

Immigrant Pupils with Special Educational Needs: Cultural Diversity and Special Needs Education

An initiative of the
European Agency for Development in Special Needs Education

COUNTRY REPORT Switzerland

October 2008

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Abbreviations

| | |
|-------|--|
| EDK | Swiss Conference of Cantonal Ministers of Education (www.edk.ch) |
| HSK | courses in language and culture of countries of origin (HSK, Kurse in heimatlicher Sprache und Kultur) |
| NFA | Reorganisation of Financial Equalisation (Neugestaltung des Finanzausgleichs und der Aufgabenteilung zwischen Bund und Kantonen) |
| QUIMS | quality in multicultural schools (reform project in the canton of Zurich) |
| REP | Réseau d'Education Prioritaire à Genève |
| RESA | Reorganisation of services in special education (reform project in the canton of Zurich) |
| SEN | Special Educational Needs |
| SFSO | Swiss Federal Statistical Office (www.bfs.admin.ch) |
| SZH | Swiss Institute for Special Needs Education (www.szh.ch) |
| IV-AI | Invalidity Insurance (www.ahv.ch) |
| RPT | Financial Equalisation and Task Allocation Reform, governing relations between the Federal government and the cantons |

Citation

Perregaux, Christiane & Sieber, Priska (2008). *Immigrant Pupils with Special Educational Needs: Cultural Diversity and Special Needs Education. Country Report Switzerland*. Geneva, Zug: University of Geneva, University of Teacher Education Central Switzerland.

Introduction

As in many other immigration countries, the issue of population's mobility has been greatly present in the Swiss public debate as well. When it comes to school, questions related to the schooling of the newly arrived to Switzerland children and in general, children from migrant and disadvantaged socioeconomic backgrounds, are still under discussion. Regularly, new forms of services are tested (as for example the Zurich concept of Quality in Multicultural Schools QUIMS, the Basel project of Sankt Jacob and the Priority Education Network REP of Geneva). Nevertheless, it is almost certain that no one has found the right solutions yet. Migrant pupils and their families question the school system according to their own sociocultural references, previous schooling experience, places they came from and group(s) affiliation; these references being more or less close to or far from those expected or valorised by the school. For more than thirty or forty years, the presence of these pupils has been increasing the diversity, always present in schools, and requires today a (re)thinking of teaching/learning methods. The inclusive perspective of school, based in most education systems on "the equality of chances", has been questioned as well by these pupils.

The initiative of the European Agency for Development in Special Needs Education¹ aims at collecting data related to the issue of migrant pupils from all its adhering countries, raise specific and common questions and propose an analysis and a number of recommendations which might lead to a new stage in the integration of these children who are often (too often) schooled outside ordinary classes and/or face difficulties in their studies.

In the present report, we will keep in mind the paradox which arises when analysing *migrant pupils* and *migrant pupils suffering from a handicap* from the legal perspective. Laws have been adopted and campaigns organised in many cantons and countries, in order to integrate handicapped pupils (physically and mentally) into ordinary classes, providing them with appropriate support. However, although the argumentation regarding integration is very well developed, schools have been considering the possibility of organising special classes in parallel with ordinary classes (full time or part time) for migrant pupils, hence arguing in favour of separation. This particular point is all the more important since the European Agency Working Group has come to realise, during its different visits to schools in many European countries, that when it comes to children with a migration background, the main preoccupation is normally related to school failure resulting from the lack of sociocultural and socio-cognitive adjustment of family knowledge (especially the language), acquired in the country of origin, to school expectations. These difficulties lead to poor performances that cannot be considered as "handicaps", from the legal perspective. Given our way of considering children with a migration background and in the absence of meaning given to their initial resources, doesn't migration become a handicap in that case? By contrast, questions facing schools and other child-care institutions regarding handicapped (mentally and/or physically) migrant pupils do not seem to be of a major preoccupation, and their number is only slightly higher than that of nationals. Are these handicaps consequences of war or traumatisms related to tragic situations? One cannot but wonder as well, how do these young people and their families view child-care services, how do they adhere to them and what is their definition of a handicap? A more anthropologic and psychological analysis might help answer that question which will not be the subject of the present report.

¹ The definition of the term "special needs" requires a definition of the particular needs of migrant pupils. Although it is possible that a school might consider ensuring a particular welcoming to these newly arrived pupils, it is more difficult to attribute only to pupils the potential difficulties resulting from attending a school incapable of adapting itself to new teaching and educational situations. It has been often considered that language represents a particular handicap that leads children with a migration background to specialised institutions. But do these children really have better chances in progressing in such institutions?

The Report

The following report is divided into two parts. The first part deals with the national situation while the second one analyses two case studies. We will carefully respect, in both cases, the questionnaire of the European Agency (see [annex I](#)), and give at the end some conclusions, recommendations and a bibliography.

But first, it is important to describe the specificity of the Swiss context and give a definition of what we understand by “immigrant pupils with SEN”.

Short Characterisation of the Swiss Education System

Educational responsibilities in Switzerland are subdivided among the Confederation, the cantons and the municipalities. There is no ministry of education at the national level. The main responsibility for compulsory education lies within the 26 cantons in the four linguistic regions of Switzerland.

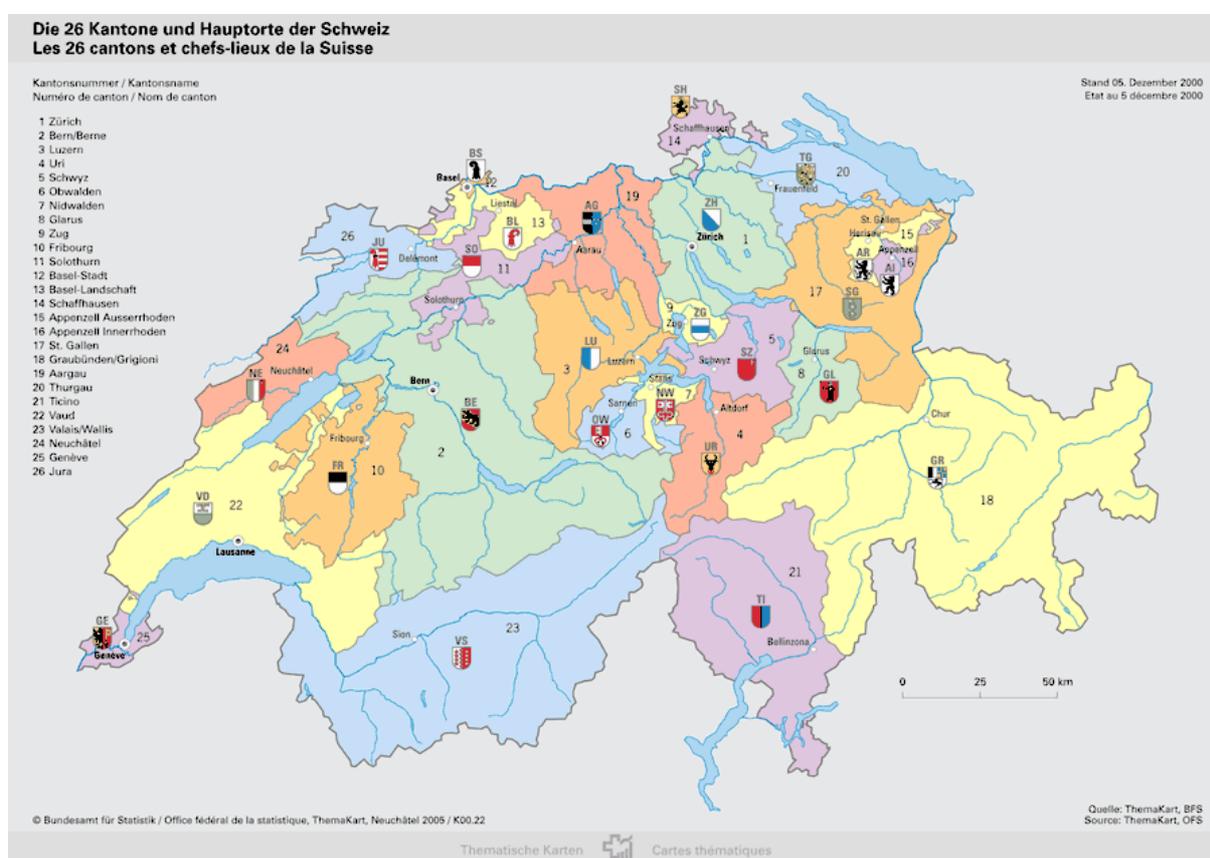


Figure 1: Map of Switzerland with its 26 cantons

A Federalised and Decentralised System

Characteristics of the Swiss educational and political systems in short:

- ◇ *federalism (sovereignty of the cantons),*
- ◇ *decentralisation (importance of the responsibilities of cantons and municipalities),*
- ◇ *subsidiarity of public measures (i.e. the principle is that higher levels such as Confederation or cantons can only pass regulations or undertake tasks where the subordinate levels are not in a position to do so),*
- ◇ *semi-direct democracy (national referendum, ballot initiatives, referendums).*

Special Needs Education

Cantons are responsible for special needs schooling. The special needs schooling consists of:

- ◇ *Special needs schools up until recently subsidised by the invalidity insurance (IV-AI) (schools for children and young people with mental impairments, physical disabilities, behavioral disorders, deafness and hearing impairments, serious speech deficiencies, visual impairments or chronic illnesses);*
- ◇ *Special needs classes closely linked to regular schools, in some cantons only (providing especially introductory classes in compulsory education, introductory or transition courses, classes with a limited number of pupils in primary education, known as support classes in certain French or Italian-speaking cantons, schools or classes of manual activities in secondary education, not available in all cantons);*
- ◇ *Outpatient help, guidance and therapy counseling (mainly educational support such as specialised teaching support, speech therapy and treatment of dyslexia, therapeutic exercise, school psychological counseling, etc.).*

An overview of different special education measures provided by the 26 Swiss cantons on the primary school level is presented in [annex X](#) to this report.

The situation in the 26 Swiss cantons is diverse. The canton of Ticino (Italian Switzerland) has cancelled almost entirely, since 1975, special needs classes and provided regular support in ordinary classes, ensured by specialists. The canton of Basel-City has not adopted the term “Sonderklasse” (special class) used by other German-speaking cantons in order to encourage the “Kleinklasse” (small class, child development class). A lively debate had tried in 1997 to make such classes disappear in order to integrate children into ordinary classes. In this canton, introductory classes for migrant pupils are considered statistically as special classes.

The above mentioned services aim at satisfying the following needs:

- *Sensory-impaired and physically handicapped pupils* must basically satisfy the same needs as non-handicapped children and young people (cf. primary and lower secondary schooling).
- *Speech-impaired children and adolescents* receive speech therapy care, usually once or twice a week. There is a network of outpatient therapy centres as well as an increasing number of special needs school placements for seriously speech-impaired children and adolescents.
- *Mentally impaired children and adolescents* receive encouragement in their development as much as possible and according to their abilities. Impaired children and adolescents have been increasingly taking advantage of integrative schooling. So far, it has been financed by the Invalidity Insurance system whenever the canton had a cantonal integration plan and when integration measures were implemented by teachers specialised in educational support and hired by a specialised institution with the canton’s authorisation, etc. However, with the current system change, in the framework of the Financial Equalisation and the Task Allocation Reform governing relations between the Federal government and the cantons (RPT), there is a need to clarify how the integrative schooling of handicapped pupils will be provided in future.

Detailed information about special needs education in the Swiss education system is provided by the following report, in French and German:

- L’enseignement spécialisée dans le système suisse d’éducation et de formation : situation et perspectives (Bürli, 2005)
- [Heil-/Sonderpädagogik im Rahmen des schweizerischen Bildungswesens: Ausgangslage und Perspektiven](#) (Bürli, 2005)

Immigrant Pupils with SEN

The definition of “immigrant pupils with special educational needs” depends highly on the educational institutions perspective in this regard. In other words: an immigrant pupil is defined as having a special need only if the school system categorises different forms of deviations and offers special readjustment solutions.

In Switzerland there are generally four distinct institutional structures that define certain needs of pupils as being special and requiring special or specific treatment:

- 1) *Special needs schools addressing impairments, disabilities, disorders, handicaps, deficiencies, and illnesses defined by the IV-AI:* The overrepresentation of immigrant pupils in these schools (1.8 % Swiss pupils and 2.7 % foreign pupils; see [annex IX](#) and figure 9) has been relatively stable over the past years. This overrepresentation is explained mainly by the higher risk among these pupils of having experienced a situation of war and hence being affected by traumas or physical problems caused by war. Another risk which is often higher among immigrant pupils in Switzerland is that of physical or mental problems related to inappropriate health care or alimentation in their country of origin as well as in their host country, due to their poverty.
- 2) *Special needs classes addressing those child development aspects which cannot be covered in regular classes:* This means that children attending special classes are those who had been disturbing or causing trouble during the learning process in regular classes e.g. by being too slow or not behaving as expected or being unable to understand or express themselves as expected. It is in that category that pupils from migrant families are the most overrepresented (2.4 % Swiss pupils and 7.1 % foreigner pupils; see [annex IX](#) and figure 9). Such overrepresentation may be due to the fact that schools/teachers usually expect from (immigrant) pupils (also those from socio-economic disadvantaged families) a certain level of cognitive, linguistic and cultural knowledge in order to be able to follow the classes, and consider that specific care to individual students cannot be provided in regular classes due to the lack of sufficient resources. In addition, regular classes/teachers do not feel responsible for “special” pupils and their needs since the education system in Switzerland has assigned special needs classes with that duty. Another reason for immigrant pupils’ overrepresentation in special classes is related to the selective Swiss school system which has institutionalised a relative student assessment system starting already from primary school. As a result, some pupils get continuously low grades and thus bad feed-backs, which often lead to demotivation. In this regard, immigrant pupils are especially affected by such demotivational processes given that they often fail to achieve the same results as their classmates due to language problems. Demotivation often results as well in behavioural problems when pupils try to obtain recognition through ways unappreciated by schools/teachers. To put it shortly: the institutionalised assessment process of the Swiss school system is creating special needs, predominantly among immigrant pupils to whom the first need would be to learn the local language and cultural specificities of schools, before being selected according to their performance at school.
- 3) *Outpatient support addressing those child development aspects which can only be partly covered by regular classes:* In addition to special needs schools and special needs classes, the debate on integration over the last decades has led to the establishment of various integrative models, in all German and French speaking cantons of Switzerland, the last model being introduced by one of the cantons in the late 1990s. However, integration of pupils with SEN and appropriate support from specialised teachers, have been provided so far mostly as a supplement to special classes and special schools. Only in recent years integration of pupils with SEN has become a real alternative to separation, and in some cantons the whole education system has

been recently reformed accordingly (as the system of the canton of Zurich which will be discussed in [part II](#)).

