



## **EUCIM-TE**

# European Curriculum for Mainstreamed Second Language Teacher Education

Progress Report

Public Part

## Project information

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## Executive Summary

The EUCIM-TE project addresses the new qualification needs for teachers affected by policy shifts from a „compartmentalised“ concept of second language teaching to an „inclusive education“ in which academic language education in socially and linguistically heterogeneous classrooms is seen as an integral part of a generalised and common curriculum process, i.e. inclusive academic literacy education for second language learners and for first language learners who have limited exposure to academic language. Such a change implies considerable alterations in the teacher education curriculum at a European level. Due to the general rising trend in immigration across Europe, all teachers need qualifications regarding work with ethnic and linguistic minority pupils. At present, none of the European Union member states has a general teacher education curriculum addressing these needs.

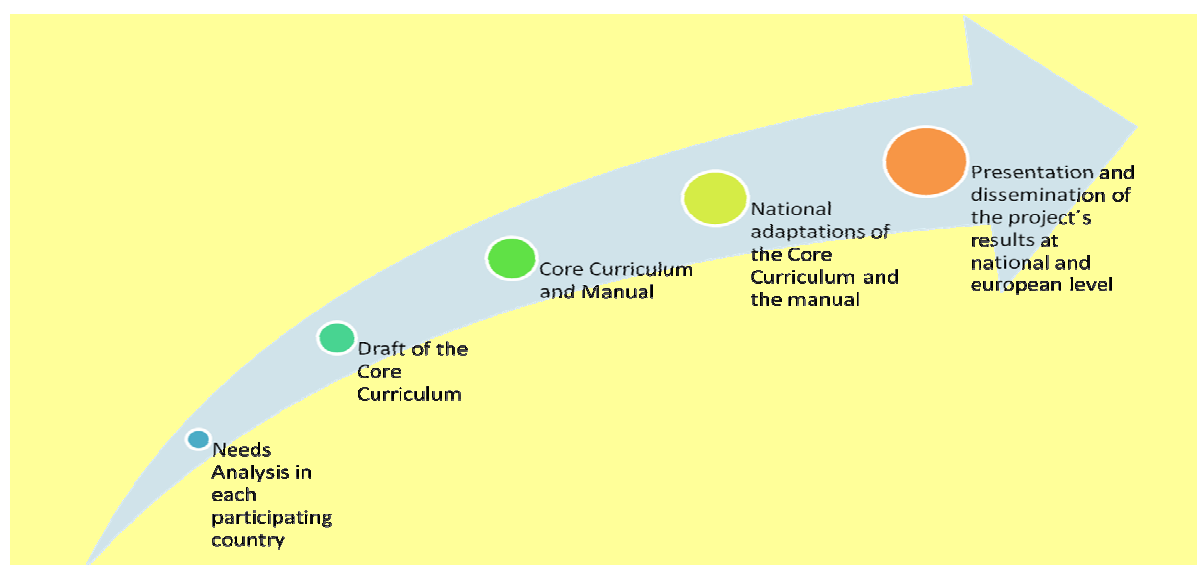
The main aim of the project is thus to improve the pre- and in-service training of all teachers in relation to their work with immigrant pupils by creating a competence-based European Core Curriculum for teacher education and its national adaptations. Therefore, the main outputs will be:

- the European Core Curriculum, its national adaptations, the European manual and its national adaptations;
- Needs Analysis Reports of the partners involved.

The material will be published by various means, including: print and web-based publications, a web-based databank including all relevant material produced in the participating countries and abroad as well as the material produced by the project.

In general, the project shall prompt wide-ranging changes in teacher education. By creating national/regional Teacher Education Partnerships (TEPs) involving teacher pre-service and in-service education institutions, schools and administrative authorities in the project's work, it will be possible to give perspectives for changing teacher education programmes and state examination standards and facilitate the adoption of the project's proposals.

The Figure below shows the EUCIM-TE project's main work steps.



**Figure 1** – EUCIM-TE's work steps.

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## 1. Project Objectives

The main objective of EUCIM-TE is to improve the quality of pre- and in-service training of all teachers in relation to their work with immigrant pupils by creating a competence-based European Core Curriculum for teacher education.

Our proposed European Curriculum is designed to improve societal participation of migrant pupils and to contribute to the development of the EU as a more socially inclusive and equal space. EUCIM-TE thus promotes inclusive language instruction for an inclusive societal participation. The pre-requisite for this is to establish an openness towards cultural and linguistic differences. The project aims to:

- Improve the quality of teaching in linguistically heterogeneous classrooms and thus contribute to better school outcomes for immigrant pupils;
- Establish new cooperative partnerships in the teacher education sector, which are able to find quick and multifaceted solutions for new problems;
- Contribute to a change in an attitude which focuses mainly on errors and problems when dealing with linguistic heterogeneity in schools;
- Raise teachers' awareness of the central role of language across all subjects and qualify them to include this in their classrooms.
- Produce national needs analysis reports on the issue of teacher education and second language instruction.

