

# FRANCE

Participating institutions	Pedagogical coordinator(s)	Written on
<p>The Rectorats of Amiens and Lille (CASNAV or <i>Centre académique pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs</i>)</p> <p>The Inspé (<i>Institut national supérieur du professorat et de l'éducation</i>) of Amiens, Lille, and Normandy Rouen – Le Havre</p>	<p>Fabienne Guychard et Bien Dobui (Amiens)</p> <p>Emmanuel Hauchard et Céline Beaugrand (Lille)</p> <p>Eleni Karachontziti (Normandy Rouen – Le Havre)</p>	<p>14/03/2023</p> <p>maj 26/06/2023</p>

## Number of allophone pupils

Number of non-nationals/national population	
Nationwide	<p>On January 1, 2020, there were 5.2 million non-nationals living in France, out of a total population of 67.6 million. They represent 7.7% of the total population.</p> <p>Of these 5.2 million, 4.5 million are immigrants, i.e. foreign-born. 0.8 million were born in France and are minors: they can become French citizens when they come of age.</p> <p>A further 2.5 million were born outside France and acquired French nationality.</p> <p><b>Main countries of origin</b></p> <p>In 2021, the top three countries of origin for immigrants were Algeria, Morocco and Portugal.</p> <p>In 2022, the top countries of origin for immigrants applying for a first residence permit are Afghanistan, Bangladesh, Turkey, Georgia and the Democratic Republic of Congo.</p> <p>Source: Ministry of the Interior, January 2023</p> <p><a href="https://www.immigration.interieur.gouv.fr/Info-ressources/Actualites/L-actu-immigration/Les-chiffres-2022-publication-annuelle-parue-le-26-janvier-2023">https://www.immigration.interieur.gouv.fr/Info-ressources/Actualites/L-actu-immigration/Les-chiffres-2022-publication-annuelle-parue-le-26-janvier-2023</a></p>

	<p><b>Number of allophone pupils/total student population</b></p> <p>In 2020-2021, newly-arrived allophone pupils (or EANA)* represented 6.5 per 1,000 pupils in the French school system: 6.8 per thousand in elementary schools, 7.6 per thousand in middle schools, and 4.4 per thousand in high schools.</p> <p>Source: ministère de l'éducation nationale, note d'information n°22-27 de septembre 2022</p> <p><a href="https://www.education.gouv.fr/64-564-eleves-allophones-nouvellement-arrivees-en-2020-2021-neuf-sur-dix-beneficient-d-un-soutien-342856">https://www.education.gouv.fr/64-564-eleves-allophones-nouvellement-arrivees-en-2020-2021-neuf-sur-dix-beneficient-d-un-soutien-342856</a></p>
<p>At regional level of the participating institution</p>	<p><b>Academy of Amiens:</b></p> <p>In 2021-2022, the Academy of Amiens counted 2,399 EANA. In 2021-2022, the main countries of origin are the Ukraine, Afghanistan, Congo DRC, Ivory Coast and Algeria. Among these students, 10% have never attended school before arriving in France. 92 different languages are spoken.</p> <p><b>Academy of Lille:</b></p> <p>In 2021-2022, the Academy of Lille counted 3,882 EANA. The main countries of origin are the Ukraine, Afghanistan, Algeria, Romania and Guinea. 23% of these students have not attended school in their country of origin. 280 different languages are spoken.</p> <p><b>Academy of Normandy:</b></p> <p>In 2021-2022, the Academy of Normandy counted 3,250 EANA.</p> <p>NB: As the CASNAV of the Academy de Normandy is not a partner in the ALTA project, data on the countries of origin of the EANA were not available.</p>
<p>NOTES</p>	<p>*EANAs (<i>élève allophone nouvellement arrive</i>) taken into account are allophone children who arrived in France during the school year and are counted by the CASNAV. The figures quoted therefore represent the intersection of several demographic groups and should not be confused with the actual number of immigrant minors, nor with the actual number of allophones present on French territory. Hereafter, the term EANA refers to students registered with the CASNAV.</p>

