
Serbian	5	–	40%	60%
Slovenian	4	100 %	–	–

Languages of other minorities	2	No data available		
Total	291			

Since different language acquisition models/ programmes are used in the different minority kindergartens, we have given data presenting these programmes according to languages.

In national and ethnic minority families Hungarian is more commonly used than minority languages, as a result, most children learn the national and ethnic minority languages as a foreign language.

Coherence and continuity

Coherence exists in institutions where German as a minority language is taught in an integrated way. Presently there is no central curriculum for years 1-3 in the lower primary school, therefore, continuity is not assured at ministry level, but depends on local decisions.

IRELAND

Recent developments and future perspectives

The official school starting age in Ireland is six years; however infant classes in primary schools cater for almost half of all four year old children and almost all five year olds. Ireland has two official languages, Irish and English. They are taught to all children from primary school entry onwards, including infant classes. All teachers in infant classes are trained to deliver Irish and English as part of the primary school curriculum (Department of Education and Science, 1999).

With the arrival of migrant students to Ireland, 10% of primary school children are newcomer students, predominantly coming from (1) any EU10 plus Romania and Bulgaria, (2) African nationals and (3) Asian nationals (Taguma, Kim, Wurzburg and Kelly, 2009: 20). When children of migrant and minority background start primary school education, they are provided with two years of language support where necessary.

Outside of primary schools there is a wide variety of private, community and voluntary services delivering early childhood care and education (ECCE) services. In January 2010 a new ECCE scheme was established. This offers every child age between 3 years 3 month and 4 years 7 months on enrolment, 15 hours per week, 38 weeks per year of free preschool. The criteria for services to deliver this initiative includes having staff who are appropriately qualified and providing a programme of learning that adheres to the principles of *Siolta, the National Quality Framework for Early Childhood Education*. These principles are broad based and address all dimensions of practice. (For more information see www.siolta.ie). In October 2009, *Aistear, the Early Childhood Curriculum Framework* was published by the National Council for Curriculum and Assessment and is available to all ECCE settings to support them in the development of their early learning programmes. *Aistear* uses four themes to describe important types of learning for children. Two of these themes, *Communicating* and *Exploring and Thinking*, set out Ireland's curriculum goals in terms of developing young children's early language and literacy skills. For more information see www.ncca.ie/earlylearning . In addition the NCCA are developing an Integrated Language Curriculum for the early years, beginning with developmental work with schools and early childhood settings, and research in 2011.

Whilst there is no national strategy specifically focused on Early Language Learning, an Intercultural Education Strategy was published in September 2010. The strategy is addressed to both migrant and host populations and is intended to cover the entire spectrum of lifelong learning, from cradle to grave. One of the key recommendations is in relation to language at pre-school level and states that close attention should be paid to language development and socio-cultural competencies of very young immigrant children. The strategy emphasises that language, both the mother tongue and the second language, as an important part of identity, should be valued.

Context and organisation

Pre-primary education for children aged 0-6 years in Ireland is provided in a diverse range of settings including statutory and non statutory.

Since January 2010, a new Free Preschool Year Scheme has been introduced through the Office for the Minister for Children and Youth Affairs, to provide every child in the qualifying age range with one year free preschool in the year prior to primary school

enrolment. To date 63,000 children have taken up this offer. This represents 94% of the eligible age cohort.

The official school starting age is six years and currently the Department of Education and Skills supports the following services for children under six years:

- Infant classes in primary schools – enrolment is open to 4 and 5 year old children and the majority of 5 year old children avail of this opportunity;
- Early Start Preschools (40 in total, 1587 children) targeting children from 3 years of age in areas of socio economic disadvantage.

The delineation between public provision and private provision is not straightforward in Ireland, as the majority of pre-primary and primary schools are not owned by the state. Rather they are state aided with a variety of funding streams e.g. teacher salaries, capitation grants. With the introduction of a capitation grant to deliver the universal free preschool year, a wide range of service provision, generally categorised as community, voluntary and private sector, have been contracted by the state to deliver this initiative.

Irish Medium Preschools

Comhar Naíonraí na Gaeltachta provide the infrastructure supporting early education services in Irish in the Gaeltacht (Irish speaking areas, L1 for a majority of children), including administration, support and training services. There are currently 82 early education sessions in Gaeltacht areas.

Forbairt Naíonraí Teoranta (FNT) support nursery, pre-school, after-school, summer camp, and parent/toddler groups through the medium of Irish (L2 for a majority of children) outside the Gaeltacht. There are approximately 170 Irish-medium pre-school services (naíonraí) supported by FNT.

Languages

The languages of instruction are English and Irish.

When children of migrant and minority background start primary school education, they are provided with two years of language support where necessary (i.e. where they do not speak the language of instruction or do not have sufficient proficiency in it.) There are currently no supports offered to children in out of school early education settings.

There are no compulsory/optional programmes at pre-primary level, however *Aistear* does offer guidance for early years settings in relation to children's early language learning.

Human Resources

The workforce in pre-primary education settings in Ireland holds a diverse range of qualifications including tertiary level and vocational level qualifications. Teachers in primary schools and Early Start are required to complete a bachelor degree in education and to demonstrate competence in the languages of instruction (Irish and English). Preschool Leaders in the new Free Preschool Year scheme are required to have achieved a vocational level qualification (ISCED 3-4) in early childhood care and education or equivalent. A higher capitation grant is available to services where the Preschool Leader has achieved at least an ordinary bachelor degree in a relevant discipline, and all assistant staff has vocational level qualifications.

In relation to Irish language learning both Comhar Naíonraí na Gaeltachta and Forbairt Naíonraí Teoranta organise vocational level training for early childhood care and education practitioners. Any early childhood care and education practitioner participating

in vocational level qualifications in childcare can take an elective module in Irish medium preschool education.

In December 2010 a *Workforce Development Plan for the Early Childhood Care and Education sector* was published. This will support the achievement of appropriate qualifications for all adults working in ECCE settings. One aspect of this work has been to define occupational profiles and associated award standards in early childhood care and education at all levels of the National Qualification Framework. Core knowledge and skill content of these National Award Standards will be informed by *Síolta, the National Quality Framework for Early Childhood Education* www.siolta.ie and *Aistear the Early Childhood Curriculum Framework* (see below). These publications are detailed practice guidelines for early childhood care and education services in Ireland and include important aspects of practice such as communication, identity and belonging, transitions and parental and community involvement.

In 2011 funding has been made available to support the delivery of a national diversity training programme for ECCE staff to enable them to meet the needs of the diverse population of children in pre-primary services.

Teachers providing language support for children whose mother tongue is not the language of instruction are allocated to primary schools on the basis of total numbers of children requiring such support in the whole school. The general rule is 1 teacher to every 14 children. This data is not disaggregated for infant classes. There is no state support for preschool provision outside primary schools.

Teaching processes

In the main a CLIL or immersion approach is taken.

Coherence and continuity

Coherence/continuity within pre-primary cannot be assured. However, the publication of *Aistear*, the early childhood curriculum framework (see below) provides an opportunity to promote such coherence and continuity between pre-primary settings including the infant classes in primary schools. A review of the primary curriculum in infant classes in light of *Aistear* is currently being undertaken by the National Council for Curriculum and Assessment.

Other comments

Aistear: the Early Childhood Curriculum Framework

In October 2009, the Department of Education and Science launched *Aistear: the Early Childhood Curriculum Framework*, the culmination of six years of research and development by the National Council for Curriculum and Assessment (NCCA).

Aistear has as one of its priorities, a focus on supporting young children to develop their communication skills. While the Framework is only recently published, it sets out Ireland's curriculum goals in terms of developing young children's early language skills.

Aistear: the Early Childhood Curriculum Framework is published in English and in Irish on the website of the National Council for Curriculum and Assessment (NCCA) at www.ncca.ie/earlylearning.

The Intercultural Education Strategy (2010-2015)

The Intercultural Education Strategy aims to ensure that:

All students experience an education that “*respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership*” (Education Act, 1998).

All education providers are assisted with ensuring that inclusion and integration within an intercultural learning environment become the norm.

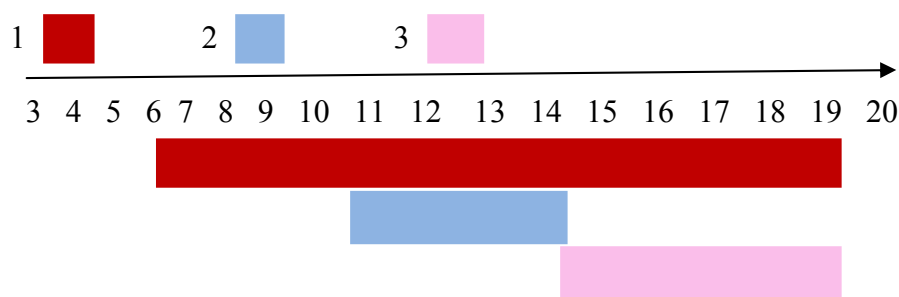
It is designed to be relevant to the full spectrum of education provision, from early childhood care and education to lifelong and further learning. The Strategy is firmly evidence based, so that it acknowledges existing good practice in Ireland and seeks to build on this to enhance the development of an intercultural, integrated and inclusive learning environment, based on an evolving attitude. The strategy proposes ten key components of intercultural education. For further information see http://www.education.ie/servlet/blobServlet/mig_intercultural_education_strategy.pdf

ITALY

Recent developments and future perspectives

The Italian school system is implementing a Reform Law approved in 2003. The rolling out has been completed for children aged 6 – 14, while approved reform measures are currently under implementation for students aged 14 –19. One foreign language (English in most cases) is compulsory from the first year of primary education (pupils aged 6 –11) onwards. In Lower Secondary schools (students aged 11 – 14) a second foreign language (to be chosen among French, German and Spanish) is compulsory. In Upper Secondary Schools, in all types of schools, one foreign language is compulsory (usually English). Two or three foreign languages are compulsory in some study tracks. The following table summarizes key features for foreign language learning in Italy since school-year 2010-11.

ITALY: Number of languages as a COMPULSORY SUBJECT



The 2006 *Recommendation of the European Parliament and of the Council on key competences for lifelong learning* and the development of European citizenship are at the basis of all texts issued by the Ministry of Education (Laws, Decrees, Guidelines, etc.) that are reshaping our school system.

In Italy pre-primary education is not compulsory and is provided by both state and private schools, in the latter case mostly local and religious authorities.

Two different documents (*National Guidelines for Curricula for children aged 3-14*) were published in 2004 (Minister Moratti) and 2007 (Minister Fioroni). In these documents the teaching of a foreign language in pre-primary is not foreseen, but teachers are invited to make the most of the different mother tongues spoken by pupils coming from migrant backgrounds, by offering opportunities to compare the language of instruction with mother tongues and developing the intercultural dimension. Where teachers have competences in foreign languages, classes may also be offered in other languages.

Since 2004 teachers have been organizing their syllabi on a voluntary basis according to the suggestions contained in these documents. At present a National Commission organized by the Ministry of Education is developing a new set of *National Guidelines*.

¹ Data contained in the Eurydice Document "Key Data on Teaching Languages at School in Europe" 2008 in the field of pre-primary language learning have not changed significantly since its publication. The answers to the questionnaire do not cover formal ELL only, but include as much as possible data on informal ELL.

Minority languages are used as languages of instruction in pre-primary schools in some regions (Valle d'Aosta, Trentino Alto Adige, Friuli Venezia Giulia,...).

More and more pre-primary schools are offering FL activities, mostly with a ludic approach.

More and more parents are asking to have a FL learnt in pre-primary schools.

No special pre-primary teacher training programmes for FL have been organized at state level.

More and more private schools are offering FL structured methods of learning/teaching.

Context and organisation

The national language policy is undergoing changes due to the fact that a new Minister was appointed in 2008. New strategies for languages are being developed, yet no official document has been approved so far.

Of relevance is the fact that most pre-primary schools are developing forms of teaching a foreign language autonomously. Examples are offered in the Best Practices Chapter.

Some regions (ex. Sardinia, with *Sardinia speaks English* project) have developed some special schemes of foreign language learning for pre-primary teachers, even though outcomes have not yet been evaluated.

CLIL methodology for pre-primary schools is becoming more and more popular in some regions.

Legal bases

Pre-primary education is not compulsory, yet its provision is regulated through the following legislation:

- Law no. 53 of 28 March 2003
- Legislative Decree no. 59 of 2004
- Law no. 296 of 27 December 2006 (Financial law 2007)
- Decree no. 202 of 31 August 2007
- Presidential Decree no. 89 of 20 March 2009

The competent authorities are: the State, in collaboration with Regional Education Authorities and Municipalities, offering services and assistance for pupils (school meals and transportation); municipal authorities that autonomously organize their own schools; religious authorities; private associations.

Children may start pre-primary instruction at 3 y. o. anticipated to 2.5 in some cases.

Children may start primary school at 6 y.o. anticipated to 5.5 in some cases.

Ratio of children attending pre-primary

Eurydice 2010 states that children enrolled in pre-primary education, considering both State and non-State schools, are about the 96-97 % of the entire population aged 3-5 years of which:

Public pre-primary	58 %
Private pre-primary	42 %

Languages

The languages of instruction are Italian and 12 regional minority languages. Art 3 of Law 482, 1999 states that “in pre-primary schools activities are to be developed both in Italian and in the language of minority populations (Albanian, Catalan, Germanic, Greek, Slovene and Croatian) and speakers of French, Franco-Provençal, Friulian, Ladin, Occitan and Sardinian”.

As far as children of migrant and minority background are concerned, a Circular Letter of the Ministry of Education (n. 8 dated January 2010) has suggested limiting the number of migrant students from other countries to 30% of the total number of students in a school. This has raised a strong debate within the country.

All schools offer special schemes and programmes aimed at fostering the acquisition of the language(s) of instruction by migrant children. In most cases such projects are supported by municipalities.

Human resources

According to the Ministerial Decree dated May 26, 1998 a four year university course is required to become a pre-primary teacher: 2 common years + 2 years focused on either pre or primary education (“Laurea in Scienze della Formazione Primaria”).

A foreign language is learnt by students at University (Level B1 of the *Common European Framework for Foreign Languages*), but no FL methodology course is offered to trainees. General competence in the foreign language is usually poor. There are no data available on languages offered either as compulsory or optional.

Initial teacher training is being revised by legislation currently under approval: the new measures foresee a five year degree for future primary and pre-primary teachers including training activities starting from the second year and the acquisition of a Level B2 competence in English.

There are no data available on the proportion of teachers, or on native speakers, teaching foreign languages in pre-primary.

Mobility schemes

75% of the LLP Italy budget is devoted to mobility.

The main obstacles facing interested teachers are: insufficient funds to cover all of the eligible mobility requests; a self perception of low linguistic competence; a lack of recognition of the learning experience; and difficulty in leaving classes during the school year to attend a course abroad.

Other schemes exist through a limited number of special projects which are organized within twinning partnerships among municipalities.

There is a need: to develop special training schemes for FL teaching at pre-primary level for both initial and in-service teachers; to favour teachers’ mobility; to organize assistant programmes also for pre-primary schools.

Compulsory programme at pre-primary level

As already mentioned, at present two reference documents are in use:

1) the *National Guidelines* issued in 2004 (Indicazioni Nazionali) establish general objectives (strengthening of personal identity, independence attainment) and learning objectives ('the self and the other', 'body, movement, health', 'use and output of messages', 'exploring, knowing and planning');

2) the *National Guidelines for Curriculum* issued in 2007 (Indicazioni Nazionali per il Curricolo) that focus on 'fields of experience'. Specific indications on planning and evaluation models and on organisational restraints have been replaced with the proposal of a few general methodological criteria which are useful to schools and respect the limits of their autonomy, in order to create a positive learning environment.

Soon a new document will be issued by the Ministry of Education.

There are no optional programmes at pre-primary level.

However, more and more schools are organizing foreign language teaching/awareness-raising activities. Some private schools (mostly offering English bilingual classes) are developing new models of pre-primary education.

Teaching processes

Objectives for early language learning vary as follows:

- Awareness raising 60%*
- Basic communication skills 25%*
- CLIL 10%*
- Immersion 5%*

Language/s of instruction focus on:

- Awareness raising 50%*
- Basic communication skills 50%*

(* Data are not official)

Coherence and continuity

Teacher teams working closely within pre-primary schools act to maintain overall coherence.

In most cases pre-primary schools are on the same premises of primary schools and this favours communication and continuity.

National Guidelines also offer a framework of reference that can grant coherence.

There is a need to have official data collection organized at EU level.

LATVIA

Recent developments and future perspectives

There have not been great changes in the field of early language learning in Latvia since 2006. Languages (mostly English) are taught in pre-school educational establishments on the initiative of the heads of these establishments or parents. Up to now there has been no official ELL strategy in the country.

Context and organisation

Up to now there has not been an official curriculum or guidelines for pre-school education. There exists a sample programme for pre-school education, but it is not compulsory. This programme does not include teaching foreign languages. At the moment a draft project of Guidelines for pre-school education has been worked out and it is published in the homepage of the State Education Centre of the Ministry of Education and Science for discussion, but this project does not include foreign languages in pre-school education. There has been a suggestion about a possible change of the official age of starting school from 7 to 6 years. A project has begun to write new subject programmes for children aged 6 to 11, taking into consideration their age peculiarities and with the aim to relieve the content of education. Among these programmes there are also English, German and French language programmes for children aged 6 to 11. If the official age for starting school is changed to 6 and if a first foreign language is included in the 1st form (children aged 6) curriculum then it would be possible to ensure continuity in foreign language teaching for those kids who have acquired basic communication skills in a foreign language in a pre-school educational establishment.

Legal bases are :

Education Law <http://izm.izm.gov.lv/laws-regulations/2093.html>

General Education Law <http://izm.izm.gov.lv/laws-regulations/2094.html>

Competent authorities are :

Ministry of Education and Science

Local governments

Regional school boards

Children may start pre-primary instruction between 1 and 6 years of age and primary school at 7 years of age

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary 60 %

Private pre-primary 3 %

Other – taught at home 37 %

All the data are very approximate as we do not have reliable statistics about it. We do not have a definite age from which children are supposed to receive pre-primary education, this percentage is calculated from the number of all children aged 1-7. Some children start attending pre-primary very early, some – only at the age of 5 or 6.

Languages

The languages of instruction are Latvian (about 65%), Russian (minority language programmes) (about 35%), and Polish (1 establishment – 150 children).

Training of pre-primary teachers/staff

Pre-primary teachers are supposed to have higher education in speciality – Specialist in pre-primary education. In case there is shortage of specialists available, primary school teachers can also work in pre-primary sector if they have attended courses – 36 hours in pre-primary education.

