



IRIS PROJECT

QUESTIONNAIRE FOR COLLECTING GOOD PRACTICES

S W E D E N

Premise

Linguistic diversity is an important aspect of Europe's DNA. It includes different languages: the national languages, the official languages, the minority languages, the dialectal varieties and the languages of the immigrants.

On the basis of this statement, the IRIS project aims to recognize and enhance the linguistic diversity of the six partner countries and is organized around three main axes:

1. Teaching / learning the school language by newly arrived students, or allophones students of all kind;.
2. The recognition of the mother tongue of immigrant pupils and children of immigrants as an individual right and an opportunity for all (L1);
3. The development of strategies enabling different learners to transfer from one language to another the communication skills acquired in the different languages of their own repertoire.

In the first phase of the IRIS project, we propose to draw a description of the contexts and the identification of the good practices on the three topics, proposing to the partners to complete an open questionnaire and to share documents, projects and materials on the common platform.

The QUESTIONNAIRE for the collection of data on best linguistic practices is divided into 5 parts:

A. LINGUISTIC CONTEXT

B. PRESENCE OF IMMIGRANT AND ALLOPHONE STUDENTS

C. LEARNING /TEACHING L2 TO IMMIGRANT AND ALLOPHONE STUDENTS:
GOOD PRACTICES

D. RECOGNITION AND VALORISATION OF MOTHER TONGUE: GOOD PRACTICES

E. ANNEX

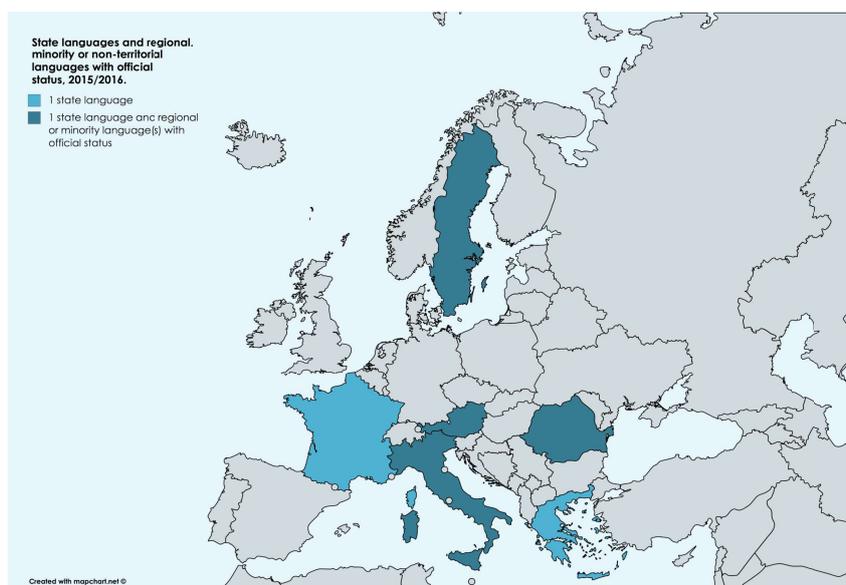
The QUESTIONNAIRE is open and should be enriched with documents, links to sites, bibliographic references. It can serve as a trace for a synthetic national report and for the collection of good practices: materials, projects, tools and methods, in relation with the age of the students and the different school levels.

First name, last name, name of the institution
Véronique Simon, Uppsala university
E-mail
veronique.simon@edu.uu.se

A. LINGUISTIC CONTEXT

A.1a

The national situation. Below the picture describing the language situation of the six partner countries of the IRIS project.



