IRIS PROJECT

QUESTIONNAIRE FOR COLLECTING GOOD PRACTICES

R O M A N I A

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 |
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A. LINGUISTIC CONTEXT

A.1a

The national situation. Below the picture describing the language situation of the six partner countries of the IRIS project.
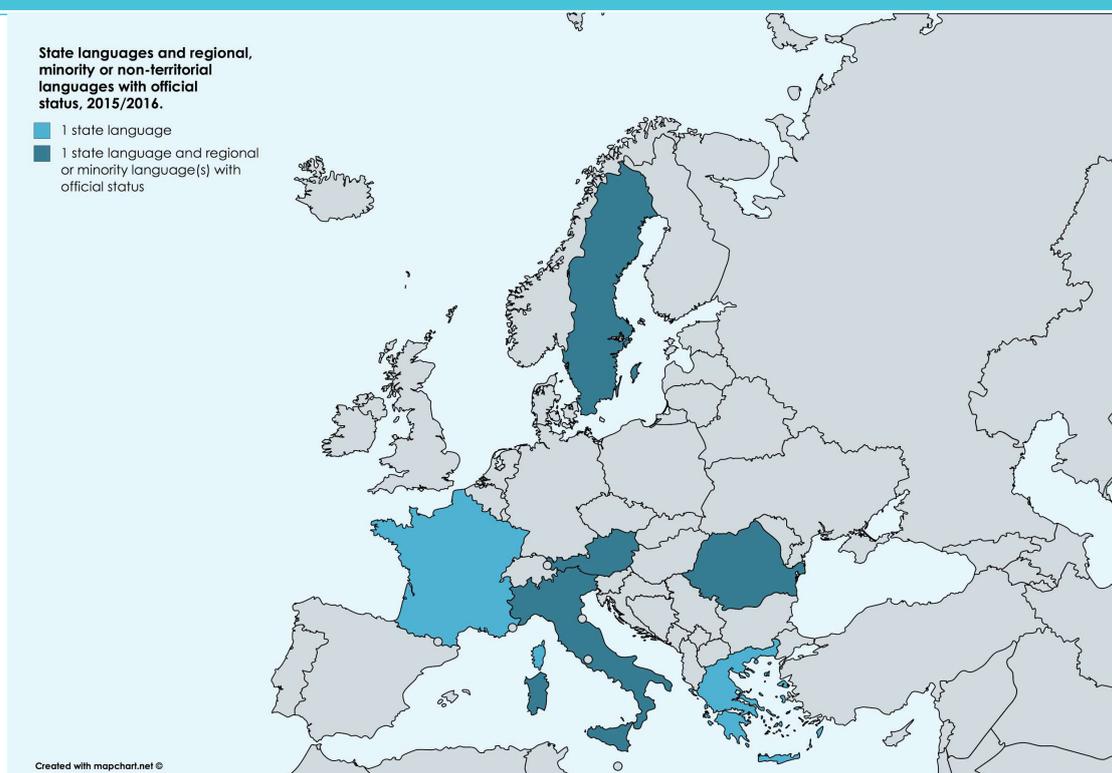
Source: Eurydice, *Languages at School in Europe* 2017

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

20 minorities' languages are officialy recognized (Law 282/2007) in Romania. The 13 minorities listed at A1.b meet the conditions for receiving official state education (Law 1/2011). All recognized minorities have the right to organize private schools / education in their language (Law 1/2011).