The demand for higher education for pre-primary teachers came about 6-7 years ago.

Languages taught/encouraged as foreign language: English, German, French, Russian.

Pre-primary informal/formal pre-primary schools offering foreign language teaching/awareness raising: about 15%

Pupils learning foreign language(s) as an option in pre-primary : about 4%.

Informal pre-primary sector offering optional/compulsory foreign language teaching/awareness-raising (e.g. type, number of schools, languages, teachers) :

English – 31 teachers, 558 children – 0.007% (out of 82.000), 20 private pre-primary educational establishments – 0.035%

French – 2 teachers, 26 children – 0.0003%, 2 establishments – 0.0035%

Formal pre-primary schools offering foreign language teaching/awareness-raising :

English (11 %); German (0.005 %); Russian (0.005%)French (0%)

Optional foreign language(s) at pre-primary from age 2:

English (0.037%); German (0.0006 %); Russian (0.0005%); French (0 %)

The number of pre-school establishments offering a foreign language (English) has decreased because of problems with financing – parents are less able to cover the expenses.

Compulsory programme at pre-primary: those pre-primary establishments which carry out Minority language programmes teach also Latvian to children of pre- school age – 5-6 year olds, but the number of lessons is very low.

Challenges and remedies

The time devoted to Latvian is too short so the children do not learn enough language to continue learning in schools with Latvian language of instruction. They proceed to schools that carry out Minority language programmes and continue acquisition of Latvian there.

For teachers and staff involved in early childhood education, the reference is the Eurydice study.²

Foreign language/s

Teachers and other staff teaching/encouraging foreign languages in pre-primary:

² See Eurydice, pages 77-86.

<input type="checkbox"/> General pre-primary teachers/staff with language knowledge	11 %*
<input type="checkbox"/> General teachers/staff trained to teach languages to pre-primary children	7 %*
<input type="checkbox"/> Standard language teachers	60 %*
<input type="checkbox"/> Language teachers specialised in teaching pre-primary children	22 %*
Teachers and other staff fostering language/s of instruction at pre-primary level:	
<input type="checkbox"/> General pre-primary teachers/staff	100 %*
<input type="checkbox"/> Teachers especially trained for this purpose during initial training	0 %*
<input type="checkbox"/> Teachers especially trained for this purpose in-service	0 %*
<input type="checkbox"/> Other	0 %*

General remarks on training of pre-primary teachers/staff

Latvian as the language of instruction is taught in those pre-primary establishments which carry out Minority language (mostly Russian) programmes. There the staff is mostly Russian, too, but it may happen that some of the teachers are Latvian. There is no special training available for this purpose. Pre-primary teachers are supposed to possess enough knowledge in the State language.

No native speakers involved in teaching foreign languages in pre-primary sector.

Mobility

Lifelong-Learning Programme

If the teachers of foreign languages who teach in pre-primary level are foreign language teachers, there are no problems for them to take part in teacher mobility programmes. If foreign languages are taught by pre-primary teachers, the main obstacle is not sufficient language skills. Mobility among pre-primary teachers both during initial or in-service training is very rare though Lifelong learning programme offers these possibilities.

The main obstacles to mobility of pre-primary teachers/staff /assistants is that their foreign language skills are not sufficient.

No information is available on other schemes.

Teaching processes

Foreign language/s

<input type="checkbox"/> Awareness raising	2 %*
<input type="checkbox"/> Basic communication skills	96 %*
<input type="checkbox"/> CLIL	2 %*
<input type="checkbox"/> Immersion	0 %*

These data are also very approximate. We do not have statistics about it. All the information about ELL in pre-primary is compiled from answers of individual pre-primary establishments to an e-mail that was sent to people responsible for pre-primary education in their respective districts. We have got more than 500 pre-primary educational establishments in the country, but information has been received from about 75% of them only.

Language/s of instruction

<input type="checkbox"/> Awareness raising (if any)	0 %*
<input type="checkbox"/> Basic communication skills	100 %*
<input type="checkbox"/> CLIL	0 %*
<input type="checkbox"/> Immersion	0 %*

Those pre-primary educational establishments which carry out Minority language programme mostly have Russian as language of instruction, but this programme also includes teaching Latvian (though very few hours). Later at school these children can also choose schools which carry out Minority language programmes. In these schools Latvian is taught as State language and later there is a number of subjects taught in Latvian that gradually grows, too.

Coherence and continuity in foreign language teaching

Coherence and continuity within pre-primary are currently not assured. However, there are plans to assure it in the future.

At present school subject programmes for ages 6-11 are being written including programmes for teaching foreign languages at school starting from the age of 6, but it is not clear when the age for starting school will be changed from 7 to 6 (if yes at all) and if foreign languages will be included as a compulsory subject for 6 year-olds in Form 1 (at present foreign languages are generally being taught from Form 3).

LITHUANIA

Recent developments and future perspectives

According to the Law of Lithuanian Republic Self-government (2008), educating children of pre-school and pre-primary age is the function of municipalities. According to the specific background of a separate region, Municipalities design pre-school and pre-primary education, which suits best the concrete community (e.g., there are ethnic minorities, migrants living in a community, etc).

Though foreign language learning is not compulsory before a child starts attending school, according to requirements of families, in certain municipalities pre-school children are taught a foreign language/s. This kind of education is funded by the parents.

There is no official statistics about foreign language courses in pre-school, organized after the parents' requirements.

According to the data of 2008 there were 9 private kindergartens in Lithuania. In three of them pre-school education was organized in foreign (English, French or German) languages. These kindergartens provide possibilities to educate children in the state language (Lithuanian), as well.

Before year 2009 the first foreign language was started to be taught in the 4th form (children of approx. 10 years old). After parents' requirements, the 1st foreign language could be started to be taught at the age of about 8 years (2nd form). According to the data from 2008, even though foreign language teaching was not obligatory in the 2nd grade, about 80 per cent 2nd grade pupils were learning a second language.

In 2006 the Ministry of Education and Science of the Republic of Lithuania confirmed a compulsory programme of early foreign language teaching. According to the following programme, from 2009 compulsory teaching of the first foreign language is started two years earlier, namely, in the 2nd form (children of 8 years).

As the new stage of early foreign language teaching (at the age of 8, instead of 10) was introduced as late as in 2009, no further actions are scheduled, and the main focus is now on the quality of early language teaching.

Context and organisation

According to the last population census in Lithuania (in 2001) linguistic allocation by the mother-tongue is as follows:

Lithuanian language – 82%

Russian - 8%

Polish – 5,6%

Belorussian – 0,5%

Ukrainian – 0,23%

Other – 3.67%

Recently the situation in Lithuania is changing due to demographic situation, increase in migration and other factors.

In 2008 in Lithuania there were 560 kindergartens with Lithuanian language of instruction, 19 – with Russian, and 10 with Polish as language of instruction.

According to the Lithuanian Republic Law of Education (2004), every citizen and foreigner, who has a right for constant or temporary residence in Lithuania, is guaranteed teaching / learning in state language and teaching / learning of the state language.

In pre-school institutions, where education is organized in the language of ethnic minorities (e.g., Russian or Polish), if parents require, conditions are created to educate children in the state language. In such kindergartens learning of the state Lithuanian language is a compound part of the educational programme.

In kindergartens where children from ethnic minorities are educated, if there is a request and if there is a specialist of the language, children are given possibility to learn their native language.

Teaching a foreign language before school (7 years) is not compulsory in Lithuania. It is compulsory starting with the 2nd grade (8 years).

In the *Education Law of Lithuanian Republic* (2004) the following is legitimated:

- Pre-school education (1 to 6 years);
- Pre-primary education (6 - 7 years);

Both pre-school and pre-primary education are not compulsory.

According to the Self-government Law of Lithuanian Republic (2008) pre-school and pre-primary education becomes an independent function of municipalities. Municipalities secure implementation of state education policy, analyse the situation of education in the region, in respect of the community needs form the net of pre-school and pre-primary education institutions, make decisions about the educational programmes, approve The Ministry of Education and Science form and implement state educational policy.

The Minister of Education and Science defines criteria for pre-school education programmes, according to which institutions, bearing in mind community needs, develop individual education programmes. By the Minister's order General Pre-primary Education Programme, Standards and Requirements for Teachers' Qualifications are validated. Education programmes are developed by individual institutions etc.

Children may start pre-primary instruction at age 1 and primary school at age 7

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary 81,3 %

Private pre-primary 0,2 %

Languages

According to the data of 2008 in 92.4% of Lithuania's kindergartens children were educated in the state language (Lithuanian), 5.1% – in Russian, 2.3% - in Polish, 0.2% – in other languages (English, German or French).

Pre-school teachers are trained according to non-university study programmes. Having finished 3 year studies they acquire professional bachelor degree. Minor courses, which students can choose from, are "educating bi-lingual children", "teaching state language", and others.

Teaching of the first foreign language (English, German or French) is compulsory from the age of 8, that is, the 2nd grade of the primary school.

If, according to the request of parents, children are started to be taught a foreign language before school, parents usually choose the language which would be continued to be taught in the primary school (English, German or French).

Official statistics about the courses organized according to the parents' request and financed by the parents in the kindergartens is not collected.

To the children of ethnic minorities or foreign families who come to work and live in Lithuanian Republic, who are going to continue in the primary education with the instruction language as state (Lithuanian) language, opportunity is given to attend pre-primary group, one year before starting at the primary school, where the children are taught Lithuanian language and introduced to the culture of the country.

As foreign language is not taught before the start of school, teachers are not trained to teach children before school.

Human resources

Communicative competence as a compound part of the state pre-primary programme, includes teaching of Lithuanian language and is being taught and developed by the general pre-primary teacher/staff.

General pre-primary teachers / staff – 100%

In ethnic minority kindergartens pre-school teachers, who have obtained required competences in primary trainings or who have qualified at the programmes for state language teaching, can teach state language.

Statistics about state language teachers' qualification on the state level is not gathered.

As indicated above, there is no early foreign language teaching programme on the state level. Data about native speakers (English, German or French) teaching foreign languages in pre-primary in the private sector is not gathered.

Lithuanian teachers have possibilities of mobility in the framework of EU Lifelong – Learning Programme. But, as early language learning is not included into teacher training programmes the participation in EU programmes can be described as occasional.

Teaching processes

There is no state programme for early foreign language teaching in pre-primary in Lithuania. In private sector, where early foreign language teaching is implemented, the institutions develop their individual programmes and choose methods, yet there is no official data gathered.

LUXEMBOURG

Recent developments and future perspectives

Le Plan d'Action pour le réajustement de l'enseignement des langues (PAL)

Suite au rapport national sur la situation linguistique du Grand-Duché du Luxembourg et la publication d'un Profil linguistique par des experts du Conseil de l'Europe, un plan d'action pour le réajustement de l'enseignement des langues a été présenté le 15 mars 2007. Celui-ci définit 66 mesures réparties sur quatre volets liés entre eux:

- Le volet communicatif qui met l'accent sur l'adhésion des acteurs scolaires sur les objectifs à atteindre et les stratégies à adopter;
- Le volet curriculaire qui précise les objectifs et les compétences à atteindre à des moments précis de la scolarité;
- Le volet pratique qui énumère des actions concrètes dans l'enseignement;
- Le volet réflexif qui traite des mesures de formation et de recherche à mettre en œuvre en vue de la réalisation d'un réajustement de l'enseignement des langues.

Les actions concrètes prévues par le plan d'action au niveau pré-primaire (c.-à-d. au cycle 1 qui comprend l'éducation précoce et l'éducation préscolaire) sont e.a.:

L'élaboration d'un concept d'observation luxembourgeois (*LBK1, Lëtzebuurger Beobachtungskonzept fir den 1. Cycle*) pour le premier cycle de l'école fondamentale sur base d'un concept existant (*SBKKG, Salzburger Beobachtungskonzept für Kindergärten, Paschon & Zeilinger, 2004.*). Le concept est à la fois fondé scientifiquement et utilisable dans le contexte quotidien d'une classe. LBK1 permet aux enseignants de suivre, comprendre et documenter les processus d'apprentissage et les progrès de chaque élève, e.a. dans le domaine langagier, en vue d'atteindre les socles de compétences définis pour la fin du cycle 1, tout en considérant le vécu personnel de l'élève ainsi que son rythme de croissance individuel, ses forces et ses faiblesses, ses besoins et ses intérêts. Le concept ne s'arrête pas à la documentation des processus de développement et d'apprentissage, mais pose la question des conséquences pédagogiques qu'entraînent les observations: une place importante est par conséquent réservée à la planification d'activités de jeu et d'apprentissage respectant les besoins des élèves de la classe.

La promotion de la littératie. L'observation systématique et individualisée au cycle 1 s'inscrit dans une démarche plus générale cherchant une voie entre deux extrêmes: d'un côté des activités purement ludiques et libres, de l'autre côté un enseignement déjà orienté vers des objectifs précis. Cette troisième voie consiste à s'orienter systématiquement en fonction du développement de l'enfant. Surtout au cours du premier cycle, les enseignants devront collaborer pour pouvoir offrir des activités et un enseignement aux élèves selon leur maturité ou les difficultés rencontrées, notamment à cause de leur origine linguistique. Outre le développement langagier proprement dit, une attention particulière devrait être consacrée à des thématiques comme la littératie familiale, la littératie émergente et la préparation à l'apprentissage de la lecture.

Les socles de compétences pour l'école fondamentale: En décembre 2006, une première version des socles de compétences a été soumise pour avis à tous les instituteurs et institutrices de l'éducation préscolaire et de l'enseignement primaire. Ces propositions

ont été discutées et analysées dans toutes les écoles du pays. Sur la base des avis et des observations formulés, le ministère a revu les socles et présenté une version révisée du document en 2008. En 2009, le nouveau plan d'études a vu le jour.

L'élaboration du document "Bildungsstandards Sprachen" en juin 2008: ce document sert de référence pour l'enseignement et l'apprentissage des langues dans tous les ordres d'enseignement de l'école luxembourgeoise.

La mise en œuvre du plan d'action, et notamment de l'approche par compétences, a réussi à créer une dynamique qui se traduit, entre autres, par le nombre croissant d'enseignants qui suivent des formations continues, qui mettent en œuvre des nouvelles méthodes pédagogiques, etc.

La promotion de la lecture / la campagne "Raconte-moi"

Cette campagne a été lancée en 2008 par le Ministère de l'Éducation nationale en collaboration avec de nombreux partenaires. Les messages clés de la campagne tiennent à souligner que:

- le plaisir du livre et de la lecture se préparent dès les premières années de la vie, donc longtemps avant l'âge de la scolarisation et l'apprentissage de la lecture;
- les bébés aiment manipuler des livres, les explorer avec tous les sens;
- tous les parents peuvent accompagner leurs enfants dans le développement du plaisir du livre, en regardant des albums illustrés avec eux, en leur faisant découvrir les images et en leur racontant des histoires dans la langue maternelle.

Chaque année, un livre d'images est offert à tous les enfants d'une tranche d'âge, à savoir 0, 2 et 4 ans. Les livres sont spécialement conçus pour la campagne par voie de concours national. La première action de distribution a eu lieu en novembre 2008 et s'adressait à tous les enfants de 4 ans. En 2009, un album illustré a été distribué par les pédiatres aux enfants de 2 ans. En 2010, il est prévu d'offrir un livre en guise de cadeau de naissance par les autorités communales aux pères lors de la déclaration de la naissance de l'enfant.

L'ouverture aux langues

Depuis quelques années, l'approche "Ouverture aux langues" est reconnue par un nombre croissant d'enseignants. Par conséquent, il semblait logique d'élaborer un document reprenant ce volet et renseignant e.a. sur

- les objectifs de l'Ouverture aux langues et son importance pour l'ensemble des élèves de l'école luxembourgeoise, qui étudient et vivent tous dans des contextes sociaux plurilingues,
- des situations didactiques privilégiées qui permettent de réaliser des activités d'Ouverture
- divers exemples d'activités dont la plupart ont été expérimentées dans des classes luxembourgeoises et ont rencontré un vif succès aussi bien auprès des enseignants qu'auprès des élèves,

Le document qui va être publié dans les semaines à venir, se situe dans le prolongement des options prises dans le cadre du plan d'action (PAL).

Context and organisation

Contexte linguistique:

Les langues officielles d'État sont le luxembourgeois, le français et l'allemand.

La population du premier cycle de l'école fondamentale (qui regroupe l'éducation précoce et l'éducation préscolaire) s'est répartie en 2008/2009 comme suit:

4036 élèves ont fréquenté l'éducation précoce

9966 élèves ont fréquenté l'éducation préscolaire

49,1% des élèves au cycle 1 ont été de nationalité étrangère

Contexte légal:

La réforme de l'enseignement fondamental est entrée en vigueur à la rentrée 2009-2010. Trois lois réorganisent ensemble les 9 premières années de scolarisation :

la loi du 6 février 2009 sur l'obligation scolaire,

la loi du 6 février 2009 portant organisation de l'enseignement fondamental,

la loi du 6 février 2009 concernant le personnel de l'enseignement fondamental.

Bon nombre de règlements grand-ducaux pris en exécution de ces lois sont actuellement en vigueur.

Contexte stratégique

Les 9 premières années de scolarisation sont réorganisées sur le plan pédagogique et organisationnel pour améliorer la réussite de tous les enfants.

Les cycles d'apprentissage

À partir de la rentrée scolaire 2009-2010, toutes les écoles fondamentales sont organisées en cycles d'apprentissage. Les cycles remplacent les années d'études.

cycle 1: éducation précoce (année facultative) et éducation préscolaire;

cycle 2: 1re et 2e année d'études;

cycle 3: 3e et 4e année d'études;

cycle 4: 5e et 6e année d'études.

La durée normale d'un cycle est de deux ans. L'élève passe au cycle suivant s'il a acquis les connaissances et développé les compétences exigées (socles) pour la fin du cycle.

L'approche par compétences/ le nouveau plan d'études

Avec l'approche par compétences, le système scolaire luxembourgeois tente de préparer les élèves à la vie, à l'apprentissage tout au long de la vie pour les rendre capables de faire face à des problématiques complexes, de développer un jugement critique, de collaborer dans des contextes d'interdépendance, de développer une éthique de l'altérité pour participer activement à une société multiculturelle.

Le nouveau plan d'études définit pour chaque domaine de développement et d'apprentissage les compétences à développer au cours des 4 cycles de l'école fondamentale ainsi que les niveaux de développement à atteindre (les socles de compétences) à certains moments de la scolarité, notamment à la fin d'un cycle pour pouvoir passer d'un cycle à l'autre.