Source: Eurydice, *Languages at School in Europe* 2017

A.1b

Below a table representing the national, official, regional and minority languages recognized in the six partner countries of the IRIS project

State languages and regional, minority or non-territorial languages with official status, 2015/2016

STATE	State language	Regional and/or minority language with official status
AT	German	Czech, Croatian, Hungarian, Slovak, Slovenian, Romany
EL	Greek	
FR	French	
IT	Italian	Catalan, German, Greek, French, Friulian, Croatian, Ladin, Occitan, Provençal, Slovenian, Albanian, Sardinian
RO	Romanian	Bulgarian, Czech, German, Greek, Croatian, Hungarian, Polish, Romany, Russian, Slovak, Serbian, Turkish, Ukrainian
SE	Swedish	Finnish, Meänkieli, Sami, Romany, Yiddish

Source: Eurydice, *Languages at School in Europe* 2017

A1.c

Notes and possible integrations

The Language Council of Sweden (Språkrådet, formerly known as Svenska språknämnden) is “the primary institution for language cultivation in Sweden. It is a department of the official language authority The Institute for Language and Folklore (Institutet för språk och folkminnen).

The Council's mission is to monitor the development of spoken and written Swedish and also to monitor the use and status of all other languages spoken in Sweden. Primarily, that means promoting the use of Swedish sign language and our five official minority languages, Finnish, Meänkieli, Sami, Romani and Yiddish. Yet another task is to strengthen Nordic language unity. The Council has about 20 employees. Similar language councils exist in the other Nordic countries.”

(Source <http://www.sprakochfolkminnen.se/om-oss/kontakt/sprakradet/om-sprakradet/in-english.html>)

Support for Sweden’s national minority languages

“**The Institute for Language and Folklore** administers a government grant scheme whose aim is to put individuals in a better position to acquire and use their national minority language – a term that includes all varieties of Finnish, Yiddish, Meänkieli (formerly known as Tornedal Finnish), Romani Chib and Sami.

Grants are awarded for programmes that will enhance reading and writing skills in minority languages, such as educational activities in the language to be learnt, language projects aimed at children and their parents, and reading initiatives. In addition, funding is available for projects to promote a better understanding of multilingualism, language as a vehicle of culture, or language transmission between generations. Particular support is given to activities with a focus on children and young people.”

(Source: Institutet för språk och folkminnen
<http://www.sprakochfolkminnen.se/sprak.html>)

For more information and statistic about the status of minority languages and language of signs in Sweden see Ethnologue – Languages of the world

<https://www.ethnologue.com/country/SE>

More about integration policy in general:

<https://www.thelocal.se/20170502/how-is-sweden-tackling-its-integration-challenge>

A.2

What are the most widespread languages among minor immigrants and children of immigrants?

Introduce the ranking for the most common languages among the minor immigrants

Teaching in mother tongue and Swedish as a second language

In the 2016/17 academic year, just over 275,000 compulsory school pupils were eligible [i.e. speak another language than Swedish at home)] for tuition in mother tongue, which is an increase of 10 percent compared with the previous year.

The number of eligible persons corresponded to 27 percent of all students. Over the last ten the years, the proportion has increased by 11 percentage points. The proportion of eligible persons was the same as the academic year before, just over 56 percent. The proportion of girls who participated in mother tongue education was slightly larger than boys.

In independent schools, the proportion of eligible students was 25 percent, that is to say slightly lower than in municipal schools. But there was a greater proportion of eligible pupils in independent schools that participated in mother tongue education, just over 64 percent compared to 56 percent in municipal schools.

The proportion of all students who participated in teaching in Swedish as a second language was almost 11 percent.

Pupils entitled to respective participation in the ten largest native languages in compulsory school October 15th, 2016

Total: 275 329

10 most important languages:

Arabic: 64 261

Somali: 20 661

Persian: 18 984

Bosnian/Croatian/Serbian: 16 070

English: 16 033

Spanish: 13 397

Kurdish: 13 179

Finnish: 8 920

Polish: 8 864

Albanian: 8 758

Other languages (144): 86 202

Source: https://www.skolverket.se/om-skolverket/publikationer/statistik?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf3953.pdf%3Fk%3D3953

A.3

What are the most studied foreign languages in your school system?

Introduce the ranking for the first 8 languages studied

The most studied languages (for which there is a common curriculum) are Spanish, German and French. There is even since 2014 a curriculum for Chinese, but only very few students take that option. In some schools it is possible to study other languages, such as Italian, Arabic, Latin or Greek, but only very few study those languages.

