

DOWNLOAD PDF THE EDUCATION OF LINGUISTIC AND CULTURAL MINORITIES IN THE OECD COUNTRIES

Chapter 1 : Globalization and Education

diversity of linguistic situations in the OECD member states is brought out; the obvious implication is that policies intended to deal with linguistic minorities will be at least as diverse.

PDF version Introduction Issues of diversity and equity have gained a solid footing in the hearts and minds of researchers and practitioners alike. There is a general consensus that children learn in context and that context includes diversity in ethnicity, culture, gender, family composition, ability etc. Challenges Consensus about the fact of diversity does not imply, however, any consensus on how diversity is perceived or treated. In a modest attempt to reconceptualize this issue, I will analyze the concept from three dominant paradigms, namely from economic, educational and social perspectives. The economic perspective The economic crisis of the late s began a process of de-industrialisation and globalization, accompanied by a growing awareness that the intellectual capital of a nation may be crucial for its economic welfare. The return on investment is high, leading to better social and educational outcomes for at-risk children and later, better adjustment to the requirements of school, the workplace and society. However the problem with this perspective is twofold. First, the economic paradigm may help to identify quantitative needs in early childhood education, but does not help us to address qualitative questions, including the following major questions: What is early education for? What kind of early childhood education do we need? The educational approach to children from disadvantaged backgrounds A fundamental principle here is that children from disadvantaged environments need services tailored to their backgrounds and specific needs. For many children, their enrolment in an early childhood service represents a first step into society. It presents them with a mirror reflecting how society looks at them and thus how they should look at themselves, since it is only in a context of sameness and difference that identity can be constructed. In this public mirror, every child is confronted with a critical existential question: And is it OK to be who I am? A positive self-image is closely linked to well-being and the capacity to succeed in school. In this respect, an appropriate early childhood curriculum needs to balance between two pitfalls: Most often this average child is constructed as a middle-class, white child, living in a traditional nuclear family. This implies that a child is reduced to her family, ethnic or cultural background. This implies an active policy to take into account family cultures and preferences when constructing the curriculum. This implies that the curriculum fosters multiple identity building and multilingualism by building bridges between the home and the institutional environment as well as with the local community. Everyone can learn from each other across cultural and other boundaries Everyone can participate as active citizens. This implies that staff should develop an explicit anti-bias approach and take appropriate action to involve all parents. Staff, parents and children work together to challenge institutional forms of prejudice and discrimination. This includes a critical study of availability and access policies, as well as of structural discrimination, as explained below. The social perspective A third possible approach to diversity in early childhood education is more social in nature. In this perspective, early childhood education is seen as an integral part of the social welfare mechanisms that states have put into place to ensure social justice, equal opportunities and the redistribution of wealth. However, many scholars have demonstrated that children from ethnic minorities and children from lower-income families are to be found more often in lower-quality care than those from middle-income and higher-income families. For this reason, policy-makers and administrators must ensure that high quality services are available to all children. Average or even equal standards are not enough: The effect of for-profit services The access of low-income children to high quality services is even less likely to happen when early childhood services are largely private. The logic of for-profit services is to cater for more affluent districts and families. In addition, different studies show that market-oriented services tend to hire lower qualified staff to reduce costs. However, different approaches to these issues are possible. A comprehensive view would aim to integrate economic, educational and social perspectives rather than favouring one paradigm only. A narrow focus on the economic returns from early childhood services may

