

The integration of immigrants in the educational system of national minorities:

*Exploratory case studies of
South Tyrol (I) and the Åland Islands*

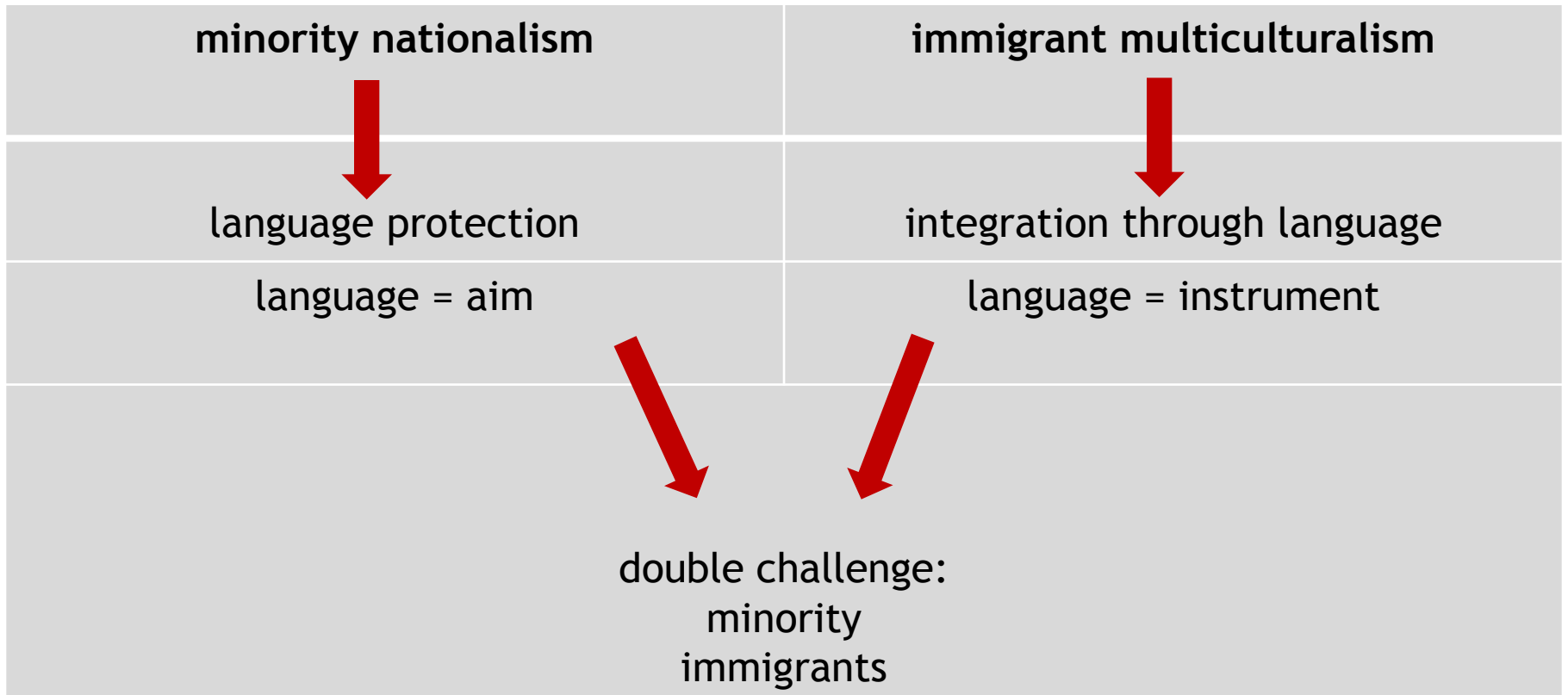
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setting the frame



aim - structure

- aim: empirical exploration => new research questions
- case studies on the integration of immigrant children in different educational systems:
 - *South Tyrol: bi- / trilingual German-Italian(-Ladin)*
 - *Åland: monolingual Swedish*
- conclusions = emerging questions

South Tyrol (I)

- ~ 500.000 (70% German speaking, 25% Italian speaking, 5% Ladin speaking) => fragmented along ethno-linguistic lines
- sudden increase of immigration since 1990
- 2011: 8.7% immigrants (Albania, Germany, Pakistan, Morocco...) => very diverse, young, many children

South Tyrol (II)

national minority	pupils with a migration background	
italian framework => 18 years old (kindergarden: 3) elementary: 5+3 -vocational training: 5 - high school: 5		
English from elementary onwards		
not obligatory religious classes = catholic/ethic		
German + Italian as second language	Italian + German as second language	
free choice of parents		
bilingual schools: private or project basis		