Les bilans intermédiaires, les bilans de fin de cycle

L'approche par compétences implique de nouvelles formes et outils d'évaluation:

Les bilans intermédiaires du développement des compétences sont introduits aux cycles 1 et 2 et au cycle 2, ils remplacent les bulletins traditionnels dès le premier trimestre 2009-2010. Aux cycles 3 et 4, le bulletin traditionnel est maintenu en 2009-2010. Le bilan intermédiaire sera introduit en 2010-2011 au cycle 3 et en 2011-2012 au cycle 4.

Le bilan intermédiaire est un outil d'évaluation à caractère formatif qui sert à documenter les processus de développement et d'apprentissage des élèves. Il accompagne l'élève durant tout le cycle, donc en principe durant six trimestres. Il ne décide pas de la promotion ni ne donne un jugement définitif sur les performances de l'élève. Le bilan intermédiaire renseigne sur les compétences à développer et sur la progression individuelle de l'élève, dans chaque branche et pour chaque compétence visée.

À la fin de chaque cycle, l'élève et les parents reçoivent un bilan de fin de cycle. Ce bilan est « certificatif »: il certifie que l'élève a atteint les différents socles de compétences ou qu'il les a dépassés et qu'il a acquis les connaissances et compétences nécessaires pour poursuivre ses apprentissages au cycle suivant. Le bilan de fin de cycle est établi quatre fois au cours de la scolarité des élèves; c'est le livret scolaire qui accompagne les élèves durant son parcours à l'école fondamentale.

La réforme élargit le champ d'action des enseignants pour qu'ils puissent mieux adapter leur enseignement aux besoins de leurs élèves.

Chaque école fondamentale aura désormais la possibilité de différencier son enseignement, de décider et de mettre en œuvre des initiatives propres pour amener ses élèves aux socles de compétences et au-delà.

Le travail en équipe

Les enseignants et éducateurs en charge des classes d'un même cycle forment une équipe pédagogique. Ils se réunissent régulièrement pour se concerter sur le travail des élèves, préparer les activités, organiser l'appui, préparer un projet commun, etc. Chaque équipe désigne un coordinateur qui propose l'ordre du jour et fait le compte rendu succinct des décisions prises lors des réunions.

Le partenariat avec les parents

Information régulière des parents/ échanges réguliers, notamment à la fin de chaque trimestre, sur les apprentissages ainsi que les défis à relever;

Élection des représentants des parents.

Le Plan de réussite scolaire

Le PRS décrit les défis que l'école veut relever, les objectifs mesurables qu'elle se fixe et les moyens qu'elle entend utiliser pour y répondre. Il doit porter sur au moins deux des domaines prioritaires suivants:

- l'organisation des apprentissages à l'intérieur des classes ou entre les différentes classes,
- l'encadrement des élèves,
- les activités périscolaires,
- le développement professionnel / la formation continue du personnel de l'école.

Le PRS est élaboré par le comité d'école en association avec les équipes pédagogiques. Il implique tous les partenaires scolaires. Il doit être avisé par le conseil communal et la

commission scolaire ainsi que par l'Agence pour le développement de la qualité scolaire. Cette dernière assure l'accompagnement méthodologique de l'école pendant la mise en œuvre du plan.

Le PRS porte sur une durée de 4 ans et comprend une analyse de la situation de l'école, la définition des priorités et des objectifs, la mise en œuvre, l'évaluation et le bilan.

Legal Framework

Loi du 6 février 2009 relative à l'obligation scolaire.

Art. 2 ; Art. 6; Art. 7 ; (...)

http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090723_lois_rgd/index.html

Loi du 6 février 2009 portant organisation de l'enseignement fondamental.

Art. 1er; Art. 6; Art. 7; Art. 8; Art. 10; Art. 18; Art. 22; Art. 24; Art. 34; Art. 40; (...)

http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090723_lois_rgd/index.html

Loi du 6 février 2009 concernant le personnel de l'enseignement fondamental.

Art.4; Art.12; Art.15; Art.24; Art.25; (...)

http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090723_lois_rgd/index.html

Règlements grand-ducaux

Règlement grand-ducal du 26 août 2009 fixant le plan d'études pour les quatre cycles de l'enseignement fondamental;

Règlement grand-ducal du 6 juillet 2009 déterminant les modalités d'évaluation des élèves ainsi que le contenu du dossier d'évaluation;

Règlement grand-ducal du 16 juin 2009 déterminant le fonctionnement des cours d'accueil et des classes d'accueil pour enfants nouvellement installés au pays;

Règlement grand-ducal du 23 mars 2009 fixant la tâche des instituteurs de l'enseignement fondamental;

Règlement grand-ducal du 23 mars 2009 fixant le détail de la tâche des chargés de cours, membres de la réserve de suppléants de l'enseignement fondamental;

Règlement grand-ducal du 6 juillet 2009 fixant les détails de la tâche des éducateurs et des éducateurs gradués de l'enseignement fondamental; (...)

http://www.men.public.lu/priorites/ens_fondamental/090723_bibliotheque/090723_lois_rgd/index.html

Competent authorities

Au niveau communal: les communes / les syndicats de communes

L'accès à l'enseignement public est gratuit pour chaque enfant habitant le Grand-Duché, inscrit à une école de sa commune de résidence, à une école d'une autre commune ou à une école de l'État. La commune, ou l'État pour les écoles et classes étatiques, fournit gratuitement aux élèves les manuels scolaires à utiliser en classe, recommandés par le ministre.

Chaque enfant habitant le Grand-Duché et âgé de trois ans révolus avant le 1er septembre peut fréquenter une classe d'éducation précoce dans une école de sa commune de résidence. L'admission se fait en principe au début de l'année scolaire sur demande écrite des parents adressée à l'administration communale avant le 1er avril. Le conseil communal peut également décider des admissions au début du deuxième et du troisième trimestre.

Dans le cadre de l'enseignement fondamental, la commune, par ses organes compétents respectifs, exerce notamment les attributions suivantes:

1. établir et adopter l'organisation scolaire;
2. approuver le ou les plans de réussite scolaire;
3. veiller au respect de l'obligation scolaire;
4. participer à l'administration des écoles;
5. veiller à la réalisation et à l'entretien des bâtiments et équipements scolaires;
6. procéder à la répartition, parmi les écoles, des différents membres du personnel affecté à la commune;
7. organiser l'encadrement périscolaire des élèves
8. veiller à l'exécution des dispositions légales en rapport avec la sécurité dans les écoles.

Toute commune est tenue de mettre à la disposition les infrastructures et équipements nécessaires pour assurer l'enseignement fondamental.

Au niveau régional: l'inspection

L'inspecteur de l'enseignement fondamental assure la surveillance des écoles de l'enseignement fondamental, publiques et privées, et de l'enseignement à domicile dans son arrondissement. (...)

Au niveau national: La ministre de l'Éducation nationale et de la Formation professionnelle

Le ministre affecte les instituteurs soit à une commune, soit à une école ou classe de l'État. L'instituteur qui souhaite être changé d'affectation présente sa demande au ministre. (...)

L'affectation ou le changement d'affectation des éducateurs gradués et des éducatrices à une commune ou une école ou classe de l'État est décidé par le ministre. L'éducateur gradué ou l'éducatrice qui souhaite être changé d'affectation présente sa demande au ministre. (...)

Les rémunérations du personnel des écoles sont à charge de l'État à l'exception des rémunérations pour prestations dépassant le cadre du contingent qui sont à charge de la commune respective.

La réserve de suppléants, placée sous l'autorité du ministre, comprend des instituteurs ainsi que des chargés de cours. Les membres de la réserve de suppléants ont pour mission d'assurer les remplacements en cas d'absence temporaire d'un instituteur ou d'occuper un poste d'instituteur resté vacant, le cas échéant.

Au niveau national, le partenariat entre les autorités scolaires, le personnel des écoles et les parents d'élèves s'exerce à travers la commission scolaire nationale.

Children may start pre-primary instruction at age 3 and primary school at age 6

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary env.92,5 %

Private pre-primary ** env. 7,5 %

NB: L'enseignement pré-primaire (cycle 1) comprend l'éducation précoce et l'éducation préscolaire au Luxembourg. Les chiffres se rapportent à la population scolaire au cycle 1 et sont repris du document "chiffres clés" de 2007-2008.

**Enseignement privé et international: enseignement qui ne suit pas les programmes officiels de l'Éducation nationale.

Human resources

Les instituteurs / les éducateurs

Les classes d'éducation précoce sont encadrées par des équipes constituées d'un instituteur et d'un éducateur diplômé.

La nouvelle loi scolaire prévoit l'instituteur unique c. à d. l'instituteur, qui, de par sa formation, est habilité à enseigner dans les 4 cycles de l'école fondamentale (cf. article 6 de la loi du 6 février 2009 concernant le personnel de l'enseignement fondamental).

Des dispositions transitoires (portant sur une période de trois années) sont prévues pour les étudiants poursuivant des études à l'étranger les préparant à la fonction d'instituteur d'éducation préscolaire, habilités à enseigner au cycle 1 ainsi que les étudiants poursuivant leurs études à l'étranger les préparant à la fonction d'instituteur de l'enseignement primaire, habilités à enseigner aux cycles 2 à 4.

Les études

Le nouveau programme mis en place par l'université du Luxembourg, le «Bachelor en Sciences de l'Education (professionnel)» propose des études qui visent la formation des enseignants de l'éducation précoce et préscolaire, de l'enseignement primaire et du régime préparatoire de l'enseignement secondaire technique ainsi que de l'éducation différenciée.

Bon nombre d'étudiants poursuivent leurs études pédagogiques dans des pays voisins, notamment la Belgique. Les formations en un cycle de 3 ans qui sont actuellement organisées notamment en la Communauté française de Belgique donnent accès au titre d'instituteur préscolaire ou primaire (bachelier professionnalisant). Plusieurs Hautes Écoles pédagogiques vont prévoir des formations en un an permettant d'obtenir la double habilitation « préscolaire/primaire » et accessibles aux titulaires d'un diplôme d'instituteur préscolaire ou primaire.

Teachers and staff involved in early childhood education

Le personnel enseignant et éducatif du cycle 1 (éducation préscolaire et éducation précoce) comprend des instituteurs, des chargés de cours et des éducateurs.

Les instituteurs ont passé avec succès un concours réglant l'accès à leur fonction. Ils disposent des compétences langagières requises pour enseigner à l'école fondamentale luxembourgeoise. Des épreuves préliminaires au concours vérifient entre autres les connaissances dans les trois langues officielles du pays (le luxembourgeois, le français et l'allemand).

Teachers especially trained for this purpose during initial training

Instituteurs au cycle 1- précoce:	55 %
Instituteurs au cycle 1- préscolaire:	86,9 %
Chargés de cours au cycle 1- précoce:	45 %
Chargés de cours au cycle 1- préscolaire:	13,1 %

NB: Les chiffres sont repris du document "chiffres clés" de 2007-2008.

NB: Un grand nombre de formations dans le domaine langagier sont offertes par l'Institut de formation. Des points forts dans ce domaine sont notamment l'enseignement et les apprentissages en contextes plurilingues et pluriculturels.

Mobility

Lifelong-Learning Programme

Toutes les possibilités de mobilité pour les enseignants, le personnel des écoles et les assistants sont offertes dans le cadre du programme COMENIUS au Luxembourg à travers ANEFORÉ, l'Agence nationale du programme LLP.

Les enseignants de l'enseignement fondamental participent aux activités suivantes offertes dans le cadre du programme à savoir:

- les partenariats entre établissements scolaires ;
- les partenariats eTwinning ;
- les assistanats qui permettent aux futurs enseignants de réaliser un stage dans un établissement scolaire d'un autre **pays** participant au programme;
- les formations continues pour le personnel éducatif.

En 2009, 4 partenariats sur un total de 19 se sont déroulés au sein d'une école primaire (fondamentale) impliquant à chaque fois des mobilités pour les enseignants impliqués.

Au niveau de la formation continue, la demande ne dépasse pas les 15 candidatures dont la moitié provient en général des enseignants de l'enseignement fondamental. S'y ajoutent également les formations offertes dans le cadre de etwinning, où les participants de l'enseignement fondamental représentent la majorité.

Quant à l'accueil des assistants, les écoles fondamentales sont depuis des années très impliqués dans ce programme et représentent chaque année 50% des demandes.

Le nombre des assistants luxembourgeois a diminué pour la première fois depuis 4 ans en 2009, où seules 2 candidatures ont été reçues. Ce programme pourrait être intéressant pour les étudiants de l'Université du Luxembourg.

L'année passée, la demande des écoles fondamentales avait une légère tendance à la baisse par rapport aux années précédentes. Les changements dus à la réforme scolaire en sont sans doute une explication.

Bon nombre de formations continues offertes par l'Institut de Formation continue permettent la mobilité du personnel enseignant au niveau national.

Main obstacles to mobility of pre-primary teachers/staff /assistants :

Obstacles souvent cités à la mobilité:

- durée des formations (minimum 5 jours pour la formation continue Comenius) et pas de remplaçant;
- manque de temps;
- pas de reconnaissance de la période investi dans les projets ;
- difficile de loger un assistant (coût du logement à Luxembourg pour les assistants en provenance de l'étranger) ;
- disponibilité des enseignants.

Languages

La langue d'enseignement au cycle 1 (éducation précoce et éducation préscolaire) est le luxembourgeois.

Un des six domaines de développement et d'apprentissage au cycle 1 s'appelle notamment « le langage, la langue luxembourgeoise et l'éveil aux langues ».

Remarque 1: Au cycle 1, on ne peut pas parler d'un enseignement systématique des langues étrangères. Il s'agit plutôt de mettre en évidence d'une manière informelle la coexistence des langues en sensibilisant les élèves à la diversité linguistique, en éveillant leur curiosité pour les langues les entourant tout en veillant à développer la langue d'enseignement, le luxembourgeois.

Remarque 2: Le secteur pré-primaire informel se trouve sous la responsabilité du Ministère de la Famille et de l'Intégration.

Pendant les dernières années, l'ouverture aux langues a été promue à une plus large échelle dans les classes de l'éducation précoce et de l'éducation préscolaire: bon nombre d'actions pédagogiques ont vu le jour dont les objectifs sont d'éveiller l'intérêt des élèves pour les langues les entourant, les langues officielles du pays ainsi que les langues coexistant dans les classes à travers le Grand-Duché. Le domaine de développement et d'apprentissage relatif aux apprentissages langagiers a été nommé "langage, langue luxembourgeoise et éveil aux langues" afin de mettre en évidence les priorités de l'enseignement des langues au cycle 1.

L'élève qui intègre une classe du premier cycle (éducation précoce ou éducation préscolaire) en cours de scolarité et qui ne maîtrise pas suffisamment la langue luxembourgeoise pour pouvoir suivre l'enseignement fondamental, est inscrit sur décision de l'inspecteur dans une classe du cycle correspondant à son âge et suit un ou plusieurs cours d'accueil hebdomadaires en dehors de sa classe d'attache pour apprendre de manière intensive la ou les langues de l'école.

Les enseignants peuvent faire appel gratuitement à l'aide de médiateurs interculturels. Ceux-ci ont pour mission de favoriser l'insertion scolaire des enfants étrangers e.a. assurer des traductions orales ou écrites et aider occasionnellement en classe.

Dans les classes du cycle 1 à forte proportion d'enfants portugais, les communes peuvent faire appel à un intervenant lusophone (assistant en langue maternelle) pour une collaboration régulière de quelques heures par semaine dans la classe.

Bon nombre d'enseignants proposent des cours d'appui pour un groupe d'enfants, notamment dans le domaine langagier, en offrant une panoplie d'activités diverses. Ces activités d'appui sont souvent intégrées dans les cours, ont lieu dans la classe d'attache et réunissent des enfants allophones et non-allophones.

Le nouveau plan d'études pour l'école fondamentale (cycles 1 à 4) présente trois parties:

Les socles de compétences qui définissent le niveau de développement des compétences à atteindre par tous les élèves dans les différents domaines de développement et d'apprentissage à la fin du cycle.

Les programmes qui comprennent les compétences à développer au cours des quatre cycles d'apprentissage, les exemples de descripteurs décrivant les ressources nécessaires au développement des compétences ainsi que les contenus se rapportant au développement des compétences.

Les grilles des horaires hebdomadaires.

Le domaine "Langage, langue luxembourgeoise et éveil aux langues" est subdivisé en quatre domaines de compétences:

- la compréhension de l'oral
- la production orale
- premiers pas vers la compréhension de l'écrit
- premiers pas vers la production écrite

1. Les compétences par domaines de compétences:

Compréhension de l'oral: maîtriser l'écoute, utiliser des techniques d'écoute, comprendre et exploiter des documents d'écoute, montrer de l'intérêt pour l'écoute et les médias;

Production orale: parler devant les autres, parler en interaction avec les autres, analyser et évaluer des conversations, montrer de l'intérêt pour la communication orale;

Premiers pas vers la compréhension de l'écrit: savoir manipuler un livre, découvrir l'écrit, identifier et différencier différents signes graphiques, découvrir les liens entre l'oral et l'écrit, développer sa conscience phonologique, montrer de l'intérêt pour la lecture;

Premiers pas vers la production écrite: découvrir la fonction communicative du langage écrit, découvrir la fonction des lettres, montrer de l'intérêt pour l'écriture.

2. Les socles de compétences pour chaque domaine:

Compréhension de l'oral:

L'élève est capable:

- d'écouter les autres;
- de comprendre deux consignes consécutives et de les exécuter;
- de comprendre globalement des textes (actions des personnages, succession des événements) bien structurés et cohérents, portant sur des sujets familiers, présentés d'une façon bien articulée et à une vitesse de narration peu élevée;
- d'identifier les personnages principaux d'un texte;
- de dégager le message principal d'un texte;
- de suivre le fil conducteur d'une conversation.

Production orale:

L'élève est capable:

- de s'exprimer de façon compréhensible lors d'une conversation portant sur des sujets familiers;
- d'exprimer son opinion;
- de raconter des événements vécus personnellement;
- de reformuler en ses propres mots des éléments essentiels d'un texte travaillé en classe;
- de répondre à des questions portant sur le contenu d'un texte;
- de retracer la chronologie des événements racontés (trame narrative d'une histoire, déroulement d'une activité, suite des images d'une histoire);
- de respecter les règles de conversation convenues (attendre son tour de parole, écouter les autres, réagir aux incitations de ses interlocuteurs, respecter le sujet).

Il n'y a pas de socles de compétences définis pour la fin du cycle 1 dans les domaines de compétences «premiers pas vers la compréhension de l'écrit» et «premiers pas vers la production écrite». Il s'agit en effet plutôt de créer des situations d'apprentissage qui permettent une prise de contact de l'élève avec l'écrit, d'éveiller son intérêt et de lui conférer les premières notions relatives à la compréhension de l'écrit et à la production écrite.