The areas of research and development covered by the project include:

- 1) A *general overview* of issues related to demographic development and integration processes, and their social consequences will be discussed. The issues of migration and educational systems will be of central importance and some examples of successful models of language support will be explored.
- 2) An *inclusive view on academic literacy education in linguistically heterogeneous classrooms* will focus on the development of language as a means for learning and as meaning-making in social contexts. It will consider the social and institutional conditions for successful academic language development and the development of subject languages and literacies in school. Viewing language development as both learning language and learning through language, it will examine the relationship between academic language development and educational achievement.
- 3) *Diagnostic procedures* will be considered as part of the project's work on socially relevant language assessment. Language diversity and bilingualism within the EU will be taken into account when examining assessment instruments. A list of quality features of language assessment instruments and the recognition of specific language characteristics of bilingual learners will be added.
- 4) Understanding *bilingualism as a resource*, transfer of academic literacy and metalinguistic awareness across languages will be examined. There will be consideration of the nature of academic discourse across languages and of the processes of academic language development in first and second language learners. Implications will be drawn for qualitative formative assessment of learner progress, forms of feedback, and language support for future progress.



EUCIM-TE Consortium meeting in Ljubljana, February 2009.

5) *Teacher knowledge and skills in second language learning and teaching* will foreground the relation between language and content and will focus on the teaching of academic language, as well as on the development of literacy. Specific methods will include scaffolding and support for reading and text comprehension.

6) *Teacher autonomy and collaboration* issues such as adapting and creating textbook-materials and tasks, peer observations and analysis of lessons. Programs for joint in-service training units concerning working with multilingual children and for exchange of methods and materials will be developed.



Working at the Cologne meeting.

7) *Support for implementation* will provide a range of models of language support in school and in kindergarten, as well as planning aids for the development and implementation of the recommended model for language support. The promotion of parental involvement in all phases of schooling (including kindergarten years) will be included in our development work.

8) *Development of national and EU guidelines on education policy and school administration*, concerning second language acquisition will form a key focus in this Project. National and regional differences in terms of political and educational systems will be factored into our research and development work. Examples of multilingual schools will be provided where appropriate.

9) Regarding *evaluation and co-operation*, the assessment of language and academic language will be of central importance. Reflecting on individual teaching practices, as well as aspects of internal and external cooperation will also be considered.

The project intends to improve conditions for multilingual migrant pupils and monolingual pupils from settled communities who have limited exposure to academic registers by addressing the pre- and in-service teachers through their trainers and training system (see Figure 2). The project partners have repeatedly stressed that in their opinion monolingual students who have less exposure to academic registers will also benefit from an inclusive teaching approach to academic language development in their respective countries and would therefore like to keep this group in focus for the project's objectives as well. The groups of the teachers and teacher trainers are directly involved in the development of the Curriculum which they will then apply, through their participation in a teacher education partnership or their contact to other members of it. So the two groups involved in the creation of the European Curriculum are simultaneously the groups which will benefit from it and disseminate it.

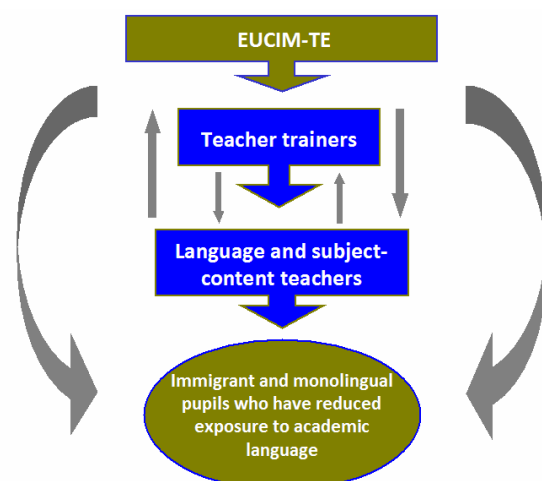


Figure 2 – Target groups of the EUCIM-TE project.

## 2. Project Approach

The EUCIM-TE project has an innovative approach towards the issue of teacher education and the aim of changing and influencing its structures. Furthermore, the contents of the Curriculum to be developed are equally innovative, which required a search for new ways to implement them. Below, the main strategies of the project's approach are listed and explained:



EUCIM-TE Consortium meeting in Cologne, May 2009.