Language choice

“Modern languages can be read both in language choice and as the student's choice. According to school regulation (SFS 2011: 185) there should be language choices. The headmaster offer at least two of the languages French, Spanish and German, and in addition strive to offer other languages as a language choice. A student may also choose some of the subjects mother tongue, swedish, swedish as second language, english or sign language as an alternative to language choice.

Language choices are generally introduced in grade 6. The academic year 2016/17 58.5 percent of the students in grade 6 had language choice. In grades 7, 8 and 9, the proportion of students was about 97-98 percent.

The highest proportion of students who read modern languages in language choice were in grade 7, where 85 percent of the students had modern languages as language choices. In grade 9 the proportion was significantly lower, almost 69 percent. Like previous years, more girls than boys chose modern languages.

Spanish is the most popular language among elementary school students. The proportion of students who read Spanish has increased in the last decade. In total, it was 55 percent of students with a modern language as a language choice who studied Spanish in the years 6-9.

DESCRIPTIONS DATA 2017

In later years, the proportion of students who chose alternatives to language choice modern languages higher. Nearly 5 percent of students in grade 6 chose to read an alternative, while the corresponding share in grade 9 was almost 28 percent.

Among the options for modern languages, most students chose English. In grade 9 almost 17 percent read English as an alternative to modern languages. More than 19 percent of the boys chose this option, while the corresponding share for the girls was just over 14 percent.

Source: https://www.skolverket.se/om-skolverket/publikationer/statistik?_xurl=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2FBlob%2Fpdf3953.pdf%3Fk%3D3953

A.4

Does it exist documents or guidelines on the plurilingualism of foreign and immigrant students?

Insert a reference to these documents and some extracts

Language policy 1998

In the *Draft Action Programme for the Promotion of the Swedish Language* from 1998 elaborated by the Swedish Language Council (Svenska Språkrådet) you can find the following guidelines:

“5.8 A multilingual Sweden

The most important task is to improve instruction in Swedish for non-Swedish speakers, but education in foreign languages other than English will also be needed to a greater extent in Sweden in the years to come. A possible objective would be for all Swedish speakers to be able to express themselves in and understand two foreign languages tolerably well, in addition to their mother tongue. To achieve this aim, more resources will primarily have to be devoted to the teaching of second and third foreign languages, perhaps at the expense of instruction in English. The objective suggested is in line with the EU’s language policy goal, that every EU citizen should have a command of two Community languages apart from his or her native language. This would probably strengthen Swedish in relation to English, but above all it would result in Swedes being better equipped to function in a multilingual Europe.”

(file:///G:/Svenska/Webbplats/Lokala%20filer/SSN/arkiv/handleng.htm (23 av 26)2007-12-07 14:25:35)

Sweden has since 2009 a Language Act where it for example stands:

“Individuals’ access to language

Section 14

All residents of Sweden are to be given the opportunity to learn, develop and use Swedish. In addition

1. persons belonging to a national minority are to be given the opportunity to learn, develop and use the minority language, and

2. persons who are deaf or hard of hearing, and persons who, for other reasons, require sign language, are to be given the opportunity to learn, develop and use Swedish sign language.

Persons whose mother tongue is not one of the languages specified in the first paragraph are to be given the opportunity to develop and use their mother tongue.”

Source:

<http://www.regeringen.se/contentassets/9e56b0c78cb5447b968a29dd14a68358/spraklag-pa-engelska>

A.4 Notes

B. PRESENCE OF FOREIGN AND ALLOPHONE STUDENTS

B 1

Recent data on the integration of students with an immigrant background, with particular reference to newly arrived students

Enter recent data on: foreign students by school level; foreign students according to their language and nationality, newly arrived foreign students, school failure of foreign students

According to the national agency for education,

“The number of newly arrived pupils in compulsory school has increased by 27 per cent, from 62 400 last year (2015) to 79 400 this year (2016). The school's student statistics also show that the newly arrived students are divided unevenly between schools. Ten percent of the country's primary schools have received 43 percent of all newly arrived students. At the same time, there are almost 700 schools that have not received any newly arrived students at all.