- 4) *Provisions related to admission and language learning of immigrant pupils:* Most cantons (except for Ticino and some rural and remote regions) have established specialised institutions proposing relatively continuous and complete special care services for children with a migration background (hosting structures providing schooling as an alternative to special classes and ordinary classes – language courses) or a complete schooling in an introductory class for more or less a year. In addition, cantons have institutionalised special structures for newly arrived pupils, helping them acquire the language and the cultural specificities of the school. However, whether these provisions should be called “special needs education” remains a complex debate. On the one hand, these structures were established to address the “special needs” of immigrant pupils (literally speaking), on the other hand, these special needs should not be confused with impairments, disabilities, disorders, handicaps, deficiencies and illnesses, traditionally covered by the system created for mentally and physically deficient pupils, in order to avoid any perception of immigrant pupils as being deficient, ill, etc., because this would pose an additional obstacle to integration.

The above four points show that some special needs are being covered by the educational institutions. And in all categories, immigrant pupils are overrepresented.

The second point in particular requires a critical analysis of the unclear reasons forcing many pupils to abandon classes and leading to such marginalisation.

Part I: National Situation

1. Population

Question 1: National definition of immigrants (if any)

In the Federal Constitution of the Swiss Confederation², the term “foreigners” (German: Ausländer; French: étrangers; Italian: stranieri) designates persons with a nationality other than Swiss, i.e. immigrants.

The Swiss Federal Statistical Office (SFSO) uses the term “foreign nationals”. In addition, the SFSO defines two other terms used for immigrants (BfS, 2006):

1. second generation of foreign nationals: persons born in Switzerland who do not hold the Swiss nationality and whose parents are born abroad.
2. third generation of foreign nationals: persons born in Switzerland who do not hold the Swiss nationality but who have at least one foreign parent born in Switzerland.

In the context of education, various terms other than “foreigners”, “immigrants” or “migrants” are used. Currently, the term “pupils with migrant background” is often used. In addition, “pupils with first language other than the language used in school” or “pupils of foreign language background” are applied to stress that the language issue represents an important challenge for schools when it comes to immigrant pupils’ schooling.

It is in light of the above that recommendations made by the Swiss Conference of Cantonal Ministers of Education (EDK) gathering ministers of education from 26 cantons, should be viewed. The Conference has defined migrant pupils as pupils of foreign language background and from foreign families (see [EDK-recommendations for the education of children of foreign language background, October 24th 1991](#), see also question 7).

The widely used term “migrant” includes therefore European and extra-European, economic and political, legal and illegal immigrants as well as adolescents and children coming from migrant families or families who migrated since one or two generations, or born in the hosting country without having experienced migration personally. It happens frequently though that people from highly different migration backgrounds are put in the same category: people who have just arrived to the country with those living in it for generations.

The statistics that we will be presenting here use the term *foreigners* and differentiate sometimes between *European* and *extra-European* pupils, pupils covered by the survey being from families with a Swiss permit.

Foreigners in Switzerland are subject to three main federal legislations:

- a) The federal law on foreigners (LETR) entered into force on the 1st of January 2008, related to non-European foreigners asking for a residence permit³.
- b) The asylum law, entered into force on January 1st, 2008, legislating asylum conditions and the various situations that might arise⁴.

² Federal Constitution of the Swiss Confederation of April 18, 1999 (as amended until October 15, 2002), adopted during the polls of April 18, 1999, certified as accurate by the Federal Government in its decision dated August 11, 1999 and based on the Federal Decree of December 18, 1998.

³ The present law applies to foreigners as long as their legal status is not regularised by other decisions of the Federal law or by international treaties endorsed by Switzerland. It is intended mainly for extra-Europeans.

⁴ Are considered refugees, persons who, in their country of origin or in the country of their latest residence, have been exposed to serious harm or have a well-founded fear of such an exposure on ac-

- c) Bilateral agreements signed by Switzerland with the European Union, regarding persons originating from EU countries⁵

As for school, foreign pupils (often gathered under the generic term of migrant pupils) can come from families subject to these different legislations. Moreover, in most of the cantons, schools host children who are not subject to these laws due to the fact that their families do not have a legal status in Switzerland or have lost their right to asylum and went underground or because these children came to Switzerland alone as “unaccompanied minor(s)”. Hence, they receive education in public schools in accordance with the Federal Constitution of the Swiss Federation and the right for education enshrined in the UN Convention on the Rights of the Child.

Question 2: Detailed description of types and characteristics of the immigrant population in your country

The total population of Switzerland is 7'591.4 million according to 2007 estimates. Foreigners represent 22.1 % of the population, the percentage of women being slightly higher. The situation becomes reversed when we compare the Swiss and the foreign populations: while women represent 52 % of the Swiss population, men are the ones representing 52 % of the foreign population. It is estimated that people without any resident status in Switzerland are between 90'000 and 300'000, many of whom are school-age children, although it is hard to determine their number and the willingness of doing so is lacking.

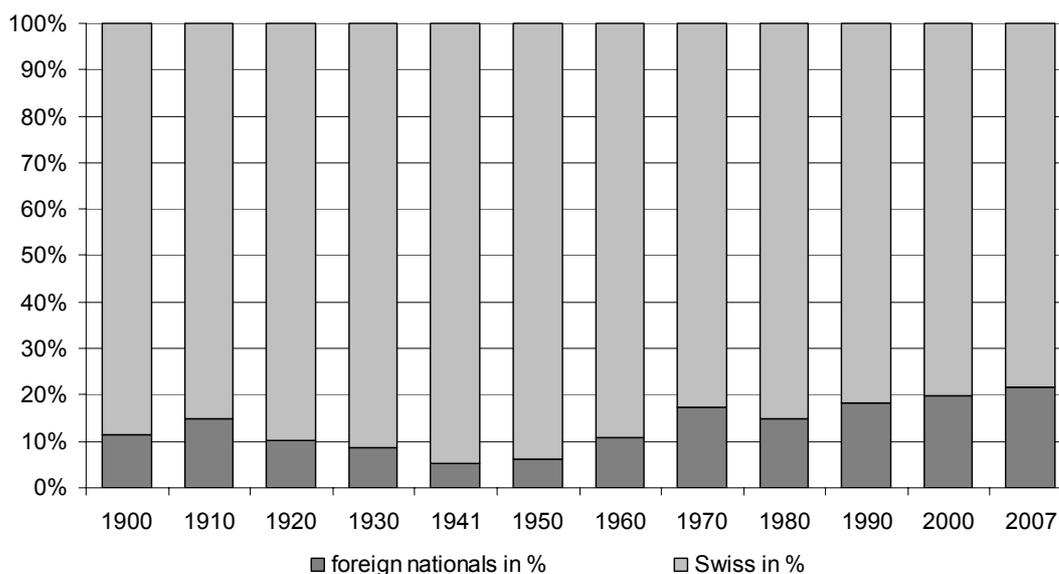


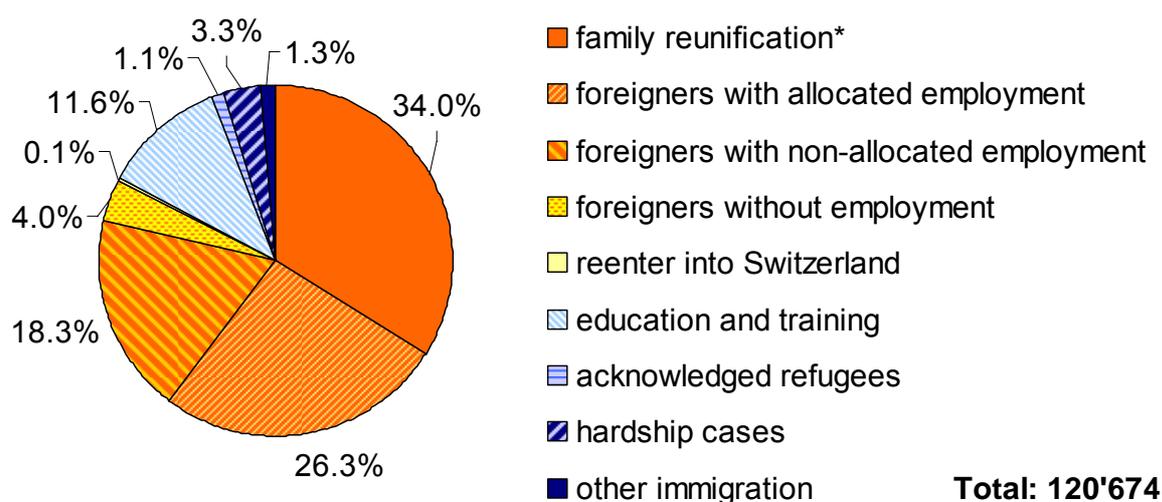
Figure 2: Resident population of Switzerland, by nationality, 1900-2007

count of their race, religion, nationality, membership in a particular social group or political opinion. The harm is considered serious especially when life, physical integrity or freedom is in danger, or when there is unbearable psychological pressure. Attention should be given as well to the particular motives behind women's escape.

⁵ In summer of 1999, the European Union (EU) and Switzerland signed 7 bilateral agreements, among which was an agreement on the Free Movement of Persons. It entered into force on the 1st of June 2002. Following the enlargement of the EU on May 1st, 2004, it was supplemented by a protocol regularising the progressive introduction of the Free Movement of Persons from the 10 new EU members.

Figure 2 shows that the proportion of foreigners in Switzerland has been relatively high for more than a century. The issue of immigration in Switzerland constitutes therefore an important part of its history. During the Second World War, there were less foreigners in the country, but since 1980 their numbers have been increasing continuously (see [annex II](#) "Structure of the Population in Switzerland, 1900-2000" and [annex III](#) "Structure of the Population in Switzerland, 1999-2006").

Among European countries, Switzerland has one of the highest numbers of foreigners (22.1 % in 2007). Nevertheless, it is not possible to compare between the different proportions of foreigners in European countries without taking into account the naturalisation process. In Switzerland, this process is particularly long and can be started only after a residency period of 12 years (Studer, Arlettaz & Argast, 2008).



*thereof 9'725 foreigners with Swiss spouse

Figure 3: Reasons for immigration to Switzerland, Sept. 2006-Aug. 2007

The reasons behind immigration to Switzerland are many and table 3 shows briefly that the highest percentage represents people with an economic activity (26.3 % and 18.3 % i.e. 44.6 %). They are followed by those who, due to a family reunification, come to join a family member who already has a Swiss permit (34 %). Then there are foreigners who come for training or upgrading (11.6 %). Other categories are limited in numbers and refugees, for example, represent only 1.1 %.

Although the Swiss population is very diverse more than 50 % (exactly 54.9 %) of foreign population are represented by 4 main nationalities: Italian (290'000), German (202'000), Serb (187'000 comprising also people from Kosovo) and Portuguese (182'000). The following 4 nationalities represent no more than 5 %: French (77'000), Turkish (73'000), Spanish (65'000) and Macedonian (60'000). As for the other groups, each one of them represents 1 or 2 %. The African population as a whole is 3 % (47'000) and Asian population is 5.6 % (88'000). The American population is 3.9 % (61'000) without counting those who do not have a legal status in Switzerland and who are mainly from Latin America (see figure 4).

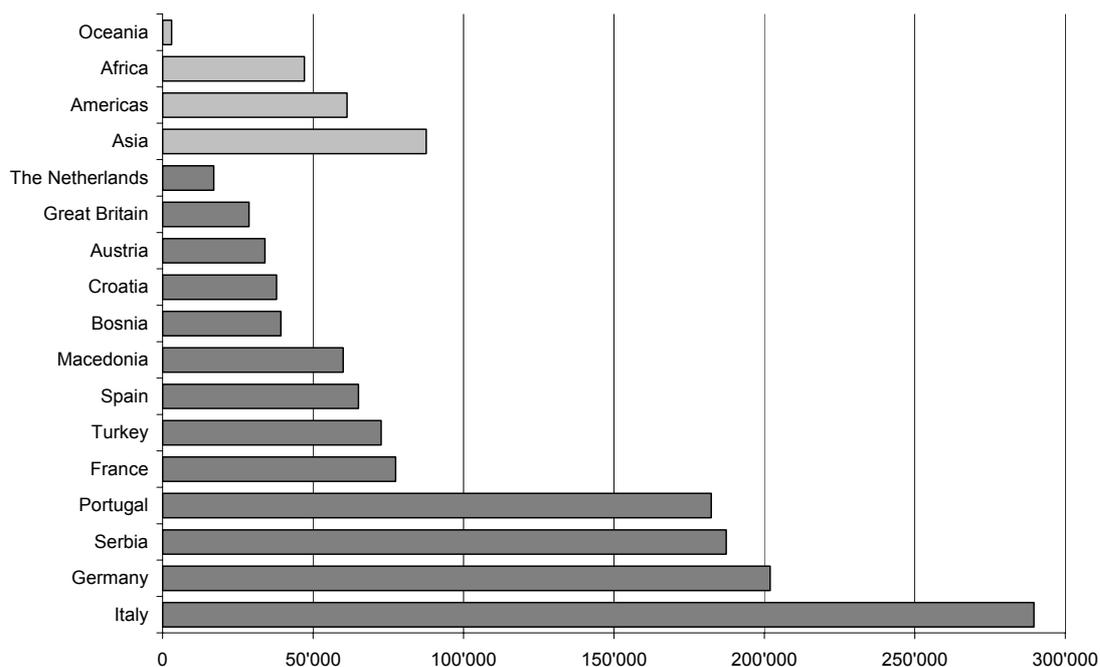


Figure 4: Countries of origin of the foreign population in Switzerland, 2007

The composition of the foreign population in Switzerland has changed considerably over the years. Whereas in the first half of the twentieth century, there were 4 main populations, originating from Germany, France, Italy and Spain (more modest population), only the Italian one had started to increase until reaching its peak in the 1970s. Since the 1980s, populations have been becoming more diverse and nationals, especially Portuguese, ex-Yugoslavs, Turkish and other Europeans, Africans, Americans and Asians moved to Switzerland (see [annex IV](#) "Resident population in Switzerland by nationality, 1850-2006").