## Schooling arrangements for allophone pupils

<p>Nationwide</p>	<p>On arrival, students are received by the CASNAV which sends a diagnostic report to the schools.</p> <p>As they enter the French education system, EANAs are enrolled in an ordinary class* corresponding to their age. Enrolment in a lower level is possible for pedagogical reasons, and for up to a maximum of two years of age away from the reference class level. <b>These pupils are included in ordinary classes</b>, in</p>
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	<p>application of circular n° 2012-141 of 2-10-2012 concerning the organization of schooling for EANA.</p> <p>At the same time, they may be partially enrolled in a transition class known as <b>UPE2A</b> (<i>unité pédagogique pour élèves allophones arrivant</i>), or receive language support in a regular class. They may also benefit from temporary language support modules. Students who have had little or no schooling in their country of origin may enter an educational unit <b>for newly arrived allophone students with no previous schooling (UPE2A-NSA or non-scolarisé antérieurement)</b>. For the 2020-2021 school year, <b>91% of EANAs benefited from specific schooling or language support</b>. This is most frequently the case at the middle school level, where 95% of pupils were enrolled. In elementary and high schools, the proportion is slightly lower (89%).</p> <p>9% of EANAs are therefore enrolled in mainstream schools without language support, often for one of the following reasons: lack of places, absence of facilities in the pupil's geographical area, waiting time for a placement.</p>
<p>At regional level of the participating institution</p>	<p><b>Academy of Amiens</b></p> <p>There is a total of 78 UPE2As for both levels of education: 37 in primary schools and 41 in secondary schools;</p> <p>In addition, there are 17 complementary programs in secondary education: 10 language modules in middle or high school, of which 1 module is equivalent to around 9 hours of <b>French as a second language or FSL</b>; and 7 <b>missions to combat school dropout</b> or <b>MLDS</b> in parallel with FSL courses in vocational lycée.</p> <p>This represents a total of 95 pedagogical structures, enabling EANAs to be supported in relation to their pedagogical needs.</p> <p><b>Academy of Lille</b></p> <p>There are 78 UPE2As: 24 in elementary schools, 36 in middle schools and 18 in high schools.</p> <p>In addition, there are 18 FSL programs in high schools to support young allophones of high school age who have not had schooling in their country of origin.</p> <p><b>Academy of Normandy</b></p> <p>There are 87 UPE2A: 30 in elementary schools, 32 in middle schools and 25 in high schools.</p>
<p>NOTES</p>	<p>For EANAs who already have a good command of the language of schooling, or who are too far away geographically from UPE2A facilities, language support for individuals or small groups is provided by volunteer teachers who are paid overtime.</p> <p>*The term <b>ordinary class</b> refers to unspecialized classes.</p>

# Teacher training / training of other instructors

## Pre-service teacher training

### Inspé of Amiens

In the course offering for all master degrees of education (primary and secondary education, educational counselling, library sciences), there is an elective course entitled "Allophonie, francophonie", on the topic of supporting EANAs in the ordinary classroom. This elective (27 hours of coursework) is taken over the span of the two-year Master Métiers de l'Enseignement, de l'Éducation et de la Formation (MEEF) program, and culminates in an applied project.

A two-year research seminar entitled "Plurilingual and pluricultural schools" requires hands-on application of pedagogical methods and culminates in a research master thesis.

### Inspé of Lille :

In the 2nd semester of the MEEF primary education degree, a lecture (of 1 hour and 30 minutes) is integrated into the French courses and focuses specifically on the issue of EANA and their inclusion. **"Who are the allophone students and how to think about their inclusion in elementary school?"**

Students in the Master MEEF primary education degree who choose to write their master thesis on the theme of allophone pupils can be accompanied either in a seminar dedicated to the inclusion of pupils with special educational needs, or in a seminar dedicated to the teaching of modern languages and French as a second language at school.

Finally, in semester 2, for all degrees (primary and secondary education, educational counselling, library sciences), an optional 30-hour module is offered: "Languages in the classroom: intercomprehension, interculturality, plurilingualism". 6h are specifically devoted to the schooling of EANA, their inclusion and French as a language of schooling.

### Inspé Normandy Rouen – Le Havre:

Students in the MEEF primary and secondary education programs benefit from a "Diversity and inclusion" module in their second year, where five hours are dedicated to the schooling of EANA.

Students in the MEEF Educational counselling program benefit from a course on "Support for new arrivals (EANA)" in their first year (six hours of coursework).