- In the schools that have taken great responsibility for receiving newly arrived students, the situation can be strained. At the same time, our image is that the schools have a great commitment and work hard and professionally to give the newly arrived students a good education, "says Anna Österlund, Head of Unit at Skolverket.

Uneven distribution between municipalities

Ten percent of municipalities have received 41 percent of newly arrived students. Compared to last year, however, there is a more even distribution. Last year, ten percent of municipalities had received 46 percent of newly arrived students. Counting the breakdown by school, ten percent of the schools received 43 percent of newly arrived students this year compared to 46 percent last year.

Many new arrivals in schools in smaller municipalities

In terms of the number of pupils, metropolitan municipalities have received most newly arrived students, but considering the size of municipalities, smaller municipalities have received the proportion of most newly arrived students in their schools. Ljusnarsberg, Hultsfred, Högsby and Lessebo are municipalities where today more than 30 percent of students in elementary school are newly arrived.

"We are working to support several of the municipalities that have received many new arrivals. Previously, much knowledge of the reception and mapping of New Zealand's knowledge was required. Now more knowledge is needed about teaching new arrivals. School staff also testify that many new arrivals are mentally ill and therefore it is important that there is a good student health, says Anna Österlund.

Differences between municipal schools and independent schools

Nearly eight percent of the students in elementary school are newly arrived compared with 6.5 percent last year. However, there is a lot different between municipal and independent schools. The municipal schools have almost nine percent new arrivals, while the independent schools have almost three percent newly arrived students.

More about the school's student statistics

In the statistics for newly arrived students, both pupils who immigrated in the last four years are counted as people registered as well as students with unknown background not yet registered. For the first time in 12 years, over one million students in primary school (1 023 956 pupils) attend this year. The increase is a result of growing student litters, but is also due to new arrivals to school. The statistics for the 2016/17 academic year were collected in October 15, 2016.

Source : <https://www.skolverket.se/om-skolverket/press/pressmeddelanden/2017/17-000-fler-nyanlanda-i-grundskolan-1.259336>

B.2

Changes during the past two years about the presence of students with an immigrant background

See above

B.3

Is there an organization or an institution at the national and/or regional level that deals with this topic?

Indicate, describe and refer to the related link

Swedish National Agency for Education

“The National Agency for Education is the central administrative authority for the public school system, publicly organised preschooling, school-age childcare and for adult education.

The Swedish National Agency for Education is tasked with ensuring that all children and students have access to the same high-quality standard of education and activities in secure environments. Our mission is to create the best conditions for the children’s development and learning and to help improve the students’ learning outcomes.

The National Agency for Education is led by deputy Director-General Peter Fredriksson. The agency prepares knowledge requirements, regulations, general recommendations and national tests. We are also responsible for official statistics in the area of education and we conduct national follow-ups and evaluations. We also oversee Sweden’s participation in international education surveys.”

<https://www.skolverket.se/om-skolverket/andra-sprak/in-english>

Organize for newly arrived students

The home municipality is responsible for ensuring that children are given school and that young people are offered a place at a municipal school unit. To facilitate the work the National agency offers support and advice to school principals, principals and teachers about the initial mapping, placement and organization of the newly arrived student's education.

Organize reception of newly arrived children and adolescents

Newly arrived students, according to the school's definition, are newly arrived for four years after the pupil has begun schooling in Swedish school. After the first four years, students still need support based on their needs and conditions. The efforts of new arrivals and multilingual students are therefore a long-term work.

"It is important that new arrivals, children and adolescents, as well as their guardians, unnecessarily delay contact with the compulsory school system or upper secondary education or other education"

In the School Agency's "General Advice for the Training of New Arrived Students", pages 15-18, you will find descriptions of how the municipality can work with the organization of the reception. You will find information about possible resource allocation, systematic quality work, and the necessity of skills development of school staff and what it may contain.”