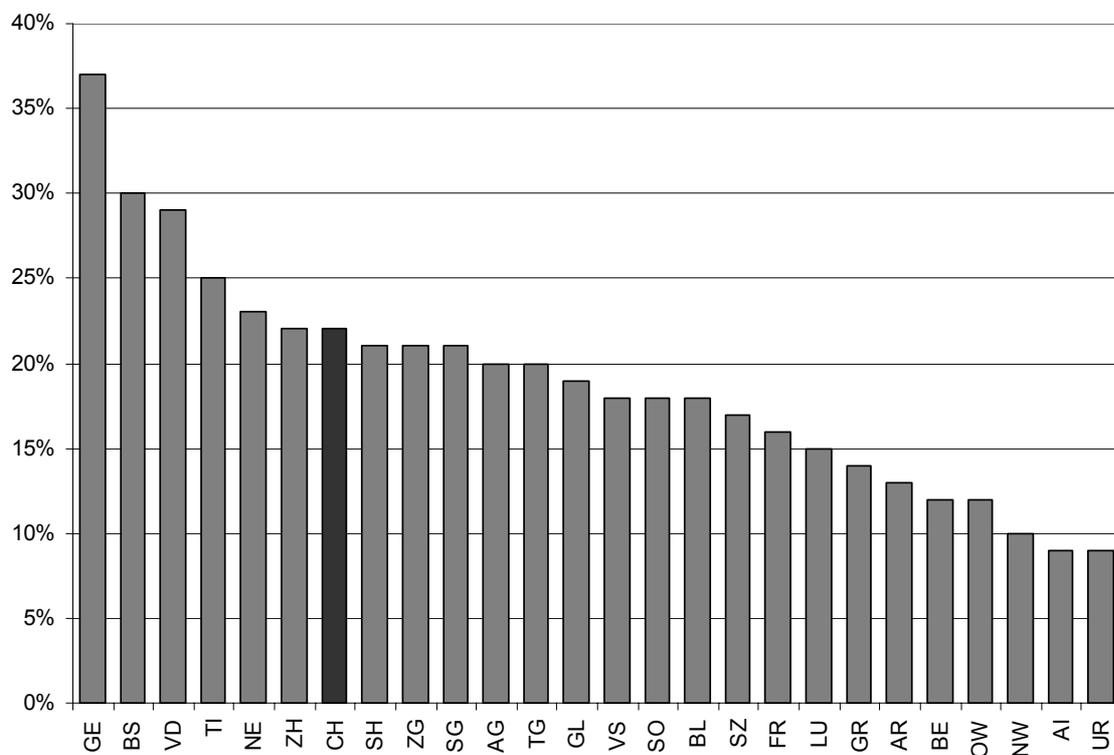


Figure 5: Percentage of foreigners in each Swiss canton, 2006

The 26 Swiss cantons do not have the same proportion of foreigners. Urban cantons have more foreigners than mainly rural cantons. The present table shows that the canton of Geneva (GE) surpasses by far all other cantons, with a percentage of 35 % of settled foreign population. One third of the population in the cantons of Basel-City (BS) and Vaud (VD, county-town: Lausanne) are foreigners. The French-speaking (Geneva, GE; Vaud, VD; Neuchâtel, NE), bilingual (Valais, VS and Fribourg, FR – French/German) and Italian-speaking (Ticino, TI) cantons have proportionally more foreigners than the eastern cantons of Switzerland (Zurich, ZH; Schaffhausen, SH; Saint-Gall, SG; Thurgovia, TG; Glarus, GL; Gröns, GR, Appenzell Inner Rhodes, AI and Appenzell Outer Rhodes, AR). Out of the north-eastern cantons, Basel-City makes an exception, while Argovia (AG), Soleure (SO) and Basel-Landschaft (BL) are Swiss on average and Bern (BE) is above average. As for the cantons of central Switzerland, Zug (ZG) makes an exception by fitting the normal standards while the cantons of Schwyz (SZ) and Luzern (LU) are slightly under average and Obwalden (OW), Nidwalden (NW) and Uri (UR) are among those who have the country's lowest percentages in foreign population.

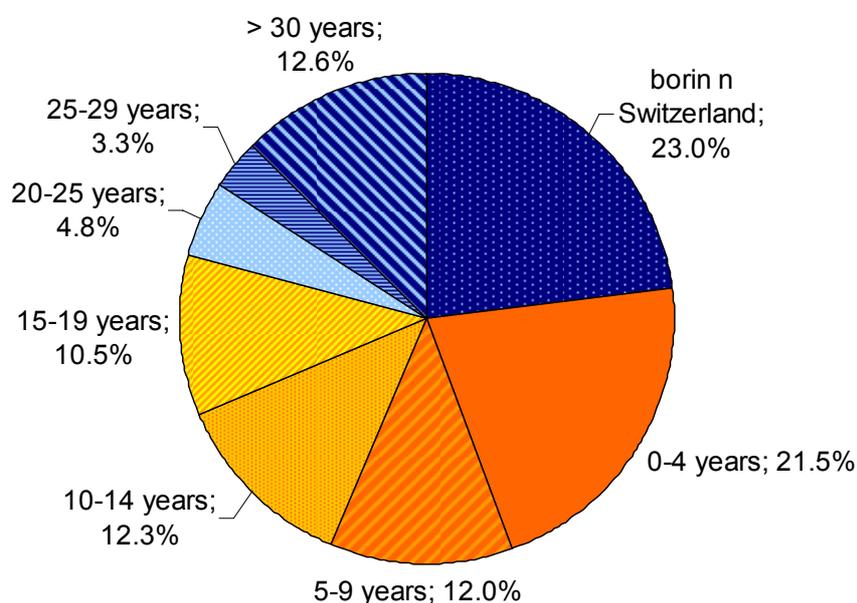


Figure 6: Duration of residence of foreign population in Switzerland, 2006

Only 21.5 % of foreign population is in Switzerland since less than 4 years. Around one quarter of foreigners are born in Switzerland (23.0 %) while 20.7 % came here to settle down more than 20 years ago, 22.8 % have been here for 10-19 years and 12.0 % for 5-9 years. These numbers show that an important part of the population remains foreign even after a long residency period and does not apply for naturalisation. In this regard, naturalisation conditions as well as the refusal of Swiss people to grant facilitated naturalisation to the youth of the 2nd and 3rd generations might explain why many foreigners do not apply for the Swiss nationality.

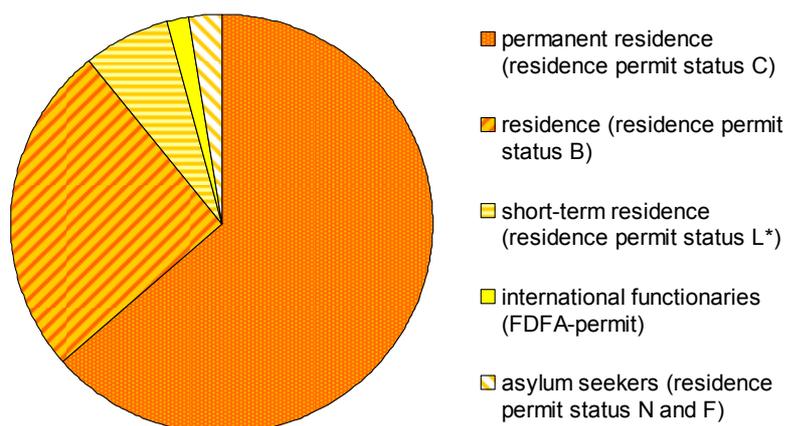


Figure 7: Foreigners according to their legal status in Switzerland, 2007 (*4-12 month)

Some clarifications are needed in order to understand the figure 7. Indeed, there are many permits in Switzerland⁶ and they do not give the same rights to their holders.

- Permit C grants its holders the same rights as those of Swiss citizens (except for civil rights). It is easier for EU nationals than for non-EU nationals to obtain such permit.
- Permit B is a one year residence permit which can be extended as long as the person has a job and does not depend on social care. This permit is granted as well to other groups such as foreigners who obtain a student B permit.
- Permit L is a short-term residence permit.
- Permits N and F are temporary permits granted to asylum seekers.
- Permits EDA are for diplomats and international officials.

All permits are not obtained in the same way (time, conditions) for EU and extra-EU nationals.

The figure also shows that most foreigners have a C permit, 30 % a B permit while only a limited number of foreign nationals have other types of permits. The majority of the Swiss population is therefore stable.

2. Data Related to Pupils in Compulsory Education

As already mentioned, the Swiss education system is federalised and decentralised. As a result, even its basic structures are different from one canton to another. A simplified overview of the Swiss education system is given in [annex V](#). A federal legislation, accepted recently by the Swiss, grants additional powers to the Confederation for a better harmonisation of the education systems. Briefly, the nursery school is not compulsory yet in all the cantons and starts at the age of 4 or 5, depending on the canton. Primary school constitutes 5 or 6 years of schooling before the secondary level I, which is the last phase of compulsory schooling (9 years of compulsory schooling). We will give special interest here to compulsory school (primary and secondary), knowing nevertheless that, for our problematic, the pre-schooling and the level II secondary schooling are also of great importance.

⁶ http://www.bfm.admin.ch/bfm/fr/home/themen/aufenthalt/die_versehiedenen/ausweis_f_vorlaeufig.html

General Data

Question 3: Number of immigrant pupils

In the school year of 2005/2006, 23.7 % of pupils in compulsory school were of foreign nationality. This number has increased continuously and steadily since the early 1980s, from 1985 till 2005 by a total of 6.6 % (see [annex VI](#) "Number of Immigrant Pupils, 1985-2005").

In the school year of 2006/2007, the proportion of pupils of foreign nationality has slightly decreased to an average of 23.5 %. However, their distribution is quite unequal among different school levels. In pre-school, the percentage of immigrant pupils is 26.3 %, 24.4 % in primary schools, 22.6 % in lower secondary schools and only 15.5 % in upper secondary schools (see [annex VII](#) "Pupils on Different School Levels, 2006").

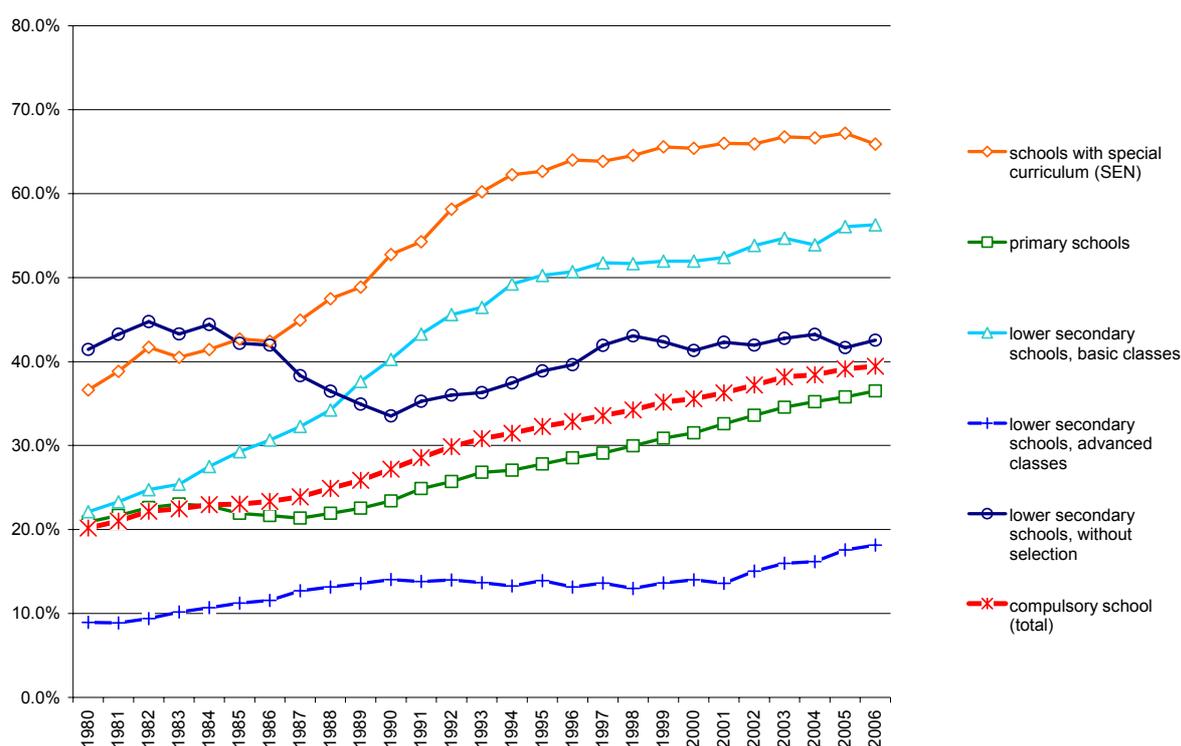


Figure 8: Percentage of widely heterogeneous classes on the cultural and linguistic levels, 1980-2006

This uneven distribution is also reflected in the different proportions of culturally and linguistically widely heterogeneous classes, i.e. classes with more than 30 % of pupils of foreign language background and/or pupils of foreign nationality (see figure 8). This proportion has overall doubled in compulsory education from 20 % in 1980 to almost 40 % in 2006. However, the share of widely heterogeneous classes has increased only in lower secondary schools with advanced classes (an increase from 8.9 % to 18.2 %), in primary schools (an increase from 20.9 % to 36.5 %) whereas the proportion increased more considerably in lower secondary schools with basic classes (an increase from 22.1 % to 56.3 %) and in schools with special curricula, including special schools and special classes (an increase from 36.6 % to 65.9 %).

Specific Data

Question 4: Number and % of immigrant pupils with SEN in mainstream schools, compared to number and % of non-immigrant pupils with SEN in mainstream schools.

Only some of the 26 cantons in Switzerland already collect data on the number of pupils with SEN in mainstream schools. Hence, national data on the number and % of immigrant and non-immigrant pupils with SEN in mainstream schools is not available.

However, it will be difficult to collect common data on pupils with SEN in mainstream schools because these numbers largely depend on how SEN are defined and addressed in schools (see also comment on question 6).

Question 5: Number and % of immigrant pupils with SEN in special schools, compared to number and % of non-immigrant pupils with SEN in special schools.

In the 26 education systems of the Swiss cantons, a wide variety of services for pupils with special needs has been institutionalised. For statistical reasons, these services are gathered into three main groups on the national level, in respect to our definition of SEN outlined in the introduction to this report:

1. Introductory or transition classes for foreign language speakers.
2. Special needs classes (special classes), closely linked to mainstream schools and established for pupils having problems at school. They are only provided in some cantons and include introductory classes for compulsory education, classes with a limited number of pupils in primary education (known as support classes in certain French-speaking cantons) and schools or classes of manual activities in secondary education;
3. Special needs schools (special schools) for children and young people with mental impairments, physical disabilities, behavioural disorders, deafness and hearing impairments, serious speech deficiencies, visual impairments or chronic illnesses;

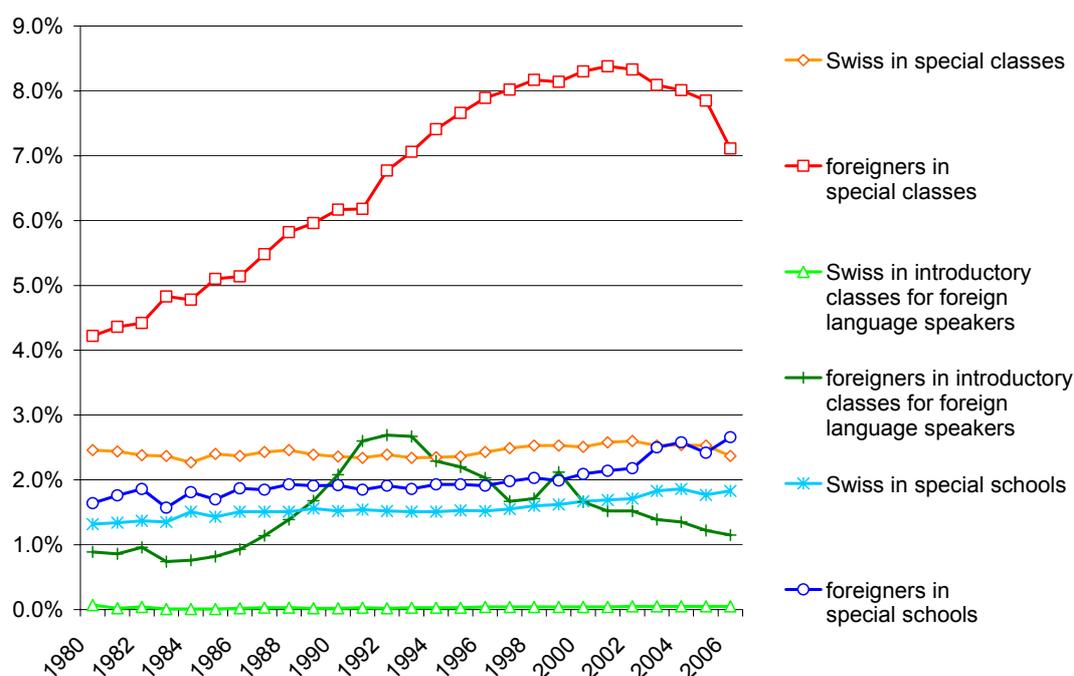


Figure 9: Pupils in special schools and special classes according to nationality, 1980-2006

Immigrant and non-immigrant pupils are unevenly distributed among these services and are especially overrepresented in special classes (see figure 9).