All students can choose to write their dissertation on a topic related to the schooling of EANAs, and thus benefit from support from specialists in the field.

## In-service teacher training

The CASNAV (one in each Academy) offers training courses for primary and secondary school teachers:

- for teachers wishing to specialize in FSL and work in a UPE2A: there is a course to prepare for the **"French as a second language"**

Training of other instructors

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**complementary certification.** The certification is an examination required to obtain a position in UPE2A.

- for FSL teachers: the CASNAV provides support for teachers, notably through an **annual seminar** on a different pedagogical theme. The CASNAV qualifies teachers to be examiner-correctors for the **DELFT exam**, in partnership with France éducation international.
- for teachers of ordinary classes: the CASNAV supports educational teams in schools (primary, middle, high schools) through **local training courses**.

The different Rectorates offer cross-disciplinary learning for teacher trainers, but there is no specific training for FSL trainers.

## Needs and proposals

<p>What are the needs that the ALTA project could respond to?</p>	<p>There is a growing need for support for teachers in ordinary classes. In France, the number of EANAs is increasing against a backdrop of a highly multilingual society. As a result, almost all teachers have served or will serve allophone students, EANA or not, in their classrooms.</p> <p>This support needs to be conceived as a continuum for teachers from pre-school through to high school and based closely on the diversity of EANA needs.</p> <p>For example, EANAs are offered specific support from year one of primary school onwards. As a result, pre-school teachers have specific needs that need to be integrated into their training. At the high school level, the majority of EANA students attend vocational schools. Teachers at this level need support to meet the professionalization needs of these specific groups.</p> <p>Pedagogical progression for all allophones (former EANA* or not) is also necessary. For example, we need to develop teaching tools for allophone students who have been in the school system for longer.</p>
<p>Proposals for the ALTA project</p>	<p>The training modules designed within the ALTA project by the various delegations, to be made available to teachers of allophone pupils across Europe, should take into account the following variables:</p> <ul style="list-style-type: none"> <li>• Age of pupils (pre-school, elementary, middle, high school)</li> <li>• Pupils' educational profile (no previous schooling, partial previous schooling, or previously enrolled without interruption)</li> <li>• Level of proficiency in the language of instruction on arrival in the host country</li> <li>• Specific disciplinary objectives linked to the type of training offered (general, vocational, etc.)</li> </ul> <p><b>Inspé of Amiens:</b></p> <p>A language awareness teaching unit entitled <i>Langues dehors, langues dedans</i> or <b>Languages inside and outside</b> is aimed at teachers of all levels. Teachers</p>

complete the program i) sensitized to linguistic diversity and ii) trained in didactic applications using plural approaches. **Langues dehors, langues dedans** is divided into 2 parts: a) discovery of local multilingualism through a survey of linguistic landscapes, and b) discovery of oneself as plurilingual through the creation of language biographies. Learners (re)discover the multilingualism of their environment and reflect on their place within this context.

The productions of **Langues dehors, langues dedans** form a whole, for example as a pantry of multilingual food labels surrounded by biographical sandwiches whose ingredients represent the languages of the subject. As a didactic application for regular classrooms, the students are the actors in this investigation, using skills linked to project pedagogy, and supporting oral and written practice. This program can be used in classes from pre-school to high school.

#### **Inspé of Lille:**

Building on the previous work packages, the aim is to propose a deliverable based on 3 complementary axes:

- a **professional skills reference framework** for teachers in relation to the inclusion of allophone pupils,
- a panel of themes to be addressed in training, broken down into **learning objectives** and **training activities**, transferable to different training contexts
- a tool for teacher trainers that enables the **development of face-to-face or distance learning programs** ("ABC learning Design") using university pedagogy.

#### **Inspé of Normandy Rouen – Le Havre:**

Building on previous work, we will propose tools that articulate a psychosocial approach with that of plurilingualism and insight from sociolinguistics aimed at developing inclusive practices in teachers. More specifically, we will develop

- an escape game adapted to the needs of multilingual and allophone students,
- a bank of scenarios adapted to the themes of plurilingualism and allophony,
- an analysis grid based on psychosocial approaches that is adapted to the themes of allophony and plurilingualism.

#### NOTES

\*In France, EANAs are in the UPE2A for one year, two at most. After that, they are in ordinary classes full-time.