Links:

Education Law - http://www.dri.gov.ro/legea-educatiei-nationale-nr-12011/

Minorities Recognition Law - http://www.dri.gov.ro/lege-nr-2822007-pentru-ratificarea-cartei-europene-a-limbilor-regionale-sau-minoritare-adoptata-la-strasbourg-la-5-noiembrie-1992/

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

Category 1 – economic migration - children with parents with working visa (temporary or permanent): Turkey, China, South Corea, Israel, Serbia, Ukraine, Lebanon, Syria, Iran, Iraq, Jordan, Egipt, and others

Category 2 – refugees and asylum seekers – Syria, Afganistan, Iraq, Pakistan, Iran, Bangladesh, Yemen, Congo, Eritreea, and others

We propose a third category of students:

Category 3 – children of Romanian migrants which chose to turn back to Romania – Italy, Spain, France, Germany, UK, Ireland, Norway, Greece, and others

Explanation: Over 30 000 children, which started school in other country, asked to be integrated in Romanian state schools in the last four years. They have poor knowledge of Romanian language (spoken in family and not at the level requested by the school), have difficulties with the integration in class, with the understanding of the curriculum and tasks. Because they are Romanian citizens they are integrated directly into the educational system without any preparatory year. There are no methodology or programs dedicated to this category of students which also are registering the highest drop-out rate.

A.3
What are the most studied foreign languages in your school system?

Introduce the ranking for the first 8 languages studied

English, French, German, Russian Italian, Spanish

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

Not found

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

still waiting data from the Ministry of Education

B.2
Changes during the past two years about the presence of students with an immigrant background
still waiting data from the Ministry of Education

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

At National level: the Ministry of Education and the General Inspectorate for Imigration

At county lavel: School Inspectorate for each County (they report to the Ministry of Education) in collaboration with Police Inspectorate, Imigration Department

B.4

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

Insert references to recent regulation and introduce significant extracts

HG 3473/2017 Methodology for school integration of foreign students
https://www.edu.ro/sites/default/files/fisiere%20articole/ORDIN%203473-2017.pdf

Law 1/2011 Education Law
https://www.isjdolj.ro/sites/default/files/Legea_Educa%C8%9Biei_Na%C8%9Bionale_nr.1_%202011.pdf

B.5a

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

Preparatory classes for newly arrived students, primary and lower secondary education, 2015/16.

☐ No preparatory classes
☐ Preparatory classes

Created with mapchart.net ©
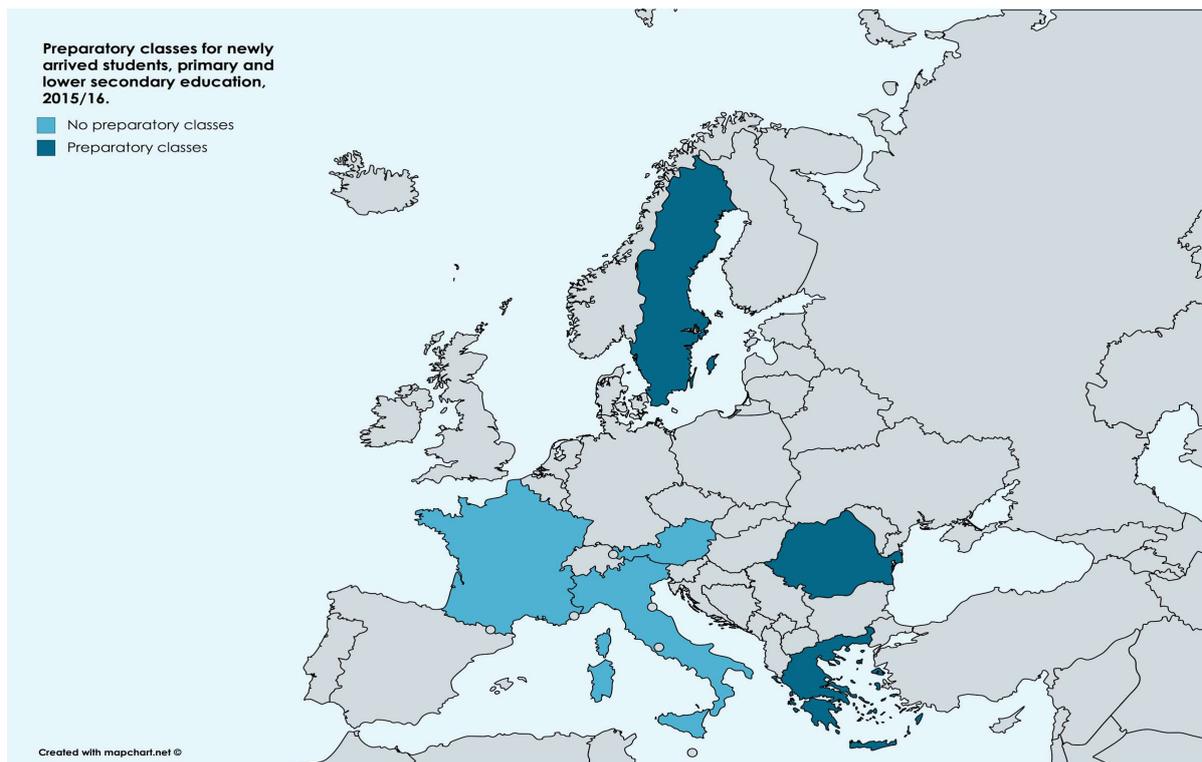
Source: Eurydice, *Languages at School in Europe* 2017