In addition, the number of immigrant pupils in special classes has doubled over the twenty-year period between 1980 and 2000. Kronig, Haeberlin and Eckhart (2000) show that this increase is disproportionately high compared to the increase of immigrant pupils during the same period. However, after a peak in 2001 when 8.4 % of all immigrant pupils in compulsory education were schooled in special classes, this proportion has been decreasing whereas at the same time, the number of immigrant pupils in special schools has been increasing for the first time (for detailed numbers see [annex VIII](#): “Pupils in special schools and special classes according to nationality, 1980-2006”). It seems that the political pressure in favour of integration and the reduction of the number of pupils schooled in special classes have been contributing to an increased referral, especially of immigrant pupils, to special schools.

Apart from the fact that the average number of immigrant pupils in special classes on the national level is high in comparison to non-immigrant pupils in special classes, it has to be considered that the difference between various school systems in Switzerland is rather large.

Simply by analysing the number of foreign pupils enrolled in special schools and classes per canton, we can notice that a foreign child has more chances of entering a special class in Argovia (14.0 %) than in Fribourg (2.6 %). However, the percentage of enrolment of foreign pupils, in both of these cantons, is twice as higher than that of Swiss pupils. What kind of hypothesis could be built regarding this overrepresentation of foreign pupils in special classes? One of the concerns of the group Children with Special Needs is related to this exact problematic (see Figure 10 and [annex IX](#): “Pupils in special classes and schools according to canton and nationality, 2006”).

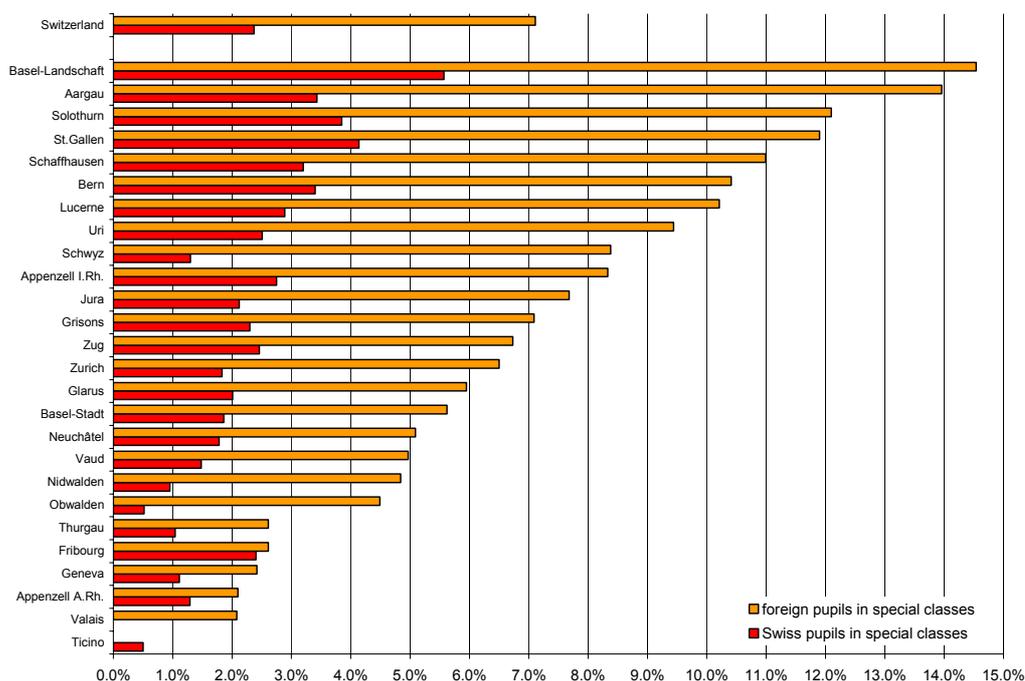


Figure 10: Pupils in special classes according to canton and nationality, 2006

Figure 10 and table in [annex IX](#) show that in all the cantons (except for the canton of Ticino) foreign pupils are overrepresented in special classes but in various proportions. There are considerable differences among the education systems in Switzerland and these differences do not correlate with the proportion of immigrant pupils in the 26 cantons. This, points to the

fact that the system itself might be having an important influence on the percentage of pupils in general and on the percentage of immigrant pupils in particular.

Especially striking is the difference between the education systems in the French and Italian speaking cantons of Switzerland (Vaud, Jura, Neuchâtel, Fribourg, Geneva, Valais, Ticino) and the German Speaking cantons (Basel-Landschaft, Solothurn, Aargau, St. Gallen, Schaffhausen, Bern, Lucerne, Uri, Thurgau, Zug, Basel-Stadt, Schwyz, Zurich, Grison, Glarus, Appenzell I.Rh., Obwalden, Appenzell A.Rh., Nidwalden – the last 6 cantons, except for Glarus, counting less than 13 % of immigrant pupils). Research on this matter has shown that debates as well as the institutionalisation of adequate (special) structures in the system influence not only the knowledge on how to deal with “special” pupils but also provide the adequate skills to do so (see Sieber, 2006). Hence, a look at general discussions on SEN is informative in itself (see figure 11).

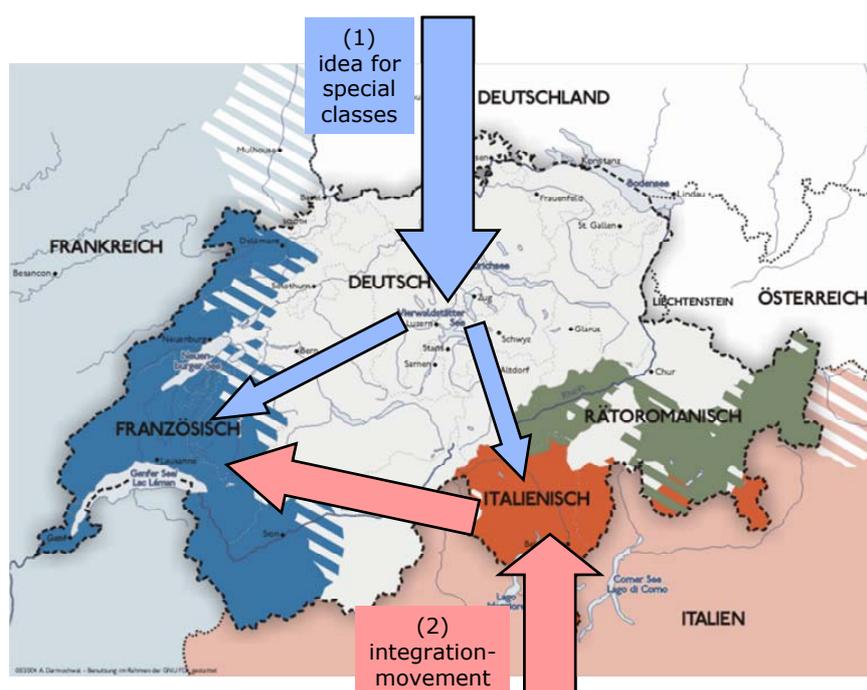


Figure 11: Influences of external debates on the Swiss education systems

Figure 11 shows that German school systems argue in favour of helping pupils by putting them in special adequate structures. Such position has influenced the German and even the French-speaking Switzerland as well as Ticino, favouring separation, while Italian theories and practices on the integration of all pupils into ordinary schools (providing in/outside class care to pupils with difficulties), have influenced Ticino where almost all pupils, with few exceptions, are enrolled in ordinary classes. The French-speaking Switzerland is under different influences – more or less important, depending on the cantons: German, Italian and even French influences consider the school as a social contract where separation (sometimes considered necessary) is seen as a breaching of that contract.

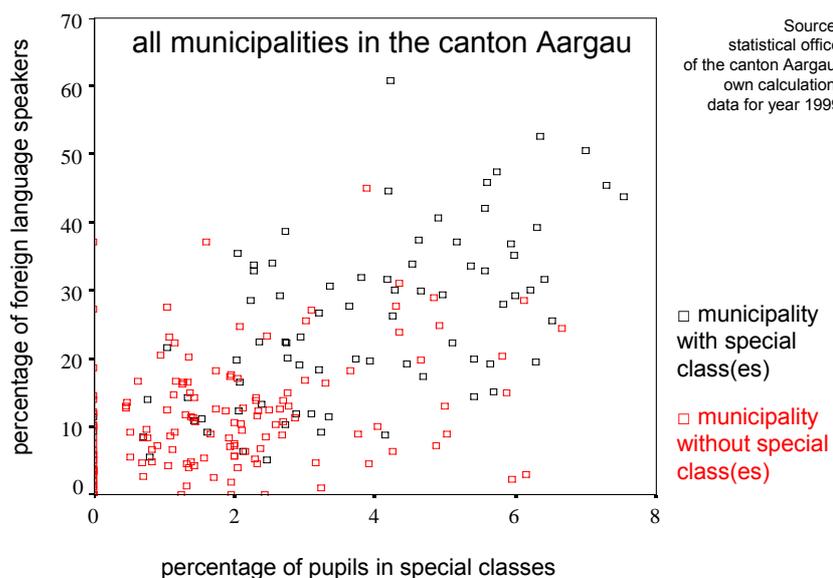


Figure 12: Percentage of pupils in special classes in each municipality in the canton of Aargau/Argovia in relation to the percentage of pupils of a foreign language background and to the local services of special classes, school year 2000/2001 (Source: Sieber, 2006)

The present figure shows the difference in practice between the different municipalities of the same canton (for example Argovia) regarding foreign pupils attending or not special classes and municipalities with no special classes. Although there is a weak but significant correlation between the percentage of pupils of foreign language background and the percentage of pupils in special classes, in a number of municipalities a rather small percentage of pupils are schooled in special classes although the absolute percentage of pupils of a foreign language background is relatively high. On the contrary, in other municipalities a high percentage of pupils are schooled in special classes while the percentage of pupils of foreign language background in these municipalities is not that high, which points to the fact that in some municipalities schools have the capacity of integrating high percentages of foreign language speakers whereas others seem to have rigid positions regarding who is “normal” or should be participating in mainstream classes.

Another difference to be noted regarding special schooling in Switzerland is the different proportion of pupils from different countries of origin (see table 1).

Table 1: Percentages of pupils in special schools according to a selection of nationalities, 2006 (Source: SFOS)

| Nationality | Percentages of pupils in special schools |
|--------------------|---|
| Kosovo | 20.9 % |
| Angola | 13.7 % |
| Albania | 11.0 % |
| Serbia | 9.1 % |
| Portugal | 5.1 % |
| Italy | 5.0 % |
| Switzerland | 2.4 % |
| Germany | 1.9 % |
| France | 1.4 % |

While among all pupils with Swiss nationality in public schools only 2.4 % are schooled in special schools, this proportion is higher for Italian pupils (5 %), Portuguese pupils (5.1 %), Serbian pupils (9.1 %), Albanian pupils (11 %), Angolan pupils (13.7 %), or Kosovar pupils (20.9 %), only to mention a few. The percentage is smaller for e.g. German pupils (1.9 %) and French pupils (1.4 %).

Question 6. If no data available, what is the reason for the lack of information?

In Switzerland, data on SEN on the national level is available for compulsory education only. Data for pre-school, upper secondary education level or tertiary level is lacking. Furthermore, data on additional measures intended for pupils with SEN in mainstream classes is lacking as well.

However, this lack of data is well known and the Swiss Federal Statistical Office (SFSO) in cooperation with the Swiss Institute for Special Needs Education (SZH) has been deploying common efforts to address this issue.

The collection of data on pupils with SEN in mainstream classes as well as in special classes or schools will be always limited given the widely diverse definitions of SEN. As the differences between the Swiss cantons show, SEN are a matter of constructing and defining deviations and providing an appropriate treatment for them, rather than being simple characteristics of individual pupils. The only common data available is on the kind of treatment or the schooling these pupils receive. Such data may be collected. Nevertheless, it often does not say much about the individual educational needs, but only shows the ability of mainstream schools to address the diverse needs of pupils.

In depth analysis of this issue has led to reviewing the provided care for special needs. Some education systems in Switzerland have been trying to avoid individual care (for “special needs”) supporting instead mainstream classes and schools facing special challenges. An example is provided in Part II of the report.

3. Provisions

Question 7: National legislation, regulations and/or existing recommendations in relation to immigrant pupils with SEN and their families

On the national level, the principle of school integration for all children, Swiss and foreigners, is enshrined in the [Federal Constitution of the Swiss Federation](#) (art. 8, art. 11, art. 19, and art. 62).

As for immigrant pupils with SEN and their families, determining relevant legislations, regulations and recommendations depends largely on the perspective according to which immigrants and SEN are defined. As mentioned in the introduction to the present report and from the data shown in figure 9 and [annex IX](#), the main challenge seems to be related not to pupils with severe mental and/or physical handicaps (schooled in special schools) but to pupils who are “normal” but do not (yet) fulfil the expectations of mainstream schools (linguistically or culturally) and therefore tend to be overrepresented in special classes, if such classes are provided by the relevant education system. Hence, it is important that all regulations enable integration in a holistic manner, permitting on the one hand the integration of immigrant pupils and their families and on the other hand the adaptation of the education system and its stakeholders, in an increasingly culturally and linguistically diverse social environment.

However, in the context of the present report, not all of these regulations can be stated. The following paragraphs therefore focus on two kinds of regulations and recommendations:

- national regulations or recommendations on immigrant pupils schooling;
- national regulations or recommendations on pupils with SEN, hindering the principles of integration enshrined in other regulations such as the above stated Federal Constitution of the Swiss Federation.

