

**CHARLES UNIVERSITY IN PRAGUE**  
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**Department of English Language and Literature**



**BACHELOR THESIS**

**Integration Programmes for Immigrant Children in the  
Czech Republic and Great Britain**

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## **DECLARATION**

I hereby declare that this bachelor thesis, titled Integration Programmes for Immigrant Children in the Czech Republic and Great Britain, is my own work and that all the sources I used are included in the reference list.

Prague, 2<sup>nd</sup> May 2012

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## **ABSTRACT**

This bachelor thesis deals with immigration integration politics and programmes of the Czech Republic and the Great Britain, with the main focus on the integration of immigrant children into the society and education system. The work is divided into two parts: each one gives information about Czech and British immigration history and development, integration policies, and the main issues that each of the country is dealing with. All the information and data used in the text come from the latest research and from updated source documents.

## **KEY WORDS**

Immigration, integration, assimilation, foreigner, right to education, language acquisition, multiculturalism, minority, ethnicity, Czech Republic, Great Britain

## **ABSTRAKT**

Tato bakalářská práce se zabývá imigračními integračními politikami a programy České republiky a Velké Británie. Hlavní důraz je kladen na integraci dětí imigrantů do společnosti a do škol. Práce je rozdělena na dvě části: každá z nich podává informace o historii a vývoji imigrace, o integračních politikách a o hlavních problémech, kterými se výše uvedené země zabývají a snaží vypořádat. Veškeré informace a data použitá v této práci pocházejí z nejnovějších zdrojů a výzkumů.

## **KLÍČOVÁ SLOVA**

Imigrace, integrace, přizpůsobení se, cizinec, právo na vzdělání, učení se jazykům, multikulturalismus, menšina, rasové složení obyvatel, Česká republika, Velká Británie

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## 2 Introduction

The subject of this thesis is “Integration Programmes for Children of Immigrants in the Czech Republic and in the Great Britain”. I have chosen this topic because migration has become one of the most sociologically relevant and discussed issues in today’s world. The main phenomenon of the development of our postmodern society is globalisation which both produces and responds to various changes in the society leading to the interconnection of political, economical, social and cultural events. Migration is an accompanying feature of the process of globalisation and is influenced by the overall level of development of individual countries and continents and for that reason each country has to apply different laws and regulations on migration and integration. Noticeably, the migration and integration models can drastically differ within one continent, typically Europe. The European Union states basic migration and integration laws and regulations for its member states, however, each country has to adapt its migration and integration politics according to its migrants’ characterization. In my thesis I focused on the comparison of politics of integration of the Czech Republic and the Great Britain and tried to find out what are their principles of integration and how and why differ so much. The Czech immigration laws and regulations are defined less specifically, particularly vis-a-vis acculturation. This presumably results from the fact that the main bulk of (actual and presumed) immigrants entering the Czech Republic are people from Central and Eastern Europe, who supposedly abide by the same or similar cultural principles. It can therefore be assumed that the policy of integration of the Czech Republic differs from the policy of the Great Britain, where most of the immigrants come from Asian and Caribbean states. In other words, the immigrants in the Great Britain bring with themselves their own culture and habits and the British integration laws and regulation have to be conformed to this.

This thesis is divided into two parts, one part deals with the immigrants’ integration in the Czech Republic and the second one is a study of the integration in the Great Britain. The conclusion of the thesis seeks to give brief summary comparison of the immigration policies of both countries. The information for writing the thesis has been taken from the Czech and the British ministries and statistics and literature and articles concerned with the topic of migration and integration have been used.

### **3 Migration in today's world**

Migration is one of the major trends of today's world. People migrate among continents and also within individual states. "Migrants are defined as people living outside their country of birth for at least a year." (Bijl and Verweij 10) Migration goes hand in hand with globalization which creates the cultural and technical preconditions for mobility. Electronic communications allow easy access to information on migration routes and work opportunities. Long-distance travel has become cheaper and more accessible. Favourite destination for immigrants is Europe for its economic prosperity, relatively high level of political stability and democratic principles.

Most of the immigrants to Europe come from Asian countries. Due to this trend the composition of the population is changing and is becoming more diverse. This fact forces the resident population, or rather its respective state administration, to create new conditions for coexistence of people from various cultural and social backgrounds.

Nowadays Europe is fighting with several issues as population ageing, long life expectancies and a decline of working-age population. One of the key demographic phenomena generally regarded as a potential remedy of these problems is immigration, which can boost the skilled workforce and thereby increase the productivity of the EU economy. Each country thus needs to find appropriate ways of immigrant integration into its society.

#### **3.1 Integration**

The migrants who decide to settle in the country of destination have to adapt to its living, working and social conditions. The integration factors always depend on the country of destination and its immigration policies and on the immigrants themselves. The result of integration can be naturalization and assimilation. However, the integration does not have to be successful and can end up in social-economic marginalization, which is an exclusion of the immigrant from the society. Negative integration can also lead to topographic segregation of ethnic groups who either feel excluded or in fact are ostracised by the mainstream society. In the 20's and 30's of 20<sup>th</sup> century sociologists from the Chicago school tried to explain this phenomenon by means of so called assimilation theory. According to this theory the integration of immigrants is a natural process which is completed upon their merging with the mainstream population. This theory was developed into the "melting pot" theory. Modern

sociology has updated this concept by the “salad bowl” metaphor which expresses coexistence of several distinct ethnic groups and their mutual communication. This concept ends with a structural integration, which contains equality of immigrants and the major population, including a possibility to retain some specific features of behaviour typical for the given ethnic group. (Drbohlav 24, as translated by Lenka Tůmová)

Successful integration can occur only in an open and tolerant society which cooperates with the whole world and is able to adapt to global development. To the process of integration contributes both the education of the immigrants and the education of the autochthonic population.