B.5b
Which insertion model is adopted in your context?

preparatory classes

B.5c
Notes and possible adds

Children with the age in the compulsory education range (5 to16-17) may attend the classes from state schools - free education system. During first year (from the time they request to the beginning of the next school year) they participate to Romanian language classes to learn the language and to accommodate with the educational environment. During this time, their previous study levels are equated with the ones specific to Romanian educational system. In the next school year they are integrated in the classes with the same rights as Romanian pupils.

The private schools are not integrated in the free education system, so if the

parents/tutors have the necessary amount of money they can attend to classes without the preparatory year if schools agree.

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

In order to teach either first or second language, the teachers need to graduate University with specialization in that particular language.

Initial training of language trachers is assured by Universities through their specializations.

Continuous training of teachers is assured by County Teacher Training Centres (public organizations under direction of the Ministry of Education responsible with continuous training of teachers from the county), and through programmes run by Universities and acredited NGOs

C.2

Regulation or guidelines

Insert references and extracts from the regulations

Education Law 1/2011

https://www.isjdolj.ro/sites/default/files/Legea_Educa%C8%9Biei_Na%C8%9Bionale_nr.1_%202011.pdf

Methodology for Teachers' Mobility in School Year 2017-2018

http://titularizare.edu.ro/2018/docs/2_Metodologie%20mobilitate%20pers_did%202018_2019.pdf

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
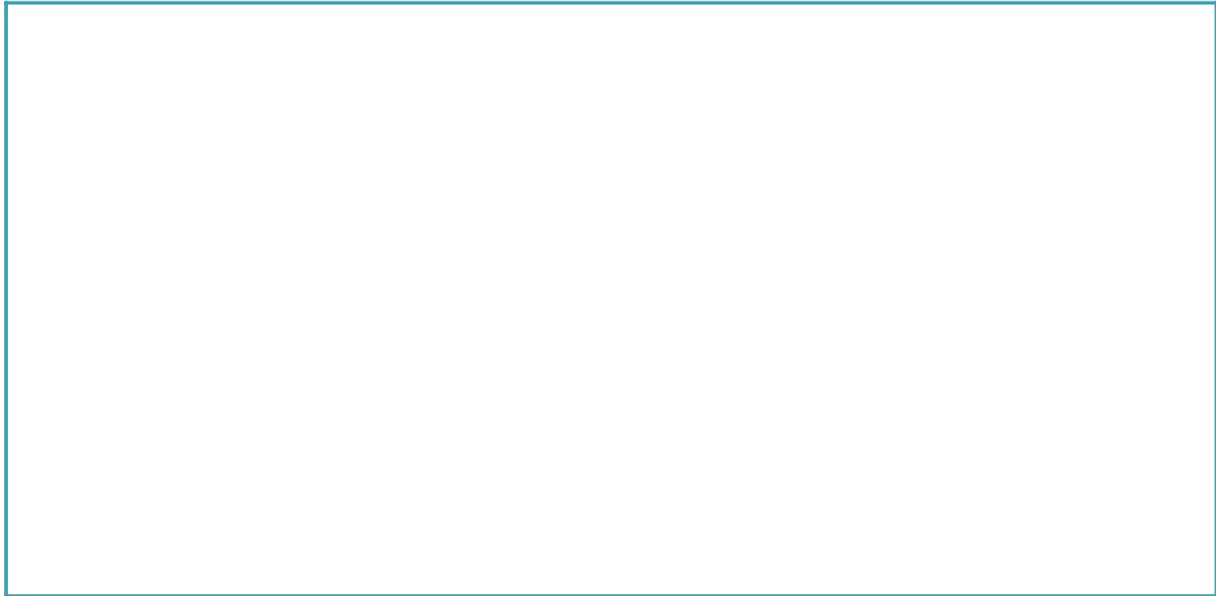
D.1