First, there is a specific recommendation on the national level regarding immigrant pupils and SEN made by the Swiss Conference of Cantonal Ministers of Education (EDK)⁷. It is against the referral of pupils of foreign language background to special classes only on the basis of their insufficient knowledge of the language spoken in schools: “Above all, the placement of children of foreign language background in special classes [...] only on the basis of a lack of mastery of the language of instruction is to be avoided.” (p. 2)

- [EDK-recommendations for the education of children of foreign language background, October 24th 1991](#)

In addition, the EDK stresses on the importance of teachers’ skills related to immigrant pupils and pupils with special needs, recognising only those teacher education programmes for pre-, primary, and secondary school levels which include intercultural education and special needs education for teachers (not available in English):

- [CDIP-Règlement concernant la reconnaissance des diplômes de hautes écoles pour les enseignantes et enseignants des degrés préscolaire et primaire du 10 juin 1999](#)
- [EDK-Reglement über die Anerkennung von Hochschuldiplomen für Lehrkräfte der Vorschulstufe und der Primarstufe vom 10. Juni 1999](#)
- [CDIP-Règlement concernant la reconnaissance des diplômes de hautes écoles pour les enseignantes et enseignants du degré secondaire I du 26 août 1999](#)
- [EKD-Reglement über die Anerkennung von Hochschuldiplomen für Lehrkräfte der Sekundarstufe I vom 26. August 1999](#)

However, there are on the one hand, recommendations related only to immigrant pupils and on the other hand, regulations related to pupils with SEN. Both do apply on immigrant pupils with SEN, but given that the education system in Switzerland is federalised and decentralised (see introduction), these regulations are rather general, very limited and mainly in form of recommendations or statements.

⁷ The Swiss Conference of Cantonal Ministers of Education (EDK) is a joint conference of the 26 cantonal government ministers responsible for education, training, culture and sport. The EDK has existed as a conference since 1897. The legal foundation of the EDK is an Intercantonal Agreement on Education Coordination (currently being reviewed in order to harmonise compulsory education) that had and has to be ratified in the cantons by parliaments and, in some cases, by means of plebiscites. The only canton that has not formally approved the agreement is the Canton of Ticino; however, it participates as a full member in all the activities of the EDK. This “Agreement on Education Coordination” binds the cantons to cooperate in the area of education.

Immigrant Pupils

The EDK has elaborated various background reports and recommendations regarding immigrant pupils (see chapter [references](#) at the end of this report). The basic principle is intended to integrate pupils with an immigrant background into the education system, ensuring at the same time the preservation of their language and culture of origin. In support of this principle, the EDK has – among others – formulated the following recommendations⁸:

- promote the integration of preschool-age children and enable a two years' attendance at kindergarten;
- provide preschool children with additional teaching of the colloquial language, free-of-charge, and support their development in their language of origin;
- promote direct admission of newly arrived pupils in the type of school and class appropriate for their age and previous school background, supported by free-of-charge special assistance and language classes;
- facilitate the transition of newly arrived secondary school students into vocational or further education by offering special training programmes;
- ensure that proper attention is given to the foreign language background and knowledge of the language and culture of origin in pupil assessment, grade promotion and school selection decisions;
- offer extracurricular assistance to all children in need;
- prepare teachers during their initial and continuing education for teaching in multicultural classes, and encourage cooperation between foreign and local teachers;
- take into account the needs of children of foreign language backgrounds and the requirements of an intercultural education for all pupils, when developing curricula, teaching materials and class schedules;
- take into consideration the needs of children of foreign language backgrounds and their families in matters related to school organisation;
- invite universities and other educational and training institutions to look into the issue of intercultural education;
- include parents in the process of integration of their children. They should be informed adequately by the relevant school authorities. Furthermore, they should be listened to and have their say in all important issues and at all school levels;
- establish and support courses in the language and culture of origin of at least two hours per week, included, if possible, in the regular school day, and incorporate pupil's attendance records and grades into the school report;
- promote and support intercultural contacts and teaching methods at all levels;
- appoint persons or establish sections in the cantons in charge of promoting and coordinating the implementation of the EDK recommendations.

Given that provisions intended for pupils with special needs have been issued historically by structures separate from the mainstream education system (with the exception of the canton of Ticino, where integration has been the basic principal for the last forty years), services aiming at providing support for immigrant pupils have been rather organised in separated structures instead of being integrated into mainstream schools. Nevertheless, a paradigm shift is on its way, at least on a discussion level, and first results can be seen already on practice.

⁸ Source: [EDK \(1991\). Recommendations for the education of children of foreign language background, October 24th, 1991](#), p. 2f. (see above).

In addition, the principle of non-discrimination in schools appears on the national level in the following statement (available in French, German, Italian, and English) and report (in French and German):

- [Déclaration concernant le racisme à l'école du 6 juin 1991](#)
- [Erklärung zu Rassismus und Schule vom 6. Juni 1991](#)
- [Dichiarazione riguardante il razzismo a scuola del 6 giugno 1991](#)
- [Statement on Racism in Schools from June 6, 1991](#)
- [Rapport de la Commission pédagogique à l'appui de la déclaration de la CDIP relative au racisme à l'école du 11 juillet 1991](#)
- [Bericht der Pädagogischen Kommission der EDK in Ergänzung zur Erklärung der EDK zu Rassismus und Schule vom 11. Juli 1991](#)

Pupils with SEN

Schools for children and adolescents with SEN (in the conventional sense of the word) have a long tradition in Switzerland. The first ones were founded almost 200 years ago and the special education has developed ever since in terms of special institutions, specialised personnel and available resources. Switzerland was for example the first country in Europe having a University professorship in SEN (established in 1931 at the University of Zurich, see Heese, 1983).

One of the important institutions in the history of special education in Switzerland is the invalidity insurance (IV-AI). The IV-AI was enacted in 1960 as a national institution offering compulsory insurance to all Swiss residents and people working in Switzerland. It is impartial towards non-immigrant and immigrant people. Its eligible beneficiaries are all those persons residing or working in Switzerland. In 1968 it was extended to include specialised schooling for disabled children. Since then, the IV-AI determines which SEN are financially supported on the national level and hence influences not only the provisions but also the identification of pupils with SEN.

IV-AI contributions in public education go to disabled persons who are unable to attend a regular school. The IV-AI partly contributes as well to the fees of special schools and of board-wages up to the age of 20. These allowances are disbursed in particular to mentally or physically disabled persons, to blind, to deaf or quasi-deaf children, to children with a speech defect or a behaviour disorder. In addition, the IV-AI disburses compensations if the attendance to a public or a special school needs additional preparation like educational-therapeutic measures, such as:

- early childhood special education
- treatment to improve the speech capacity
- treatment to improve the hearing and reading capacities
- measures in order to improve language acquisition and language structure (for mentally disabled persons)
- special training in order to develop physical agility and coordination (for mentally and physically disabled persons)
- if the child is in a public school, contributions for treatment of speech capacity as well as hearing and reading training are still disbursed

Furthermore, the IV-AI covers the necessary transportation costs due to the disablement.

If in any canton of Switzerland, a pupil is identified according to IV-AI regulations as having SEN, the cantonal education system receives support from the national insurance. This has led over the past years to the prevalence, in the cantonal education systems, of treatments

for the above mentioned handicaps since they are supported by the IV-AI: the service defines the special needs. In addition, the IV-AI-system has supported the labelling-resource-dilemma (Bleidick, Rath & Schuck, 1995) according to which schools only get resources to tackle challenging situations (such as increased immigration) if they label pupils with a deviance or a special need.

Another specificity of the Swiss education system is its historically established strong distinction between mainstream and special education systems, underlying different national regulations⁹, often governed by different cantonal departments sometimes even by different cantonal Ministries and supported by different expert institutions or associations¹⁰, just to name a few differences.

However, due to a recently established new regulation in Switzerland, the Reorganisation of Financial Equalisation (NFA), which has been governing relations between the Federal government and the cantons, since January 1st, 2008, cantons are now responsible for financing special education, including educational-therapeutic measures and transport. As a result, cantons have to elaborate new concepts for their special needs education in the context of the newly formulated Intercantonal Agreement on Special Needs Education (Sonderschulkonkordat) which establishes the national framework for special education in Switzerland and will come into force on January 1st, 2011. The agreement is available in French and German:

- [Interkantonale Vereinbarung über die Zusammenarbeit im Bereich der Sonderpädagogik vom 25. Oktober 2007](#)
- [Accord intercantonal sur la collaboration dans le domaine de la pédagogie spécialisée du 25 octobre 2007](#)

According to this agreement, cantons will have to provide the following services in the domain of special education:

- for preschool-age children: early childhood special education;
- for compulsory education stage: integrative schooling, special classes and special schools;
- speech therapy;
- psychomotricity therapy (special treatment for physical agility and coordination development);
- counselling and support services.

Therefore, so far, there has not been and will not be a common national regulation governing the decision as to whether a child with special educational needs should attend a mainstream school (integrative schooling) or a special class or school. Even the new Intercantonal Agreement on Special Needs Education only states that priority should be given to integration over separation in schooling, taking into account the well-being of the child or the adolescent, the school environment and school organisation. However, according to the same regulation, cantons are still obliged to provide special classes and special schools; a paragraph strongly disputed. Nevertheless, those in favour of integration were defeated by the lobby of special education actors and by teachers who feared not receiving sufficient support for the paradigmatic shift towards integration.

⁹ On the national level, Switzerland has for example an Intercantonal Agreement on Education Coordination (Schulkonkordat) regulating mainstream schools but also a separate Intercantonal Agreement on Special Needs Education (Sonderschulkonkordat) related to special classes, schools and educational-therapeutic measures.

¹⁰ Such as the special departments for mainstream education and special education at Universities, special coordinating institutions such as the Swiss Institute for Special Needs Education, SZH, etc.

The issue of migrant pupils does not fit the conventional logic related to children with special needs, in the sense that it provides a new category of pupils whose difficulties in school do not correspond to the conventional criteria of children with special needs. Their presence proves the need for institutional changes so that the majority of pupils – so linguistically, culturally and economically diverse – have the opportunity of succeeding at school. With these children, the question to ask would be whether we are facing children with special needs or institutions with special needs. Are the specific needs that of individual pupils and personnel or that of the school institution which has to adapt to the situation of the school population at hands, in order to achieve its goals?

Question 8: Which services are involved and how do they co-operate?

For immigrant pupils with SEN and their parents, there are on the one hand the services specifically provided for special education, and on the other hand migration and interculturality experts, including intercultural mediators, teachers of languages and cultures of the countries of origin or second language acquisition specialists. The cooperation between these actors varies considerably between the cantons.

As to special education, there are specific and various services and agencies in the cantons, providing assessments, diagnosis and treatment, as well as guidance counselling. For example, requests for special schooling may be submitted primarily by teachers, physicians, specialised services (e.g. school psychological services), school authorities, parents themselves or guardianship authorities. In all cantons, school psychological services, child and adolescent psychological services, or other specialists may support the assessments made. The cooperation between these actors varies considerably between the cantons.

The availability of migration and interculturality services and experts varies however, not only between cantons but also within the cantons themselves, highly depending on the proportion of immigrants and on the local integration and education policies.

Question 9: Describe in what way services provide information to parents and to what extent families are involved

Some Swiss cantons, municipalities, schools, and teachers – especially in urban regions – publish information for parents in many languages. Others do not have special publications for the immigrant population.

In some largely urbanised areas, schools employ intercultural mediators who are mainly persons well acquainted with the education system of the country of origin as well as with the system in Switzerland, and who speak both languages fluently. They are engaged to support the cooperation between schools or special educational services and parents.

The degree of family or parents' involvement varies to a high extent, although remaining relatively low. A widely spread model of cooperation with parents consists of inviting them to general informative meetings once or twice a year and to have individual meetings in the context of upcoming promotion decisions. However, some schools in various cantons have developed close cooperation with parents and families, often based on participatory principals.

In terms of special education it has to be mentioned that in more than half of the cantons, parents can submit a request by themselves, to place their children in a special needs class or school.

Question 10: Can you describe the financial implications regarding provisions available for immigrant pupils with SEN and their families?

So far, special needs schooling has been financed primarily by the cantons and by the invalidity insurance (IV-AI), knowing that is eligible for the invalidity insurance (IV-AI) any child with a physical or mental health injury, caused by birth, illness or accident, which would probably cause an inability in earning a living (see above). Nevertheless, the Swiss people have accepted the Reorganisation of Financial Equalisation (NFA) which in future should have consequences on financing, especially on financing specialised teaching and education and therapy services provided by the cantons.

The cost of schools with special needs curricula (special classes and special schools) amounted to CHF 850.8 million in 2004 (0 % federal government, 46.6 % cantons, and 53.4 % municipalities), which represents about 4 % of all public educational expenditures. However, the Swiss Federal Statistical Office (SFSO) figures do not take into account the invalidity insurance contributions. According to the invalidity insurance statistics published in 2004, the total educational expenditures for 2003 amounted to CHF 360.9 million (Federal Social Insurance Office data, source: educa.ch). Therefore, a total of CHF 1'211,7 million was spent on special needs education in the year of 2004.

Due to the RPT, all costs of special schooling will have to be covered by the cantons and municipalities themselves in the future, except for the costs of primary vocational education or upper secondary level education of handicapped persons which is still going to be financed by the IV-AI.

4. Support measures

Question 11: According to the existing national information, do you have results regarding support measures provided to/by the teachers and to the pupils? Please detail them.

In order to answer the above question, there is a need to determine at first the support measures relevant to immigrant pupils with SEN, as well as the expected results when evaluating these measures.

As already mentioned in the introduction to chapter 3, the above measures may be important in promoting comprehensive integration, i.e. integrating immigrant pupils and their families while raising awareness of the education system and its stakeholders towards the linguistically and culturally increasingly diverse social environment. Furthermore, strengthening individual performance of children (with SEN) may contribute to improving socio-cultural family resources, individualising the interactions in schools and creating more inclusive structures in the education system.

However, the present chapter will outline the following support measures and their results since they (1) may have a national (or even international) relevance and (2) have been evaluated:

- a) Integration and social learning
- b) Intercultural education in teacher education
- c) Courses in language and culture of countries of origin (HSK)
- d) Multilingual education

a) Integration and social learning

Considerable in-depth research has been conducted in Switzerland regarding integrative practices in schools, demonstrating that – under certain conditions – integration of children with special needs (Bless, 1995) as well as integration of immigrant pupils (Eckhart, 2005a,

2005b) into mainstream classes tend to be more effective in terms of social and cognitive learning, if teachers receive appropriate support and if they practice cooperative learning in a competent manner.

b) Intercultural education in teacher education

A recent evaluation of the state of intercultural education in teacher education in Switzerland has shown that most of the university trainings for teachers offer a considerable number of courses in intercultural education (Sieber & Bischoff, 2007). The evaluation also shows that an integrative approach to education is predominant. However, what is striking is the assessment result indicating that the accreditation criteria for teacher education, on the national level, seem to have forced universities to stress on the importance of intercultural education.

c) Courses in languages and cultures of countries of origin (HSK)

Evaluations of HSK courses have shown that pupils who participate in them tend to improve not only the language of their country of origin, but also their second language, used in school (Schader & Haenni Hoti, 2004). But although these courses have been promoting acculturation of immigrant pupils to the host country, their success depends highly on the identity strategy of each student and his ethnic community as a whole (Makarova, 2008). Furthermore, some courses seem to be very mono-ethnic undermining therefore optimal acculturation to the host culture (Kappus, 2008). However, models based on long-term and coordinated promotion of both languages, seem to be the most effective in the acquisition of both languages. An assessment of a model in the canton of Zurich, where courses in HSK have been integrated into the regular curriculum and teachers of HSK have been integrated into the school team, has shown that it is very beneficial for schools as a whole (Schuler, 2002). Indeed, schools under study have improved considerably their cooperation with parents and the community. In addition, cooperation within the schools has improved and internal development processes were initiated. However, the assessment has indicated as well that integrating HSK courses highly depends on personal engagement, long-term participation and relative stability among the staff involved.

d) Multilingual education

Other projects such as Language Education and Openness in Schools (l'Education et l'ouverture aux langues à l'école EOLE) have among its goals the openness of all pupils to linguistic diversity and to the recognition of family languages of pupils of immigration background (Perregaux et al., 2003). In German-speaking Switzerland, the ELBE project (Education et ouverture aux langues, Language Awareness and Begegnung mit Sprachen) follows the same goals (Saudan et al., 2006). These projects are put into practice in many classes and in different cantons. Such type of projects puts an end to the dichotomous vision dividing pupils into those who have the school language as their mother tongue and the allophone pupils, which permits to all pupils to discover new languages and makes allophone pupils realise that their linguistic resources are recognised by their institution, their teachers and their pairs. Such multi-linguistic approaches are among the rare projects corresponding to the concept of an inclusive school.