South Tyrol (III)

Language proficiency of autochthonous population:

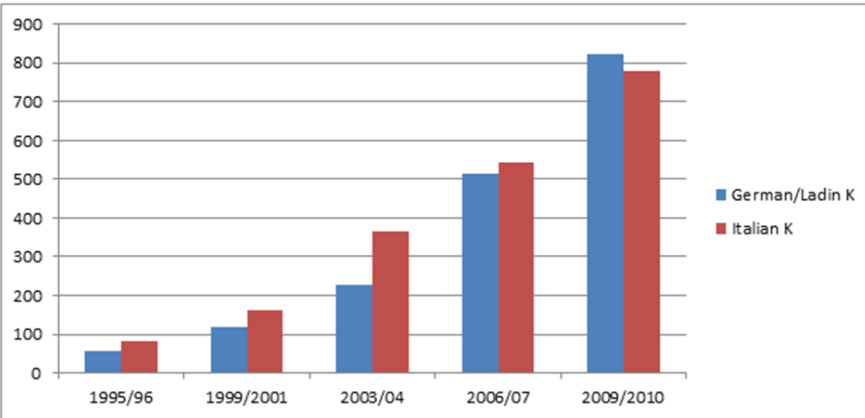
- limited (Abel/Forer/Vettori 2010)
- also limited contact between groups
- perception of other (German/Italian) language as “alien”/”useless” (Baur/Larcher 2011)
- language = racialized?

South Tyrol (II)

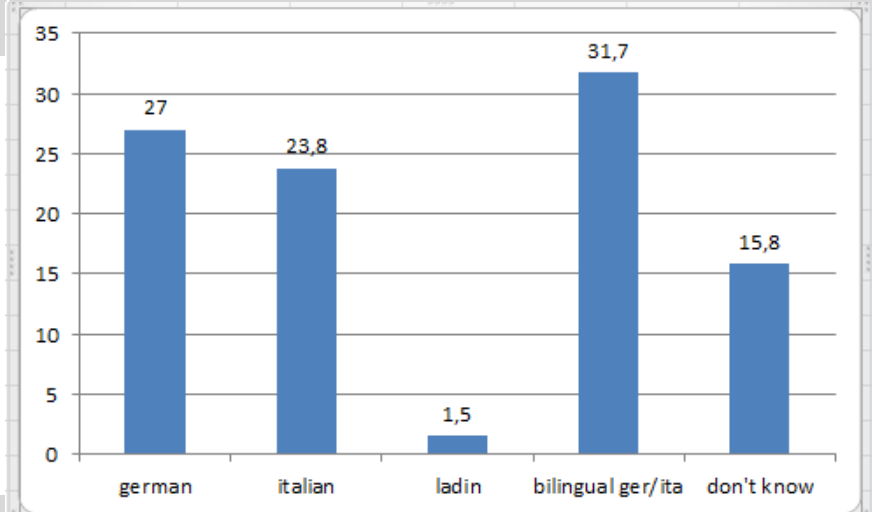
national minority	pupils with a migration background		
italian framework => 18 years old (kindergarden: 3) elementary: 5+3 -vocational training: 5 - high school: 5	enrollment at any time during the year allocation to classes according to age +/- 1 year also children of illegally residing immigrants no prior knowledge of language required		
	additional language support by “assistant” teacher during normal school hours no separate classes but voluntary summercourses/afternoon courses		
English from elementary onwards	English from elementary onwards		
not obligatory religious classes = catholic/ethic	can be substituted by additional language/homework support no possibility to organize Islam/other religion classes		
German + Italian as second language	Italian + German as second language	German + Italian as second language	Italian + German as second language
free choice of parents	Free choice of parents BUT no more than 20% in German classes => need to be brought to another neighboring school		
bilingual schools: private or project basis	Immigrant languages voluntary by associations, NGOs etc.		

South Tyrol (IV)

where do immigrants send their children?



where would immigrants send their children?



BUT: share of pupils in German school 6% and in Italian school 20%

South Tyrol (V)

Legal framework - organization/administration

- parallel German+ Ladin and Italian institutions with rare contact
- separate curricula development
- “competence centre” for the integration of pupils with an immigrant background

=> can immigrants become a catalyst to overcome the parallel society? (Winter for Northern Ireland)

South Tyrol (VI)

questions relevant for South Tyrol:

- better proficiency of German/Italian because of lack of historical ballast? => implications for multilingualism/majority-minority relation
- limited proficiency of immigrant's languages of origin?
- valorization of which languages?