Challenges and remedies

Les objectifs qui se trouvent à la base de l'introduction de l'approche par compétences sont notamment la réduction du taux de redoublement élevé ainsi que du nombre d'élèves quittant l'école sans qualification.

L'enseignement ne se limite pas à la seule transmission de savoirs et leur évaluation normative après-coup. Au-delà de l'acquisition de savoirs, il s'agit de rendre tous les élèves capables d'utiliser concrètement ce qu'ils ont appris, dans des tâches et situations complexes, à l'école comme dans la vie. Ce transfert constitue en effet le grand défi, tant pour les enseignants (transmettre des savoirs, rendre les élèves actifs, leur permettre de faire des expériences, observer et documenter leurs processus de développement et d'apprentissage, s'échanger avec ses collègues sur les observations faites, etc.), que pour les élèves (s'impliquer, expérimenter, faire des hypothèses, poser des questions, donner des réponses, tirer des conclusions, transférer ses savoirs et savoir-faire dans d'autres situations, se rendre compte de ses capacités, de ses forces, avoir confiance en soi-même, etc.) et les parents (s'échanger régulièrement avec les instituteurs sur les apprentissages de leur enfants, se tourner vers de nouvelles formes d'évaluation, etc.).

Des formations continues de large envergure sont offertes au personnel enseignant et éducatif.

Les cycles d'apprentissages de 2 années remplacent les années scolaires afin de laisser plus de temps aux enfants pour développer les compétences et aux enseignants pour créer des situations d'apprentissage susceptibles de donner aux enfants le temps dont ils ont besoin pour développer leur potentiel.

La constitution d'équipes pédagogiques formées de personnel enseignant et éducatif d'un même cycle et des réunions de concertation régulières afin de promouvoir l'échange sur

les apprentissages, et d'assurer la cohérence des mesures pédagogiques, des programmes et des formes d'évaluation.

Les nouveaux outils d'évaluation à caractère formatif mis à disposition des enseignants dans tous les cycles, les bilans intermédiaires du développement des compétences.

Le concept d'observation pour le cycle 1 (LBK1 Lëtzebuenger Beobachtungskonzept fir den 1.Cycle) promu par le Ministère de l'Éducation Nationale.

Teaching processes

Les objectifs principaux de l'enseignement des langues au cycle 1 qui recouvre les quatre sous-domaines (compréhension de l'oral, production orale, premiers pas vers la production écrite, premiers pas vers la compréhension écrite) sont de :

- rendre les enfants capables d'agir par la parole, de maîtriser des situations de leur quotidien et de communiquer avec leurs pairs en utilisant une langue de communication commune qui est le luxembourgeois au cycle 1;
- - créer une base pour des apprentissages langagiers ultérieurs qui permettent aux élèves de prendre contact avec l'écrit d'une façon plutôt informelle
- d'acquérir les premières notions relatives à la compréhension de l'écrit et à la production écrite.

Coherence and continuity

L'éducation précoce et l'éducation préscolaire

- ne forment qu'un seul cycle, le premier cycle de l'enseignement fondamental;
- ont un même plan d'études qui définit les compétences à développer au cours du cycle ainsi que les objectifs à atteindre à la fin du cycle (sous forme de socles de compétences);
- ont les mêmes outils d'évaluation formative : les bilans intermédiaires;
- ont les mêmes outils d'évaluation certificative: les bilans de fin de cycle.

Le personnel enseignant et éducatif en charge des classes du cycle 1 forme une équipe pédagogique qui se concertent régulièrement afin d'assurer la cohérence dans les programmes, les méthodes d'enseignement, les formes d'évaluation, etc.

Le cycle 1 fait désormais partie intégrante de l'école fondamentale et constitue la première étape du parcours scolaire.

La continuité du cycle 1 au cycle 2 est rendue possible à travers:

- le même plan-cadre pour tous les cycles et la continuité dans le développement des compétences-clés à travers les 4 cycles de l'école fondamentale;
- les concertations entre enseignants de différents cycles sur base des bilans intermédiaires, des bilans de fin de cycle et le cas échéant le portfolio;
- la concertation entre enseignants de différents cycles au sein du comité d'école.

MALTA

Recent developments and future perspectives

Malta has two official languages, Maltese and English (Constitution of Malta, 1975). While Maltese is the national language both Maltese and English are the official languages of the country and children are expected to develop fluency in both languages before they leave secondary school. This means that from an early age it is necessary for children to learn both languages in order to function adequately in society.

There is no official policy regarding ELL teaching at K.G level. However, it is generally suggested that the teaching of the second language follows from one's knowledge of the native language. It is acknowledged that students develop their linguistic competences at 'different rates' and consequently some flexibility is encouraged within the framework of teaching. In fact, it is recommended that each College must develop a linguistic strategy which reflects the particular needs of its students. Moreover, the National Minimum Curriculum (Ministry of Education, 1999) recommends that while students are in the process of strengthening the first language they begin familiarising themselves with the second (ibid 1999, p. 37). However, it stresses that 'equal importance should be given to the teaching of the first and second languages at all levels' (ibid, p.38) hence emphasizing the importance of exposure to two languages.

In state-run schools children are exposed to English especially through incidental learning and teaching in the early stages - rhymes, poems, commands tend to be carried out in both languages - however, the amount of exposure to each of the languages varies according to teachers (Giordamaina, 2000, p.6). In privately-run schools there tends to be more explicit exposure to the English language.

Context and organisation

The Ministry of Education, Employment and the Family is responsible for all state schools ranging from KGs to post-secondary. According to the report published by *Early Childhood Education and Care* (2006) more than 90% of three and four year olds attend KG centres regularly. It also appears that in the year 2003 Malta had 98.7% of four year old children registered in KGs.

Till 1975 KG was available for 4 year olds and since 1988 KGs started receiving children from the age of 3. However, school attendance at this early stage is not obligatory - it is compulsory between the ages of 5 – 16.

Most of the state-run KGs are attached to the local primary school thus allowing children to remain within their own environment.

This might not quite be the case with the privately-run KGs. These are not necessarily found in the child's home town / village and therefore children might have to travel a longer distance.

There is no official language policy. However, state-funded KGs tend to favour Maltese as the first language while privately funded KGs tend to promote the English language.

The Ministry of Education, Employment and the Family is responsible for the state-run kindergartens. Each KG forms part of a Primary school. Each school forms part of a wider network of schools within the same area and each network or College is under the supervision of a College Principal. However, the actual school administration and

syllabus implementation are under the jurisdiction of the Head of School officials from the Directorate of Quality and Standards in Education (DQSE).

Pre-primary instruction starts at the age of 3 and primary school education starts at the age of 5.

Languages

The language of instruction is generally Maltese in state schools.

There is much discussion on language teaching among practitioners. Maltese is the main language of instruction in the KG classes – however, this is not to say that Maltese is used exclusively. Much depends on the locality of the school and the children attending. For example, in schools where a number of foreign children are attending English tends to be more widely used so as to create a more inclusive environment. However, while the language of instruction is Maltese some activities such as poems, rhymes and songs are carried out in English. Sometimes, to ensure full comprehension, direct translation into Maltese is carried out by teachers even though such a practice is not recommended. Moreover, there appears to be a strong tendency to refer to commonly used items in English rather than Maltese.

Training of pre-primary teachers/staff

A number of training courses run by different training entities and leading to different levels of certification are run in Malta. These include Employment and Training (ETC), Malta College of Arts and Science (MCAST) and more recently a course at tertiary level leading to a B.Educ degree has been offered.

Pre-primary teachers are offered opportunities to update their skills - for example teachers were invited to follow courses of various structures (e.g 70-hour course) for the purposes of upgrading their status according to recent agreements with the Malta Union of Teachers.

In Malta there is some debate as to whether English can be considered to be a foreign language rather than a second language. Such discussions also reflect the differences in the level of knowledge of the two languages and possibly the kind of teaching employed.

Some schools are opting to teach a third language in the later stages of primary school (e.g.: Italian / French).

Changes in pre-primary

There is more awareness regarding the increase in language minorities but as yet this situation is not being tackled as the main issue regarding the teaching of the two languages continues to contribute to considerable discussion.

Children with a migrant and minority background are included along with the rest of the children - no special provision is currently available. However, in some primary schools, children are withdrawn from the class for a short period during the week to be given specific exposure to the language of instruction.

Children are expected to expand their language skills, develop their listening skills and express creativity but there is no formal curriculum at this stage. A set of *Guidelines* for the Implementation of the Curriculum at KG is available but it is generally up to the KG assistants to decide on the specific learning programmes offered to the children (Giordamaina, 2000, p.4).

Main challenges and remedies

- Designing an appropriate programme embodying the principles of the NMC to suit the needs of all children.
- Ensuring that all required resources are readily available.
- Involving parents in the appreciation of the role of play in the early education of children.
- Appreciating the importance of exposing young children to two languages - to enable them to differentiate between Maltese and English.
- Establishing stronger links between kindergarten and primary to allow for smoother transition
- Ensuring that teachers are more aware of research findings on ELL
- Ensuring accountability

Mobility - Lifelong-Learning Programme

Pre-primary teachers in post for a relatively long time might be somewhat hesitant to undertake such opportunities due to family commitments - however, more recently employed teachers are possibly more willing and motivated

Coherence and continuity

Some children continue to have difficulties even with their native language and such difficulties must be addressed.

Teacher training is required in the specific area of language teaching - both first and second language teaching.

Teachers must be trained to identify children with difficulties in the development of the first language and enabled to support those requiring more specific intervention.

Training sessions for parents should aim at developing full understanding of the importance of second language learning and how they could contribute to this at home in their different environments.

Strategies for the development of oracy especially in a second language, initiated in the early years should be maintained, developed and extended in the early years of primary school and beyond.

References

Early Childhood Education and Care Working Group (2006). *Early Childhood Education and Care . A National Policy 2006*. Malta: Ministry of Education Youth and Employment.

Giordmaina, J. (2000). (Ed). *Proceedings. National Curriculum on it Way. A Conference on the Implementation of the National Curriculum Malta 9th – 11th June 2000*. Malta : Ministry of Education & Univeristy of Malta.

Ministry of Education (1999). *Creating the future together. National Minimum Curriculum*. Malta (Floriana) : Ministry of Education.

THE NETHERLANDS

Recent developments and future perspectives

In the Netherlands kindergarten is included in primary education. That means children go to school (kindergarten) when they are four years old and they leave primary school when they are twelve.

Since the year 2000 some primary schools (30 in total) in the Netherlands taught English, German or French in the whole primary school, which means from 4 years of age to 12. In 2006 there are 85 primary schools in the Netherlands that are teaching English, German or French from kindergarten and onwards.

Since 2006 this new development got very popular. In 2007 there were 121 schools, in 2008 168 and in 2010 more than 500. So the number of primary schools teaching foreign languages from 4 years of age is growing rapidly. But there is a total of 7000 primary schools in the Netherlands, so still it is a very small percentage.

Most schools choose to teach English as a foreign language, but some choose German, French and nowadays also Spanish.

The strategy is that the Ministry of Education provided a small subsidy for schools that choose to teach foreign languages (which can be used only to buy some language books and training for teachers) and they gave to LLP-office an extra task to help and support schools to develop these language programmes. Because of this extra support service schools get aware of the possibility to teach a foreign language in kindergarten and it helps a lot that there is a website and a e-newsletter where schools can find information about language teaching, where to find resources, what training sessions are available, research reports.

Teachers need to see an example of how to teach a foreign language to very young children in a playful way. Seeing good examples helps them get enthusiastic and they realise it is not that difficult.

Context and organisation

Schools are obliged to teach English when children are 10 years of age, but they are free to teach English in kindergarten and onwards if they want to. In 2005 the educational law changed and schools were also able to choose to teach French and German in kindergarten if they wanted. Before 2005 they had to ask for special permission at the Ministry of Education. If kindergartens want to teach Spanish they also have to apply for permission.

Kindergarten is included in the primary school (4-12 years of age). This way the continuity of the education is guaranteed. Children are educated in kindergarten when they're 4 and 5. All children are obliged to start kindergarten when they're 5, but almost all children start when they're 4.

Legal bases:

http://wetten.overheid.nl/BWBR0003420/geldigheidsdatum_19-02-2010

The Netherlands have educational authorities on all levels, national, regional and local.

Children may start pre-primary instruction at age 4 and primary school at age 6.

trained in-service. A lot of teachers apply for a Comenius Grant to follow a training course in the UK especially designed for pre-primary teachers to teach English.

Native speakers teaching foreign languages

- Language/s exclusively taught by native speakers 0 %
- Language/s partly taught by native speakers : 2 %
- Teaching permanently supported by native speakers 1 %
- Teaching temporarily supported by native speakers 2 %

Mobility

Lifelong-Learning Programme

If they get a lot of help with the application form and also with organising their trip, it's quite successful. No other schemes are available.

The main obstacle to mobility of pre-primary teachers/staff /assistants in the LLP programme is that the costs for a substitute teacher is not available via Comenius. Also it is hard for teachers to go abroad for a week when they have children at home. To apply for a grant is too difficult for most primary school teachers and that's why they don't apply at all or quit halfway filling in the form.

Teaching processes

- Awareness raising 4,4 %*
- Basic communication skills 4,4 %*
- CLIL 0,1 %*
- Immersion 0 %*

CLIL is not allowed in Dutch primary schools or in kindergarten. All (pre-)primary education should be in Dutch.

But there is a pilot project that started 1 January 2010 with 14 kindergartens/primary schools that are experimenting with CLIL. The pilot will take 3 years.

Coherence and continuity

Coherence within pre-primary is not yet assured but guidelines are under development.

However, continuity from pre-primary to primary is assured because all is in the same school building and the teachers all had the same educational training.

POLAND

Recent developments and future perspectives

Poland has undergone a major educational reform. The changes concern both the school organisation and the National Curriculum. In 2009 the Parliament passed the Education Bill, which, among other changes, lowers the mandatory school age from 7 to 6. The period of 2009-2012 is the transition time when parents can decide whether to send their child to school at 6 or 7. In September 2012 all children who turn 6 in this year will go to school. This change affects the organisation of pre-primary education which will now be responsible for 3-5 year-old children. This stage of education is still non-compulsory, but the Ministry is making plans to make it obligatory for all 5-year-olds in the near future. The Ministry of Education is promoting pre-primary education and supporting the development of new kindergartens and various forms of informal units/institutions.

The second important change introduced by this reform and concerning FL learning is lowering the age of the second FL so that it becomes part of compulsory education and covers lower-secondary school (ages: 13-16).

Foreign language learning is part of the new National Curriculum, so FL instruction starts at 6 or 7 in lower primary school. The National Curriculum for Pre-primary Education does not cover FL teaching or elements of language awareness raising. However, due to parental pressure and the competitive market of private kindergartens, the majority of kindergartens, especially in urban and suburban areas, offer FL instruction. This is provided mainly by private language schools which specialise in language services for the pre-primary sector.

In urban and suburban areas there is growing interest in bilingual kindergartens which offer care and teaching in two languages, Polish and the foreign language (usually English).

The context of the changes in FL provision at higher levels has been drawn intentionally, regardless of the fact that the study concerns pre-primary education, to show the directions of change and to show that regulating FL instruction at the pre-primary level is probably only one step ahead.

Context and organisation

Legal bases

- Art 14 of the Education System Act of 7 September 1991 (Journal of Laws of 2004 no 256, item. 2572 with subsequent amendments),
- The Regulation of 23rd December 2008 by the Minister of Education introduced „the Core Curriculum for pre-school and general school education”. (Journal of Laws of 2009 no 4, item. 17)

Pre primary education is administered and governed by local authorities – communes (*gmina*), natural persons or legal entities

Children may start pre-primary instruction at age 3 and primary school at 6 or 7 in years 2009-2011, 6 from 2012

Children attending pre-primary (out of all children of pre-primary age) :

Public and private pre-primary: 3-5-year-olds:59,80%, 3-6 year-olds: 67,29%

Public pre-primary: 3-5-year-olds: 51%, 3-6 year-olds: 59%

Private pre-primary: 3-5-year-olds: 8,7%, 3-6 year-olds: 7,9%

The language of instruction is Polish.

Human resources

There are three ways in which the qualification for teaching at pre-primary and lower-primary level can be obtained:

- degree studies at the first cycle (Bachelor's Degree) or the second cycle (Master's Degree) in Early Childhood Education provided by universities and higher education institutions
- degree studies at the first cycle (Bachelor's Degree) or the second cycle (Master's Degree) other than Early Childhood Education provided by universities and higher education institutions supplied with post-graduate qualification courses in Early Childhood Education
- college programmes provided by public and non-public teacher training college preparing for teaching at pre-primary and lower primary level.

All teachers trainees who are educated in FL teacher training colleges have compulsory courses in teaching the target language to young learners. In practice it means that the courses comprise both pre-primary and lower primary education, but the focus is usually FL on lower primary, which is now a compulsory school subject.

Some departments of early childhood education in higher education institutions offer an additional specialization: teaching FL at lower primary level. This preparation usually also covers elements of pre-primary language education, as the teachers usually are educated to teach at both pre-primary and lower primary.

Informal/formal pre-primary schools offering foreign language teaching/awareness raising :

80,55 % of pre-primary schools offers foreign language teaching

40,3% of pupils learn a FL in their pre-primary schools

No data available on the informal sector, which comprised private institutions which offer their educational services on the free market (e.g. private language schools). Some of them also provide teaching in foreign languages.

Optional foreign language(s) at pre-primary 6847 pre-primary schools (80,55% of the total). This data does not include smaller scale pre-school units.

Children of migrant and minority background Since January 2010 all non-citizens are entitled to free education in Polish pre-primary, primary and secondary schools. Migrants residing on the Polish territory are obliged to compulsory education and if their level of Polish is not sufficient they are entitled to extra, free tuition in Polish. The course lasts 12 months and is organized by the local administrative authority. All migrants, regardless of their nationality, are also entitled to extra tuition within the subjects taught at school if need arises. This tuition is provided by the local administrative authority.

Programme at pre-primary

- The Regulation of 23rd December 2008 by the Minister of Education introduced "the Core Curriculum for pre-school and general school education". (Journal of Laws of 2009 no 4, item. 17)

Foreign language teaching at pre-primary is entirely optional.

Data on the proportion of teachers and other staff fostering foreign languages in pre-primary will be available not earlier than 10 March 2010. At the moment the data are being calculated for the school year 2009/2010.

Mobility

Within the Lifelong Learning Programme pre-primary teachers and trainee teachers usually take part in the following Comenius programmes: Comenius In-Service Training and Comenius Assistantship.