### 2.1. Forming Teacher Education Partnerships (TEPs)

Each of the eight partners involved constituted so-called national or regional partnerships (TEPs) consisting of the partner, a public authority, a teacher pre- and a teacher in-service training body, schools and institutions dealing with immigrant issues. These partnerships are to be expanded and developed throughout the duration of the project and beyond. According to the partnership typology of Lesain-Delabarre (1999), the TEPs are a collaborative partnership, marked by reduced formalisation in terms of structures and organisation, based on frequent and informal communication and built upon mutual willingness to resolve a common issue. The Figure below displays the internal structure of a TEP:

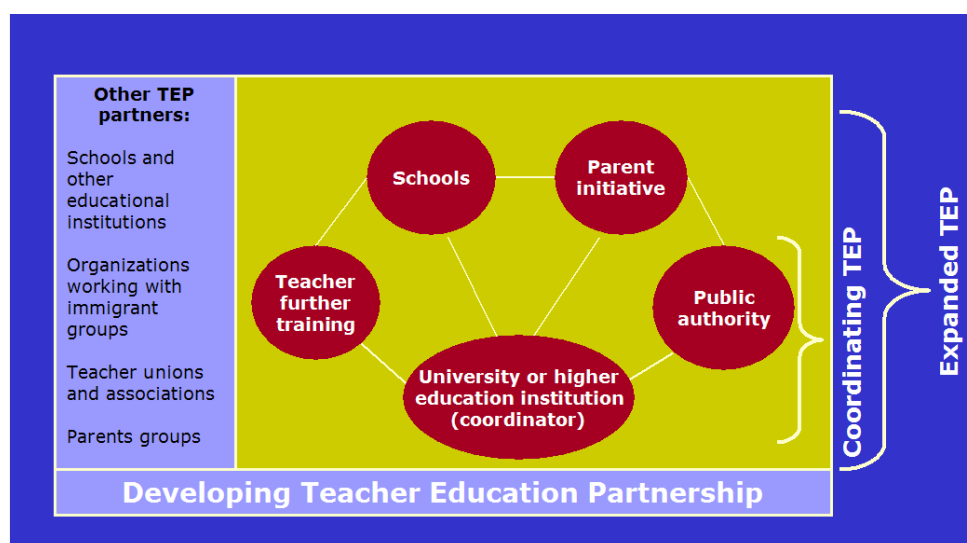
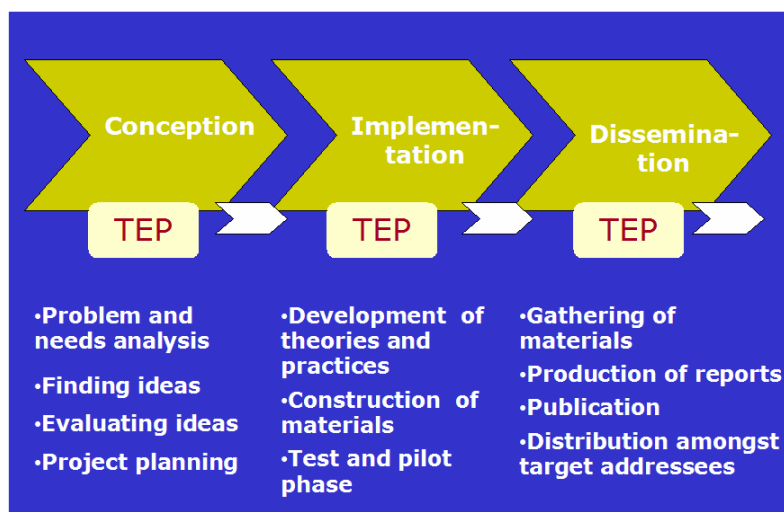


Figure 3 – Structure of a developing Teacher Education Partnership.

The partnerships shall work throughout the whole funding period and beyond. Partners and TEPs will designate a coordinating group and organize regular meetings throughout the different phases of the project, as well as during the dissemination phase that follows it. Figure 4 exemplifies the central role of the TEP's throughout the EUCIM-TE project period and beyond:



**Figure 4** – Role of the TEPs throughout the EUCIM-TE period time and beyond.

The TEPs shall, on the one side, maintain regular contact with the EUCIM-TE coordinating institution and, on the other side, with the acquired national partners. They receive support from these partners in the following activities:

- ▶ Consultation and support in the application of the European Core Curriculum.
- ▶ Support for internal and external process-minded and result-oriented evaluation.
- ▶ Assistance with the subject areas and other materials.
- ▶ Advice of external experts' assessments and international contacts.
- ▶ Support in the processing of own data and establishment of a regional internet website.
- ▶ Interlinking with other TEPs (e.g., across countries).

The TEPs shall additionally report on a regular basis on the development and realization of their respective programs.

The Guidelines for the Creation of TEPs and the national TEP reports of each partner can be found attached to this report.



EUCIM-TE work group during the Consortium meeting in Braga, September 2009.