### **3.2 Migration and the European Union**

The European Union which tries to achieve greater uniformity in integration policy across the Member States plays a big role in integration policies of individual states. In 1999 the Tampere Programme which concerns integration of non-EU nationals was adopted. “This programme stated that the separate but closely related issues of asylum and migration call for the development of a joint EU policy to include the following: partnership with countries of origin, a Common European Asylum System, fair treatment of third-country nationals, and management of migration flows.” (Bijl and Verweij 12)

“In 2004 was agreed The Common Basic Principles for Immigrant Integration Policy, which provides a strong framework for policymaking in this area. The evaluation of integration policies was also stressed by adoption of the Hague Programme. All these foundations help the EU member states to formulate, develop and implement their integration policies.

Below are the EU Common Basic Principles for immigrant integration policy (Council of the European Union, 14615/04, 2004)”

- Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States.
- Integration implies respect for the basic values of the European Union.
- Employment is a key part of the integration process and is central to the participation of immigrants, to the contribution immigrants make to the host society, and to making such contributions visible.



- Basic knowledge of the host society's language, history and institution is dispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration.
- Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.
- Access for immigrants to institutions, as well as to public and private goods and service, on a basis equal to national citizens and in a non-discriminatory way is a critical foundation for better integration.
- Frequent interaction between immigrants and Member State citizens is a fundamental mechanism for integration. Shared forums, inter-cultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments enhance the interactions between immigrants and Member State citizens.
- The practice of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights and must be safeguarded, unless practises conflict with other inviolable European rights of with national law.
- The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.
- Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public-policy formation and implementation.
- Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective. (Bijl and Verweij 12)

## **4 Immigration Policy in the Czech Republic in General**

Since the inception of the Amsterdam Treaty in 1999, immigration policy within Europe has been in the hands of the European Union. Different rules are applied to the EU citizens, third-country nationals and for the asylum seekers and refugees.

It can be stated with little fear of controversy that the Czech Republic as a post-communist country still has some difficulties with immigration and integration of its national minorities. There is an endeavour to transfer the responsibilities for migration (i.e. immigration integration) policy to local bodies, to decentralise integration and to move it towards regions and districts. The Czech government, the Council of Europe and non-governmental organisations have some specific duties for the immigrant integration issue. Commission for Integration of Foreigners and Community Relations was created under the auspices of the Ministry of Interior of the Czech Republic, having spawned integration centres and courses in recent years. According to some studies, there is no local strategy for the integration of immigrants.

Foreigners in the Czech Republic are categorised in various ways and thus there are different policies, stakeholders and different goals in this field.

People who stay at the area of the Czech Republic and who do not have Czech or EU documents are called “foreigners”. They are divided according to their status into several basic groups:

- asylum-seekers (now called applicants for international protection);
- refugees i.e. persons granted internal protection (including persons under subsidiary protection);
- immigrants (i.e. legally residing foreigners, either temporarily or permanently, again divided into subcategories of foreigners with a visa not exceeding one year, with a long-term visa not exceeding one year and, after five years of long-term visa, with permanent residence);
- persons staying for a period not exceeding 90 days;
- irregular immigrants. (Bijl and Verweij 84)

### **4.1 Development of Migration in the Czech Republic**

The development of migration trends in the Czech Republic has been monitored by the Czech Statistical Office, starting with the year 1993 when the independent state of the Czech Republic was established.

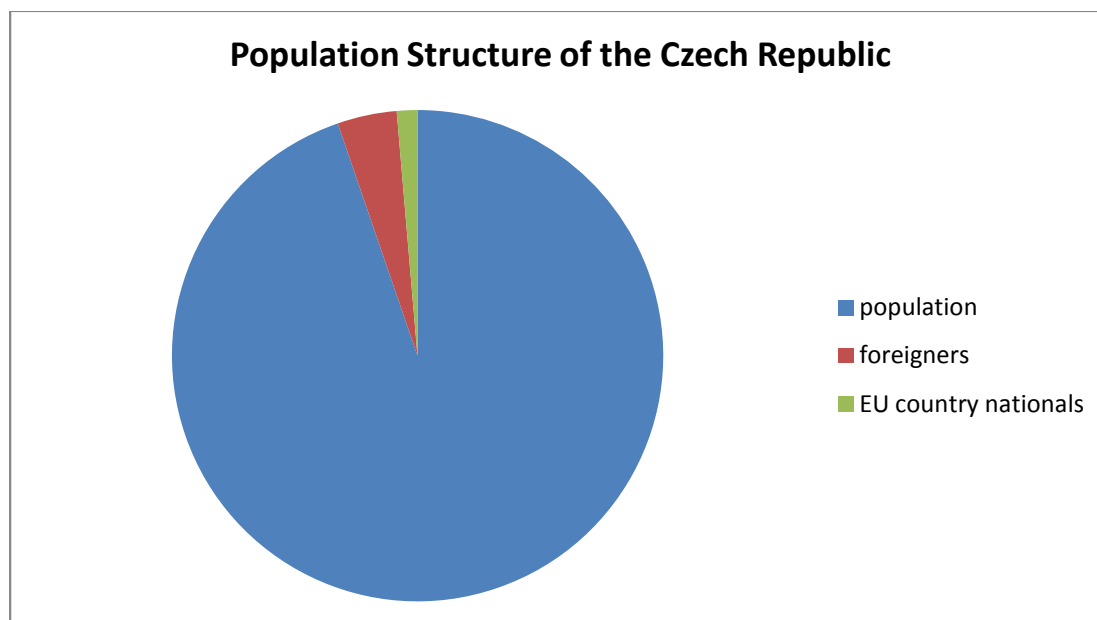
In the 90's was rising the amount of legally residing aliens on the area of the Czech Republic and in 1999 there were around 200,000 foreigners. In 2000 a new legislative act about foreigners' stay in the territory of the Czech Republic was adopted and as a consequence of that the number of foreigners started to decline.

