



PROPOSAL

PROCEDURE OF THE INTEGRATION OF IMMIGRANTS PUPILS IN ROMANIAN PREUNIVERSITARY EDUCATION DEVELOPPED BASED ON THE EXCHANGE AND EXPERIENCE WITHIN "MIGRATION", 2016-1-RO01-KA219-024814, ERASMUS +

Coordinated by "Margareta Sterian" Highschool of Arts, Buzău

Article 1

Integration of students into the pre-university education system is conditioned by the acquisition of the language of the host country. Depending on age and language knowledge, students will be selected and grouped by the School Inspectorate of each county as follows:

1. Students who have minimal knowledge of the country language (A1), but are not enough to continue the studies at the level of study they wish to apply (eg Class V)
2. Students who do not know the language at all;
3. Students who have knowledge of a foreign language (English, French) and through which they can be trained to learn the language of the host country.
4. Students who remigrate, have knowledge of the native language, but only satisfactorily to meet the requirements for the academic year they wish to enroll.

Article 2

Depending on these needs, pupils will be grouped, they can be mixed up according to their age: 11 to 14 years old, from 6 to 9 years old and from 15 to 19 years old. The condition for a school to be eligible to enroll immigrant pupils is to have an educational counselor / psychologist or a school support teacher expertise based on european projects.

Article 3

These groups of students will have a dual / parallel program of learning the language that will consist of a course support, which will aim at learning the language by applying curricular content as following:

At primary level students will study the language of the host country through reading and writing classes in host language and mathematics;

At the secondary level students will study the host language by studying in the host language mathematics, geography, history, English/French/ or other foreign language and training their speaking, reading and writing skills.

At the high school level, they will study the language by applying the curricular content of eight subjects out of 14 as they are today.

Article 4

The groups of immigrant pupils will be assigned to a teacher and the educational counselor / psychologist - the educational counselor has the role of counseling, but also teaching the pupil to express his feelings and communicate. The teacher has the role of instructing and evaluating students, recording their progress and linguistic acquisitions. Students will be evaluated each month, and passing the language course is a prerequisite for the immigrant pupil to be introduced into the mainstream.

Article 5

The group teacher may be: a primary teacher, a language and communication teacher or a science teacher, and will be employed on a full-time basis to take care of the group.

In parallel with the language program, pupils will also have classes of insertion in mainstream subjects (the subjects through which students study the language of the host country), these classes have the role of familiarizing and accommodating students with the educational system and will last for one year.

The immigrant pupils will not be evaluated at these hours, but their presence / absence will be recorded in the group's register.

Article 6

From the beginning of the school year students will have a time schedule with the language classes and the insertion classes. Immigrant students will be pencilled at the end of the class register they will enter to observe and experiment, but will not be evaluated.

(eg If we have 5 immigrant pupils who should continue their studies in the 7th grade and the school has three parallel classes of the 7th grade (A, B, C), the immigrant pupils will be divided into these three classes , where this can be applicable).

Article 7

Equivalence.

After completing a year of study of the language, the students will take an exam to decide the level of studies the student can enter for further studies. If students fail to pass this exam, they will repeat the support program.

Article 8

Students who remigrate and hold satisfactory knowledge of the language will be tested (according to the aforementioned procedure) and they will have in the first 2-3 months language classes which are separated from the core timetable. At the language classes, pupils will address different themes, aiming to develop their language skills, but they will not be evaluated. There are recommended between 2 and 4h per week.

Article 9

The didactic norm, all these classes will be part of the didactic norm except for observation classes during which students will not be evaluated.

The project team of the "Migration" project, the Erasmus + program.