## 2.2. Conducting a Needs Analysis

As a basis for the European Core Curriculum to be developed, each EUCIM-TE partner together with the TEP will undertake a Needs Analysis with the aim of identifying the competencies teachers need and the existing structures and knowledge on academic language instruction at teacher education level. Working methods for this stock-taking include document review, (focus) group discussions/interviews with teacher education professionals, education authorities and others. The Needs Analyses are conducted based on general Guidelines discussed by the EUCIM-TE Consortium and include the following items:



- (1) Statistical data
- (2) Survey of the educational system
- (3) Survey of pre- and in-service teacher training
- (4) Document review
- (5) Estimated value of second language learning
- (6) Overview of the current main problems/obstacles in education and teacher education
- (7) Best practices
- (8) Conclusions: requirements for the European core curriculum

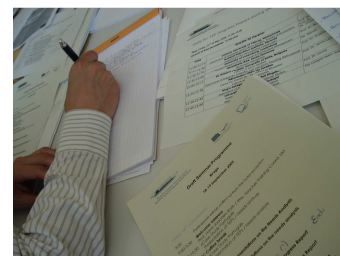
For the needs analysis, the partners rely on the expertise of their TEPs and organize regular meetings with them, where the above listed issues are discussed and work groups are formed to provide necessary information. Furthermore, questionnaires are also applied in order to identify the concrete needs of teachers when dealing with linguistically heterogeneous pupils.

The Guidelines for Needs Analyses and the national Needs Analysis reports can be downloaded on the project's web site ([www.eucim-te.eu](http://www.eucim-te.eu)).

### 2.3. Drafting and Adapting the Curriculum

Each partner in cooperation with their TEPs will draft the European Core Curriculum and Manual. For this purpose they will have several workgroup meetings at a European and national/regional level, so that the result will be developed in a two-way process which is both a bottom-up and top-down process where all institutions involved can determine the Curriculum's contents and methods.

The European Curriculum and the national versions will then undergo a process of presentation, exploration and implementation at European and national levels. This will include activities at the European and national levels focussing on teacher trainers, schools, education authorities. The aim is to convince and guide teacher pre- and in-service institutions to implement the curricula in their programmes and to contribute to education authorities changing their teacher education standards. For this, the TEPs again play an important role in contacting all partners.



Working during the Cologne meeting, May 2009.

### 2.4. Meeting at a personal and virtual level

The EUCIM-TE project can only work if the national/regional, as well as the European partners meet regularly. Therefore, there are eight two-day Consortium meetings throughout the project's two years of duration addressing the several phases of the planned activities. Furthermore, each of the partners holds regular TEP meetings at a national/regional level, reporting back to the European steering group.

However, EUCIM-TE has, besides its web page, a virtual intranet on the ILIAS E-learning online platform of the University of Cologne. All the project's documents and meetings are available for consultation and each partner can always upload or download data directly. To access this platform, which can be seen in Figure 5 below, the project administrator must supply a password.



Figure 5 – The EUCIM-TE intranet.

On this platform, partners also have a discussion forum and the possibility to contact each other directly, as well as to access all events.

## 2.5 Impact, Sustainability and Dissemination

The project has as its short-term target-group the teacher trainers - irrespective of the subject they teach - and the teacher training institutions (as an organisation). However, also student teachers and in-service teachers will benefit from this project as they are the target group of the teacher training institutions. Long-term target groups are the immigrant and monolingual pupils who have less exposure to academic register.

Regarding sustainability, most partners are directly involved in teacher education and have direct access to teacher trainers and institutions. Some have access to teacher education through their national/regional partnership (compulsory for all partners). Similarly, by the inclusion of in-service teacher training institutions in the partnerships at national/regional level, work with schools and other bodies of in-service training is guaranteed.

Through the dissemination of the work of the project among public authorities, schools and in the academic community (associations, in particular) the outcomes shall be made available to other teacher training institutions. Finally, organisations working migrants and minority communities can contribute to the promotion of our recommended policy and practice. By involving public authorities at national or regional levels in the project's work it will be possible to influence state examination standards and therefore, to consolidate our efforts.



Working during the Cologne meeting, May 2009.

## 2.6 Evaluation of project activities and quality assurance

EUCIM-TE has a quality management plan and a dissemination plan where evaluation issues are stipulated. The project has internal or self-evaluation and external evaluation measures.

The internal evaluation focuses on:

- Evaluation of events – consists of an internal report form for all events realised within the project's activities.
- Evaluation of products and outcomes – consists of an internal report form for all products generated by the project partners.
- Evaluation of management – consists of several internal report forms for all types of costs to be filled in regularly by each partner.

Furthermore, during the Cologne Consortium meeting there was an interim self-evaluation on behalf of the EUCIM-TE partners where each partner briefly commented on the project's aims, processes and outcomes up to the moment. The project has respected all deadlines and has fulfilled all aims stipulated in the agreed work plan. Overall the partners have been satisfied with the project's design, methodology and outcomes to date.

The external evaluation has started during the Braga Consortium meeting by the external evaluator Dr. David Jenkins, who will henceforth accompany the project's processes and outcomes. He has been given access to all project documentation and is free to conduct any sort of data collection he finds suitable.