In 2009 1,3% of applicants for the In-Service Training Mobility were pre-primary teachers, whereas 1,1% won the financing. Some of the applicants work in institutions which combine pre-primary and lower-primary school and thus not all the pre-primary applications can be traced.

As for the Comenius Assistantship, which attracts trainee teachers, 7% of applicants favoured the age group of 3-5, which can indicate their major track of studies (early childhood education), 26% ticked this age group as their second or third choice. The applications which won funding were respectively 6% and 23%.

There are no other schemes dedicated to pre-primary teachers alone. They can participate in scholarships or mobility schemes offered by Embassies in cooperation or with the National In-Service Agency.

The main obstacles to mobility of pre-primary teachers/staff /assistants are the low foreign language abilities or lack of knowledge of the mobility opportunities.

The aims of teaching processes are Basic communication skills 100%*.

Coherence and continuity

FL teaching at pre-primary is optional and there is no core curriculum of FL at this level. It results in a lot of variety: some kindergartens offer intensive language courses, e.g. 30 minutes to a few hours of exposure everyday. Other provides only one or two 30-minute lessons per week. Usually, it is difficult or impossible to ensure continuity between pre-primary and lower primary, because children in lower primary have different pre-primary backgrounds and different experience in FL learning.

PORTUGAL

Recent developments and future perspectives

As regards the development of Early Language Learning (ELL) in pre-primary education in Portugal since 2006, there are mainly two different situations:

The curriculum guidelines for pre-school education from the Ministry of Education (ME) recommend ELL, for both public and private kindergartens; however, it is not one of the main areas for children from 3 to 6 years old.

- Public kindergartens usually offer a foreign language as an extra-curricular activity;
- In private kindergartens, either English is offered as an additional and optional activity, paid on the side, or it is offered as an activity already included in the class project, for children from 3 to 6 years old. At present, the majority of private kindergartens offer English as an optional activity.

In both public and private kindergartens, there is a pedagogical director and each pre-school class has a qualified pre-school teacher (the so-called *educator*). The pre-school teachers are considered to be the lead staff in kindergartens; however, the English teachers are always recruited outside the school, directly by local authorities or through language schools.

As regards an ELL strategy, there are no official guidelines from the ME as far as pre-school education is concerned; therefore, and for the time being, we cannot refer to any perspectives in the near future (2010-2012).

However, it must be underlined that the government and other partners have been experiencing an increasing need to invest in the quality and in the expansion of childhood education to 0-6 year-olds in Portugal. In the scope of this governmental strategy, priority has been given to children aged 3-6 and this educational provision has consequently undergone great progress.

Context and organisation

As there is no current official Early Language Learning strategy in Portugal, we cannot describe the linguistic, strategic and legal context in which pre-primary language learning takes place.

The national legal bases of pre-primary education in Portugal are the following:

1. Law no. 5/97, of 10th February – *The Framework Law for Pre-School Education*;
2. Decree-Law no. 147/97, of 11th June – *Legal Framework for the Development of Pre-School Education*;
3. Dispatch no. 5220/97, of 4th August – *Curriculum Guidelines for Pre-School Education*.

To sum up, in 1995, the Ministry of Education (ME) prepared a plan for the expansion of the pre-school network, with the aim of ensuring the access of 3-6 year-old children to education and care. It outlined the funding scheme, its setting-up and maintenance, as well as the rules to be followed throughout the implementation and operational phases.

In 1997, the *Framework Law* defined pre-school education as the first stage of basic education in the lifelong education process. A pre-school education network was then created by integrating the public and the private sectors and comprising for-profit and

not-for-profit institutions. Shortly after, the national *Curriculum Guidelines for Pre-School Education* were published by the ME.

In Portugal, the national early childhood education and care network is public and private, and the responsibility for overall policy is shared between two ministries – the Ministry of Education (for the 3-6 age group) and the Ministry of Labour and Social Solidarity (for the 0-3 age group). It's a so-called *Split System*.

Hence, the national pre-school education includes:

- the public network;
- the solidarity network – e.g. the Private Institutions of Social Solidarity (IPSS);
- and the private network.

For 3-6 year-olds, the educational component of pre-school education is free, except in for-profit institutions – in these, the State can support low-income families through *development contracts* with the institutions.

The three networks (public, solidarity and private) are under the pedagogical tutelage of the Ministry of Education (ME). Thus, the ME is responsible for the pedagogical quality in all settings, and defines the normative aspects of pre-school education: hours of operation, organisation, pedagogical guidelines, evaluation and monitoring. It is also responsible for the funding of kindergarten educational contexts for the 3-6 age group.

The competent authorities are the following: the ME, at a national level; the Regional Directorates of Education, at a regional level; the *School Clusters* and the Municipalities, at a local level. These different partners work together with the ME, each having defined statutory roles.

Most public kindergartens are integrated in *School Clusters*. These also include 1st cycle, 2nd cycle (primary education) and 3rd cycle (lower secondary education) of basic education institutions with the same *Educational Project*. This organisation was introduced in order to rearrange early childhood education and care services and to improve collaborative work among pre-school and primary teachers.

A move towards decentralisation has recently taken place, and several policy and organisation matters are now being decided by the Municipalities, e.g. concerning buildings, training, posts and remuneration for assistant workers in kindergartens, as well as the organisation of the out-of-school time provision in the public network with parents' associations.

Children may start pre-primary education at age 3 and they must start primary school at age 6.

(Note: age 6 corresponds to the start of compulsory schooling in Portugal)

Children attending pre-primary (out of all children of pre-primary age):

266 158 pre-school pupils in 2007/2008 (Source: GEPE, Ministry of Education, 2010)

Public pre-primary: 53,3 %

Private pre-primary: 16,7 %

Other 30,0 %

In 'Other', we must consider the not-for-profit Private Institutions of Social Solidarity (IPSS).

There is only one language of instruction, which is Portuguese.

Human resources

In Portugal, pre-school teachers work 35 hours per week, including: 25 teaching hours and 10 hours for planning, assessment and school meetings. Their training is organised as follows:

Pre-service training

Future pre-school teachers have to complete 180 ECTS, plus 60 ECTS in a higher education institution (university or polytechnic). A 4-year degree in *Childhood Education* includes Educational Training in general, Didactics and Teaching Practice, and it requires the following areas: Portuguese Language, Mathematics, Environment Studies (Physical and Social Environment Studies, History and Geography) and Expressions (Music, Art and Drama). Based on these official guidelines, the higher education institutions promote their courses, which may include other subjects.

Pre-school teachers and primary teachers do the same training programme in the first 3 years. The 4th year is different for pre-school teachers and primary teachers. If the teacher wants to obtain certification for both pre-school and primary education, he/she has to take a 5th year. The number of required and elective courses depends on each higher education institution, once the legal guidelines are respected.

At present, most degrees in *Childhood Education* already include a Foreign Language, which is generally an optional subject, and the great majority of students choose to take English (I and eventually II). As regards Early Language Learning (ELL), there is no specific initial training.

Finally, pre-school teachers have to complete a professional qualification to be admitted in public kindergartens. They can apply to the public school system as soon as they get their certificate.

In-service training

Pre-school teachers renew their qualification through in-service training, which is compulsory (25 hours per school year) and contributes to career progress. There is official legislation for continuous training of pre-school, primary and secondary teachers. Courses can have different lengths and formats (workshops, projects, courses, etc.) and they are provided by school training centres. They can also be provided by the central services of the Ministry of Education, whenever new guidelines, syllabuses or documents are published – in this case, training is generally funded by European funds.

50% of the continuous training has to be done in the specific area of the pre-school teacher. Most common contents are spoken and written language, maths, experimental sciences, child assessment of learning and well-being. There is also training on ELL, but it is optional for pre-school teachers.

The teaching career has recently undergone a few changes: there are 10 levels, each level corresponding to 4 years of teaching, except for the 5th level (only 2 years). Teachers progress according to their assessment – they have to obtain at least *Good* in order to progress.

As regards auxiliary staff, they can get a professional certification through specific programmes that recognise and validate professional competences, in the New Opportunity Centres.

Languages

Foreign languages

In Portugal, the foreign language most commonly taught in pre-primary education is English, but there are also a few cases of Spanish being encouraged in kindergartens.

As there are no official guidelines from the Ministry of Education on Early Language Learning in pre-primary education, foreign languages can be compulsory or optional – it depends on the kindergarten.

Generally, most public kindergartens do not offer that option to parents and children, whereas private kindergartens offer English as an additional and optional activity, paid on the side, or as an activity already included in the class project, for children from 3 to 6 years old. At present, private kindergartens offer English as an optional activity.

The so-called *informal pre-primary sector* does not apply to Portugal.

Language of instruction

Immigrant children are also enrolled in Portuguese kindergartens, in a total immersion context. They participate in the daily routines and activities, together with Portuguese children, and they learn the language of instruction (Portuguese) in context and through play.

However, if there are serious problems as regards their integration, they can be helped by a second pre-school teacher in the classroom – a *support teacher*. Furthermore, there are also immigrant associations, especially from Eastern Europe, which can play an important role as intermediaries between the pre-school teachers and the immigrant families.

Compulsory/optional programmes

Compulsory programme at pre-primary

The national curriculum guidelines for kindergarten were published in 1997 by the Ministry of Education, and they indicate recognition of the importance of qualitative early childhood settings, both for children's early development and learning, and as a support to working parents.

According to the *Curriculum Guidelines for Pre-School Education* (Dispatch no. 5220/97, of 4th August), there are three main curriculum areas:

1. Personal and Social Education;
2. Expression and Communication, which also includes three domains:
 - a) Expressions – physical, dramatic, artistic and musical expressions;
 - b) Oral language and initiation to writing;
 - c) Mathematics;
3. Knowledge of the world.

These curriculum guidelines allow for local expression in different parts of the country.

Optional programme at pre-primary

As optional areas at pre-primary education in Portugal, we can find Foreign Language (mainly English) and Computer Science. The first option is commonly offered in private

kindergartens; the second one is already generalised in both private and public kindergartens.

We consider that the main challenges faced in these programmes are:

- To offer a Foreign Language (mainly English) to all children in pre-primary education;
- To support immigrant children enrolled in Portuguese kindergartens.

As an overall challenge, we still have to extend pre-school education to all pre-school aged children, by increasing the national education network and by aiming at having a network coverage of 100% of the 5-year-old children attending pre-school education.

Besides this, it is also important to make the organisation of pre-school education institutions a top-priority, by adapting the working hours to family needs. In order to do so, pre-school education institutions remain open no less than 8 hours per day, until 5.30 p.m. Thus, institutions are able to provide for family support activities which are organised by Municipalities and parents' associations.

Mobility

Lifelong-Learning Programme

In Portugal, according to the National Agency for Lifelong-Learning Programme (*Agência Nacional PROALV – Programa Aprendizagem ao Longo da Vida*), the possibilities of mobility for teachers/staff/assistants offered in the framework of the EU Lifelong-Learning Programme (LLP), namely Comenius, are not well known by Portuguese teachers. Hence, the possibilities of mobility during pre-service or in-service training are rarely used.

The few applications – Partnerships, In-service Training and Assistantships – concerning the pre-primary level are usually from private institutions, coordinated by experienced active teachers in European co-operation.

As regards the public network, national authorities transferred competences to local authorities regarding all extra-curricular activities in the 1st cycle of basic education (6-10 age group), which include the teaching of English, and the National Agency for LLP is not aware of cases in which Early Language Learning is offered in pre-primary education. Furthermore, the English teachers are recruited directly by local authorities or through language schools and, once again, it is difficult to reach the target audience with so many intermediaries.

Therefore, the National Agency concludes that the LLP actions are not very successful at pre-primary level in terms of applicants. However, for those who benefit from the LLP schemes, they are considered to be very successful and important experiences.

There are not schemes outside the Lifelong-Learning Programme.

Obstacles to mobility

According to the National Agency for LLP in Portugal, the main obstacles to mobility of pre-primary teachers/staff in the public network are language difficulties:

- because pre-primary teachers do not feel confident enough, the participation in projects usually requires a language teacher, who is not usually available in public kindergartens;
- the participation in in-service training also requires a minimum language level to follow the course activities and pre-primary teachers either do not have sufficient communication skills or do not feel confident enough to participate.

Besides this, we must also point out that they are *generalist teachers* (the same teacher for all content areas) and that makes it difficult for their substitution during a mobility programme.

Coherence and continuity

As regards Early Language Learning in Portugal, the continuity from pre-primary to primary level does not exist at a national level. The exception refers only to private schools comprising both pre-primary and primary education and including English in their educational projects. These schools must, obviously, guarantee that continuity from one level to the other.

The official guidelines for the teaching of English in the 1st cycle of basic education – *Programa de Generalização do Ensino de Inglês no 1º Ciclo do Ensino Básico* – were published in 2005 by the Ministry of Education (ME) and they were written for beginners. Thus, these guidelines do not take into account that pupils in 1st cycle might have previously had English, namely in pre-primary education.

When the Portuguese ME decides to offer a Foreign Language (probably, English) to all children in pre-primary education, then the continuity from pre-primary to primary education will have to be guaranteed.

However, it must be underlined that, in Portugal, English is still an extra-curricular activity in the 1st cycle and that in a near future the ME might consider the viability of making it part of the curriculum in primary education. The top-priority will thus be to assure the continuity from the 1st cycle (6-10 age group) to the 2nd cycle (10-12 age group) of basic education (primary education).

Other comments

Two examples of good practice regarding pre-primary ELL were made available to the Thematic Group, but they are not supported by academic evidence.

SLOVAKIA

Recent developments and future perspectives

The interest for foreign languages has significantly changed after 1989 in the Slovak Republic. The increased interest could gradually be observed not only among adults but among students and pupils of primary and secondary schools and gradually in kindergartens. Parents of kindergarten children demanded the teaching of foreign languages in learning groups. Gradually the option of teaching foreign languages in kindergartens became a question of prestige and criteria for attracting more children (due to denatality kindergartens were not able to fill their existing capacities).

Foreign languages were taught by native speakers predominantly who often did not have any linguistic education nor any practice with teaching children of pre- primary age. Based on this fact the Ministry of Education of the Slovak Republic changed the regulation on vocational and pedagogic competences which said that for foreign language instruction at kindergartens the minimum of full secondary vocational education and the state exam in the given foreign language are required.

Teaching of foreign languages continued in the form of learning groups by free-lance lecturers, very rarely by teachers of the given kindergarten. English and German were and still are the dominating languages; French and Russian are taught sporadically. The year 2008 meant a turning point in the sphere of teaching foreign languages, when the Education Act (School act) was adopted and kindergartens were integrated into the school system providing pre-primary education.

Referring to this law the regulation on kindergartens was adopted which stated that for 12 children learning a foreign language an independent class may be established with a teacher complying with the above mentioned regulation concerning pedagogical and professional skills. This legal provision secures a legal framework for teaching foreign languages in kindergartens as an integrated component of education. In 2008 the National Educational Programme ISCED 0 – Pre-primary education was approved which defines performance standards in relation to the instruction/education of foreign languages in kindergartens. The described situation relates to kindergartens irrespective of their founders (municipal; public; private; clerical).

Context and organisation

The official language of the Slovak Republic is the Slovak language. The official language overrules other languages used on the territory of the Slovak Republic. State bodies, regional municipalities, other bodies of public administration, legal entities founded by these bodies use in official communication the national/official language. This does not affect the use of the languages of ethnic minorities in official use and the use of other languages in official contact with foreign countries in compliance with applied practice in international communication.

In the official/national language

a) laws are made, government decrees and other generally binding legal regulations are issued including rules of municipal bodies, decisions and other public deeds except of certificates in schools where the language of instruction is a language of ethnic minorities or a foreign language; the issue of such certificates is regulated in a distinctive regulation,

b) is applied in negotiations of public bodies and legal entities

c) is used in official agenda (birth records, memos, resolutions, statistics, evidence, balance statements, official records, information for the public, etc.) and the agenda of churches and religious associations aimed to the public,

d) Municipal chronicles are written. A possible different language version is a translation from the official language.

Children of national minority citizens and ethnic groups are insured the right to acquire the national/official language and they also have the right to the provision of education in their language under conditions defined in this law. Component of the education at primary and secondary schools with other language of instruction than the national/official language is the obligatory subject Slovak language and literature with a sufficient number of teaching hours for its mastering.

Pedagogic and overall documentation in schools and school facilities is written in the official/national language. In schools and school facilities where the language of instruction is the language of national minorities the pedagogic documentation is written in the official/national language and the language of the given national minority.

Textbooks used in the educational process in the Slovak Republic are published in the national/official language except of the textbooks of official/national minorities, ethnic groups and other foreign languages. Their publishing and use are regulated by individual decrees.

This general information refers also to kindergartens.

Pre-primary education organisation

A kindergarten as institution of pre-primary education supports the personal development of children in their socio-emotional, intellectual, physical, moral, aesthetic sphere and it develops their abilities and skills and forms preconditions for further education. It prepares children for life in society in harmony with the individual and age-specific characteristics of children.

Kindergartens are established with at least ten children. The kindergarten insures the education through the school educational programme which is providing pre-primary education. Education in kindergartens is provided for partial remittance except in kindergartens in health-care facilities.

In kindergartens established by municipalities the legal representative of the child contributes to the upkeep and costs of the kindergarten by a maximum of 15% of the living wages for one child. No contribution is paid for children 1 year before entering compulsory education; and in cases when the legal representative of the child presents to the director of the kindergarten a document proving his/her state of neediness receiving social benefits and if children are placed to the kindergarten on basis of *lex judicialis*.

Children attending kindergarten a year prior to their compulsory education are usually in a separate class. Children with special needs are usually integrated or assigned into a special class for children with special educational needs. Separate, independent classes can be opened for children learning foreign languages.

The maximum number of children in kindergarten classes is

- a) 20 in a class for 3-4 year olds
- b) 21 in a class for 4 – 5 year olds
- c) 22 in a class for 5 – 6 year olds
- d) 21 in classes for 3 – to 6 year olds

Pre-primary education in a kindergarten may be practiced if approved by the director and also with the direct presence of the legal representatives. Kindergartens may organize stays in the so called *School in the nature*, trips, excursions, sauna visits, sport education and other activities only under the agreement with the child's legal representative and the kindergarten's founder. Kindergartens provide a whole-day or a half-day education and instruction. The teachers are qualified with a full secondary vocational education or a university degree I. and/or II. level.

Legal bases

Act No. 245/2008 Coll. of Law On education (school act as amended)

Decree of the Ministry of Education of the Slovak Republic No. 306/2008 Coll. Of Law On Kindergartens as amended in the Decree of the Ministry of Education of the Slovak Republic No. 308/2009 Coll.