In 2004 the Czech Republic has become a member of the European Union and the categories of residence have been extended and the number of aliens legally residing in the Czech Republic has been increasing. (Ministerstvo vnitra 2012, as translated by Lenka Tůmová)  
At the end of 2010 the Centre of International Police Cooperation filed 427,291 foreigners, out of that 188,952 permanently residing foreigners and 238,339 temporarily residing foreigners.

## 4.2 Population Structure of the Czech Republic

The result of the population census from 2011 shows that there are 10,497,000 inhabitants in the Czech Republic. The number includes 434,000 non-EU foreigners and 151,000 foreigners from the European Union member countries.

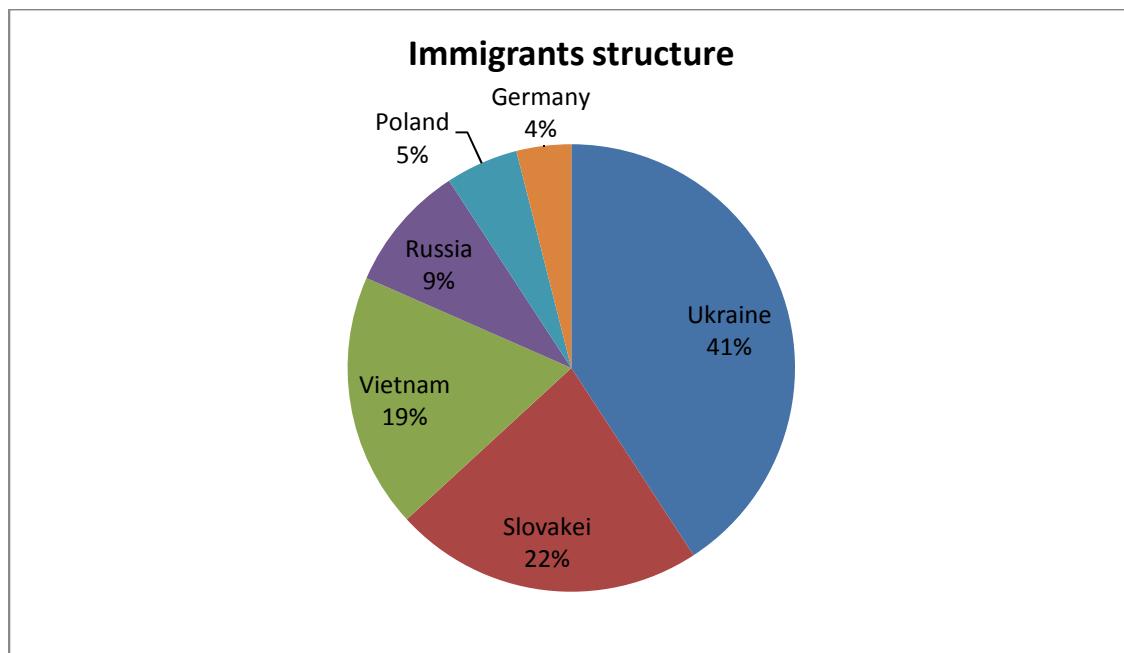
It is evident from the diagram below that the Czech Republic is not a multicultural state. The Czech nationality citizens clearly prevail over the foreign inhabitants.



(Český statistický úřad)

According to the latest research, most of the foreigners staying in the Czech Republic come from countries to the east of its border. The largest number of immigrants is of a Ukrainian nationality, followed by Slovaks, Vietnamese, Russians, Polish and Germans.

The number of Slovak, Vietnamese and Polish citizens has decreased, while the number of Russian immigrants has increased compared to the previous years' data.



(Český statistický úřad)

### 4.3 Concept of Integrating Immigrants in the Czech Republic

The agenda of immigrants is in competence of the Ministry of Interior. The formulation of its basic policy can be found in the document Conception of Integration of Aliens in the Territory of the Czech Republic, which was adopted in 2002 and regularly updated.

The Conception report states that in the consequence of the economic crisis there is a stagnation of the total number of foreigners who stay legally within the territory of the Czech Republic. The target group of immigrant integration to the date of 31 December 2010 run to 289,203 of third-country nationals (which constitutes 68% of the total number of 425,301 resident aliens). In 2010 the total amount of third-country nationals declined and this trend continued until 2011. On the contrary, there has been a growing trend in the amount of permanently residing foreigners. The largest groups of third-country immigrant population do

not change on a long-term basis. They are foreigners from Ukraine, Vietnam and Russian Federation.

The concept is a response to the statement of government policy, which calls for the need of connection of immigrant and integration policies, the cooperation of non-profit organizations, regional Centres for Foreigners' Integration Support, local governments and other bodies, is presumed.

The targets of the integration policy are stated in the Conception and are based on the coexistence of newcomers and the inhabitants of the recipient country. Czech society should create legislative environment that enables the foreigners to integrate, including discrimination protection, and they should help their integration. Foreigners are supposed to be willing to cohere into the society, observe laws and respect the recipient country's values. Legally residing third-country foreigners are the primary target group of integration policy. The asylum seekers and refugees are not included in this group and the set of policies and approaches for the refugees is defined by law, namely by the State Integration Programme. Special attention should be paid, according to the Conception, to the second generation of foreigners – children and youth, women foreigners and to the integration of the whole foreign families.

As stated in the Conception, the key priorities for immigrants' integration are – working knowledge of the Czech language, financial self-support, social orientation and interrelations of foreigners and majority society. (Ministerstvo vnitra 2012, as translated by Lenka Tůmová) With these early integrationist prerogatives in mind, the text henceforth focuses primarily on the children of immigrants.