Listening during the opening seminar

### **3. Project Outcomes & Results<sup>1</sup>**

EUCIM-TE has produced all project deliverables foreseen in the project's application within the deadline and has also reached its planned outcomes. In order to offer a better overview of the reached outcomes, the report on the project progress will be organised according to work phases and the outcomes of each will thus be better presented and explained. However, it must be mentioned that a large amount of work was invested before the project's official beginning. The Cologne team had regular meetings and discussed issues related to effective organisation and management, as well as with content and planning of the project's phases.

#### **3.1 From December 2008 to February 2009 – The Launching and Planning Phase**

During this period, the EUCIM-TE team has produced all three project management plans – quality, management and dissemination – with the respective evaluation and reporting forms. Furthermore, the web page has been set up, as well as the online platform for internal project communication and documentation. In addition, the project's information leaflet and brochure were developed and translated into the partners' languages.

Concerning the project's contents, the Guidelines for the Establishment of Teacher Education Partnerships were developed and agreed upon by all partners. These include an information leaflet and a motivational letter to be used in establishing contact with the possible TEP partners. The project's Information Pack with the important research texts related to the project's general approach was compiled and made available to all partners.

In February, the first Consortium meeting took place and these documents were discussed and developed so that all partners could start their TEPs, one of the objectives of the EUCIM-TE project. Conference presentations, materials and minutes were soon after made available to all.

#### **3.2 From March to May 2009 – Teacher Education Partnerships**

In this period, in all national contexts the EUCIM-TE Consortium contacted potential partners, established Teacher Education Partnerships and informed them about the aims and planned outcomes of the project. Furthermore, each partner completed a so-called TEP report, where the structure of the partnership and the tasks of each partner were described. Further outcomes were reached in each national or regional context through the realisation of the first TEP meetings, occurring also during this period. Each partner has produced invitations, agendas and minutes of these meetings.

In addition, Guidelines for Teacher Education Needs Analysis were also developed and discussed with the TEPs and at EUCIM-TE level. The first considerations concerning the concrete needs analysis process were also made with the TEPs.

In May, the TEPs were presented at the Cologne Consortium meeting and the needs analysis process was planned in more detail, with particular attention being paid to

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<sup>1</sup> Project products are available at: [www.eucim-te.eu](http://www.eucim-te.eu).

the tight schedule to be followed. Some considerations were also made concerning the project's theoretical approach. Conference presentations, materials and minutes were soon after made available to all.

### **3.3 From May to August 2009 – Teacher Education Needs Analysis**

This was a very intense period of work for the project, as the needs analysis took place through regular meetings with the TEP partners, through collection and review of existing literature and legal texts and through questionnaires or interviews. The large amount of data collected was then analysed and each partner completed a needs analysis report.

The documentation of the TEP meetings was made available to all partners, as well as the instruments used for data collection.

In August a Synthesis Report focussing on the main aspects of all eight reports for the Drafting the Curriculum phase and for project dissemination was drafted and published for internal discussion on the project's online platform. A final version was then completed.

### **3.4 September to November 2009 – Drafting the European Curriculum**

At the Consortium meeting in Braga, the implications of the European teacher education needs analysis for the Curriculum were systematically analysed and more attention was paid to the form to be given to the Curriculum. Moreover, the first group work for the drafting phase was carried out and a drafting schedule was developed and agreed upon. Conference presentations, materials and minutes were soon after made available to all.

After the meeting the groups started drafting their parts of the Curriculum and communication was mostly within the groups. The results of the group work will be presented and discussed at the November Consortium meeting in Luxembourg. After the groups have a first sound draft, these will be taken back to the national or regional TEPs and discussed for feedback.