Decree of the Ministry of Education of the Slovak Republic No. 437/2009 Coll. Of Law which defines the qualification conditions and special qualification requirements for individual categories of pedagogic and professional staff.

Competent authorities

Regional School Offices – regional level

School Offices and joint school offices – local level

Founders of kindergartens (municipalities/towns, regional school offices; physical or legal entities – private founders; churches or religious associations registered by state) – local level

State school inspection – national and regional level

Children may start pre-primary instruction at age 3 (in case of free capacities also 2 year olds) and primary school at age 6

Children attending pre-primary (out of all children of pre-primary age)

Public pre-primary 96,25 %

Private pre-primary 3,75 %

Human resources

The languages of instruction are Slovak, Hungarian, Ukrainian, Russian, English, French, Bulgarian

Kindergarten teachers may have the following qualification possibilities:

- graduation at secondary pedagogic vocational school for kindergartens - educator
- university degree of I. level (Bc) in preschool and elementary pedagogy
- university degree of II. Level (Mgr.) in preschool and elementary pedagogy

The law on pedagogic and professional staff has been in force in Slovakia since 2009 and it defines the system of continuous education of pedagogic staff. This law also defines the process and mode of updating and developing professional competences of teachers at kindergartens based on a credit system of continuous education with a possibility to gain financial benefits in the form of credit bonuses.

Languages taught/fostered as foreign language English, German, French, sporadically Russian and Spanish. Foreign languages are not offered as compulsory in the Slovak Republic.

Kindergartens in Slovakia participate very successfully in mobility in the framework of the EU LLP (Comenius). They cooperate mainly with kindergartens from neighbouring countries – in the Czech Republic, Hungary, Poland, Austria, but also with Germany, England and e.g. also in Greece and Romania. Programmes applied for by kindergartens belong to the best drafted and qualitatively on a high level with an effective realization.

In the framework of professional organization Association for pre-primary education and the Slovak Committee of the OMEP exchanges in institutions of pre-primary education are realized in several neighbouring countries, scientific conferences and international seminars are held with the aim to discuss various professional topics, among others also the issue of teaching foreign languages in kindergartens.

The main obstacles to mobility of pre-primary teachers/staff /assistants are the insufficient foreign language competencies and the absence of grants concretely and especially for teachers in pre-primary education

Other comments

Kindergarten in a regional capital

Based on good cooperation of a primary school offering teaching FL from the 1 year. A project was developed of teaching the FL everyday by a permanent staff member – teacher in all classes at the kindergarten (children from 3 to 6 years). The teacher fulfils the qualification requirements for teaching FL at kindergartens. She links in the foreign language on the education in the mother tongue. Children present the gained FL skills in activities presented to parents and the public. The majority of children then continue in their FL in the primary school from the 1. class on.

A kindergarten in a district town

Only 5-6 year old children learn FL, they learn it everyday in a playful way in all activities. The teacher is a staff member of the kindergarten with a university education and a required qualification for teaching foreign languages in kindergartens. The teaching of the FL is integrated into everyday educational activities – some tasks, are given in the mother tongue, other in the foreign language, some poems, songs are learned in both mother tongue and FL, the teacher tells them some stories in both languages. In relaxing exercises, physical movements the teacher calls these in both languages. It is done in a natural, integrated and experimental way.

A kindergarten in a district town

The teaching of the FL is carried out in the form of learning groups – clubs (5-6 year olds) once a week, the teacher is a primary teacher. Thematically and in content the activities of the learning group link on the educational plan and curriculum of the kindergarten. Children from the kindergarten continue in the primary school with their FL also in the form of “circle- learning group” and continue then in FL learning in the frame of the curriculum for the 3rd year.

SLOVENIA

Context and organisation

Pre-school education is regulated by two laws:

- the Organisation and Financing Education Act (enacted in 1996, revised in 2000, 2001, 2002, 2003, 2005, 2006, and 2008)
- the Preschool Education Act (enacted in 1996, revised in 2000, 2003, 2005, and 2008).

The Organisation and Financing of Education Act regulates the conditions for the implementation and specifies the method of management and financing of education and training in all areas of education, pre-school education included.

The Pre-School Institutions Act regulates pre-school education conducted by public and private pre-school institutions: tasks of pre-school institutions, objectives and principles, types of programmes in pre-school institutions, financing, terms and conditions for employment of instructional and professional support staff, work obligations of pre-school teachers and pre-school teacher assistants, collection and protection of personal information in pre-school institutions, etc.

The authority over pre-school education was transferred from the then Ministry of Health, Family and Social Security to the Ministry of Education and Sport in 1993 (along with the general educational reform in 1996).

The role of the local community is to initiate the procedure of setting up a pre-school institution if there is sufficient interest of the parents, however it cannot always ensure a sufficient number of admission places. According to the law, in cases where there are not sufficient admission places, children from socially deprived families and children with special needs are given the priority.

In late 2007, the Ministry of Education and sport introduced the National E-Register of available places in pre-school institutions. Parents, municipal and national authorities have an insight into availability of places from their home. The National E-register is accessible to all users via Internet. The registration of free places shall become compulsory for pre-school institutions in 2008/09, although 90% of them already employ it.

Children may start pre-primary instruction at age 1 and primary school at age 6

Public pre-primary – 70% (out of children of pre-primary age)

Private pre-primary – 2 % (out of children of pre-primary age)

Languages

Slovenian is the first language of instruction. The second language is taught on the basis of the specific pre-school education programmes in the two nationally mixed areas: Italian in the area of Slovene Istria and Hungarian in the area of Prekmurje.

Human Resources

Pre-school Education is an undergraduate study programme which awards a higher professional education degree. The studies, which are organised either as full-time or as part-time, last 3 years and finish with the defence of a graduate thesis. Upon finishing their studies, the graduates are qualified to work in a preschool institution, in the first year of the 9-year primary school and in other institutions providing education for the

pre-school population. The programme offers 11 basic subjects, 10 specialist subjects, 3 optional subjects, teaching practice and sport education (recreation activities).

Part-time studies of pre-school education are mainly intended for pre-school teachers and their assistants with the minimum of secondary education working in a preschool institution. Other candidates can also enrol in the programme provided they fulfil the entrance criteria and have the opportunity to do the practical part of the study requirements including demonstration lessons. For these students the number of lectures, seminars and laboratory exercises is lower than for the full-time students. The majority of lessons take place on Friday afternoons and Saturday mornings. Due to this organisation, the students are expected to invest more time in independent individual studies, for which all the necessary study materials are prepared by the teachers, who also guide them in their work and use of professional literature as well as offer consultations.

From the academic year 2000/2001 onwards, Slovenian faculties of education also offer an adapted programme for the 3rd or final study year intended for the graduates of the former 2-year higher education programme for pre-school teachers. This programme is also organised as part-time studies.

In 2009/2010 the Bologna system has been introduced into the in-service training for preschool teachers (3+2).

Compulsory/optional programmes

Compulsory languages (as second languages) offered are Italian and Hungarian in the two nationally mixed areas.

Foreign languages are optional, offered as additional activities of interest. Different analyses from the Slovenian National Institute of Education have shown that foreign language teaching and learning in some pre-school institutions are carried out as an additional activity paid either by parents or local communities. In the eastern part of Slovenia, close to the Austrian border, German was offered, in the western part, close to the Italian border Italian and English, and in all other parts of Slovenia English was being taught most frequently. Many of these language courses were offered only to those children whose parents would pay for it, so the classes were split into two groups and this happened, very often during the official programme hours. As this practice was not acceptable and in line with general goals of the pre-school education programme, in 2007 the Ministry of Education and Sport issued a Circular letter with which all additional activities (language courses among them) were to be performed after 15.00 (when the official part of the programme is already finished), and by the external experts.

However, some pre-school institutions participate in the Innovative Project Network under the guidance of the National Institute of Education. A review of the lesson plans of the involved teachers shows that they planned and performed their activities within six areas of the curriculum activities: movement, language, art, nature, society, and mathematics. They also adjusted situational, spontaneous, and planned foreign language learning. The integrated learning included content from other areas and language learning, while focusing on the development of the whole child. The example of best practice in Slovenia (attached to this questionnaire) is an illustration of the work of the above mentioned Innovative Project Network.

In 2007, a national project funded by the European Structural Funds has been launched: the aim of the project was to create expert basis for the introduction of teaching and learning foreign languages in pre-school institutions. The project has been prolonged for another year.

For migrant children, pre-school teachers follow the Strategy for the integration of migrant children, pupils and students into the educational system in the Republic of Slovenia (May 2007) and the general Guidelines for the education of migrant children in pre-school and school institutions (2009).

Challenges and remedies

In the recent past years, the awareness among the teaching staff in the pre-school institutions about the need to have special skills and programmes to deal with migrant children has been much raised. The National Institute of Education offers them some in-service training programmes.

Statistics

Unfortunately there are no official statistical data about the proportion of teachers and other staff teaching/encouraging foreign languages in pre-primary. We can only provide data on the basis of the analysis in the year 2007/08 done by the National Institute of Education: the aim of the analysis was to provide ways and score of the foreign language teaching provision as an additional activity in the pre-primary. There were 123 pre-school institutions involved (15% of all pre-school institutions in Slovenia): 66 of them were organizing foreign language courses (74,2 % English, 31,8 German, 7,6 Italian). The initiative came mostly from parents (53 %), from pre-school institutions themselves (28 %) and from others – not specified (12%). The most common way of doing it is a language course once per week (66,7 %). The choice of the foreign language taught was influenced by the vicinity of a neighbouring country.

Experts, who were performing foreign language teaching, are pre-school teachers with the international certificate in foreign language (e.g. *First Certificate in English (FCE)*, *Certificate in Advanced English (CAE)* or *Test Deutsch als Fremdsprache*), or specialists, foreign language teachers.

According to the analysis mentioned above, in 69,7 % of institutions the courses were performed by the university degree foreign language teachers and in 27% of them by teachers having done additional in-service teacher training for teaching foreign languages.

There are no official pre-primary teachers/staff (as foreign languages are not taking part of the pre-school curriculum)

Mobility

Mobility in the framework of LLP is offered to teachers and future teachers through these programmes: Comenius assistants, In-service training programme and Comenius partnerships programme.

The in-coming mobility for pre-school teachers goes mainly through Comenius assistants programme: foreign (future) teachers can come to Slovenia for a min. period of 13 weeks or the max. period of 45 weeks. They can go either to pre-school education institution or to primary and secondary schools.

It is vary rare that Slovenian pre-school teachers would take part in the mobility programmes: the reason for that is foreign language incompetence.

Main obstacles to mobility of pre-primary teachers/staff /assistants?

The pre-school institution headmasters explained that the main obstacles to mobility for in-coming pre-primary teachers/staff /assistants comes from the fact that they usually do apply for Comenius assistants but the preferred assistant should be from the English

speaking country. These assistants are scarce and usually they do not choose Slovenian pre-school institutions (they would most frequently choose primary schools).

Teaching processes

The Slovenian National Institute of Education performs another project officially involving foreign languages in the first cycle of the primary school. The continuity from pre-primary to primary level should be assured in the following way: local pre-school institutions offer a target language, which should be then also offered in local primary schools.

Other comments

In spite of the fact that foreign language teaching does not take part of the pre-school curriculum, different initiative in this direction can be seen: some pre-school education institutions apply also for the European label award.

SPAIN

Context and organisation

The total population of Spain in January 2010 was 47.021.031³ of which 10.144.889 are enrolled in some kind of education. Compulsory education is taken by pupils between 6 and 16 years of age. The number of students enrolled in non-university education during the school year 2009-2010 was 7,443,625, out of which 1.873.253 attended pre-primary school and 2.749.496 were engaged in primary schooling⁴.

The education administration in Spain is highly decentralized. Its responsibilities are mainly distributed among the State and the Autonomous Communities with some competences being held by the Local Administrations. The central government issues the general guidelines from which the regions develop specific measures to be taken in accordance with the specific context.

Pre-primary education has a structural and curricular development in line with the rest of the educational levels as it is considered part of the same education oriented system. It caters for children aged 0-6 in two stages, 0-3 and 3-6.

The initial education and training of teachers of Pre-primary and Primary education is provided in *Escuelas Universitarias*, and education faculties. The qualification obtained is the degree of Maestro, a first cycle three year university degree. In order to adapt the university system to the European Higher Education Area, a new syllabus is being offered by some Spanish universities. Its implantation started in the academic year 2008-2009. Following this new plan of studies pre-primary and primary teachers will hold a 4 year Bachelor Degree. The syllabus for the maestro degree includes the specialization to teach foreign languages.

Languages

Spanish, also known as Castilian, is the official language in Spain. Six Autonomous Communities have also other official languages (The Balearic Islands, The Basque Country, Catalonia, Galicia, some areas of Navarra and the Valencian Community). In those Communities, both Castilian and the official language are languages of instruction at school.

The Organic Law of Education (LOE, May 2006) anticipates the introduction of a foreign language in the second cycle of pre-school education (Article 14.5: “corresponds to the educational authorities to promote the learning of a foreign language in the second cycle of pre-primary education, especially in the last year”). It is also established that the learning of a foreign language should be offered in all three cycles of primary education (6-8, 9-10, 11-12 year of age). This has led to the extension of foreign language teaching to the first cycle of primary.

The development of foreign language teaching in the second cycle of pre-school education is having a rapid development. In 2007-2008 seven *Comunidades Autónomas* (Autonomous Regions) had foreign language enrolment rates above 90% (see Figure 1). This could be considered a nearly universal introduction to foreign language teaching at this level. In the analysis of these data it should be noted that in communities with their own regional language the introduction of a foreign language can be coincidental with the first contact the student has with a regional language different from the language spoken at home.

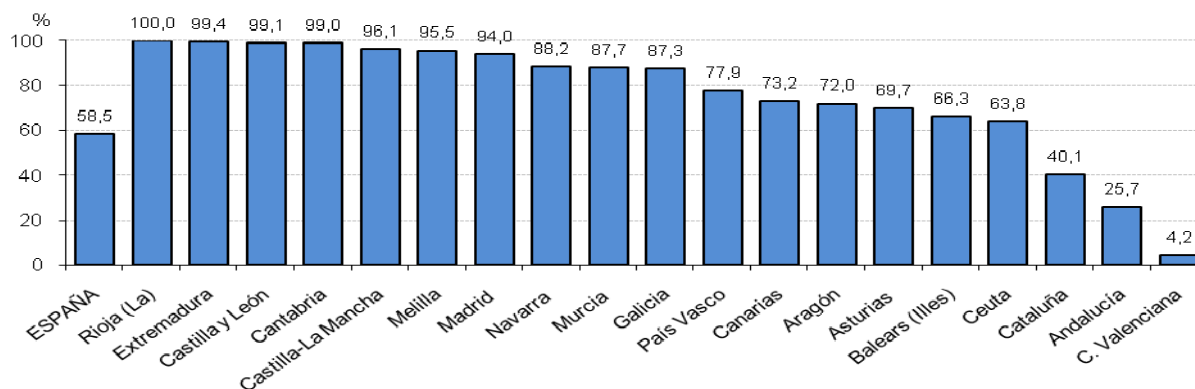
Figure 1: Percentage of students in 2nd cycle of pre-school education studying a foreign language.

³ National Statistics Institute: <http://www.ine.es/>

⁴ Ministerio de Educación:

http://www.educacion.es/mecd/estadisticas/educativas/dcce/Datos_Cifras_web.pdf

School year 2007-08.



Source: Estadísticas de la Enseñanza No Universitaria. Ministerio de Educación, 2010

Recent developments and future perspectives

The study of, at least, one foreign language is mandatory in Compulsory Secondary Education as in Post- Secondary. A high percentage of students of second cycle of Pre-school education (3-5 years of age) begin to have contact with a foreign language, 75,8% during 2008-2009 school year (see Table 1). English is learnt by almost all students as their first foreign language. The study of the other languages at this stage is not significant.

Analysing the evolution of foreign language study in Spain in the last decade, we could highlight the extension of foreign language teaching to the first cycle Primary education. The study of a foreign language in primary has led to a rise from 83,1% in 2000-001 to 100,00% in 2008-2009.

The increase of students enrolled in foreign language learning in the second cycle of pre-primary education is even greater. Data from 2000-2001 contrast with the registration data of 2008-2009, going from 33,1% to 75,8% of students studying a foreign language.

Table 1: Percentage of students engaged in foreign language learning in the Spanish school system. Pre-school and primary education⁵

	2008-09				2006-07 Total	2004-05 Total	2002-03 Total	2000-01 Total
	English	French	Other	Total				
First foreign language								
Pre-primary ⁶	64,7	0,7	0,4	75,8	56,1	56,0	45,1	33,2
Primary ⁷	98,7	4,9	0,8	100+	97,5	95,7	91,0	83,1

Source: Estadísticas de la Enseñanza No Universitaria. Ministerio de Educación
<http://www.educacion.es/mecd/jsp/plantilla.jsp?id=3131&area=estadisticas>

According to the data contained in the 2008 Edition of *Key Data on Teaching Languages at School in Europe* - Eurydice Network, Spain, with the gradual introduction of a foreign

⁵ No data available for 0-2 years of age.

⁶ Pre-primary: ages 3-4-5

⁷ Primary: ages 6 to 12

language in the 2nd cycle of pre-school education, is one of the countries with a high rate of students initiating their contact with a foreign language at an early stage. Once this contact is started, it is required to continue the study of the language until the end of post-secondary education (18 or 19 years of age).

Content and Language Integrated Learning (CLIL) approach has developed significantly in the last few years. This is changing language teaching parameters in Spain and there is a high increase in the adoption of this approach for bilingual programmes. The following factors have contributed to making CLIL one of the most relevant means for revitalising the teaching and learning of foreign languages:

- the promotion of immersion programmes for students in pre-primary, primary and secondary education;
- the creation of a network of primary and secondary schools with similar objectives regarding the teaching of languages;
- the offer of initial and in-service teacher-training programmes aimed at improving the language competence of the teaching staff as well as to develop the specific skills needed to teach in bilingual or CLIL contexts;
- the development of specific language teaching materials with a CLIL orientation.

The role of the mobility programmes of the Commission (LLP) in the promotion of language learning for Spanish teachers and students is also relevant, as well as in the exchange of experiences among professionals in the field of Language education in Europe. More than 8,400 Spanish teachers (5,545 in mobility), and 82,712 students (6,319 in mobility) have taken part in Comenius activities in 2010.