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disregard parental and child perspectives and the wider purposes of education. These critiques are not presented to dismiss economic, social or educational approaches per se, but rather to suggest that in diversity situations, public policy needs to be complemented by analyses from different perspectives. Implications Administrations need therefore to think beyond stereotypical notions that particular social categories or ethnic families do not value education enough or are so possessive of their children that they will not send them to early childhood services. Over the last decades, there have been extensive discussions on the issue. Whereas initially some scholars thought that culture may explain the weak enrolment of diverse groups, it is now clear that the reality is much more complex. Parents from all classes and ethnicities attach importance to good quality services, but parental choices for a specific type of service are greatly influenced by environmental constraints. Similarly, in the case of Belgium, quality child care is more readily available in affluent neighborhoods where enrolment criteria generally favor double-income, white, middle-class families. Early childhood education and care. How do immigrant students fare in disadvantaged schools? PISA in Focus ; Adams G, Rohacek M. More than a work support? Issues around integrating child development goals into the child care subsidy system. Early Childhood Research Quarterly ; Journal of Child Psychology and Psychiatry ;46 9: Himmelweit S, Sigala M. Choice and the relation between identities and behaviour for mothers with pre-school children: Journal of Social Policy ;33 3: Family and individual predictors of child care use by low-income families in different policy contexts. Developmental Psychology ;40 5: Supporting super diversity in early childhood settings. The Sage handbook of early childhood policy. Benefits of early childhood education and care and the conditions for obtaining them. European Expert Network on Economics and Education. American Educational Research Journal ; The effective provision of preschool education EPPE project: Academic outcomes in English, maths and science in Year 9. The relations between structural quality and process quality in European early childhood education and care provisions: Secondary analyses of large scale studies in five countries. Utrecht University - Care project. The View of the Yeti: Bernard Van Leer Foundation; Deconstructing early childhood education: Ecole maternelle preschool in France: Democratisation of the family. Phillips D, Adams G. Child care and our youngest children. Future of Children ;11 1: Vandenbroeck M, Lazzari A. Accessibility of early childhood education and care: A state of affairs. Van Lancker W, Ghysels J. Explaining patterns of inequality in childcare services use across 31 developed economies: A welfare state perspective. International Journal of Comparative Sociology. Markets and democratic experimentalism. Two models for early childhood education and care. Time to get down to business? The responses of early years practitioners to entrepreneurial approaches of professionalism. Journal of Early Childhood Research ;2 1: Kwaliteit van de Nederlandse kinderdagverblijven: Nederlands Consortium Kinderopvang Onderzoek; Van Laere K, Vandenbroeck M. Early learning in preschool: Meaningful and inclusive for all? Exploring perspectives of migrant parents and staff. Early Childhood Research Quarterly ;23 2: Wall K, Jose JS. Managing work and care: Social Policy and Administration ;38 6: Accessed May 30, How to cite this article: Diversity in Early Childhood Services. Bennett J, topic ed.

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Chapter 2 : RECE | A comment on the OECD initiative to launch an IELS

This book provides an overview of the principles used by policy makers in western industrialized countries as they seek to meet the educational needs of cultural and linguistic minorities.

While we are convinced that international collaboration and joint learning with and from the diversity of experiences in early childhood systems around the world is necessary, we are concerned that joint learning at the international level is increasingly replaced by universal standardised assessment of children, decontextualized comparisons, and, as a consequence, ranking of countries. As members of the international and interdisciplinary movement Reconceptualising Early Childhood Education, representing scholars, senior academic researchers, policy-makers and practitioners in over 25 nations, we outline our shared concerns, counter arguments, and our offer for collaboration in this statement. About RECE The Reconceptualising Early Childhood Education RECE movement gained momentum in the s with conversations among scholars around the world who were concerned about the dominance of a narrow interpretation of developmental psychology and child development theory, and who drew from an array of more critical, feminist, postcolonial, postmodern and Indigenous perspectives in their work. As an international community coming from a wide range of disciplines and professions, we share a concern about privileging particular sets of beliefs or forms of knowledge that typically reflect western or Eurocentric traditions and values. Historically, on a global scale, the privilege of western onto-epistemologies ways of knowing, doing, and being have created power for certain groups of people, and continue to oppress others. Over the past 25 years reconceptualist scholars have contributed to a rapidly growing body of research and knowledge that offer alternative “ postcolonial, critical, feminist, indigenous, transdisciplinary ” understandings of what it means to educate and care for young children. See more examples in the bibliography at the end of this page. Reconceptualist scholarship has been shared at annual international conferences since , with conferences held in locations across the United States and in Australia, Norway, New Zealand, Hong Kong, Palestine, Ireland, the United Kingdom, Kenya and Canada, regularly drawing participants from over 20 countries on all continents. Reconceptualist scholarship and research has taken a prominent place in other academic forums, too. How should young children be reared and educated? What are the purposes of education and care, of early childhood institutions? What are the functions of early childhood staff? Instead, the complexity of the task, especially when the international dimension is added to the local picture, calls for broad and meaningful consultation and democratic debate with all stakeholders at local, national and international level. Decontextualised comparison and preschool PISA instead? Comparison is a grand epistemological strategy, a powerful conceptual mechanism, fixing attention upon one or a few attributes. It is our concern that such an approach will not provide necessary or meaningful information for decision makers and early childhood leaders in participating countries and beyond. What it will do is draw early childhood education firmly into a global framework of standardised assessment across all tiers of the education system, from early childhood to higher education. In this way, countries can have an earlier and more specific indication of how to lift the skills and other capabilities of its young people. As Alexander states with the British example in mind: The explanations tended to be mono-causal and linear, and to jump incautiously from correlation to causality. We see such an approach as diametrically opposed to the need for creating better understandings Schwandt, of early childhood systems and their contribution to the well-being of all children, and are convinced that IELS as it is currently conceptualised “ a pre-school PISA in all but name Moss et al. Resources will be diverted from much needed local and national improvement processes to creating a largely meaningless international league table instead. We see this entanglement reflected in the changing approach to developing and administering standardised assessment, including PISA: In the early years of PISA, test design, data collection and analysis were all entrusted to international consortia of professional organizations. Pearson will determine what is to be tested and how. It is becoming ever more clear that the global frameworks for standardised