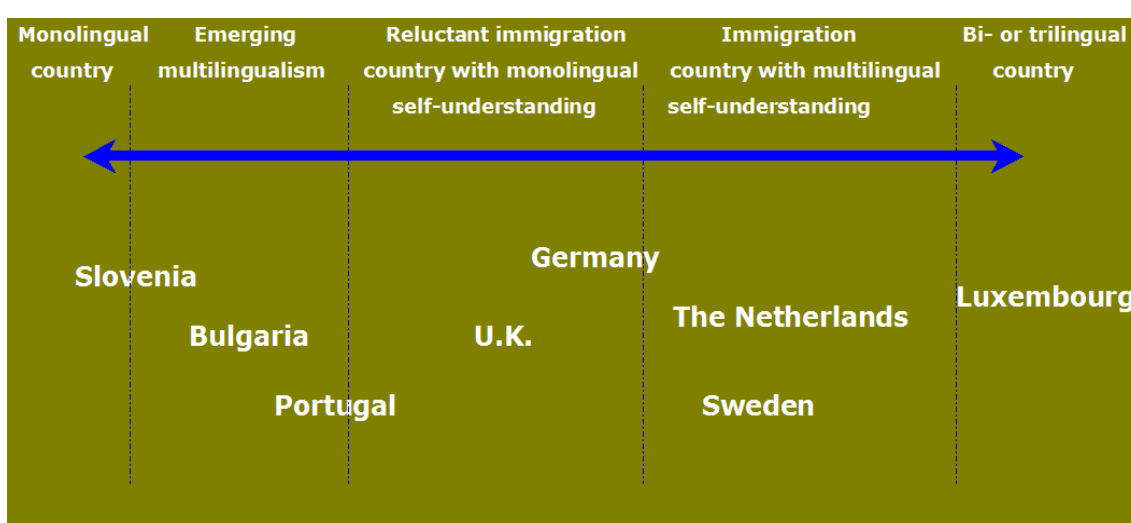
Presentation during the Cologne meeting

### **3.5 Major achievements and impact of reached outcomes**

In its first year EUCIM-TE has already produced several meaningful and sustainable products and reports. It has established a European network of Teacher Education Partnerships of self-expanding nature and it has started to draft the European Curriculum. All these measures serve the same purpose: to improve the instruction given to immigrant and monolingual pupils with limited exposure to academic language. The fact that the primary target group of the project – teachers and teacher trainers – is directly involved in the development of the contents of the curriculum through direct participation in a teacher education partnership is the project's greatest impact and reason for sustainability. This has been identified by the TEPs themselves, i.e. by a part of the target group, as being of great added value, as they are for the first time involved in the making of a Curriculum where they can influence contents and methods in a two-way bottom-up and top-down cooperative approach.

## 4. Partnerships

Several EUCIM-TE partners have identified a multi-dimensional perspective when reflecting on the project's added value. At a European level, the eight partners represent very distinct local areas with different geographical distributions of migrants and historical traditions in dealing with migration issues. Central Europe, with all its differences, is represented by Germany, England, the Netherlands and Luxembourg, the Scandinavian perspective is brought in by the Swedish partner, southern Europe is represented by Portugal and finally Eastern Europe has two representatives: Slovenia and Bulgaria. In relation to multilingualism, the project's needs analysis process has attempted to schematise these differences into a heuristic language continuum from monolingualism to multilingualism. Figure 6 displays EUCIM-TE's attempt to display the partners' positions along this continuum:



**Figure 6** – Classification of EUCIM-TE partners alongside a multilingualism continuum<sup>2</sup>.

The opportunity to work with and discuss ideas in such a heterogeneous setting has been identified by all partners as an extremely positive experience, although most of the participants involved only met for the first time during the opening seminar in Ljubljana (February 2009). The fact that the group is able to meet personally at a regular basis and stay in touch in between through the use of the online platform makes communication effective and fruitful. Furthermore, a broad range of expertise and experiences are respected and taken into consideration in the projects' decisions. Consequently, the possibility to work together at a European level has been identified as a professionally and pedagogically unique opportunity.

Moreover, the process of creating national or regional Teacher Education Partnerships has been useful for the national policy on education of migrants. It helped partners identify key players in the field and is a first step towards creating synergies between individual actions performed by the players. The EUCIM-TE partners try to involve their national partners in every step of the project through

<sup>2</sup> This graphic was constructed on the basis of the partners' own information gathered in the national Needs Analysis reports. It is thus to be understood has a theoretical construction for the purposes of the EUCIM-TE.

written or face to face consultation. In addition, the national TEP partners also mentioned that the project's approach of creating new structures to deal with new contents has helped them to overcome existing barriers and to work together with institutions and people with whom there was only reduced cooperation until EUCIM-TE took up its work.

In addition, producing the needs analysis has served as a catalyst to take stock of the progress in the provision of support for the integration of migrant children into the education system and in the identification of areas where further progress is needed. EUCIM-TE also hopes that further work on the needs analysis will help to clarify concepts, to define more precisely the roles of individual players and to contribute to synergies between them.

The constant dialogue between the national and the European level and the fact that the project has a two-way top-down and bottom-up strategy based on the needs analysis and on regular TEP meetings where results are presented and optimized has been identified by all people involved as the most significant added value of EUCIM-TE.

## 5. Plans for the Future

EUCIM-TE still has one year of funding ahead and in this year three main aims must be achieved: first, the drafting and finalising of the European Core Curriculum for Inclusive Academic Language Instruction, along with a Users' Manual and a Glossary; secondly, the national adaptations must be completed and discussed with the TEP partners; and thirdly, the dissemination at a national and European level must take place.



Listening to presentation in Ljubljana.