Question 12: Can you provide references of some conducted or planned evaluation on this issue (if any)?

See question 11 and the [list of reference](#) at the end of this report. Furthermore, the following selection of research projects provides some insight to the issues tackled by the present report:

- Caprez-Krompæk, Edina (2007). Die Bedeutung der Erstsprache im Integrationsprozess. *terra cognita – Schweizer Zeitschrift zu Integration und Migration*, 10, 72-75. [Download](#).
- Caprez-Krompæk, Edina & Selimi, Naxhi (2006). Zur Erstsprachkompetenz von albanischsprachigen Kindern in der Deutschschweiz. Eine vergleichende Fehleranalyse anhand des C-Tests. In Basil Schader (Hrsg.). *Albanischsprachige Kinder und Jugendliche in der Schweiz. Hintergründe. Sprach- und schulbezogene Untersuchungen* (S. 247-269). Zürich: Pestalozzianum. [Download](#).
- Edelmann, Doris (2006). Pädagogische Professionalität im transnationalen sozialen Raum. *Zeitschrift für Pädagogik*, 51. Beiheft, 235-250.
- Edelmann, Doris (2007). *Pädagogische Professionalität im transnationalen sozialen Raum: eine qualitative Untersuchung über den Umgang von Lehrpersonen mit der migrationsbedingten Heterogenität ihrer Klassen*. Wien: LIT.
- Kappus, Elke-Nicole (2008) Der Unterricht in heimatlicher Sprache und Kultur - zur schulischen (Sprach-)Praxis in der transnationalen Gesellschaft. In: Kathrin Oester, Ursula Fiechter und Elke-Nicole Kappus (Hrsg.), *Schulen in transnationalen Lebenswelten* (S. 256-288). Zürich: Seismo.
- Makarova, Elena (2008). *Akkulturation und kulturelle Identität. Eine empirische Studie bei Jugendlichen mit und ohne Migrationshintergrund in der Schweiz*. Bern: Haupt.
- Moser, Urs, Bayer, Nicole & Tunger, Verena (2008). *Entwicklung der Sprachkompetenzen in der Erst- und Zweitsprache von Migrantenkindern. Schlussbericht zum NFP 56*. Zürich: Institut für Bildungsevaluation.
- Müller, Romano & Dittmann-Domenichini, Nora (2007). Die Entwicklung schulisch-standard-sprachlicher Kompetenzen in der Volksschule. Eine Quasi-Längsschnittstudie. *Linguistik online*, 32, 3.
- Müller, Romano & Rösselet, Stephan (submitted). Interventions for the improvement of cognitive-academic language proficiency and school success of bilingual migrant students in the view of experts. *International Journal of Anthropology*.

5. Assessment

Question 13: Can you describe the assessment tools used in order to identify the needs and abilities of immigrant pupils with SEN?

There are various tools that aim at identifying pupils' needs and capacities. However, all of them have considerable inadequacies and the "measurement" has normally proved to be the easiest part when identifying needs; the response to the "measured" need being much more challenging, in an education system that has been historically directed towards separation and therefore has not had the chance of learning how to deal with culturally and linguistically diverse groups of learners.

Special needs assessment starts with mainstream schools, as soon as pupils have started pre-school education. In most cantons school work assessment is done using a system of relational grading. Pupils receive a report two or three times a year, grading each subject. The average grade at the end of the school year – either for all subjects or for certain major subjects – is used as a basis for deciding whether the pupil should be transferred to the next class, temporarily or permanently. In the present system, this decision is not taken on the basis of results obtained in end-of-year examinations but according to an assessment of performance by individual teachers (including periodic tests) during the year. Some cantons have abandoned the grades system in the first few years of primary school. Instead, they have assessment meetings and periodic reports. In all cantons there are regulations allowing pupils to repeat a year, but these regulations are applied in different ways. In the French part

of Switzerland, repetitions occur more often than in the German part of Switzerland although they are known to be rather ineffective (Bless, Schüpbach & Bonvin, 2004). If, after repeating a year, pupil's chances of success are assessed to be weak by the teacher, it is often decided to transfer the child to a special class.

Furthermore, SEN diagnosis experts may be consulted for identifying SEN. They use a variety of tools that generally take into account criteria related to the individual, his family, school, and environment in order to assess special needs. However, most of these experts are aware of the overrepresentation of immigrant pupils in SEN classes and the dubious diagnostics when selecting pupils for special and mainstream classes. They are aware of the limited fairness of their diagnostic instruments regarding the cultural background or the language of their clients, of the problem of labelling etc., but they are also familiar with the existing problems in mainstream schools where teachers are overstressed and pupils lack motivation in learning what is expected from them by teachers.

If the expert takes seriously the assessment results and proposes to place an immigrant pupil in a special class, he or she will be criticised for being discriminatory. In case he or she insists on child's potential identified with another assessment tool and suggests the continuation of schooling in a mainstream class, he or she will be accused by the mainstream teacher of being too theoretical and unable to judge the reality. Hence, competent assessment is maybe less about applying adequate assessment tools but more about finding a balance between the pragmatic resignation (supporting disintegration) and political correctness, given the present challenges.

Nevertheless, according to the new Intercantonal Agreement on Special Needs Education (Sonderschulkonkordat) the identification of an individual need must be carried out in the framework of a standardised assessment procedure (art. 6, paragraph 3), the EDK being responsible for the development and validation of such instruments (art. 7, paragraph 2). The project to develop these tools has so far adopted two instruments (in October 2007) piloted in 2008-2009. Hence, experts from different cantons and services still continue to use various and generally unstandardised assessment tools.

Question 14: Can you describe how many obstacles, such as linguistic ones, are taken into consideration?

There is no general procedure on how to take obstacles, such as linguistic ones, into consideration. It depends largely on the cantonal, local and individual decision-making situations (see above, question 13). But the assessment of special educational needs of children with a mother tongue other than the ones used in Switzerland is widely perceived as a serious problem.

Question 15: How does assessment take place when immigrant pupils with SEN enter the educational system? What kinds of documents (if any) are immigrant parents expected to bring from their country of origin?

According to the general rule – with some exceptions – all children are placed in mainstream compulsory education according to their age. If a child with foreign nationality was born in Switzerland, he is encouraged to enter kindergarten like every other Swiss child (although kindergarten is still voluntary in many cantons of Switzerland). Hence, this process is administrative and is normally conducted by the local municipality and school administration. Kindergarten teachers are generally very well trained in looking for deviations and if they identify a need for special measures, they advise the parents to initiate adequate steps, providing them with the support they need.

Most cantons offer special early childhood education (heilpädagogische Früherziehung) for handicapped children. If parents (or often medical doctors who have to be consulted on a compulsory basis in many cantons) are worried about their young child's normal development, they can apply for early childhood special education (generally supported by medical doctors) and receive support if the assessment identifies the need to do so. This support measure consists of regular home visits by a specialised assistant to provide support and advice to the family and child.

Recently, a new initiative has been announced by the canton of Basel-Stadt aiming at establishing pre-schools for children starting from the age of 3, mandatory for all children with insufficient local language proficiency, in order to prepare those of foreign language background for entering Kindergarten with sufficient knowledge of the local language. Some other cantons are highly interested as well in the model.

For a child or an adolescent immigrating to Switzerland during his or her school career, admission levels vary considerably between cantons and even municipalities. In some cantons, immigrant pupils are placed at first, based on an administrative procedure, in mainstream classes according to their age. Afterwards, mainstream teachers and principals, sometimes in cooperation with specialised agencies, have to decide if and what kind of special measures need to be considered. Some cantons or municipalities have employed specialists or financed special institutions to be in charge of assessing and defining the adequate admission of immigrant pupils, while others have been providing special introductory classes for immigrant pupils where teachers are in charge of the assessment and introduction, and work with families as well.

Question 16: Can you describe who is involved in the assessment procedure (role of schools, assessment services, etc.).

There are specific agencies in the cantons (including school psychological services) that provide situation assessment, diagnosis and treatment, as well as guidance counselling. Special needs schooling is provided once the request is submitted, the assessment is conducted, and the decision is taken. Requests may be submitted at first, by teachers, physicians, special services (e.g., school psychological services), school authorities, and guardianship authorities. In more than half of the cantons, parents can also submit requests for admission in a special needs class or school.

In all cantons, school psychological services, child and adolescent psychological services, or other specialists are responsible for conducting the SEN assessments if children are to be "treated" in a special educational structure or by specialised personnel.

There are no common national regulations governing the decision as to whether a child with special educational needs will attend a regular school (integrative schooling) or a special needs school. However, the Intercantonal Agreement on Special Needs Education aims at harmonising the current widely diverse regulations.

According to regulations, parents, school authorities, teachers, as well as specialised centres take part in the decision-making process, but it is the cantonal school authorities who eventually decide if special needs schooling is appropriate or not.

Teachers in special needs schools and classes conduct regular evaluations of individual learning objectives; however, examinations at the end of the school year are rare, and so are the selection conditions to transfer pupils to the next year. At the end of the school year, evaluation reports are issued. Grade reports are quite uncommon, but they are used nevertheless in the context of integrative schooling in regular schools, if the cantonal compulsory education regulations require it (starting from the last classes of the primary school).

Part II: Situation at local level

Case A: Canton of Geneva;

Case B: Canton of Zurich

This part of the report shows the situation at local level in two selected cantons of Switzerland and answers the questions of the European-Agency in relation to these two cantons (see [annex I](#)). The first column (left) lists the situation in the canton of Geneva, located in the French-speaking part of Switzerland and the right column shows the situation in the canton of Zurich, located in the German-speaking part of Switzerland.

Both selected cantons are affected by considerable migration flows (see below) due to their urbanity. Geneva is a canton composed mainly of the city of Geneva, and Zurich hosts the biggest town of Switzerland, the city of Zurich, although it has some considerable rural parts as well.

From the total area of Switzerland of 41'285 km², Zurich covers 1'729 km² (ranked 7th among the 26 cantons) and Geneva covers an area of 282 km² (ranked 21st).

Looking at the student population in compulsory education of a total of 797'863 in Switzerland for the school year of 2006/07, we find that 123'111 (15.4 %) are schooled in the canton of Zurich (ranked 1st) and 46'997 (5.9 %) are schooled in the canton of Geneva (ranked 6th)¹¹.

Canton of Geneva

The present analysis covers the situation in the canton of Geneva, given that it hosts the highest percentage of foreign population in Switzerland (see figure 5) and therefore migrant pupils, in public school classes. We will describe the situation in schools in terms of care provided to the newly arrived and integration mechanisms established since the 1960s. We will also show that the percentage of pupils from immigrant families oriented towards special classes is one of the lowest in Switzerland despite some overrepresentation (see [annex IX](#)).

For the French-speaking Switzerland, the canton of Geneva has been the pioneer in a) *opening introductory classes for the lower secondary level in 1968* (initiated by the Council of Europe which has become quickly involved in matters related to young migrants) and b) *organising one afternoon per week for pupils in introductory classes, language classes teaching the language of the "family"*, on the condition that there are at least 6 to 10 pupils speaking that language

Canton of Zurich

The analysis of the situation in the canton of Zurich focuses on a number of new measures implemented in the canton to support the integration of pupils with SEN in general and of immigrant pupils in particular. The canton of Zurich is interesting for the present report for the following three reasons:

1. its leading position in promoting special education in the early 20th century since it was the first to grant a professorship in special education (since 1931), adopt some of the first regulations on special education and establish the first institution to train teachers in special education (since 1924);
2. its very distinguished education system established in the late 20th century, consisting of 5 years lower secondary education (including special classes) and of 5 different types of special classes created in the 1960s (introductory classes for underachieving newcomers, classes for pupils with learning disabilities, behavioural disorders, sensory impairments,

¹¹ The smallest education system in Switzerland is that of the canton of Appenzell Inner Rhoden which accounted for 2'122 pupils only, in compulsory education in the school year of 2006/07 (followed by Uri with 3'920, Obwalden with 4'093, and Glarus with 4'215 pupils).

(Portuguese, Albanian, Kurdish, Wolof...etc.) in the whole canton.

This willingness to include during school hours one afternoon for the family language, taught by teachers of the same status as ordinary classes teachers, comes as a result of wide research which showed the benefit of acknowledging the family language and the need of providing “bridging” spaces where pupils can count on their recognised skills – as their language – while developing other skills as well. Such spaces permit in addition, to explain and develop what has not been understood by pupils in the introductory classes.

Nevertheless, the law on public education does not explicitly deal with the issue of taking in and integrating migrant students but with the issue of handicapped pupils and their integration (articles 4A, 4B and 4C, see [annex XI](#) « Laws and Regulations in the Canton of Geneva »).

and foreign language speakers), plus a various educational-therapeutic support measures e.g. for psychotics, neurotics, speech-impairments, lefthanders (see Rosenberg, 1989, p. 37);

3. its very innovative 21st century reforms in education, considered as benchmarks by other various education systems in Switzerland and abroad (see Gomolla, 2005). Based on a completely revised law for public schools (implementation 2006 to 2011), these reforms include measures to reduce segregated special classes and the introduction of supported integrative schooling for pupils with SEN in mainstream classes.

The following analysis focuses on one project initiated recently in the canton of Zurich (under implementation): QUIMS, quality in multicultural schools (see Gomolla, 2005)

Zurich has implemented many interesting reform projects in recent years, among which the project RESA (special education services reorganisation), integrative teaching of German as a second language (for newly immigrated pupils as “introductory training of German as a second language” and for those in need of support in German as “building-up training of German as a second language”; with the introduction of a language acquisition measurement instrument [under preparation]), formulation of a framework curriculum and accreditation procedures for HSK (courses in language and culture of countries of origin). However, not all of them can be outlined here. Further information (in German) is available on the website of the education Department in charge in Zurich: www.volksschulamt.zh.ch (see “Schulbetrieb & Unterricht” → “Schule und Migration” as well as → “QUIMS”)

1. Population

Q. 1: Short description of the population concerned by the present analysis. Please use as a reference, globally or partially, the operational definition discussed in Brussels.