#### **4.4 Integration of Children**

In the Czech Republic, the children of immigrants are nominally divided into two groups. The first group includes children from the European Union countries and in the latter group there are children from the third countries. There are special rules for each group, and each group is supervised by different authorities. The children from the EU countries staying in the Czech Republic are subject to the EU laws and regulations. Ministry of Education, Youth and Sports (MEYS) is mainly responsible for education and integration of the third-country national children.

#### **4.5 Activities of the Ministry of Education, Youth and Sports**

Within the Conception of Integrating Aliens on the Territory of the Czech Republic, the issues of the situation and position of aliens on the territory of the Czech Republic in the area of their education fall within the jurisdiction of the Ministry of Education, Youth and Sports. The MEYS has been dealing with the problems of educating foreigners since 2000. It is responsible for successful integration and the preparedness of the school system and its ability to react to changing conditions.

The MEYS cooperates with the Institute for Information in Education and Czech Statistical Office to monitor and analyse the statistical data in connection with the education of aliens. The Ministry also obligates the Czech School Inspectorate to monitor information contributing to knowledgeability with respect to the requirements and problems connected with the education of the immigrant children in elementary and secondary schools.

Every year a commission consisting of MEYS, the Czech School Inspectorate, the Ministry of Labour and Social Affairs and the Ministry of Interior selects projects from the announced projects aimed at supporting activities in the area of the integration of aliens in the territory of the Czech Republic. The projects are funded by the Czech government. The implementation of the projects contributes to the removal of the language barrier and facilitates the integration of immigrant children into normal life while respecting the differences of individual ethnic groups, their cultures, religions, customs, etc. Another objective of the projects is to assist teachers in acquiring relevant skills that would enable them to work with immigrant children during the instruction, namely of the Czech language, in getting these children involved in extracurricular activities, in resolving possible conflicts arising from mutual misunderstandings. (MEYS 2012)

#### **4.6 Projects Aimed at Supporting Activities in the Area of Integrating Aliens on the Territory of the Czech Republic**

- **Projects which foster the teaching of Czech as a foreign language to immigrant children**

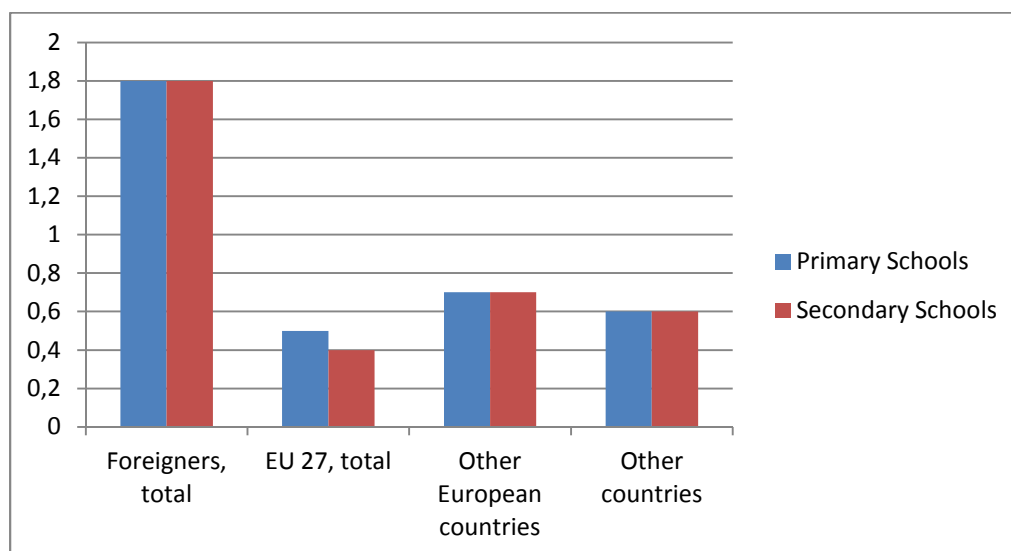
Czech language courses are crucial means in acquiring competencies, especially communicative competencies, important for the social integration of children. The projects are also aimed at the production of textbooks, dictionaries, teaching aids and guidelines for the teachers.

- **Projects supporting intercultural education of children and youth focused on third countries foreigners**

These projects boost education and free-time activities. Their focus is racism prevention and presentation of culture and cultural differences. Cultural events and sports activities are available to both Czech and foreign children and youth. (MEYS 2012)

#### 4.7 Ethnicity in Czech Schools

According to data collected and analysed by the Czech Statistical Office for the academic year 2011/12, there were 1.8 % of foreigners in primary schools and 1.8 % of foreigners in secondary schools. The survey divided the foreigners into categories according to their origin, as shows the respective bar in the chart below.