To fulfil these aims, several activities have been planned and can be found in the table below:

<i>Date</i>	<i>Event</i>
January and February 2010	National or regional TEP meeting to gather feedback on the first Curriculum draft (arising from the Luxembourg Consortium meeting in November 2009).
March 2010 (12 <sup>th</sup> - 13 <sup>th</sup> )	Last Drafting at the Curriculum Consortium meeting in Sofia, Bulgaria.
April 2010	National or regional TEP meeting to gather feedback on the final Curriculum draft.
May 2010 (21 <sup>st</sup> -22 <sup>nd</sup> )	Assessment by the Curriculum Consortium meeting in Tilburg, Holland.
June to August 2010	National or regional TEP meeting to draft proposals for the national adaptations of both Curriculum and Manual.
September 2010 (24 <sup>th</sup> and 25 <sup>th</sup> )	Assessment of the national draft curricula and manuals by Consortium meeting in Luxembourg.
October 2010	National conferences for Curriculum dissemination
November 2010 (12 <sup>th</sup> and 13 <sup>th</sup> )	European dissemination conference in London.
December 2010 and January 2011	Completing the Final Report on EUCIM-TE's work. Monitoring and supporting Curriculum implementation.



## 6. Contribution to EU policies

The EUCIM-TE project has important relevance for EU policies in several areas, such as education and training, poverty, integration and social justice and migration and mobility. The EU's main aim of achieving equity through education and of fighting poverty, as well as all kinds of exclusion is an important priority which is addressed by the project. All EU initiatives in the area of education and training emphasise the role of teachers and of proper training in achieving the goals set. A new initiative in the field of migrant children education has also been taken up by the Swedish Presidency of the Council. A set of conclusions to be adopted by Ministers of Education in November is currently being prepared in the Education Committee.

Therefore, the project addresses issues dealt with by two Directorate-Generals (DG) of the European Commission: on the one side, the DG Justice, Freedom and Security, more concretely the Directorate B.1 "Immigration and Integration", and Directorate D.1 "Fundamental Rights and Rights of the Child"; and on the other side, the DG Education and Culture, addressing the aspects of "Education and Training", "Multilingualism" and "Youth". However, in a more indirect way, the project's outcomes after full implementation should also affect policies in two other DGs: Competition and Employment, Social Affairs and Equal Opportunities.



Presentation in Ljubljana

Below a list of more concrete contributions of EUCIM-TE to EU policy-making divided by general themes can be found.

### 6.1 Migration and Mobility

In the context of the discussion of the Green Paper on Migration and Mobility, the EUCIM-TE project directly addresses Recommendation 7 of the NESSE report coordinated by Prof. Dr. Heckmann<sup>3</sup>. The Curriculum being developed intends to address the issue of pre-service teacher education and in-service training in order to prepare teachers adequately for teaching migrant students. In addition, it addresses a broad range of issues emerging from the public consultation. In fact, language learning was the main issue in this process although it was issue number nine in the Green Paper itself. Furthermore, the issue of teacher training was the third most mentioned in the public consultation. As a consequence, the EUCIM-TE contents and approach area very up-to-date issue and actually make strong contributions to European policy-making.

In the Green Paper Consultation process there was some criticism of the fact that language classes for migrants can have segregating and labelling effects, as well as separate second language classes, which in some contexts have a lower status and a labelling effect. EUCIM-TE considers that mainstreaming second language education will contribute to increase school outcomes of students with a migration background. Pre-condition is the realisation that all teachers are language teachers

<sup>3</sup> "Recommendation 7: Initial teacher education and in-service training should prepare teachers adequately for teaching migrant students. The element of support should be increased in the role of the teacher and positions of teacher assistants should be introduced for practicing with students and help underachievers. "

and take into account the particularities of academic language. Furthermore, some of the respondents of the Green Paper also mentioned additional costs for dealing with migrant pupils and their needs. However, it might be argued that if one invests in teacher education and training, as EUCIM-TE intends to do, there might be a positive effect in reducing social welfare costs.

Additionally, during Consultation and also during the Conference “Migration and Mobility” in Brussels, many stakeholders stressed the need to collect best practice examples across Europe on programs and ways to integrate pupils with a migration background. The EUCIM-TE’s partners have conducted national Needs Analysis on existing structures, institutions and attitudes towards second language teaching. In this process, they also provided many best practice examples in their national or regional contexts that could be used for evidence-based policy-making by the EU (cf. Needs Analysis Reports).

The lack of qualified teachers to deal with linguistic diversity was one of the main concerns of the public consultation and of the participants of the above mentioned Conference. In the synthesis report, in the section dealing with “Teacher education and recruitment”, one finds the following sentence: “There is (...) consensus among contributors on the importance of equipping teachers with the competencies for dealing with increasingly diverse classrooms (...). Teacher education at all levels should directly address the topics of migration, inclusion, conflict prevention and resolution, making use of current research to do so” (Results of the consultation, p. 15). The EUCIM-TE Curriculum, based on the current research on language acquisition and development, academic language and methodologies for second language instruction, intends to provide the mentioned equipment for all teachers.