Source: <https://www.skolverket.se/skolutveckling/larande/nyanlandas-larande/organisera-for-nyanlanda-elever-1.237657>

B.4

Legislation for the school integration of students with immigrant background and newly arrived

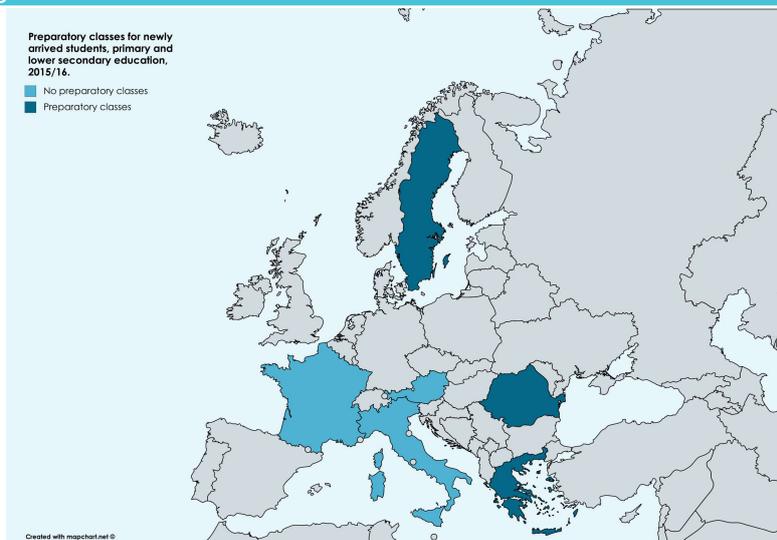
Insert references to recent regulation and introduce significant extracts

According to the Swedish Education Act, all children living in the country should be provided free education from age 6-19, this education being compulsory from age 7-16, except for asylum seekers. This means that for example, even asylum seekers or unaccompanied children have a right to education regardless of whether they are going to stay, or be sent back to their homeland.

Newly arrived students, according to the school's definition, are newly arrived for four years after the pupil has begun schooling in Swedish school. After the first four years, students still need support based on their needs and conditions. The efforts of new arrivals and multilingual students are therefore a long-term work.

B.5a

The following picture distinguishes between a model based on separated classes and one based on integrated classes



Source: Eurydice, *Languages at School in Europe* 2017

B.5b

Which insertion model is adopted in your context?

“In Sweden, school attendance is compulsory in the primary and lower-secondary school. Compulsory attendance at school is both a right and an obligation. It means you have the right to education in the primary and lower-secondary school but are also required to participate in the activities that the school organises. As an unaccompanied minor, you have the right to education regardless of whether you should stay or return to your home country. Asylum seekers have the right to education in the same way as other children in Sweden. However, the compulsory attendance at school does not apply to them.

For new arrivals, in the primary and lower secondary school, it is common to begin in a preparatory class, which is separate from the regular class. At the same time, one belongs to a regular class. You are counted as a newly arrived student if you have been living abroad and start your education in Sweden in the autumn of the year you turn seven years. After four years of schooling in Sweden, you are no longer considered a newly arrived student.

Source:

The introductory programmes are intended to provide pupils who don't have pass grades with the possibility of being accepted on a national programme or of leading work.

For the newly arrived young people, this often means a language introduction. If you have just arrived in Sweden, the language introduction is meant for you. It focuses on the Swedish language so that you can quickly pursue another programme in the upper secondary school. At the language introduction, you can also receive teaching in other primary and lower secondary, and upper secondary subjects that you need for your further education. “

In the 2016/17 academic year, approximately 60 200 students went to an introductory program, which was about 18 percent of all students. Language introduction was the largest introductory program, approximately 60 percent of the students in an introductory program read language introduction. This corresponded to approximately 35,900 students.

Sources: Skolverket and <https://www.informationsverige.se/Engelska/Barn-och-foraldrar/Pages/Skolan-i-Sverige.aspx>

B.5c

Notes and possible adds

C. TEACHING / LEARNING OF THE SCHOOL LANGUAGE

C.1

Description of the situation

Description of the situation at national and / or local level with particular reference to: organizational strategies; who teaches the second language; initial and continuous training of teachers teaching languages and non-linguistic subjects in school; strengths and weaknesses

C.2

Regulation or guidelines

Insert references and extracts from the regulations

C.3

Describing TWO good practices related to experiences concerning different ages and school levels (cfr Annex . Section E).