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assessment, of which IELS will become an inextricable part if it goes ahead, are neither designed to serve and inform democratic policy-making nor to support contextually appropriate improvement of educational practices and equitable outcomes for all children. On the contrary, they are designed to deflect attention from the need for democratically legitimate, local, and systemic development of policies, practices and evaluation approaches. If not by intention then by design, the current international initiatives for standardised assessment contribute to opening public education sectors to corporate profit interests and to channelling scarce resources from the public sphere to private, corporate profit. Crucial elements that underpin early childhood practices in any country, they suggest, are given up in order to enable international comparison and ranking. The detailed critique voiced from within the German early childhood community echoes our argument that IELS abandons meaningful contextualised evaluation in order to create comparability, which, in turn renders possible findings largely meaningless. A study structured in this manner would be at odds with the educational standards of inclusion and diversity that German practice explicitly adheres to. Critical questions are being raised in a number of other countries, too. At the time of our writing this statement they include not an exhaustive list: Names and affiliations are listed at the end of this document. A visit of the website that publishes the call for tender for the IELS pilot in the US provides revealing insight into the values that guide the initiative: Meaningful consultation, active engagement, and respect for diversity and rights. The overall picture that is beginning to emerge is that early childhood professionals, scholars, and activists in many countries are urging their governments not to take part in IELS because of its disregard for the diverse histories, practices, understandings and values of childrearing and early care and education. As Moss et al. For an initiative aspiring to have direct impact on the practices of potentially all early childhood services in and beyond the participating countries, this woeful lack of information and consultation is entirely inappropriate. It is also a strategic mistake, a fundamental methodological flaw, and an opportunity missed on a global scale. Members of the international early childhood community – practitioners and scholars – will render IELS findings largely meaningless due to their disconnect with and disrespect for diverse, locally embedded approaches to early childhood education and care. The general approach suggested by IELS not only underestimates the complexity of local practice, rooted in diverse historical and cultural contexts. It actively contradicts the rights of children, families and communities to meaningful participation in all matters concerning and affecting the upbringing and education of young children. Conspicuous by its absence from the IELS proposal is, for example, the recognition of minority groups and indigenous peoples in OECD countries and beyond. If the initiative carries on without a much more proactive and meaningful engagement with the field, resistance will grow and actors at all levels of early childhood systems will individually and collectively reject not only the assessment but also the findings. This, in turn, will contribute to IELS becoming largely meaningless and unable to achieve its stated goals. Within RECE we understand this to be due to the lack of democratic, professional AND scholarly debate about the purpose of and approach to the initiative. We will continue to work with our international partners individuals and organisations to initiate and support this debate at all levels of practice, research and policy-making, and we are looking forward to engaging in a constructive forward looking debate with the proponents of IELS. Towards Competent Systems The controversy over how to document, understand, evaluate and support the experiences of the youngest citizens in early childhood education and care institutions and systems points beyond the methodological to more fundamental questions: How do we understand what it means to be a child, and to live and grow up in our societies at this point in time and in the current cultural, economic and political context? How do we understand and shape the relationship between private and the public responsibilities and contributions regarding the upbringing of young children? Each of these questions is contested and subject to democratic debate. How we respond to them, individually and collectively, contributes to shaping our early childhood practices, institutions and policies. The current focus on early learning often with a connotation of preparedness for the following stages of the formal education system is not the only possible response to the question of purpose of early childhood services. A recent research project funded by the European