Moreover, the EUCIM-TE Consortium would like to present statements referring to two currently discussed issues: Recommendation 15 on the NESSE Report and the future of Directive 77. The debate on the issue of mother tongue instruction in the Green Paper Consultation and during the “Migration and Mobility” Conference was extensive and seemed to be of controversial nature: on the one side, the NESSE report and some groups claim there is no evidence for better school outcomes due to bilingual instruction, on the other hand, socio-linguists and linguists claim that quantitative studies that have a one-size-fits-all approach cannot be taken into consideration for policy-making. Similarly EUCIM-TE, although not directly addressing the issue of mother tongue instruction, maintains that the EU should officially adopt a positive attitude towards mother tongue instruction in all Member-States. The argument that the EU should not make policies when there is no evidence of positive effects on school outcomes when children attend mother tongue classes is a contradiction in itself<sup>4</sup>: if there are no negative effects – and there is consensus on this point – than the fact that children maintain two languages is already an advantage in itself. Furthermore, the EU would otherwise support an assimilationist approach to language diversity.

Finally, the Consortium also wishes to make a statement on the Directive 77/486/EEC in order to expand its target-group to include third country pupils and the Roma ethnic minority group.

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<sup>4</sup> For an overview of the research on positive effects of bilingual educational models please see Duarte, 2009.

## 6.2 Social Justice and Poverty

European countries face many common challenges in combating poverty in general and child poverty in particular. The European Union has been seeking to support these efforts through analysis of the situation, good practice exchange and policy reporting. Member States have agreed on common objectives to combat social exclusion and poverty and make regular reports on policy development including on child poverty. The EU observes child poverty through the Social Protection Committee's Task-Force on Child Poverty and Child Well-Being, which prepared a report on "Child Poverty and Well-Being". In the EU's reports and monitoring tools, the poverty and inequality of children and youth are shown to be closely related to schooling and education. Indicators such as school drop-outs and school performance show that migrant background students perform relatively lower than their peers who were born in the country and are more often affected by early school leaving.

In a long-term perspective, the EUCIM-TE approach addresses these issues and contributes to higher educational success of pupils with a migration background, thus lowering school drop-out rates.



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## 6.3 Education and training

The Lisbon Conclusions prescribe three main objectives for Europe's education and training systems: "the development of local learning centres, the promotion of new basic skills, in particular in the information technologies and increased transparency of qualifications" (Council, 2000, pp. 12ff.). The overall aim is of becoming "(...) the most competitive and dynamic knowledge-based economy in the world' by 2010" (Council, 2000, p. 3). The Conclusions ascribe particular objectives to a number of policy areas. For education and training, the Lisbon Conclusions define a number of goals, including an increase in investment, halving the number of young people with only lower secondary education, defining basic skills for the lifelong learning agenda, creating more transparency in the recognition of qualifications and periods of study and training, and developing a common format for CVs (cf. Council, 2000, pp. 13f.). EUCIM-TE intends to contribute to a considerable improvement in the educational situation of pupils with a migrant background, as well as in that of monolingual pupils who have limited exposure to academic register, thus addressing the issue of the qualifications of a broad range of young people. Furthermore, research has proved that language, and particularly academic language, is central in the achievement of higher school outcomes in all subjects and throughout all school grades. With qualified teachers to address their particular needs, they might be better equipped to pursue their studies and achieve higher educational certificates.

The driving force behind the Lisbon Conclusions is the central notion of economic competitiveness. Increased competition in globalised markets, the challenges posed by the knowledge-driven economy by the EU's main competitors (the USA and Japan) and by the arrival of China as the leading manufacturing nation have made intergovernmental agreements on education and training possible, agreements that have been utilized by EU bodies to develop a new agenda of convergence. One of these policy areas concerns the Member States' education and training systems

which “(...) need to adapt both to the demands of the knowledge society and to the need for an improved level and quality of employment” (Council, 2000, p. 12). The EUCIM-TE Core Curriculum addresses these new demands of a European knowledge society, which cannot survive without its immigrants, and must indeed adapt to the issue of linguistic diversity within the different school systems. It is thus a response to the increase in mobility and migration.

The Lisbon Conclusions also promote the so-called open method of cooperation “(...) as the means of spreading best practice and achieving greater convergence towards the main EU goals” (Council, 2000, p. 18). The EUCIM-TE Needs Analysis process has made available the best practice programmes and strategies to second language learning in eight of the Member States thus being an example of open method cooperation.

In the light of the agenda of the Lisbon Strategy, education ministers have agreed on three major, shared objectives to be achieved by 2010, benefiting both the European Union and individual citizens themselves:

- To improve the quality and effectiveness of EU education and training systems
- To ensure that these systems are accessible to all
- To open up education and training to the wider world.

EUCIM-TE, to be completed in 2010, can contribute to all three of these objectives, by improving teacher education and training in Europe and thus positively affecting the situation of pupils with a migration background, as well as the situation of monolingual pupils who have less exposure to academic language. This change in the education and training system will affect all teachers in all school forms, as well as kindergarten educators and will have, in the long-term, positive effects on child poverty rates and exclusion, but primarily on the school performance of these two groups of disadvantaged pupils.

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