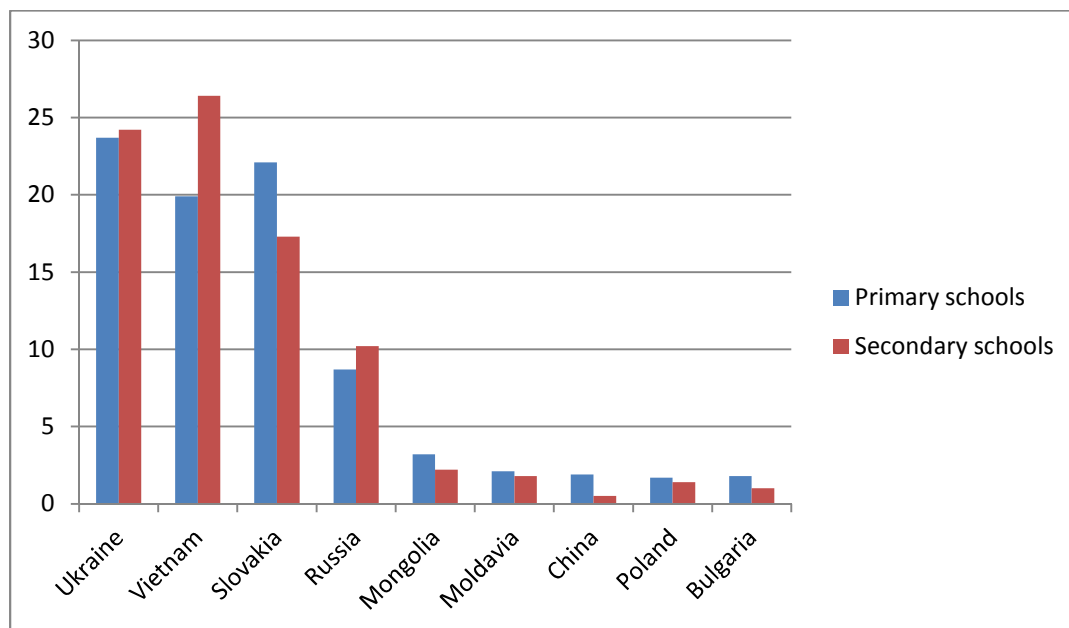


(Český statistický úřad)

The diagram shows that the number of foreigners from the EU is also equal to the number of foreigners from the other EU and non-EU countries.

The same or similar numbers of foreigners in primary and secondary schools indicates that children continue in their studies in the Czech Republic and are able to get through the school years.

The next chart illustrates the proportional number of foreigners from selected countries which generate the largest contingent of foreign students in Czech schools.



(Český statistický úřad)

We can see that most of the foreign children in the Czech Republic come from Vietnam, Ukraine and Slovakia. The chart indicates that immigrants in the Czech Republic are mainly of East European or East Asian origin.

#### 4.8 A Summary of the Situation in the Czech Republic

The above diagrams indicate that the Czech Republic is a country whose population is overwhelmingly of the Czech origin. This lack of multicultural span also signifies on the fact that foreigners who come to the Czech Republic and want to stay there have to fully integrate into the Czech society. The greatest barrier for immigrants is the (insufficient) knowledge of the Czech language, especially for the children of immigrants.

The main target of the Czech Republic in the immigration and integration policy may be the provision of appropriate Czech language education and creation of programmes helping children to integrate into the Czech society. This may gradually counter the general trend, making the inhabitants of the Czech Republic more tolerant towards foreigners, accepting them as prospective full-fledged citizens, as xenophobia is still a problem in the Czech Republic, because of the negligible percentage of immigrants in the Czech Republic.



## 5 Immigration and Integration in the Great Britain

The Great Britain is a highly multicultural society consisting of about 60.6 million inhabitants of various ethnic, cultural and religious origins. Such a state of the society gives rise to many problems. The autochthonic part of population pursues to preserve its language and culture and the immigrants generally seek better working and living conditions in the Great Britain than they had in their home countries, while also trying to retain their own culture and religion. The immigrants naturally ask to be respected by the autochthonous population. These facts are often reasons of conflicts. Education serves as an important and officially acknowledged tool towards achieving peaceful and productive coexistence of various ethnic and religious groups. (Ježková 148, as translated by Lenka Tůmová)

### 5.1 Development of Migration in Great Britain

Britain has, to an increasing degree, become a country whose demography is shaped by immigration. In modernity, the country experienced its first large influx of immigrants at the beginning of 19<sup>th</sup> century when immigrants from Northern Ireland came, while also receiving a substantial number of immigrants from continental countries such as Poland. Historically, the British population grew mainly because of immigration. In the 1950's the UK received a new wave of immigrants from former British colonies.

According to an article *Immigration and Integration Policies in UK*, there are two predominant groups among recent immigrants: immigrants from the Indian sub-continent (India, Pakistan and Bangladesh) and those from the West Indies. More than 1 million people came from India, Pakistan and Bangladesh and they settled mainly in London and the big cities from Midlands. The Caribbean and West Indies immigrants rise nowadays about more than 600,000 persons and they settled mainly in big towns, inner cities easily abandoned by middle classes. (Voicu 72-73)

Industry was the main reason why immigrants from South Asia came into UK and helped economic boom in 1950's. This time also began the process of immigration of the black people, who settled in London and Midlands.

At the end of 1950's the huge immigration started to alarm British people when the first racial riots at Notting Hill in London took place. This was an impulse for governments to adopt laws in order to restrict and encourage immigration. (Voicu 73)

## **5.2 Population Structure in Great Britain**

Great Britain is a highly multicultural society. At a Guardian-sponsored conference in 2005, London was presented as the most cosmopolitan city of the world: 300 languages, 50 ethnically distinct communities with populations of 10,000 or more, with quasi every “race”, nation and culture. Almost a third (30%) of the city’s inhabitants was born outside the UK with thousands or more who are a second or third generation immigrants. However ethnic minorities are not restricted to London. (Voicu 79)

## **5.3 Britain as a Multicultural Society**

The Romanian political scientist Anca Voicu argues that “The very high rates of immigration in recent years are creating areas in which children with two UK born parents are in a minority. This poses serious difficulties for effective integration as there will increasingly be no core culture with which to integrate” (Voicu 14). From this fact arises a question whether UK should create integration programmes or not. It can be also alarming for the British citizens and make them more willing to preserve their own culture and habits, as can be seen from the information below:

“Migrants are now expected to demonstrate English language ability and knowledge of life in the UK before being granted settlement. This can be done either by completing an ESOL course and demonstrating progression from one level to the next, or taking the ‘Life in the UK’ test, aimed at ESOL 3 and above. The current ‘Life in the UK’ publication for citizenship tests includes a wide range of information around everyday needs, employment, law and signposting for sources of further help and information” (Voicu 15).