Coherence and continuity

The Ministry of Education of Spain, in the context of the Strategic Framework for European Cooperation in the Field of Education and Training (ET 2020 - May 12, 2009), has been studying the requirements to be met for students trained in their educational system to achieve the appropriate level of foreign language knowledge. This study was approached from a holistic perspective, analyzing the main dimensions of the issue, both nationally and internationally. For this purpose, a group of academics and leading experts, have analyzed the actions carried out by the different education authorities and have evaluated different actions to be taken.

This work has resulted in a comprehensive programme for the teaching of foreign languages (2010-2020). This programme is the first public policy in this field designed in Spain with a global character. Its objectives take into account all sectors of the population and, therefore, the programme must be developed by the educational authorities together with the stakeholders. Actions are aimed at students of all levels of education, teachers, teacher trainers, schools, and families. The adoption of the measures proposed in the programme will be implemented within a scenario of collaboration between different education authorities.

As a first step in implementing this ten-year programme, the Education Action Plan 2010-2011 includes as its Objective 6: "Multilingualism. Boost for learning languages." This objective seeks to promote, in the short term, a series of measures to ensure that all students in our country will meet the objective of learning, at least, one foreign language to the appropriate level of competence.

In this Comprehensive Programme a set of priority actions have been considered in terms of their impact in the short (2010-2011), medium (2015) and long term (2020). Some of those

actions are related to the initial and in-service education and training of teachers and the development of specific profiles for teachers teaching languages to young learners or who are involved in bilingual programmes.

Challenges and remedies

A coordination group has been created with representatives from all the Autonomous Administrations and the Ministry of Education. This group will study the specific needs for each of the actions proposed in the programme.

One of the most urgent issues is the improvement of the level of competence in the foreign language of the teaching staff, some measures of immediate operation have been adopted. Among others:

1. Language teachers and teachers of pre-school and primary education will obtain paid stages in the countries where most taught foreign languages are spoken.
2. Special training for teachers of foreign languages or who are currently teaching or are going to teach content matter in a foreign language, mainly within the CLIL approach, will be structured. This will include training placements in the countries where the language they teach is spoken, in particular in countries with a wide experience in bilingual/ CLIL education and teacher training.
3. Selection and recruitment of foreign guest teachers for a limited period of time to teach in bilingual schools. These teachers will not replace Spanish teachers but will support their task in a different way the language assistants do.
4. Increase in the number of foreign language assistants for strengthening students' linguistic oral practice.
5. Creation of a virtual platform/ web site to help the coordination and support the measures taken, providing updated information to students, teachers and families and facilitating the exchange of experiences.

UNITED KINGDOM (ENGLAND)

Recent developments and future perspectives

The Early Years Foundation Stage (EYFS) contains an area of learning called Communication Language and Literacy. ELL is not included.

Context and organisation

The Early Years Foundation Stage sets out four principles and sixteen commitments. Each of the four themes - A Unique Child, Positive Relationships, Enabling Environments, Learning and Development - has a principle attached to it, and each principle has four commitments which explain how the principles can be put into practice.

<http://nationalstrategies.standards.dcsf.gov.uk/search/earlyyears/results/nav:46528>

The Early Years Foundation Stage (EYFS) became a statutory requirement from September 2008. It was developed through discussion with professionals, academics and practitioners, and brings together their knowledge and experience

The Early Years Foundation Stage (EYFS) is a quality framework which sets the standards for learning and care for children aged birth to five. All registered childcare providers and maintained and independent schools are required to implement the EYFS so that parents can be sure their children will receive a high quality experience regardless of the type of setting they choose. This gives parents the confidence that wherever they choose to send their child will be a safe environment which will support children's early learning and develop their social skills and confidence.

The welfare requirements, an integral part of EYFS, place a very strong emphasis on safeguarding children. They set out very clearly what is expected of providers to ensure that children are safe and well cared for. Extensive background checks are carried out on providers and childcare employees/volunteers to ensure that unsuitable people cannot care for children.

Competent authorities

Ofsted (The Office for Standards in Education, Children's Services and Skills) is responsible for the inspection of all registered childcare.

The Childcare Act 2006 provided new duties on local authorities to improve outcomes for all children under 5 and to secure sufficient childcare to ensure it meets the needs of their local communities, in particular those on low incomes and with disabled children; and a reformed and simplified regulatory regime for early years and childcare to reduce bureaucracy and raise quality, including a new single framework for learning and development for children under 5 - the Early Years Foundation Stage - to ensure consistently high standards and promote achievement.

Children may start pre-primary instruction: EYFS applies from birth to 5

Age when children may start primary school : The start of the term after a child's 5th birthday

Statistics are not available for private and public, but only for different kinds of institution or setting (from day nursery to child minder). On that basis we can say that 38% of children from 0-2 are in formal childcare and early years provision.

(Childcare and Early Years Survey of Parents 2008)

Figures for 3 and 4 year olds are less robust but we estimate that 95% of 3 and 4 year olds benefit from some free early years provision

Human resources

The language of instruction is English.

In England we have a wide variety of different kinds of childcare providers, to offer parents the widest possible choice of care and learning for their children, with 80% of early years settings being in the private, voluntary and independent sectors.

The Early Years Foundation Stage (EYFS) sets out specific qualification requirements for staff working with 0-5 year olds, including a requirement that all supervisors hold, at least, a level 3 qualification. The Government is committed, over time, making level 3 the minimum qualification level for all staff working in early years settings

Around 40% of early years staff in maintained primary schools are graduates but the percentage of staff at graduate level in the private, voluntary and independent sector is small, i.e. only 5% of paid staff in full day-care settings are graduates. The Government has therefore set a clear ambition that, by 2015, every full day-care setting should be led by a graduate, with two graduates in settings in the 30% most disadvantaged areas (also by 2015).

The Government also created Early Years Professional Status (EYPS) in 2006 to help professionalise the early years workforce. EYPS is a graduate level status, equivalent to Qualified Teacher Status (QTS) for the early years. All candidates awarded EYPS must meet a set of 39 national professional Standards, covering birth-5 year old child development and good professional practice. Training is varied based on the individual's requirements – this can involve placements early years settings – so long as learning programmes are designed to allow the individual to meet the EYP Standards. New entrants to the sector are required to undertake twelve months training, which involve at least two placements (lasting at least four weeks each) before being assessed and awarded EYPS.

Early Years Professionals (EYPs) may work in a wide range of roles in group settings such as nurseries and children's centres and as home based child carers. They lead practice, support other practitioners and are central to helping children develop from birth until the age of five, a crucial time in a child's life. The skills and experience graduates acquire will not only give children brighter futures, but also enable EYPs to lead and inspire others to give all children the start in life they deserve.

The Government sees the investment in the ECEC workforce as one of the central pillars in raising the quality of the Early Years experience for young children. Over £800m is therefore being invested during 2008-11 on graduate leadership in Early Years and more generally on training, inclusion, quality improvement and capital investment in the sector.

Compulsory/optional language education

There are no compulsory languages pre 7. Optional language teaching and language awareness does take place, but we have no global statistics

A number of “Sure Start” centres offer an experience of language learning (example from NW attached) as do many schools in Foundation Stage (pre-5), such as Skelton Primary School in the North East - <http://www.leadingaspectaward.org.uk/studies/view/?c=169&t=1&b=%2Fstudies%2F>

Approaches are largely “ludic” – songs and games, stories and play, often using native speakers. We have a “bilingual” French and English foundation stage at WIX primary school, South London http://www.wix.wandsworth.sch.uk/b/B_home.asp?lang=E

Some schools have been involved in a small scale research with CILT using the “Dinocroc” Materials and approach”.

The “Complementary” or “Supplementary” Schools run by local community groups often offer language support in community languages. See <http://www.ourlanguages.org.uk/>

Language education for child of migrant and minority background

There are an increasing number of children entering Early Years Foundation Stage (EYFS) settings for whom English is not the dominant language in the home. To support the development of these children’s skills, knowledge and understanding we have taken a number of legislative and administrative steps:

- legislation which places duties on local authorities to take specific action to support and meet the needs of these children so as to improve their learning and development, to improve their outcomes; this can be supported by various grants, in particular the Ethnic Minority Achievement Grant (=£200m in 2010/11)

The Education and Inspections Act 2006 which introduced a duty on all maintained schools in England to promote community cohesion and on Ofsted, to report on the contributions made in this area. The duty on schools came into effect on 1 September 2007 and the duty on Ofsted began in September 2008;

- developing awareness and understanding amongst early years practitioners and workforce to enable them to provide effective care and learning opportunities to meet the needs of these children;
- working with parents to support the child to develop language skills at home and in the various institutional settings, which will in turn give the child the confidence to achieve in English.

UNITED KINGDOM (SCOTLAND)

Recent developments and future perspectives

There is no official ELL strategy in Scotland: the development of language learning in pre-primary focuses on developing mother-tongue competence in English. However there is an overall strategy for Gaelic - Bòrd na Gàidhlig's National Plan for Gaelic 2007-2012. <http://www.bord-na-gaidhlig.org.uk/national-plan-for-gaelic.html>

The National Plan also contains a National Gaelic Education Strategy, which lists among its goals progress in the expansion of Gaelic childcare facilities and GM pre-school education.

In addition, there are clear guidelines given to nurseries and pre-school establishments on supporting learners for whom English is an additional language.

Context and organisation

Pre-primary language learning takes place within the wider 3-18 curriculum framework, Curriculum for Excellence. This is Scotland's new curriculum with full implementation from August 2010 and replaces 'A Curriculum Framework for Children 3 to 5. The framework is divided into 8 curricular areas, one of which is "language". The early level of Curriculum for Excellence spans pre-school and primary. Although there is no specific mention of foreign language learning at the early level, the learning outcomes for English and Literacy/Gaelic and Literacy are designed to create a solid basis in the mother-tongue, on which, 2nd language learning can develop, e.g. "I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write."/>" I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn."

<http://www.ltscotland.org.uk/curriculumforexcellence/languages/literacyandgaidhlig/index.asp>III. Organisation

Framework for pre primary education - Integrated system

The Minister for Education has responsibility for pre-school children including both pre-school education and childcare. Funded pre-school education is provided for three-to-five year olds from Scottish Government allocation to local authorities.

Preschool education for three- to five-year olds may be offered in local authority nursery classes attached to a primary school, in a local authority nursery school (a type of provision only available in some areas), in private nursery settings and in playgroups.

The early years framework, published in December 2008 is the overarching policy document for all policies relating to children pre-birth to 8 years old, including preschool education and childcare. However, the implementation of the framework is the responsibility of local government and their local partners under the outcome based National Performance Framework established by the Concordat between local and national government in November 2007. Under the terms of the Concordat ring fencing of funding has been removed and local authorities are required to report their progress against a number of national outcomes. For the early years the relevant National Outcome is 'Our children have the best start in life and are ready to succeed.'

Children may start pre-primary instruction at age 3 and primary school at age 4.

Children attending pre-primary (out of all children of pre-primary age)

Public pre-primary 96%

Private pre-primary unknown%

Statistics as of Jan 2009:

- Ninety six per cent of children eligible, or 97,200 in total, were registered for the ante-pre-school or pre-school year of pre-school education, similar to the previous year.
- Approximately 130 providers of Gaelic Medium early years education or childcare, most of whom were located in Highland and in the Western Isles, although 12 other local authorities, across Scotland, also make some provision. Most provision is designed to offer preschool experiences (in local authority nursery classes and schools or voluntary sector playgroups) to 3- to 5-year olds
- Just over 700 children enrolled in GM nurseries for session 2008-09.

Human resources

The language of instruction is English, with a small number of Gaelic-medium nursery/pre-school centres.

Staff in nursery schools is expected to have or be working towards vocational qualifications (SVQs- Scottish Vocational Qualifications) in Childcare, usually at level 3. Others have HNC/Ds . In addition, at least seventy per cent of pre-school children have access to a GTCS registered teacher. The government is committed to increasing the qualification level of nursery and pre-school staff and the % of qualified teachers working in the Early Years sector.

There is no compulsory foreign language learning in pre-school in Scotland; however parents can choose to send their children to Gaelic-medium centres. In addition, some local authorities such as East Renfrewshire aim to offer French to all children in their area from aged 3.

East Renfrewshire Council provides an education service through seven secondary schools, twenty-four primary schools of which eight have nursery classes, two nursery schools, five family centres and one school for children who need additional support. French is taught in all pre-5 establishments and through all primary stages. French was first introduced in all pre-school establishments and classes across the authority in session 2002-2003, and the first cohort of pupils to begin French in pre-school are in P7 this session, 2009-2010.

In one primary school, Hebrew is taught in the nursery class and through all primary stages.

Nine Foreign Language Assistants work across pre-5, primary and secondary schools to promote language learning.

The percentage of pre-primary informal/formal pre-primary schools offering foreign language teaching/awareness raising and stats are not available but anecdotal evidence suggests the percentage is very low. The same situation applies for the percentage of pupils learning foreign language(s) as an option in pre-primary.

Language education for children from migrant and minority background

The Education (Additional Support for Learning) (Scotland) Act 2004 requires education authorities to identify, meet and keep under review the additional support needs of all

pupils for whose education they are responsible. This includes children from the age of 3 in early years establishments which work in partnership with the local authority. Having English as an additional language is recognised as an additional support need, and local authorities are required to make the necessary provision for those children. Nurseries and pre-school establishments are inspected by HMIE and one of the quality indicators used is “meeting learner needs” which includes the provision of English as an additional language.

Some private nurseries/pre-school centres have native speakers to help the children learn a foreign language, usually French, but this is not typical.

Teaching processes

Stats are not available, but where there is foreign language learning the emphasis will primarily be on awareness raising and basic communication skills. In the case of Gaelic-medium centres the aim is to work towards immersion in preparation for immersion at primary school level, but the degree to which this is possible, depends both on the staff and the exposure the children have to Gaelic at home.

Coherence and continuity

In the case of Gaelic-medium centres there is the option to progress to a Gaelic-medium primary school. Coherence and continuity have been strengthened by the inclusion of the Early Level for Literacy and Gaelic in the new Curriculum Framework, Curriculum for Excellence. However in the case of other languages, only a small number of primary schools offer foreign language learning before the last 2 years before secondary, and these are often in the private sector.

SWITZERLAND

Recent developments and future perspectives

Basis der Antworten: 22 von 26 Kantonen (eine engl. Übersetzung wird nachgereicht, wenn alle Antworten vorliegen)

In der Schweiz gilt das Prinzip der Subsidiarität: Die 26 Kantone tragen die Hauptverantwortung für Bildung und Kultur, interkantonal wird bestimmt, was nicht von den Kantonen und Regionen geregelt werden kann.

Mit der *interkantonalen Vereinbarung HarmoS* (in Kraft seit 1. August 2009) zählen in den Beitrittskantonen *neu zwei Jahre Kindergarten/Grundstufe zur obligatorischen Schulzeit* (aktueller Stand: von total 26 Kantonen haben 12 Kantone den Beitritt mit einer Volksabstimmung bekräftigt (80% der Bevölkerung), 6 nach einem Referendum abgelehnt). *86% der Kinder besuchen bereits den zweijährigen Kindergarten*, d.h. treten in der Regel mit dem erfüllten 4. Lebensjahr in das Schulsystem ein. Gemäss HarmoS umfasst die Primarschule *neu 8 Jahre*, die Sekundarstufe in der Regel weiterhin 3 Jahre.

Die Konferenz der kantonalen Sozialdirektorinnen und Sozialdirektoren (SODK) und die Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK) *unterscheiden in ihrer gemeinsamen Erklärung vom 13. März 2008 den Frühbereich (für das Alter von 0 bis 4 Jahren) und die obligatorische Schule (ab viertem vollendetem Lebensjahr). Der Frühbereich umfasst formelle familienergänzende Betreuungsformen wie z.B. Krippen, Tagesfamilien, Spielgruppen sowie informelle Betreuungsformen (Betreuung z.B. durch Verwandte, Nachbarn). Die Zuständigkeit für den Vorschulbereich ist kantonal unterschiedlich geregelt: Teilweise gehört auch der Vorschulbereich zum Erziehungsdepartement, teilweise ist das Sozialdepartement für den Vorschulbereich zuständig. Auf interkantonomer Ebene ist die Konferenz der kantonalen Sozialdirektorinnen und Sozialdirektoren (SODK) für den Frühbereich verantwortlich, die Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK) für den obligatorischen Schulbereich (inklusive Kindergarten). Zudem ist die Mitverantwortung des Staates für die allgemeine Förderung von Kindern ab Geburt in der Bundesverfassung (Art. 11) verankert.*

Es gibt zahlreiche Projekte zur vorschulischen Sprachförderung, wobei es sich bei den meisten um regionale oder kantonale Einzelinitiativen für benachteiligte Kinder sowie solche mit Migrationshintergrund handelt. Die Projekte lassen sich nach unterschiedlichen Ansätzen gruppieren:

kindzentriert: z.B. Förderung der lokalen Schulsprache ab 3 Jahren vor dem Eintritt in den Kindergarten (Spielgruppe plus des Kantons Zürich, Mit ausreichenden Deutschkenntnissen in den Kindergarten des Kantons Basel Stadt)

elternzentriert: z.B. Förderung der lokalen Sprache bei Eltern mit Migrationshintergrund und Information über das Schweizerische Schulsystem (Ich lerne Deutsch fürs Kind des Kantons Basel Stadt, FemmesTisch in den Kantonen Aargau, Basel Land und Basel Stadt, Luzern, Nid- und Obwalden, St.Gallen, Solothurn, Thurgau, Uri, Wallis, Zug und Zürich, Schulstart+ des Kantons Zürich)

kind- und elternzentriert zu Hause: z.B. zur Vermittlung von spiel- und Lernprogrammen (explizit zur Sprachförderung und zur allgemeinen Kompetenzentwicklung), die

benachteiligte und bildungsferne Eltern mit ihren Kindern durchführen können (Schrittweise für 18-monatige bis 4-jährige – in Anlehnung an das holländische Projekt Opstapje und das israelische Hippy – in mehreren Kantonen wie Bern, Solothurn und St.Gallen).

kind- und elternzentriert in Einrichtungen und zu Hause: z.B. zur möglichst ganzheitlichen frühen Förderung der Sprachkompetenz, teilweise kombiniert mit der Sozialkompetenz (Spiki für Familien mit 3- bis 4-jährigen der Stadt St.Gallen, Schenk mir eine Geschichte für Familien mit 2- bis 4-jährigen und Migrationshintergrund des Schweizerischen Instituts für Kinder- und Jugendmedien (SIKJM) in Zusammenarbeit mit kantonalen und regionalen Organisationen)

Die Angebote sind mehrheitlich freiwillig, wobei es auch Kantone mit Obligationen gibt. So müssen beispielsweise ab 2011 im Kanton Basel Stadt Kinder mit ungenügenden Kenntnissen in Deutsch (Schulsprache) vor Eintritt in den Kindergarten 1 Jahr lang zweimal pro Woche in eine Sprachspielgruppe.