Canton of Geneva

History has shown that Geneva's population diversity is not a new phenomenon given that since at least 4 centuries, the percentage of foreigners has never been less than 30 %, except for the period between the two World Wars (between 30 and 43 % in XVII century and 38.4 % in 2006).

Geneva's resident population (2006): 444'444 inhabitants, 169'786 foreigners.

- 45.6 % Swiss (one nationality)
- 16.3 % dual citizenship
- 38.1 % foreigners

54.4 % of residents are therefore with a foreign passport.

Who are the foreigners living in Geneva ?

The biggest majority of economic migrants has settled in Geneva a long time ago and is of a European origin. 80 % of these migrants have B and C permits (annual permits and long term permits, according to the national situation). International workers are accounted for 13 % and foreigners granted asylum for 3.2 % of the foreign population and 1.2 % of the whole population. Are to be noted as well persons who live and work in Switzerland without any residence document. These are accounted today for more than 10'000 in Geneva, including many monoparental families coming mainly from Latin America. Women (representing the two thirds of illegal workers) usually work in domestic economy: housework and child and senior care. It is obvious that these persons are not included in the statistics although they play an important role in Geneva's society. Their children have been going to public schools since 1991 and have had the possibility of following school courses. However, they do not have access to dual learning (connecting learning at school and in the workplace) considered as a job and regulated at the national

Canton of Zurich

The total resident population of the canton of Zurich was 1'300'545 million for the year of 2007 which is 2.1 % higher than the previous year, while the percentage of foreigners increased by 0.9 % indicating that Zurich has seen a relatively high increase in population due to migration, the highest since the early 1960s, 40 % of the cantonal population increase being estimated in the two biggest cities of the canton of Zurich (Zurich and Winterthur).

Of the 1'300'545 inhabitants of the canton of Zurich, 292'820 were foreigners; a percentage of 22.5 %.

- Swiss: male: 48.0 % / female: 52.0 %
- Foreigner: male: 53.2 % / female: 46.8 %

In the last five years, since Switzerland has signed the Agreement on the Free Movement of Persons with the European Union, which came into force on June 1st, 2002, the majority of immigrants have been from Germany, followed by Portugal and Serbia and Montenegro, while the proportion of the historically biggest foreign communities in Zurich – Italian and Spanish – has been decreasing, due not only to the fact that many of these immigrants have applied for the Swiss citizenship but also because the number of those who have returned to their countries of origin is bigger than that of those who immigrate to Switzerland.

As a result, the highest percentages of foreigners in the canton of Zurich in 2007 are for the following nationalities:

- 19 % Germany
- 17 % Italy
- 16 % Serbia

level.

Around 190 nationalities are found in Geneva, their main origins being (without counting the illegal persons) from:

- 73.5 % Europe (Portugal, Italy, France, Spain, United Kingdom, Yugoslavia and ex-Yugoslavia, mainly Kosovo)
- 8.9 % Africa
- 4.5 % Latin America
- 3.3 % North America
- 7.3 % Asia
- 0.45 % Oceania

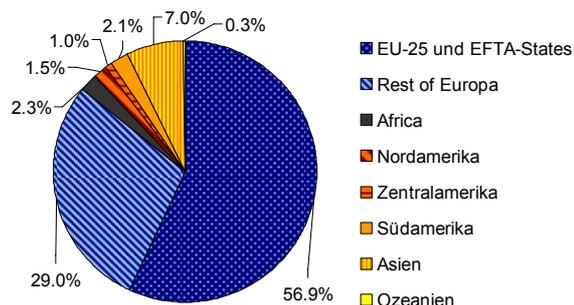


Figure 13: Percentage of foreign population in the canton of Zurich according to continent of origin, 2006

In summary, the foreign population in the canton of Zurich originates from:

- 65.9 % Europe
- 7 % Asia
- 4.6 % America
- 2.3 % Africa

Nevertheless, the percentages of immigrants change from one municipality to another. In 2006, they were around 40 % in the municipalities of Schlieren, Opfikon and Dietikon, 30 % in Oberglatt, Regensdorf and Höri and 27.8 % in the city of Zurich alone, while in some other municipalities this percentage did not exceed 4 %, as in Adlikon, Maschwanden, Truttikon, Sternenberg, Buch and Berg am Irchel.

2. Data Related to Pupils in Compulsory Education

General Data

Question 2: Data on the number of immigrant pupils.

Canton of Geneva

In Geneva's primary school, by December 31st 2006, pupils were distributed as follows:

- Total school population :
Nursery and primary school : 33'966
Compulsory school : 46'997
- Foreign population :
Nursery and primary school : 13'183 (39 %)
Compulsory school: 20'083 (42.7 %)

Canton of Zurich

The number of pupils in compulsory school (primary and lower secondary schools) in the canton of Zurich, in the school year of 2006/2007, accounted for (see table 2):

- 123'111 pupils in total
- 29'975 foreign pupils (24.3 %)
- 33'462 pupils with a language of foreign origin (27.2 %)

Almost every fifth of immigrant pupils originates from Serbia (considerable percentage from Kosovo, decreasing percentage), another fifth originates from other countries of South-East Europe, around 15 % from Italy, 10 % from Asia, 8 % from Turkey, 8 % from Portugal and less than 8 % from Germany, indicating that many immigrants from Germany – the biggest group of foreign nationals in the canton of Zurich – are single workers without kids.

Table 2: Pupils in compulsory education: number of students in Switzerland, the cantons of Geneva and Zurich, 2006

| | pupils | | | | | | |
|-------------|---------|--------------------------------|-----------------|-----------------|--|--------|-----|
| | total | foreign language speakers % | foreigners % | foreigners % | special classes & special schools % | | |
| Switzerland | 797'863 | 185'993 | 23.3 | 187'767 | 23.5 | 46'383 | 5.8 |
| Geneva | 46'997 | 20'263 | 43.1 | 20'083 | 42.7 | 1'965 | 4.2 |
| Zurich | 123'111 | 33'462 | 27.2 | 29'975 | 24.3 | 6'902 | 5.6 |

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Specific Data

Question 3: Data on the number and % of immigrant pupils with SEN in mainstream schools, compared to the number and % of non-immigrant pupils with SEN in mainstream schools

Canton of Geneva

To our knowledge, the only data available for the canton of Geneva is on the distribution of pupils with SEN according to institutions. The number of pupils with SEN in preschool and primary school in different institutions, at the end of 2006, is presented in figure 14.

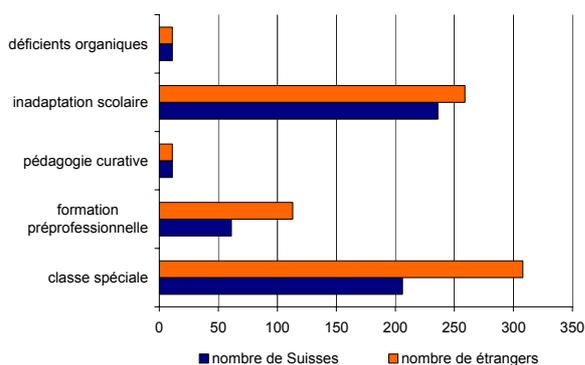
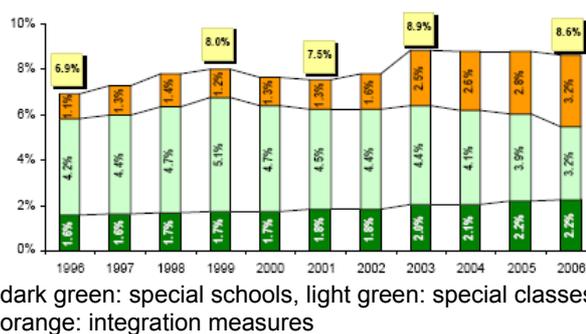


Figure 14 Distribution of pupils with SEN according to institutions and nationalities, end of 2006 (Service de la recherche en éducation SRED, 2008)

Figure 14 shows that immigrant pupils are overrepresented mainly in special classes and preparatory classes for apprenticeship training. All other services are similarly used by Swiss and immigrant pupils with SEN.

Canton of Zurich

The canton of Zurich conducts a survey every two years in order to collect data on special measures for pupils. Figure 15 shows that the amount of integration measures has increased considerably in the past years.



dark green: special schools, light green: special classes; orange: integration measures

Figure 15 Special measures for the school years of 1996-2006 (Bildungsdi-rektion Kanton Zürich, 2007)

The data in figure 15 demonstrates the results of the pilot phase of the integrative education reform in the canton of Zurich. Today, this reform, entitled RESA, has been extended to cover all municipalities and is scheduled to be implemented in the whole canton by 2011. The target group of RESA is pupils previously attending special classes. Therefore, immigrant pupils are being disproportionately integrated into mainstream classes. It is to be noted as well that the city of Zurich will abolish special classes starting from the school year of 2009/10.

The data does not distinguish between immigrant and non-immigrant pupils. However, specific measures for immigrant pupils such as support in acquiring the language spoken in schools (Deutsch als Zweitsprache) or courses in language and culture of countries of origin (HSK) are also included into the category of "special measures".

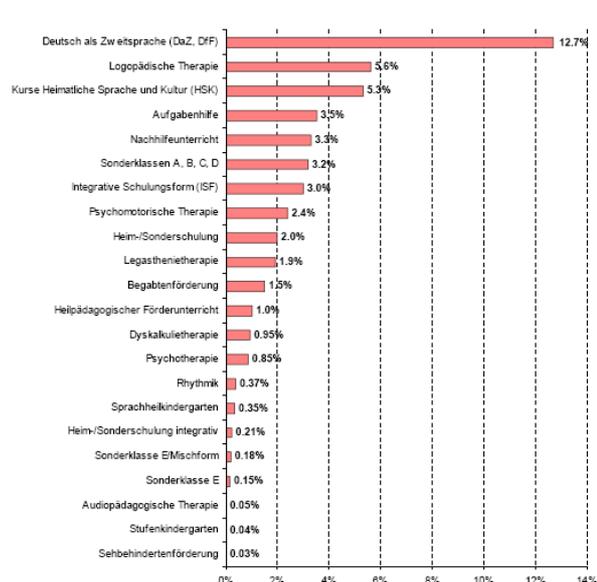


Figure 16 Percentage of pupils benefiting from special measures, school year of 2005/06 (Bildungsdirektion Kanton Zürich, 2007)

Figure 16 shows that 12.7 % of all pupils in compulsory education, in the canton of Zurich, have received special support in acquiring the language spoken in schools (Deutsch als Zweitsprache) and 5.3 % have attended courses in language and culture of countries of origin (HSK)¹².

Question 4: Data on the number and % of immigrant pupils with SEN in special schools, compared to the number and % of non-immigrant pupils with SEN in special schools

Canton of Geneva

The numbers of the Federal Department of Statistics show that in Geneva, the total percentage of pupils in special classes is 1.7 % (2006) – (Swiss pupils 1.1 % and foreign pupils 2.4 %, see table 3).

We note therefore, the gap between Swiss and foreign pupils, the latter being overrepresented in special classes, which supposes that their linguistic and sociocultural lack of understanding might, de facto, lead teachers to consider these pupils as being in difficulty and encourage their schooling in special

Canton of Zurich

In the canton of Zurich, 2.2 % of pupils in compulsory education (primary and lower secondary schools) are educated in special schools, 0.4 % in introductory classes for foreign language speakers, and 3.0 % in special classes (2006). When considering the percentage of 3.0 % of pupils in special classes, it has to be noted that this percentage has been continuously decreasing since its peak of 5.2 % in 1999, after an increase that lasted more than 10 years (see figure 17).

¹² The present data contradicts the data provided by institutions responsible for HSK courses according to which, 9'500 pupils attend courses in language and culture of countries of origin (HSK) i.e. 8 % of the total number of pupils in the canton of Zurich and around 30 % of pupils with a home language other than the school language.

classes. An in-depth analysis of existing differences between cantons (see national situation) shows that even though there is an overrepresentation of foreign pupils in the canton of Geneva, it is still among the lowest in Switzerland, although the percentage of migrant pupils is the highest.

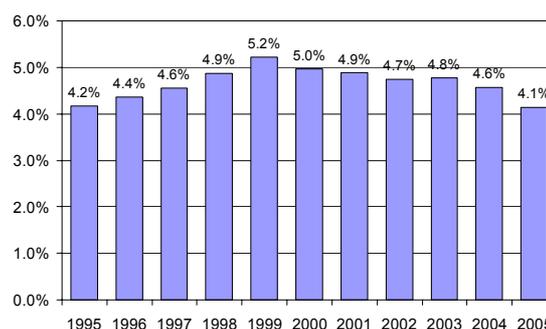


Figure 17: Percentage of the total number of pupils in special classes in the canton of Zurich, 1995-2005

However, the percentage of immigrant pupils is still much higher than that of Swiss pupils, in special classes (1.9 % for the Swiss, 6.5 % for foreigners), in special schools (2.1 % for the Swiss, 2.7 % for foreigners), and, of course, in introductory classes for foreign language speakers (0.1 % for the Swiss, 1.4 % for foreigners) (see table 3).

Table 3: Pupils in special classes and schools in the cantons of Geneva and Zurich as well as the average in Switzerland, according to their nationality, 2006 (see also [annex IX](#))

| | special classes | | special schools | | introductory classes for foreign language speakers | |
|--------------------|-----------------|----------------|-----------------|----------------|--|----------------|
| | Swiss pupils | foreign pupils | Swiss pupils | foreign pupils | Swiss pupils | foreign pupils |
| Geneva | 1.1% | 2.4% | 0.8% | 1.3% | 0.7% | 2.6% |
| Zurich | 1.9% | 6.5% | 2.1% | 2.7% | 0.1% | 1.4% |
| Switzerland | 2.4% | 7.1% | 1.8% | 2.7% | 0.1% | 1.2% |

Source: Swiss Federal Office for Statistics (SFOS)

Question 5: If no data available, what is the reason of the lack of information?

Data is partially available (see above).

3. Provisions

Question 6: Which types of education provisions are offered to immigrant pupils and their families?

Various general models are implemented in different cantons of Switzerland and implementation details may vary from one canton to another.

Nearly all cantons have a legislation giving to the pupils with foreign language background the right to receive support in local language acquisition. This has been translated into different measures. In some cantons, newly immigrated children and adolescents of foreign language background are temporarily schooled (usually for one year) in introductory classes for foreign language speakers (classes d'accueil, Aufnahmeklassen, see also figure 9) where they are prepared for mainstream schools. In some cantons, pupils of foreign language background attend introductory classes only for certain subjects. In cantons that do not provide introductory classes for pupils of foreign language background, immigrant pupils are schooled in mainstream classes, benefiting at the same time from ambulatory support measures (e.g. additional lessons in the local language, introduction to the culture, homework help). The most frequent service offered by cantons consists in a few supplementary lessons in the school language, independent from regular lessons.

In some cantons special trainings are available for immigrant pupils in lower secondary school to facilitate their integration into vocational training or into the upper secondary school level. Special integration programmes for adolescent immigrants provide support in identifying an appropriate occupation and integration into the labour market (among other services considered as “bridging services”).