## **5.4 Authorities Responsible for Migration Policies**

Several ministries are responsible for the migration policies. The Home Office is the main institution responsible for the migration affairs. Department for Innovation, Universities and Skills is responsible for teaching of English for speakers of other languages than English. Government Equalities Office eliminates inequalities which some migrant group face up to. Equality and Human Rights Commission, established in 2007, takes responsibility for the

elimination of inequalities and aims to help Britain develop in a way that values the ideals of respect, freedom, equality, dignity and fairness.

Nowadays, the British administration does not have any unified comprehensive strategy which would cover all kinds of migrants. (Ježková 157, as translated by Lenka Tůmová)

## **5.5 Legal Framework Regulating Immigration**

British migration policies obviously fall within the jurisdiction of the Government of the United Kingdom. The main document concerning with immigration is the Immigration Act passed in 1971. Other legislation acts were added to this document such as Immigration and Asylum Act in 1999 and Nationality, Migration and Asylum Act in 2002.

In 2008, the Community Cohesion and Migration document was drafted. It stated that if the government decided to introduce one unified strategy, it should not issue detailed prescriptions to the authorities as to how they should practise it. According to this document the role of the government should consist in creating activities focused on fostering integration, social cohesion, counselling and support of local authorities. The authors of the document identified four areas that needed to be improved: coordination of the respective policies of individual ministries, acquisition of the English language and integration policy of migrants who stay in Britain for economic reasons and for a short time.

The Community Cohesion and Migration document identifies the following issues:

- Insufficient knowledge of the English language is a huge impediment for immigrants' integration into the society. Availability of learning English for immigrants is in the hands of the government and partly the employers should financially contribute to it, but the main responsibility resides with the government.
- Local authorities have an important role to play in the process of integrating immigrants. Migration is seen as a potential advantage for local communities. The schools can benefit from the immigrant children who can contribute to improvement of quality and level of knowledge at schools.
- The schools have to cope with an increase of immigrant children which causes difficulties in organisation of amount of space in the schools. An incidental arrival of immigrants can lead to enhanced competitiveness for the space at schools which can cause tension within the communities.

- Other difficulties which the schools have to deal with spring from the diverse cultural background and scholastic aptitude of the new incoming students during the school year. The schools can implement changes in the care of immigrant children who come from different countries and speak different languages. They can also consider educating children, whose level of education is unknown and/or about whom they have very little information, as difficult. (House of Commons)

## **5.6 Children of Immigrants**

A child is awarded British citizenship by being born in the United Kingdom if his/her mother (or father if the parents are married) is the citizen of the United Kingdom or lives there. One can apply for the British citizenship by registration or by naturalization. Those who are entitled to apply for registration are the citizens of British dependent and overseas areas, children born in the area of the United Kingdom who were not awarded their citizenship automatically after birth, and people without any state nationality.

This information is taken from the European Commission's document Integrating Immigrant Children into Schools in Europe. (Ježková 161, as translated by Lenka Tůmová)

## **5.7 Right to Education**

All the children in Great Britain have a right to education no matter where do they come from. Local educational authorities have statutory obligation to provide education to all children in the age of compulsory education. Children who came to Great Britain have a right to free, government financed, pre-school education in the same scale as the autochthonous children.

In the scope of racial relations' legislative there is an educational service which supports racial equality through authorities' activity. The schools and local authorities must avoid discrimination on racial grounds and boost equal chance and friendly relations among different ethnic groups.

As indicated by a BBC survey carried out in 2007, the number of children in the UK from Eastern Europe is growing. This creates anxiety in the many British municipalities,

instigating fears that this trend would affect the development of local schools. There arise many impediments in the integration of immigrants from Central and Eastern Europe. In schools emerge violent disputes between immigrants and children of autochthonous inhabitants. For example children from Slovakia have problems with integration into schools in Britain. (Ježková 162, as translated by Lenka Tůmová)