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.
.

not found

D.2

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

not found

D.3
DescribeTWO 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)

not found

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)
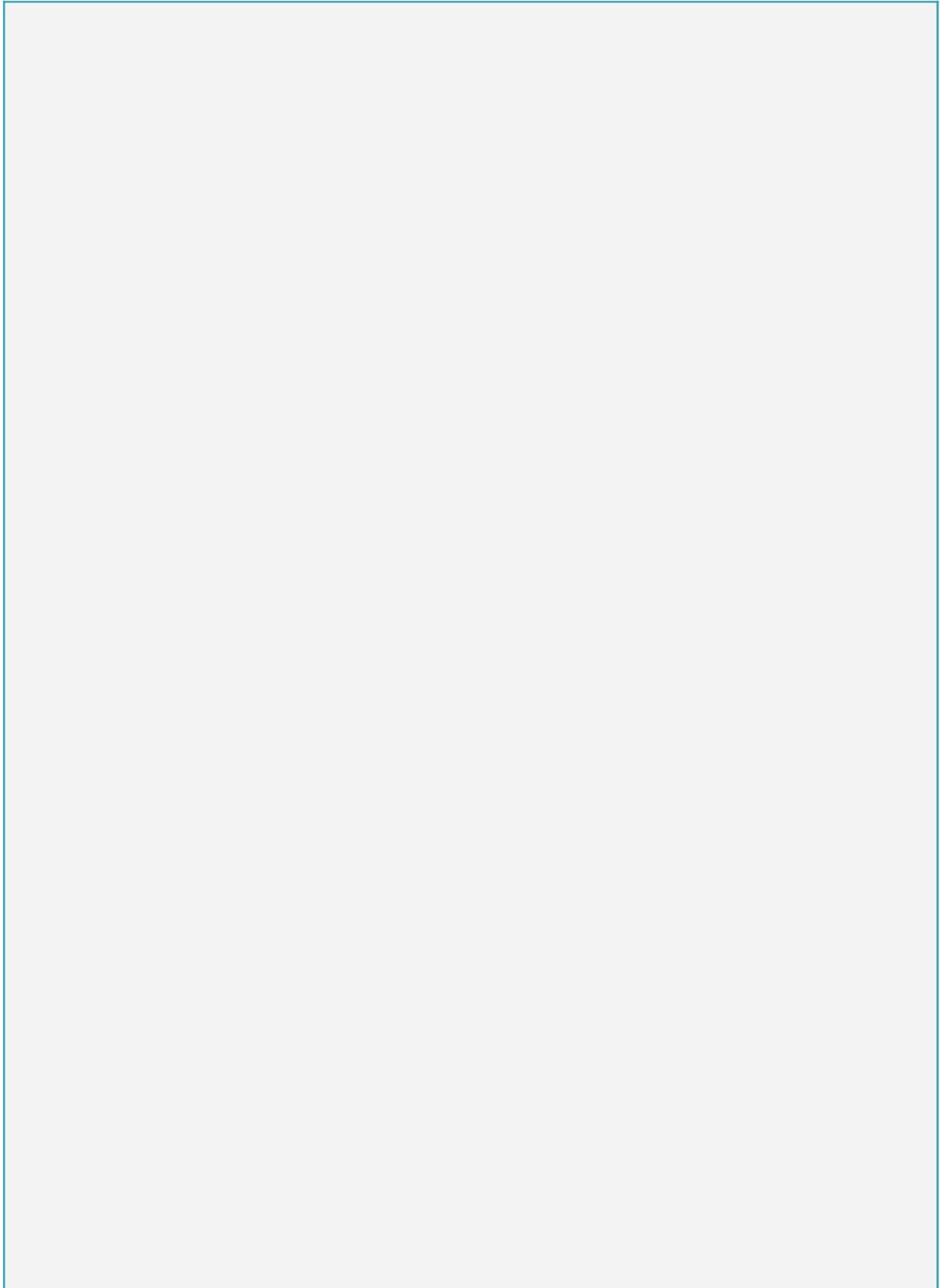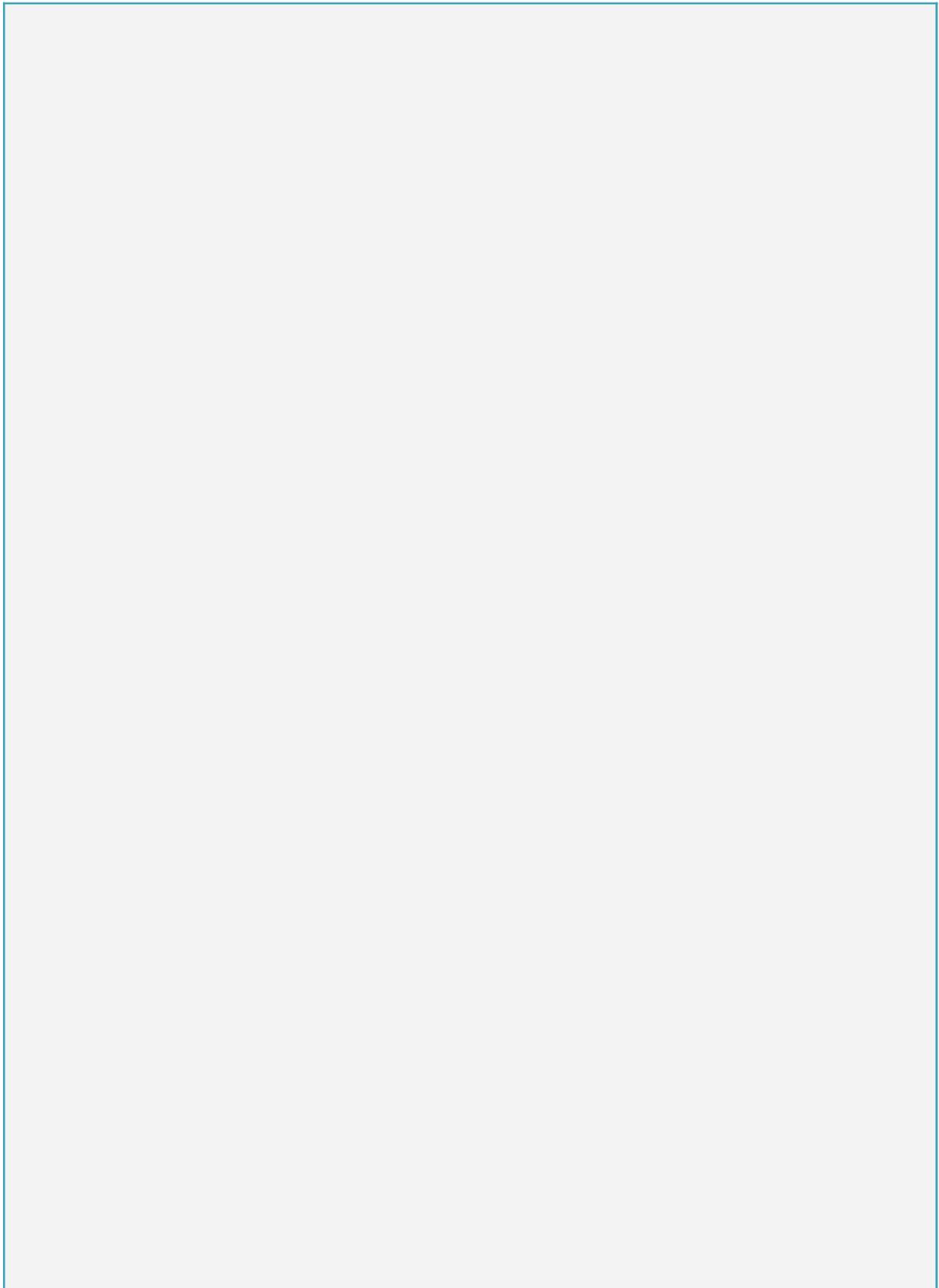
Annexes (if any)