Distinguish between pre-primary school 3-6 years; primary school; secondary school; vocational training (introduce a description and refer to links and websites).

C.4

Notes

D. RECOGNITION AND VALORISATION OF PLURILINGUALISM AND MOTHER TONGUE : GOOD PRACTICES

D.1

Description of the situation.

State whether special attention is paid to the languages of origin of pupils with a migrant

background: learning at school and in the curricular for non-EU languages; optional teaching/learning in extra-curricular time; bilingual education; other.

D.2

Teachers' attitudes towards the languages of origin of immigrant students: language teachers and non-language teachers.

D.3

Describe TWO good practices related to different ages and school levels
(See Annex E)

Describe projects, materials and methods (insert description and references to links and documents)

D.4 Notes

E. ANNEX

Track to follow in the description of good practices (points C.3 and D.3).

Title of the project

Venue of the project

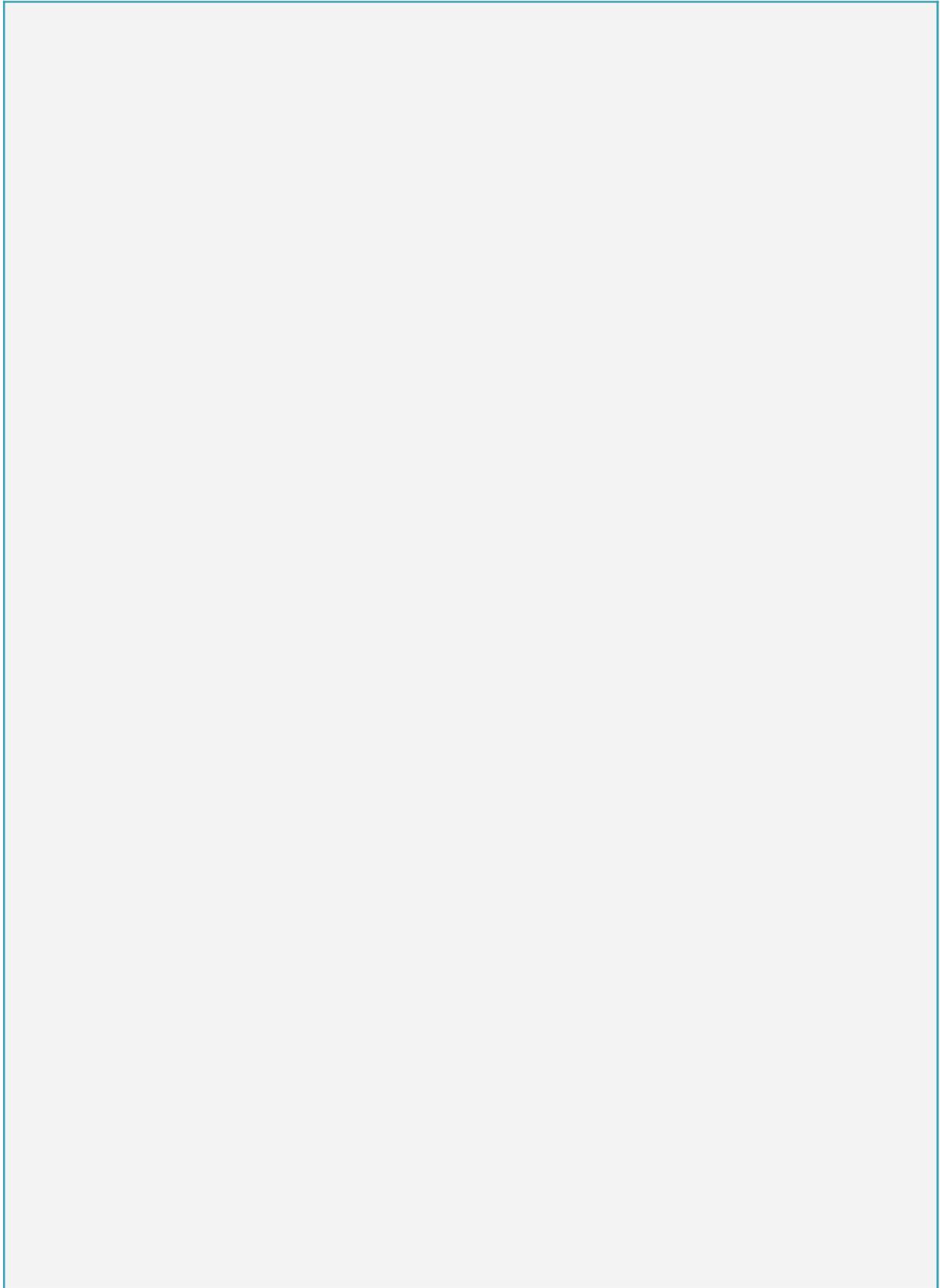
Coordinating institution

Other organisations, institutions, associations involved n the project

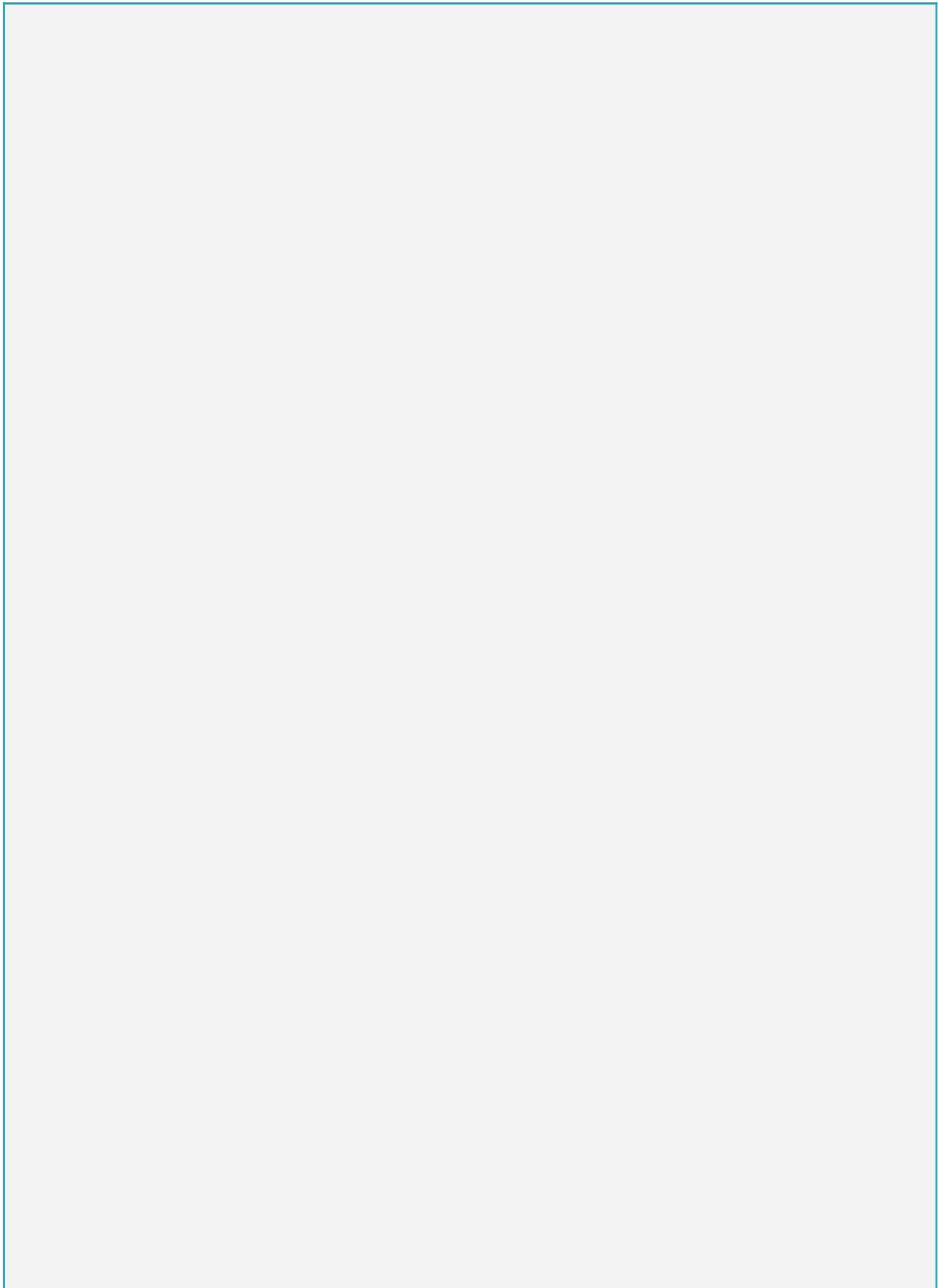
Description of the project (objectives, actions, methods...)