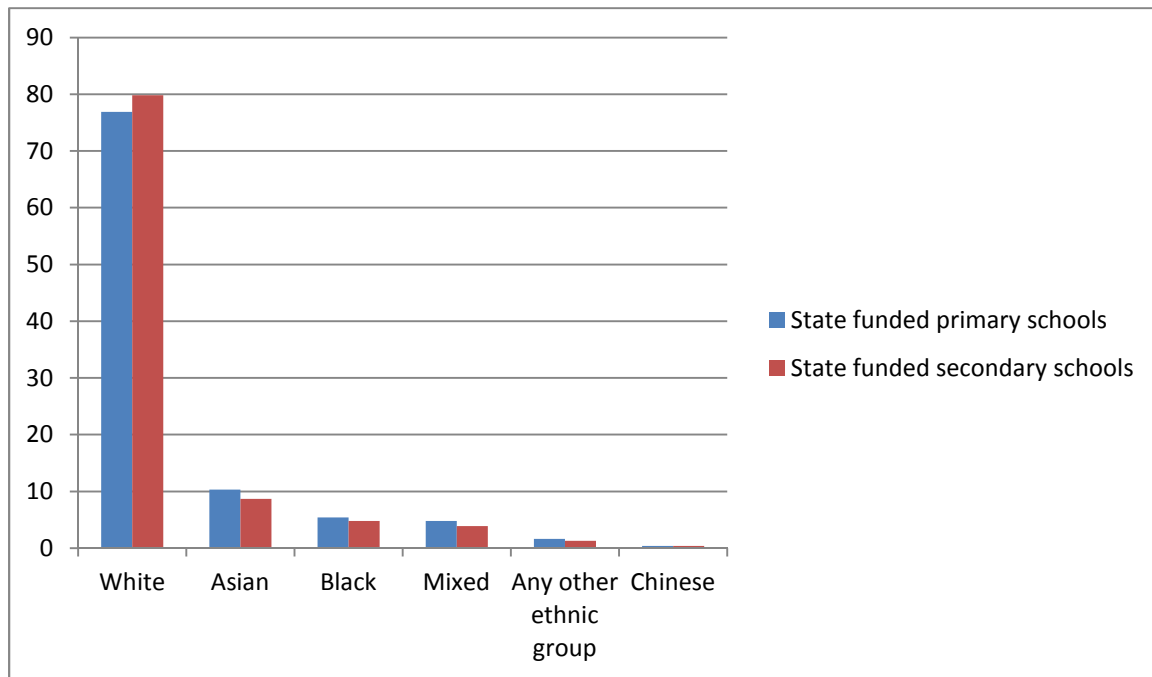
## **5.8 Ethnicity in British Schools**

According to a survey conducted by the British Department for Education from 2012, in state-funded primary schools 27.6 per cent of pupils (of compulsory school age and above) were classified as being of minority ethnic origin, an increase from 26.5 per cent in 2011. In state-funded secondary schools 23.2 per cent of pupils (of compulsory school age and above) were classified as being of minority ethnic origin, an increase from 22.2 per cent in 2011. (Department for Education 2012)

The pupils were divided into categories according to their ethnic origin:

- White: White British, Irish, traveller of Irish heritage, Gypsy, any other White background
- Mixed: White and Black Caribbean, White and Black African, White and Asian, any other mixed background
- Asian: Indian, Pakistani, Bangladeshi, any other Asian background
- Black: Black Caribbean, Black African, any other Black background
- Chinese
- any other ethnic group

In 2012 according to the survey of the Department for Education, the ethnic composition of pupils in British schools was:



(Department for Education)

An organization Ethnic Minority and Traveller Achievement Service, EMTAS, was established to support school staff and other professionals in meeting the needs of Black and minority ethnic, Gypsy, Roma and traveller children and young people. It helps during the lessons (for example providing individual translators for the pupils and keeping an eye on how they work) and also beyond the classwork (the training of teachers and communication with parents). (EMTAS)

## 5.9 Institutional Support of Immigrant Children

The integrative efforts of immigrant children are assisted by local education authorities, LEAs. Their support consists in providing help to enrol the foreign students into schools, coordinating voluntary and corporate organisations' work, support in initial evaluating of pupils, providing schools with training sessions, and also with counselling and translation services.

The ways of LEAs immigrant children support differ as well as the support from the individual schools. Many schools, which are situated mainly in city areas, have pupils with various ethnic backgrounds which they support. The forms of their help can contain: guarantee of bilingual teachers during the pupils' first periods at UK schools, letting the parents know in their mother tongue about education of their children, informing them about

their rights and opportunities and other services available within the local community. They also provide services enabling the new immigrants integrating into the society. (Ježková 165, as translated by Lenka Tůmová)

## **5.10 Integration into Schools – Support from the Government**

The policies of integration immigrant children into schools lie in hands of the UK Department of Education and Skills, DfES, which organises various research and outlines rules and recommendations to schools as to how to treat pupils from various ethnic backgrounds. In 2003, the DfES issued a document entitled *Aiming high: raising the achievement of minority ethnic pupils’ strategy*. The document is based on school research done by the DfES and financed from the Ethnic Minority Achievement Grant. According to the research, the socio-economic situation of immigrant children is associated with low education attainment. “While Chinese and Indian children achieve better exam results than average, children from Black Caribbean and Pakistani backgrounds do significantly worse. While over half of White, Indian and Chinese pupils now achieve at least five good GCSE passes, the same is true for just three in ten Black Caribbean children and four in ten of those of Pakistani or Black African origin.” (DfES 2003)

Not only poverty, but also practices and strategies of individual schools influence the scholastic aptitude of children from ethnic minorities. According to data collected during twenty years research the DfES identified the following characteristics of a successful school:

- “Strong leadership: The headteacher and senior managers must lead an effective strategy that is applied across the whole school
- High expectations: Every pupil is expected and encouraged to achieve their potential by teachers and parents. These expectations are underpinned by the practical use of data to monitor the achievement of particular groups of pupils to pinpoint and tackle underperformance
- Effective teaching and learning: Lessons are planned and delivered as effectively as possible, with support provided for bilingual pupils, and teachers are able to reflect the cultures and identities of the communities represented in the school in their lessons
- Ethos of respect, with a clear approach to racism and bad behaviour: There is a strong ethos and culture of mutual respect where pupils are able to have their voices heard.

There are clear and consistent approaches to bad behaviour, bullying and tackling racism across the whole school with a focus on prevention

- Parental involvement: Parents and the wider community are positively encouraged to play a full part in the life and development of the school.” (DfES 2003)

Many existing programmes already seek to address the issues concerning the education of ethnic minority pupils. The National Curriculum offers teachers a considerable scope for flexibility in meeting its requirements. The Primary, Key Stage 3 and 14–19 strategies offer opportunities to meet the needs of bilingual learners and those from minority ethnic communities. From 2003, new general funding arrangements for schools and local education authorities will target resources more accurately on the basis of need, including the number of minority ethnic and bilingual pupils. To support this work DfES proposes the following:

- “We will continue to publish the results achieved by different minority ethnic groups each year and make full use of data in the annual pupil census
- Ofsted will report on how well schools and LEAs respond to the requirements of the Race Relations (Amendment) Act
- We shall improve the training of school leaders, teachers and other members of the workforce
- We will work to ensure that minority ethnic pupils are not disproportionately excluded from school.” (DfES 2003)

The document of DfES also sets out specific proposals for supporting bilingual pupils, raising achievement and reducing exclusions of African Caribbean pupils and for meeting the needs of highly mobile pupils.

### **5.11 Ethnic Minority Achievement Grant**

The Ethnic Minority Achievement Grant, EMAG, was set up by DfES as a form of England schools’ support to narrow achievement gaps. Its aim is to provide help to pupils who come from ethnic minorities and are at risk of underachieving. It also meets the needs of bilingual pupils.