(allgemeine Informationen zur frühen Förderung (Forschung, Praxis und Politik) in der Schweiz: http://www.ekm.admin.ch/de/dokumentation/doku/mat_fruehfoerderung_d.pdf)

Context and organisation

1 2004 hat die Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK) eine *nationale Strategie zur Weiterentwicklung des Sprachenunterrichts* verabschiedet. Zentrale Inhalte sind in die interkantonale Vereinbarung über die Harmonisierung der obligatorischen Schule (HarmoS-Konkordat) eingeflossen, welches am 1. August 2009 in Kraft trat. Wesentliche Aspekte sind:

- *zwei Fremdsprachen für alle ab der Primarschule (eine zweite Landessprache und Englisch) spätestens ab dem 3. und dem 5. Schuljahr (bzw. nach der Zählung gemäss HarmoS-Konkordat mit zwei obligatorischen Jahren Kindergarten/Grundstufe dem 5. und 7. Schuljahr);*
- *Weiterentwicklung des Sprachenunterrichts zur Erreichung klar definierter Ziele: nationale Bildungsstandards per Ende des 6. und 9. Schuljahres (resp. des 8. und 11. Schuljahres) für die Schulsprache und zwei Sprachen;*
- *Regionale Koordination der Reihenfolge der Fremdsprachen, wobei am Ende der 11 Jahre obligatorischer Schule in beiden Fremdsprachen ein vergleichbares Niveau erreicht werden soll.*(<http://www.edk.ch/dyn/12926.php>)

Die Sprachenstrategie umfasst zudem wichtige Punkte wie:

- *die konsequente Förderung der lokalen Schulsprache für alle und mit Spezialangeboten für Fremdsprachige während der gesamten Schulzeit*
- *die Verpflichtung des Angebots einer dritten Landessprache*
- *vorschulische Sprachenförderung:*

“Von einer frühen Förderung profitieren insbesondere auch Schülerinnen und Schüler mit ungünstigen Lernvoraussetzungen (namentlich bedingt durch Faktoren wie bildungsferner sozialer Hintergrund und Fremdsprachigkeit). Der Ausbau der frühen Sprachförderung in der Schule, vor allem aber auch die Sprachförderung in ausser- und vorschulischen Betreuungsstrukturen ist mit ein entscheidender Faktor für den

schulischen Erfolg. Dazu gehört auch, dass Kinder mit besonderen Bedürfnissen frühzeitig erkannt und gezielt unterstützt werden können.” (Artikel 3.5)

- die Valorisierung der Migrationssprachen im Regelunterricht mittels language awareness/éveil aux langues sowie Kursen in heimatlicher Sprache und Kultur (HSK)
- die Verwendung des Europäischen Sprachenportfolios während der gesamten Schulzeit:
 - Portfolino (Vorschule/Kindergarten mit Schwerpunkt language awareness)
 - ESP I (bis 11 Jahre) - ESP II (bis 15 Jahre) - ESP III (ab 15 Jahren) (Artikel 5.2)
 - Entwicklung von Profilen für Lehrpersonen, inkl. der Definition der Sprachkompetenzen (gemäss GER)
 - nationale Austauschagentur (in Zusammenarbeit mit dem Bund)
 - nationales Kompetenzzentrum für Mehrsprachigkeit (in Zusammenarbeit mit dem Bund)

(http://edudoc.ch/record/30008/files/Sprachen_d.pdf)

Seit 01. Januar 2010 ist das Schweizerische Sprachengesetz (SpG) in Kraft, welches auf Bundesebene die individuelle und institutionelle Mehrsprachigkeit der Schweiz fördert und den Zusammenhalt des Landes stärkt. Darin enthalten sind wesentliche Punkte wie:

- die Unterstützung des schulischen Austauschs von Lernenden und Lehrenden aller Bildungsstufen
- die Unterstützung der Kantone bei der Förderung der Landessprachen im Unterricht;
- die Unterstützung eines wissenschaftlichen Kompetenzzentrums zur Koordination, Einführung und Durchführung der angewandten Forschung im Bereich der Sprachen und der Mehrsprachigkeit;
- die Unterstützung von besonderen Aufgaben der mehrsprachigen Kantone im Bereich des Sprachunterrichts und der mehrsprachigen Verwaltung.

(http://www.bak.admin.ch/themen/sprachen_und_kulturelle_minderheiten/00506/00616/index.html?lang=de)

2 Für den Kindergarten (ab vollendetem 4.Jahr) gilt das Schulgesetz bzw. die Schulordnung und es existieren in einigen Kantonen Lehrpläne oder Empfehlungen.

Für Kinder von 0 – 4 Jahren gibt es teilweise Bildungsgesetze, welche den Kindern das Recht auf sonderpädagogische Massnahmen sichern (z.B. frühe Sprachenförderung für benachteiligte Kinder und Kinder mit Migrationshintergrund oder mit sprachlichen Defiziten). Ansonsten bestehen keine gesetzlichen Grundlagen für die Sprachenförderung.

Competent authorities are Kantonal und interkantonal (see above). Lokal: für Kinderkrippen und Spielgruppen sind dies die Gemeinden, Kirchen, Hilfswerke und private Organisationen

Children may start pre-primary instruction :

- in Tagesstätten: in der Regel ab 3 Monaten, teilweise auch ab 0 Monaten, teilweise ab 2 Jahren;
- in Spielgruppen: in der Regel ab 3 Jahren, teilweise ab 2.5 Jahren, in einem Kanton ab 0 Monaten (TI), in einem ab 4 Jahren (AG);
- in den Kindergärten: (siehe I. Introduction) in der Regel ab 4. vollendetem Altersjahr, teilweise ab 5 oder 6 Jahren (wenn nur ein Jahr Kindergarten)

Children may start primary school : in der Regel mit vollendetem 6. Jahr

Ratio of children attending pre-primary (out of all children of pre-primary age)

Public pre-primary

- Tagesstätten: zwischen 3-29% (oft fehlen hier kantonale Angaben)
- Spielgruppen: 10-25% (in den meisten Kantonen keine Angaben, da private Träger)
- Kindergarten: Kantone mit Obligatorium: 98-100%; Kantone ohne Obligatorium: 83-98%

Private pre-primary: 0-17%

Languages

- Tagesstätten: in der Regel die lokale Sprache (Mundart und Standarddeutsch, Französisch, Italienisch, Rätoromanisch); teilweise zweisprachige Angebote (in zweisprachigen Kantonen zwei Landessprachen oder englisch-Landessprache, spanisch-deutsch) bzw. Angebote in Deutsch, Französisch, Italienisch, Englisch, Portugiesisch, Russisch als nicht lokale Sprachen;

- Spielgruppen: in der Regel die lokale Sprache (Mundart und Standarddeutsch, Französisch, Italienisch, Rätoromanisch); teilweise Angebote in Englisch, Französisch, Tamil, Türkisch, Portugiesisch, Italienisch, wenige zweisprachige Angebote (zwei Landessprachen oder lokale Sprache und Englisch) – oft fehlen detaillierte Angaben, da private Anbieter

- Kindergärten: in der Regel die lokale Sprache (Standarddeutsch und Mundart, Französisch, Italienisch, Rätoromanisch); zweisprachige Angebote (GR), Englisch (SZ, ZG)

Zweitsprachenunterricht (lokale Schulsprache als Zweitsprache) für Kinder mit Migrationshintergrund; diverse kantonale und interkantonale Projekte (siehe above)

Keine obligatorischen Vorgaben für Fremdsprachenunterricht; teilweise zweisprachige Angebote (bilingualer Unterricht); freiwillige Sprachförderung nach den Grundsätzen von ELBE (Eveil aux langues, language awareness, Begegnung mit Sprachen)

Changes in pre-primary

Der Vorschulbereich gewann in den letzten 3 Jahren an Bedeutung. Dabei wird auch die frühe Sprachförderung thematisiert. Ein kohärentes Konzept gibt es noch nicht, einzelne Kantone arbeiten zurzeit jedoch Konzepte zur frühen Förderung aus.

Language/s of instruction tuition for children of migrant and minority background need Compulsory programme at pre-primary (if there is any)

Teilweise verpflichtende Förderung in der lokalen Schulsprache (spezifische Kurse bzw. Förderlektionen für Kinder); teilweise obligatorische Abklärung ein Jahr vor Eintritt in den Kindergarten mit obligatorischem Förderprogramm; teilweise keine verbindlichen Angebote.

Optional programme at pre-primary :

MuKi-Deutschkurse (für Mütter und Kinder);

Elterninformationen ;

Projekte wie: Primano, schritt:weise , Spielgruppe plus (siehe I. Introduction)

Differenzierung (Halbgruppen) zur Sprachförderung

Integrierte Förderung mit zusätzlichen Fachpersonen

Vergünstigungen für den Besuch von Tagesstätten und Spielgruppen

Finanzierte Weiterbildungen im Bereich Sprachförderung für Betreuungspersonen von Tagesstätten und Spielgruppenleiterinnen

Challenges and remedies

Erreichbarkeit der Ansprechpersonen (Eltern) sowie Zusammenarbeit

Heterogenität der Zielgruppe: verschiedene Sprachen, unterschiedliche sprachliche und kognitive Entwicklung

Betreuungsschlüssel

Kosten

Qualifikation (Aus- und Weiterbildung) der Betreuenden

Bewusstseinsförderung: Sprachen als Ressourcen und Chance

Geeignete Diagnostik- und Förderinstrumente

langfristige Messung der Effekte der Fördermassnahmen

Massnahmen: Siehe Kästchen oben

Human resources

General pre-primary teachers/staff with language knowledge : keine Angaben, zwei Kantone: 100%*

General teachers/staff trained to teach languages to pre-primary children : keine Angaben, zwei Kantone 100%*

General pre-primary teachers/staff encouraging language/s of instruction at pre-primary level: 100 %* (oder keine Angabe)

Teachers especially trained for this purpose during initial training : 100 %* (oder keine Angabe)

Training of pre-primary staff :

- Tagesstätten: teilweise generalisierte Ausbildung im Kanton (GR), teilweise Berufsausbildung mit eidgenössischem Fachausweis (BS), teilweise keine Angaben bzw.

Sache der Anbietenden; teilweise Weiterbildungen an Fachhochschulen, teilweise bei privaten Anbietern;

- Spielgruppen: mehrheitlich keine Vorgaben, da nicht bewilligungspflichtig

- Kindergärten: Studium und Weiterbildung an Pädagogischen Hochschulen

Pilotprojekt in einem Schweizer Kanton (BS) seit Januar 2009: an Berufsfachschule Basel (BFS) Angebot eines zweijährigen, berufsbegleitenden Lehrgangs zur Sprachförderung - Fokus Deutsch - gemeinsam für Gruppenleiterinnen in Tagesheimen und Spielgruppenleiterinnen (finanziert wird der Lehrgang von Erziehungsdepartement BS).

No data on native speakers involved in ELL.

Mobilität findet auf freiwilliger Basis statt; teilweise kein Zugang für nicht EU-Staaten, durch Austauschprogramme von ch-échanges: www.echanges.ch

Spezifische Sprachaufenthalte mit entsprechenden Programmen in Land der Zielsprache (Teil der Aus- bzw. der Weiterbildung)

Main obstacles to mobility :

- Programme sind nicht bekannt; es fehlt eine entsprechende Kultur
- Lehrpersonen sind oft Generalisten und unterrichten mehrere andere Fächer
- Lehrpersonen mit ausländischem Lehrdiplom sind teilweise zu solchen Angeboten nicht zugelassen (z.B. Lehrpersonen im Bereich der heimatlichen Sprachen und Kulturen)

Teaching processes

DaZ (Deutsch als Zweitsprache) knapp 10% mit gezielter, individueller Sprachförderung, z.B. auch mit kon-lab-Elementen.

Kantonal sehr unterschiedlich; z.B. in bilingualen Kantonen Immersion bis zu 80%;

oft Kombination der einzelnen Formen.

Coherence and continuity

Kohärenz wird über die Generalisierung des Europäischen Sprachenportfolios angestrebt (Umsetzung noch im Gange; unterschiedlich weit fortgeschritten in den einzelnen Kantonen); teilweise durch gemeinsame Lehrgänge für Betreuenden in Kindertagesstätten, Spielgruppen und Kindergärten.

Meist keine Vorgaben dazu; teilweise durch Lehrpläne und Profile; teilweise sind Konzepte in Entwicklung; Förderung im Zweitsprachbereich wird, wenn im Kanton vorhanden, kontinuierlich angeboten.

Wissenschaftliche Begleitungen einzelner Projekte:

z.B.:

Mit ausreichenden Deutschkenntnissen in den Kindergarten' (in Kooperation zwischen der Universität Basel und der Pädagogische Hochschule der Fachhochschule Nordwestschweiz).

Spielgruppe plus (ZH)

In Basel-Stadt wird eine Studie zur wirtschaftlichen Situation der Spielgruppen vom Institut für Wirtschaft der Fachhochschule Nordwestschweiz in diesen Wochen durchgeführt. Die vier Kantone AG / BL / BS / SO bilden gemeinsam den ‚Bildungsraum Nordwestschweiz‘. Innerhalb dieses Bildungsraums ist die frühe Sprachförderung eines der vorangetriebenen Projekte. Zur Zeit wird eine Erfassung über die Angebote in den Gemeinden gemacht (Tagesheime und Spielgruppen).

TURKEY

Recent developments and future perspectives

In Turkey, language teaching in pre-school education is not carried out in state schools at this level. But private schools are allowed to use and implement their own language teaching curriculums after 18 month-old age until 6 year-old age.

Context and organisation

As language teaching at pre-school level is not carried out in state schools; the linguistic and the strategic contexts depend on the choice of the school which provides early language education.

Legal bases

The National Education Basic Law, article 1739 – no.19, stands “Pre-school education includes the children aged until 72 months and it is voluntary.” But by 2012-2013 education year it will be compulsory.

The General Directorate of Preschool Development was established in 1992 (under the Law no.3797) to support the whole development of children at preschool ages. Relevant regulations, programmes, physical spaces, education materials and equipment are continuously updated to reach and provide quality education to children at these ages. The education of these children are continuously improved up to the highest possible level by providing quality education materials and child-friendly environments and with child-centred flexible and spiral programmes while upholding the principle of child and parent satisfaction. Activities in this area are being monitored and evaluated within the framework of Total Quality Management which is adopted ahead of all other governmental organizations and agencies. In all sectors including education, health and social protection, the need to promote preschool education is emphasized to build awareness on the issue. Preschool education is also emphasized during specific events such as the opening of the Grand National Assembly and declaration of Government programmes. This emphasis also adds momentum to EU compliance and adjustment process.

In relation to quality preschool education programmes, there are quality-focused expansion targets stated in such documents as the 9th Development Plan, Strategic Plan of the Ministry of National Education and the programme of the 60th Government.

Competent authorities (local, regional, national, other)

Head organizations of the Ministry of National Education at national level and province organizations (province and district directorates) at local level.

Teaching processes

Age when children may start pre-primary instruction is 36-72 months. In some cases (private nursery education), it is 18-72 months.

Age when children may start primary school is 6 year old.

Ratio of children attending pre-primary (out of all children of pre-primary age)

- Public pre-primary 91%
- Private pre-primary 5,42%
- Other 3,58%

Ratio of children attending pre-primary:

- Age 3 – 4%
- Age 4 – 19%
- Age 5 – 69%

While there were 113.000 children covered by the system in 1992, the number of children benefiting from preschool education in 2010 was 1.115.818.

There is gender balance in children attending preschool education.

Human resources

All teachers are university graduates. After completing a 4-year Child Development and Education B.A. program of the Faculties of Education, they are included in the system as teachers and during their assignment they are given in-service training courses and seminars in accordance with the educational needs analysis.

The number of the pre-primary teachers is currently 45,986 and they are all B.A. graduates. Their professional development is encouraged by in-service trainings.

By the education year 2010-2011:

- Total Institution Number: 27.606
- Number of Students: 1.115.818
- Number of Teachers: 46.683
- Enrolment Rate: 44%

Challenges and remedies

Changes in pre-primary

The schooling rate which was 11% in 2002 increased up to 44% in 2010-2011 education year. Strategies have been developed to expand pre-school education, and to increase the quality of educational programs.

Major aims of pre-school education are:

- to ensure the physical, mental and emotional development of children, and the acquisition of good habits,
- to prepare children for primary education,
- to support language development in the Turkish language.

Considering the positive effects of pre-school education on the future educational achievement of children, measures are taken to increase the participation rates in institutional education on the one hand, and on the other hand, efforts have been made in order to expand pre-school education through alternative models such as parent training programs, mobile kindergartens and summer schools.

In order to ensure at least one-year of pre-school education for more children before starting primary education, double shift pre-primary education has been initiated within primary schools from the school year 2005-2006.

In kindergartens double shift education has also been implemented along with full-day education. Besides this, space for pre-school classes has been provided within all types of existing educational institutions. Recently, it became compulsory for the new school buildings to have one or two pre-school classes according to the size of the school.

Starting compulsory education at age 5 is targeted for the year 2014 and afterwards countrywide full coverage of the age group 4-5.

What are the main challenges faced in these programmes and what steps have been taken to deal with them?

Economic constraints, migration and dispersed settlement patterns are major difficulties faced. In institutions located in disadvantaged regions and where there are too many children, the number of children in groups is reduced through alternative education models and resources from social solidarity funds.

Language/s of instruction

Language of Instruction is Turkish. Just for few cases in private schools, it might be English

Compulsory programme at pre-primary (if there is any) :Turkish Language

Optional programme at pre-primary : Foreign languages

Children of migrant and minority background

In Turkey, Greek of Turkish citizenship, Armenian and the Jewish students have the opportunity to be educated in their own languages. However; The students who live in Turkey with different citizenship could benefit from the pre-primary public institutions if they would like to. In these public schools, language of instruction is Turkish.

Are languages in ELL taught (exclusively/partly) by native speakers?

- Language/s exclusively taught by native speakers Turkish

□ Language/s partly taught by native speakers English (Just in some private schools)

Coherence and continuity

Coherence is assured within pre primary. In 2009-2010 education year, in order to make children, who are not in the school system at the age 5, get benefitted from the pre-school education; a pilot enforcement was started in 51 provinces in which the pre-schooling rate is 51% or over. Under the framework of this enforcement of compulsory schooling 93.1% schooling rate has been reached.

Continuity from pre-primary to primary is assured. A continuity has been assured in transition from pre-school to primary education. 72 month-old children have to carry on their education from the first grade in primary schools.