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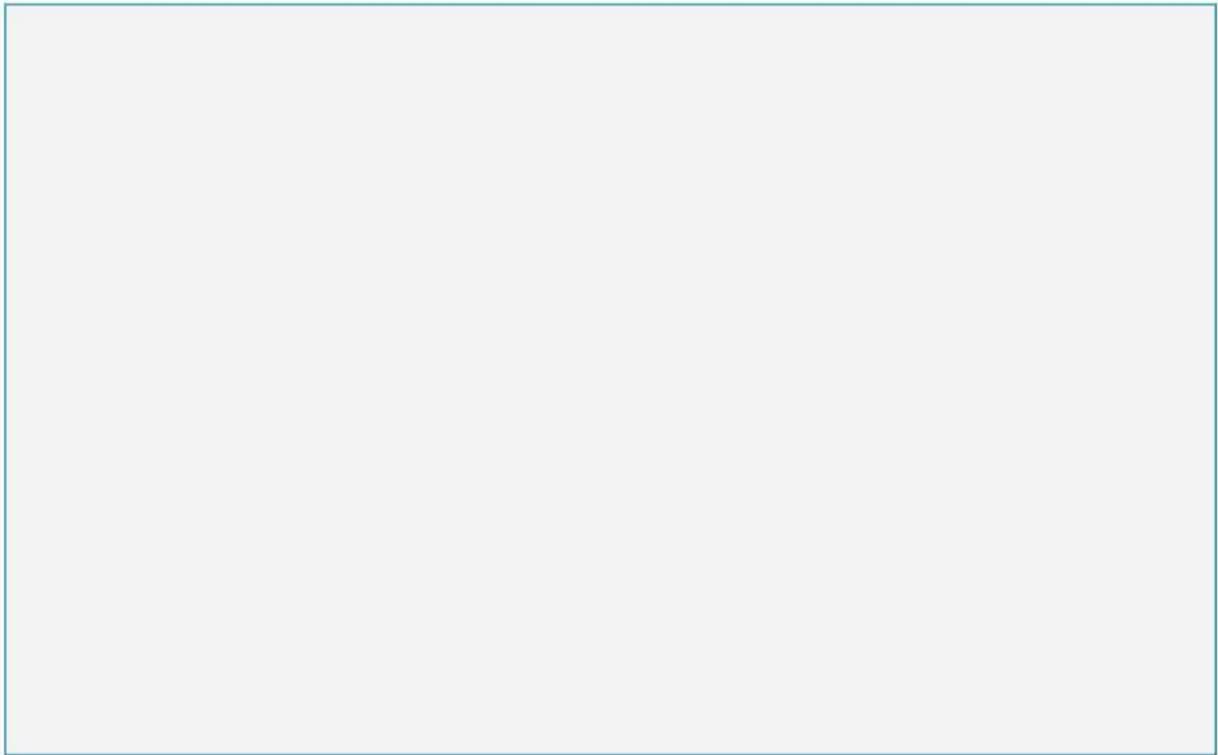
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