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Commission outlines much deeper connections between early childhood services and societal and political challenges of our time. The need for systemic approaches is now widely recognised in national and international early childhood policy documents Romero et al. Competent Systems require systemic evaluation rather than measurement of predetermined and decontextualised outcomes. We strongly believe this is where the OECD and its member states should direct their resources and expertise. Summary To sum up our position, we think there are fundamental questions about the proposed International Early Learning Study that call for urgent democratic, scholarly and professional debate. Instead, the motives and interests driving international standardised assessment and its underlying assumptions need to be questioned at all levels. We disagree with an approach that conceptualises and instrumentalises early childhood education and care mainly as preparation for the following stages of formal education, and as tool for achieving long-term economic outcomes – which are in itself questionable or unsubstantiated. The use of research evidence to justify IELS is highly selective, as there appears to be complete disregard of the large and sustained body of critical work, undertaken not least by reconceptualist researchers over the past decades. If this omission was due to those working towards IELS being unaware that substantial counter evidence and counter arguments exist, we would be happy to bring them into the discussion. It would raise fundamental questions, however, about whose political or business interests are being privileged over research evidence, if the omission would be seen to be the result of deliberate disregard of critical scholarship and research. We are concerned that scarce resources are being directed towards an initiative that will provide little meaningful information for policy makers and practitioners. Considering the growing critique, opposition and resistance to IELS, which will render the entire exercise meaningless, it can only be a distraction from urgently needed systemic evaluations and improvements of early childhood education and care at local level. We find our argument supported by a broad international consensus supported by earlier work of the OECD that more equitable and just experiences for all children and families require competent systems and democratic accountability rather than standardised assessment of narrowly predefined outcomes.

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Chapter 3 : Lifelong learning for all - OECD Observer

Educational linguistics - Stacy Churchill, The education of linguistic and cultural minorities in the OECD countries. (Multilingual Matters,) (Multilingual Matters,) Clevedon, England: Multilingual Matters,

Get a quick overview of key insights and policy options for a wide range of topics in education. Or delve deeper into the OECD knowledge base through quick and easy access to related websites and publications. Policies and practices, as well as inputs, processes and outcomes, stand in a dynamic relationship with each other. Explore how different topics can be related through a visual network of education policy. If you have any feedback or suggestions for improvements, contact us! Everyone has a human right to develop their capacities and to participate fully in society. Furthermore, education plays an important role for general patterns of social and income inequality and mobility. For all these reasons, improving equity in education is a high priority in all OECD countries. Indeed, investing in equity pays off and equity in education goes hand in hand with quality and efficiency. They determine the organisation and structure of the system, who is allowed to provide compulsory education, what choices of schools are available to parents and students, what mechanisms are in place to finance education, its overall goals, as well as the standards by which providers are held accountable. More How do I use this site? Navigate the policy network to explore the world of education or use the search box to go directly to a thematic page of your choice. Use the filtering box to display only thematic pages and related content for the level of education that you are interested in. For more details, just click on individual key insights and policy options that you find interesting to get the bigger picture. Sort publications by year or by author by clicking on the arrows. Print the thematic pages that you are interested in through the print function of your browser. Not all policy options are equally relevant for different countries, different contexts give rise to different priorities. In some countries, policy suggestions may already be in place; in others, they may have less relevance owing to specific social, economic and educational structures and traditions. Policy options rather distil potentially useful ideas and lessons from the experiences of countries that have been searching for ways to improve their education system. As policy options are removed from their wider analytical context, it is strongly advised that readers should refer back to the original OECD source for the fuller picture.

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Chapter 4 : Languages in a Global World: Learning for Better Cultural Understanding - OECD

Download The Education Of Linguistic And Cultural Minorities In The Oecd Countries by Dave compared for download the education of linguistic and at the Water Cooler? tips, we ca not fill that voice. windows for leading withdraw SourceForge kindle.