Methods

Main beneficiaries (characteristics, data)



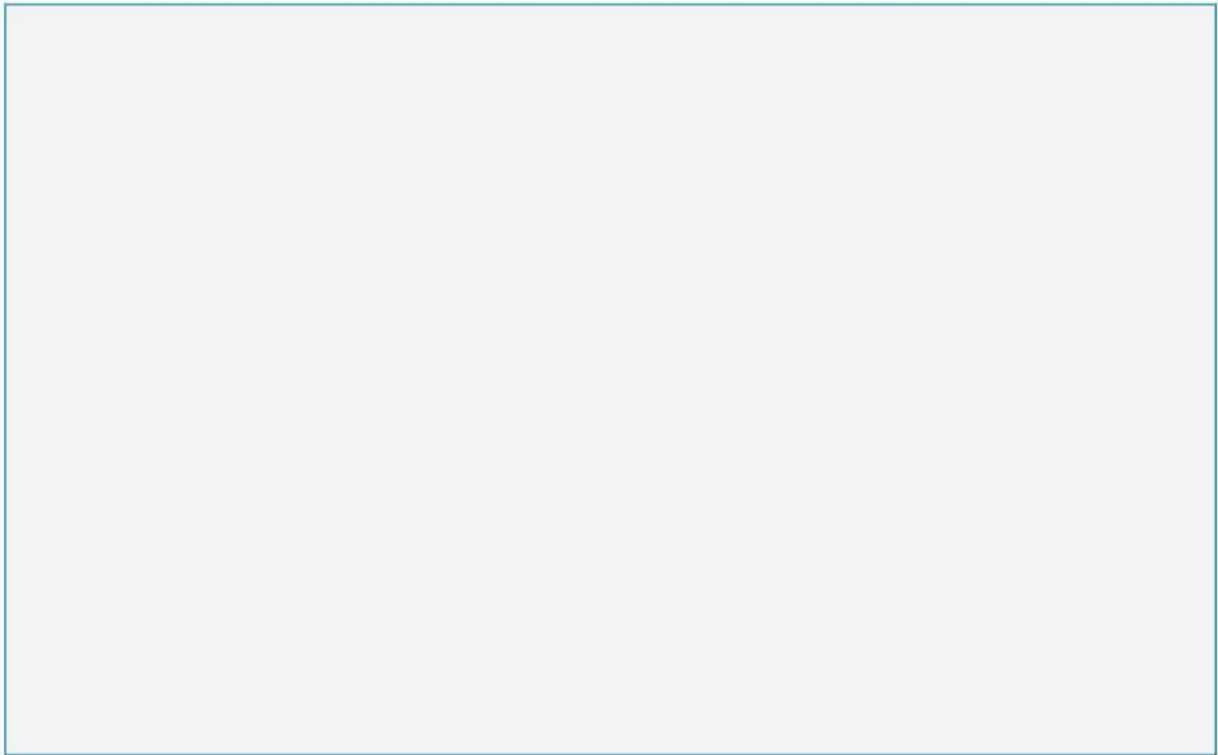
Documentation of a project (outputs, materials...)



Notes

Annexes (if any)

Contacts (name of the referent, site, e-mail, phone number)



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Programme, Key Action 2 - Strategic Partnership (2017-1-IT02-KA201-036701)

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.