According to the information on DfES websites, from April 2012, a number of grants – including EMAG - are being mainstreamed into the dedicated schools grant. Whilst EMAG will no longer continue as a separate ring-fenced grant, DfES is maintaining last year's funding levels during 2011-12. With the agreement of schools forums, Local Authorities may retain a portion of the funding to continue running centralised EMA services for schools. (Department for Education 2012)

## **5.12 A summary statement of the situation in the Great Britain**

The Great Britain can be legitimately seen as a melting pot inhabited by people of various cultural backgrounds. The country has to deal with several problems arising from such multiculturalism. The most affected group are the children, who often have to face misunderstandings and segregation arising from their origin and their cultural habits which sometimes differ from the British ones to a very large extent. From the facts presented in this work it can be inferred that the immigrants flowing to the Great Britain come from various parts of the world and bring their own habits into the host country. There are so many immigrants in the Great Britain that it is very difficult to apply unified integration strategy. Instead, Britain is a plethora of various cultures with different habits coexisting together. For that reason, the main endeavour of the British Government is to enable the foreigners to study the English language, but the British administration also sets rules and regulations designed to intercept racial segregation and discrimination.

## 6 Comparison of the Czech and British integration strategies

The Czech Republic and the Great Britain are both democratic countries situated in Europe and both are members of the European Union. But there are perhaps more cultural and demographic differences than similarities between them. Each of the country has different history and thus different political concerns, both domestic and foreign. The Czech Republic is a relatively small and nationally homogenous country. On the contrary, the Great Britain is a kingdom which is still nominally in charge of some former colonial holdings and (largely due to these historical underpinnings) it is a home of several ethnic minorities and destination for a number of immigrants from various parts of the world.

On the basis of the information given in this work it is evident that both above mentioned countries have different problems and interests they have to solve and hence they have to apply their own integration rules and regulations. United Kingdom is fighting with multiculturalism and its system of immigrants' integration is much more sophisticated than the system of the Czech Republic, because the UK has been dealing with culturally diverse immigration for many years.

The immigrants flowing to the Czech Republic have different characteristics than the foreigners coming to the UK and this fact is yet another reason why the integration systems of each country differ. The aliens who settle in the Czech Republic are usually from the same or similar cultural backgrounds, most of them coming from the Eastern Europe. The exception to this general rule are immigrants from Vietnam, who constitute a fairly big community in the Czech Republic. The immigrants coming to the Great Britain are of White, Black, Asian or Mixed origin being born in the Caribbean, Asia or any other part of the world. The UK state administration and municipalities endorse policies that go against the formation of separated ethnic communities, seeking to create conditions that would encourage harmonious coexistence of the immigrants. The main aim of the Czech Republic is the integration of aliens into the Czech society and their assimilation. During this process the immigrants as well as the autochthonous inhabitants have to take active part in helping the foreigners to live in the Czech Republic.

Comparing the institutional system of immigrants' integration, the Czech Republic practises a more centralised immigration policy than Great Britain. In the Czech Republic the main bodies responsible for the immigration policies are the Ministry of Interior, Ministry of Education, Youth and Sports and some local organisations dealing with immigrants' issues.

The Great Britain, as it is bigger country than the Czech Republic, has a rather more complex network of authorities dealing with immigration. The network consists of the Foreign and Commonwealth Office; Department for Innovation, Universities and Skills; Government Equality Office; Department of Education; and local education authorities. The relatively larger number of institutions (compared to the Czech system) responsible for the immigrants' integration in the UK is given by the obvious fact that Britain has to deal with more affairs and tackle more numerous and diverse problems arising from immigration. The key distinctive factor is the incomparable ethnic heterogeneity of the two countries.

All things considered, the Great Britain compared to the Czech Republic has different focus of immigrants' integration and each country has different conditions for applying and carrying out their integration strategies and programmes, and thus comparing of their integration policies is rather for information than for trying to apply rules of one country to the other and vice versa. However, with the increasing immigrant flux and the gradual change of residential population of many European countries, the time-tested mechanism of British early integrationist mechanism might prove a welcome inspiration for (so far) less ethnically diverse countries.

## 7 Specification of basic terminology

This chapter contains some basic terms which were explained in *Glossary on Migration*.

### Alien/foreigner

A person who is not a national of a given state.

### Assimilation

Adaptation of one ethnic or social group – usually a minority – to another. Assimilation means the subsuming of language, traditions, values and behaviour or even fundamental vital interests and an alteration in the feeling of belonging. Assimilation goes further than acculturation

### Asylum seekers

Persons seeking to be admitted into a country as refugees and awaiting decision on their application for refugee status under relevant international and national instruments. In case of a negative decision, they must leave the country and may be expelled, as may any alien in an irregular situation, unless permission to stay is provided on humanitarian or other related grounds.

### Country of destination

The country that is a destination for migratory flows (legal or illegal).

### Country of habitual/usual residence

The country in which a person lives, that is to say, usual residence the country in which s/he has a place to live where s/he normally spends the daily period of rest. Temporary travel abroad for purposes of recreation, holiday, visits to friends and relatives, business, medical treatment or religious pilgrimage does not change a person's country of usual residence.

### Country of origin

The country that is a source of migratory flows (legal or illegal).

### Foreigner

A person belonging to, or owing an allegiance to another State.

### Immigration

A process by which non-nationals move into a country for the purpose of settlement.

### Integration

The process by which immigrants become accepted into society, both as individuals and as groups. The particular requirements for acceptance by a receiving society vary greatly from country to country; and the responsibility for integration rests not with one particular group, but rather with many actors: immigrants themselves, the host government, institutions, and communities.

### Naturalization

Granting by a State of its nationality to an alien through a formal act on the application of the individual concerned. International law does not provide detailed rules for naturalization, but it recognizes the competence of every State to naturalize those who are not its nationals and who apply to become its nationals. (International Organization for Migration)

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