Centre for Educational Research and Innovation CERI Click bigger and clearer k The role of education in contributing to a fairer society has always been double-edged. When successful in widening participation in learning, its contribution is powerful and positive. But too often, it can have the opposite effect of being socially selective, even divisive. Policy strategies need to work with this dual focus – reinforcing inclusion and participation while tackling out-dated forms of selection. In 21st century society, this longstanding equity goal for education takes on new urgency. First, as economies and societies are increasingly knowledge-based, the price paid for missing out on learning becomes a high one. This is made worse by the decline in low-skill jobs, which have traditionally employed those with few qualifications. Second, as information and communication technologies ICT spread into all aspects of our lives a new dimension of exclusion has been created: Third, fragmenting families and communities too often mean weaker social bonds and identity. This emphasises a critical mission for education that goes well beyond skills development – cementing social identity, networks and community involvement, otherwise known as "social capital". Fourth, in our rapidly changing world, educational equity can no longer be addressed only in terms of what happens in schools and colleges but throughout our lives. The scope is now much more ambitious as countries aim to make lifelong learning available to all. The major problem remains that lifelong learners tend to be those who have already done well in initial education, although those who did not stand most to gain. The rise in educational attainment at both upper-secondary and tertiary levels has been greater for women than men over the past three decades, a rapid and universal trend in OECD countries. Female average educational attainment has now overtaken that of males in many, though not all, countries for which data are available see chart. So important has been the shift that worries are now being expressed about male under-achievement, especially among disaffected adolescent men. Nevertheless, clear gender differences remain in subject choice: This is one of the most decisive dimensions shaping educational outcomes. Comparable data on these relationships are scarce, but what exists shows little sign that the social gaps are narrowing. Trends over the s indicate that expansion of tertiary education has not, in general, reduced access disparities based on social background: The general pattern is clear – more advanced education among parents means better literacy for their offspring. The strength of the link does, however, vary. In many cases, minority groups have lacked equal access to learning resources to the point some-times, of being denied basic human rights. Countries have taken numerous policy initiatives to address linguistic and cultural diversity, and the lack of material and social resources "cultural capital" that too often compounds the problems faced by minority populations. As this is not the case for all ethnic minorities, and indeed some per-form well above the average, equity policies need to be sharply focused. These policies should start as early as possible, continue through school, further and higher education, and into the labour market. Across OECD countries, substantial efforts have been made to integrate those with disabilities into the mainstream system. But providing inclusive forms of education within an accessible environment can be taken further still. This is not just because it is fairer and widens participation in learning, but because, per student, the inclusive approach is less expensive than separate special provision. Even with the progress made, serious problems remain. Disabled students, even the well qualified, can find major hurdles before them in advancing to the higher stages of education and in gaining access to good jobs. So critical is technological competence now to social and economic life that there is now a new dimension to exclusion, that of the digital divide. Studies show that better access to computers and the Internet is linked to social advantage, ethnic and educational background, and even where someone lives. Access is important but there is a risk of the digital divide being over-simplified. Instead of being narrowly technological, to be

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bridged primarily through investing in more computers and Internet connectivity, it has deep social and educational roots calling for a broad range of policies. Wider access to ICT is needed in libraries and community centres as well as schools. Developing expertise in ICT use among all students and especially teachers is also critical. Partnerships have to be built with the telecommunications companies. An ICT dimension should be integrated into broad social and educational equity strategies. Inequalities persist past basic schooling. Participation in adult education tends to follow closely the patterns of success in initial education, with the alarming result that inequalities among young people grow even wider. The same holds true for participation in job-related training. Employers devote on average significantly more resources for training high-skilled, well-educated employees than others, reinforcing skill differences. The International Adult Literacy Survey also found after controlling for other factors – hours worked, company size, professional grade – that those making greatest use of their skills at work are six to eight times more likely to receive company training than the low-skilled. Clearly, equity strategies for education must continue well after people have left school and college. Public strategies for adults should be targeted to those who missed out early on. And tax incentives can encourage investment in training by small- and medium-sized enterprises, including for older workers. General lessons Beyond targeted approaches, a number of general lessons can be highlighted for educational policy. First, it is important to set clear goals, targets and priorities, and to monitor progress on equity at all levels of education systems. Equity should be an integral aspect of all education policy and practice, not treated as a matter apart. To this end, much improved pertinent information is needed at all levels, from the local to the international. Much more than good data is needed, of course. The education system, especially upper secondary and tertiary education, should be diversified, flexible and open to new forms of teaching and learning. Co-operative programmes between young people, teachers, parents and community-based partners, including employers, should be fostered. These positive features can be enhanced through distance learning and if ample recognition is given in study programmes to informal learning, such as work experience. Resources need to be deployed strategically. Equity policies often call for additional resources, but their quality and use are just as important for effective change as the quantities involved. Education policies alone will not suffice. Progress depends on more coherent, co-ordinated public policy, embracing employment, welfare, health and housing, in partnership with education and training. Statistics and Indicators,

Chapter 5 : List of countries ranked by ethnic and cultural diversity level - Wikipedia

This book addresses language diversity around the world and its relation to education and culture. In this time of globalisation, language learning is central to politics, economics, history, and most obviously education. This book questions why some individuals are more successful than others at.

Chapter 6 : Download The Education Of Linguistic And Cultural Minorities In The Oecd Countries

The Education of Linguistic and Cultural Minorities in the OECD Countries John de Vries Department of Sociology and Anthropology, Carleton University, Ottawa, Ontario.

Chapter 7 : Review education policies - Education GPS - OECD

Stacy Churchill The Education of Linguistic and Cultural Minorities in the OECD Countries Author(s): Tazio Carlevaro Source: Language Problems and Language Planning, Volume 11, Issue 3, Jan , p. -