However, in some rural areas, there are hardly any special services intended for immigrant pupils.

In some cantons and municipalities, courses in language and culture of countries of origin (HSK, Kurse in heimatlicher Sprache und Kultur) are provided. They are organised and financed by consulates, embassies, parents' associations or other organisations of the countries of origin, and are usually supplementary to and separate from schools' regular curricula. Usually, schools support such classes and provide their own facilities for their organisation, as recommended by the EDK in their [recommendations for the education of children of foreign language background, October 24th 1991](#) and as stressed in the new Intercantonal Agreement on Harmonisation of Compulsory Schools, June 14th, 2007 (HarmoS Konkordat, available in [German](#), [French](#) and [Italian](#)). However, some cantons such as Basel-Stadt and Zurich have supported school projects integrating the courses in language and culture of countries of origin into their regular curricula.

What may be needed is a special provision for newly arrived families unfamiliar with the Swiss schools. It might be important to introduce carefully to these families the school culture and system and to provide advice on how and where to learn the local language. Such model has been developed in Geneva and will be presented below.

A new approach towards establishing provisions for immigrant pupils and their families has been introduced in the canton of Zurich. Its school system does not support individual immigrant students or families but has established provisions for supporting schools in need. This specific model will be presented below.

Canton of Geneva

The school started taking an interest in foreign population integration in the 1960s, when a large number of first Italian and then Spanish and Portuguese workers were given

Canton of Zurich

The canton of Zurich has initiated a project called QUIMS, quality in multicultural schools. QUIMS – as the name indicates – aims at achieving high quality in multicultural

the right of family reunion.

Soon French classes were organised in primary schools, targeting this arriving new population, as well as Italian, Spanish and Portuguese classes given by its respective Consulates since it was considered that families will only stay for a short period of time. In the middle of 1980s (in 1986), primary schools opened the Service for non-French-speaking Children (Service pour les Enfants non-Francophones SENOF) which had the task of training teachers in charge of the welcoming structures which were being established in schools. These welcoming structures, in primary education, were supposed to welcome the newcomers registered in regular classes according to their age, providing introductory classes for a relatively long period of time (from 2 hours per week till half a school day). In addition, the SENOF was supposed to provide welcoming structures with adequately equipped teachers and translators, in order to facilitate the contact between the families and the school.

The service was cancelled however in the beginning of the year 2000, and the beneficiaries (newly arrived pupils) of some welcoming structures have been gradually changed in order to include as well children with difficulties at school and in no need of a special "welcoming". It soon became clear, from the representation often noted in schools, that newcomers are considered as children with difficulties as any other pupils and not as children who are supposed to integrate eventually the new sociocultural and linguistic environment with their own resources as a starting point. Not recognising and denying these resources sometimes do not facilitate children's integration in school.

In order to avoid the risk of mixing children in need of preliminary school integration with pupils having difficulties in general, primary schools in Geneva established new regulations for the welcoming structures helping them regain their specificity.

schools through high performance of pupils, equal chances in education, and integration of all pupils.

QUIMS was launched in 1996. In its first phase, a comprehensive review of (international) literature and best practices was conducted in order to determine the best education models to improve learning of all pupils in heterogeneous classes and schools (Rüesch, 1999; Häusler, 1999). The objective of this first phase was to collect scientific knowledge and effective practices. It resulted into the initiation of reform projects in two schools.

In the second phase of QUIMS (1999-2001), reform projects were implemented in 14 pioneer schools. The practical experiences of these schools were evaluated and published in a book entitled "Success in school: not by fluke" (Schulerfolg: kein Zufall, see Mächler et al., 2000).

In the third phase (2002-2006), additional schools joined QUIMS and QUIMS modules (Bausteine) were elaborated. In addition, the institutionalisation of the project was prepared.

In 2005, QUIMS became part of a new legislation on compulsory education in the canton of Zurich, after a popular vote, and has been ever since a regular component of compulsory education, its resulting reform being under implementation between 2006 and 2010.

In the framework of QUIMS, all schools with an average proportion of foreign pupils and pupils with a foreign language background exceeding 40 % (an estimate of 90 schools in the school year of 2009/10) receive additional support:

- introduction, consulting, in-service teacher education;
- manuals and teaching material supporting teaching and learning in multicultural schools;
- financial support (according to the size and proportion of immigrant/foreign language speaking pupils of the school)

The essential innovation of this project lies in the fact that it is no longer offering support only to individual pupils and their families (at the same time stigmatising these target groups; lowering their status by considering

them as having special needs). It aims at *supporting schools and teachers* in improving their skills to deal with immigrant pupils and their families.

The above mentioned support is targeting three areas proved to improve pupils' performance, provide equal chances in education, and promote the integration of all pupils:

- language acquisition (literacy, L2 and L1/German as a second language as well as courses in language and culture of countries of origin);
- individualisation of learning in general, support in the moving up to upper school levels;
- conflict resolution, common activities, participation (also of parents).

Further information on QUIMS is available on www.volksschulamt.zh.ch (rubric "Pädagogische Themen" → "QUIMS").

Question 7: Which services are responsible for and how do they co-operate? To which extent do these provisions differ from the ones provided for the local population?

Canton of Geneva

1. We mentioned previously the disappearance of a *special service*, the SENOF, in charge of immigrant pupils' schooling. One of the arguments behind its cancellation was the need of a transversal and shared responsibility among all services in charge of immigrant pupils' schooling. Even though the objective is commendable in itself, it is still utopic to think that the general conscience of school actors has changed so much that organisational activities at school are established in function of the real population. If we study all the institutional, organisational and teaching initiatives in order to see if they reflect already the aspect of mobility and diversity in Geneva's schools, we notice that schools have a difficulty in losing their "mono" culture. Such assertion does not concern Geneva alone;
2. Schools in Geneva have established a long time ago the Medico-Pedagogic Service (SMP) in order to support and help families and pupils in difficulty and having special needs (see article 9 of the law on youth organisation, [annex XI](#)

Canton of Zurich

Schools are responsible for the implementation of QUIMS. They assign a QUIMS representative in charge of the project management and cooperating closely with the principle and the extended school network (consisting of the whole staff working with the school). However, they get support from various specialised services:

- QUIMS Team from the Office for Compulsory Education at the Education Department of the Canton of Zurich (introducing QUIMS representatives, organising exchange meetings and facilitating networking, informing by phone or e-mail, supporting the research for external partners, public relations);
- Zurich University of Teacher Education, PHZH (offers in-service teacher education);
- The local school authority of the municipality (supports coordination and internal procedures).

« Laws and Regulations in the Canton of Geneva »);

3. At the lower secondary level, a person in charge of the *introductory classes* welcomes and informs pupils and their families;
4. The Service of post-compulsory introduction and integration classes (*Le Service des Classes d'Accueil et d'Intégration du Post-obligatoire SCAI*) provides schooling for young people, between 15 and 20 years old, who have finished their compulsory education but still need to consolidate their knowledge.

QUIMS is only available for schools with an average proportion of at least 40 % of foreign language speakers and foreign nationals. The local population in the context of QUIMS schools also benefit from its services.

Question 8: Describe the way services provide information to parents and to what extent families are involved.

Canton of Geneva

In infant and primary education, the teacher is the privileged partner of the family, to inform about school organisation. To our knowledge, no bilingual documents (local and family languages) have been provided to teachers in order to help them in their contacts. However, translators are at their disposal even though they are rarely called upon. The introductory class teacher should be from the beginning of pupils' arrival the family's privileged partner.

We have mentioned already the welcoming measures in lower secondary levels and in post-compulsory schooling.

Training courses between different teaching levels are organised for teachers in charge of the newly arrived pupils.

The University of Geneva (Faculty of Psychology and Educational Sciences), in charge of the polyvalent initial training of infant, primary and specialised school teachers, proposes a bachelor degree in Educational Sciences, orientation "Teaching". In the framework of this training, courses related to intercultural approaches in education and the problematic of linguistic and cultural plurality in schools are proposed to future teachers without being compulsory. However, all students study this subject in a polyvalent module of one semester.

Canton of Zurich

The first contact person who informs parents is the teacher. In addition, the principal and the local school authority inform parents on issues concerning the school as a whole, or specific administrative procedures.

The Office for Compulsory Education of the Education Department of the Canton of Zurich provides [information about the education system](#) of the canton of Zurich to newly immigrated families in Albanian, German, [English](#), Portuguese, Serbian/Croatian/Bosnian, Spanish, Tamil, and Turkish. This information is provided by teachers when they receive new pupils. Information is also available on the [courses HSK](#), translated into 17 languages, on intercultural facilitation and on many other issues that may be relevant to parents. One innovative source of information was presented in 2008, in form of an information-DVD on "Schools in the canton of Zurich". The DVD targets parents and was already translated into 11 languages:

Contacts and cooperation between teachers and parents are organised mainly in three different forms: (1) schools are obliged to organise open days allowing parents to visit classes; (2) teachers call upon parent-teacher meetings aiming mainly at informing parents; (3) teachers or parents can arrange one-to-one talks to develop mutual understanding and cooperation. If parents or

Different educational levels organise continued training and provide teachers with subjects related to teaching methods that take into account pupils' diversity.

teachers feel that there might be a communication obstacle due to local language knowledge or cultural priorities of parents, an intercultural facilitator can be invited to facilitate the meeting. The Office for Compulsory Education of the Education Department of the Canton of Zurich provides addresses of competent intercultural facilitators.

Question 9: Can you describe the financial implications regarding provisions available for immigrant pupils with SEN and their families?

Canton of Geneva

(see question 10 of the first part)

Canton of Zurich

The main idea behind QUIMS and other reform projects in the canton of Zurich was to disconnect support measures (including financing) from individual pupils and from the risk of labelling them as pupils with deficiencies. The current education reform aims at distributing the available resources according to the needs of schools, supporting therefore schools and teachers in their relatively demanding task.

Three complementary mechanisms were implemented to provide additional resources for schools with special needs:

1. The canton of Zurich has – on an empirical basis – developed a social index serving as a basis for financial resources distribution among municipalities. This social index aims at measuring the challenges of educating local pupils. Schools with the most challenges, in a certain municipality, get more resources (e.g. to form smaller classes or benefit from a bigger support for integrative education) than schools of municipalities where e.g. the social environment and parents' skills are a guarantee of social integration. For more information on the social index see [annex XIII](#).

2. Resources for supplementary (integrative) education in "German as a second language" (DaZ) are distributed according to the number of pupils in need of DaZ. Hence, schools with many pupils with German as a second language get more resources.

3. QUIMS schools get additional funds to those initially assigned to them, based on calculations of the social index and the DaZ-resources (see above). Each school obtains

an additional amount of CHF 10'000 per year and an additional amount per class depending on the percentage of foreign students of the school. The annual support is CHF 40'000 at maximum.

4. Support Measures

Question 10: Can you list the main problems faced by schools, teachers, pupils and families?

In the absence of specific research results for Geneva and Zurich to answer that question, we will list some of the most noted challenges faced by the mentioned stakeholder groups. However, challenges faced by schools are also of an institutional nature and need to be addressed by education policy-makers since they play a key role in providing a framework for promoting the establishment of integrative cultures, activities and structures.

1. School, Institutional Framework:

- Given the widely diverse education systems with a historical tradition of organising pupils into vicious homogeneous groups – schools have never had the opportunity of learning how to deal with heterogeneous groups, i.e. with immigrant pupils who speak another language or children with SEN.
- Specialised education is a highly developed domain and is almost independent from mainstream education (large personnel, financial resources and specialised institutions), which has led mainstream schools to not feeling responsible for pupils with deviations (who disturb classes).
- The assessment system in mainstream schools is mainly based on language related subjects and their grades (students are compared with each other and those below average fail and lose motivation). Students who fail have to repeat the class – a second repetition is often substituted by a transfer to a special class (especially in German speaking cantons of Switzerland).
- The selective assessment system starts very early in primary education – pupils are selected before they even have the chance to learn something e.g. the local language.
- Adapting teaching methods and disciplinary contents to the present society (multiperspectivity, multilingual didactics, and didactics of plurality).
- Providing effective school welcoming for pupils and their families.
- Providing families with school documents as well as all the documents needed to understand the school system, in the family languages.
- Moving from a highly monocultural to a multicultural and multilingual institution which takes into account the different sociocultural contexts.

2. Teachers:

Difficulties in:

- Communicating with pupils who do not know very well the language of the school.
- Taking into account the resources brought by pupils who have references other than those recognised by the system – tendency to think that pupils know nothing, because teachers are unaware of what is needed by the school in the context of immigration.

- Understanding the legitimacy of sociocultural implicit aspects other than those presented by the majority of the population – difficulty in realising that the relation of the minority to the culture of the school is different from that of the majority.
- Diversifying teaching methods in order to respond to pupils' different needs.
- Developing high tolerance regarding differences, especially in presence of special structures like specialised classes.
- Modifying the present social representations that often give a disparaging idea on migrant pupils and their families.
- Learning to teach pupils with little or no schooling experience.
- Promoting collaboration between teachers and specialists and between teachers and parents.

3. Pupils:

- Communication obstacles resulting from not knowing the language.
- Fatigue or protection strategies as a reaction to an environment of an unknown or poorly known language.
- Need of recognition in an environment where their own resources are not recognised and where immigrant pupils often get negative feed-backs and grades regarding their performance (due to an inhibited or extraverted, sometimes aggressive behaviour).
- Conflicts of loyalty between school and family norms.
- Difficulty in decoding the meaning given to activities and teaching.
- Expected rapid conformity to school norms independently of previous experiences.

4. Families:

- Communication obstacles.
- Understanding the school system with all its implicit cultural specificities.
- Often feeling disparaged.
- Finding school too prescriptive and not giving any particular importance to families' own expectations and needs.

Question 11: According to the existing local information, do you have results regarding support measures provided to/by the school, to/by the teachers and to the pupils? Please, give details.

Canton of Geneva

The following mechanisms are provided to resolve these questions :

A. Welcoming Initiatives

- Welcoming structures : infant and primary education;
- Introductory classes: secondary I education;

Canton of Zurich

The Office for Compulsory Education of the Education Department of the Canton of Zurich has very carefully monitored the QUIMS Project in its developments by inter alia requesting external evaluations.

A number of general results of the main evaluations (Interface, 2002; Sempert & Maag Merki, 2005; Rolff, 2006; Roos & Bos-

- Introductory classes: post-compulsory education;
- Translators – interpreters.

B. Initiatives introducing didactic changes in regular education, taking into account pupils' diversity (3 proposals taking place in a number of classes on primary education).

1) *Education and Openness to Languages in Schools (Education et Ouverture aux Langues à l'Ecole EOLE) – didactics of multilingualism (starting 2004).*

Documents for teachers and pupils of 4-12 years old, to promote the openness of all children to linguistic and cultural plurality and to recognise in schools pupils' family languages. (A school period per week is included in the primary education programme in Geneva). Its objective is to promote children's curiosity for languages and an interest in learning these languages, and to develop a multilingualistic culture, so essential in our times. Such perspective is still not sufficiently present in classes (Perregaux & al. 2003).

2) *History bags: bilingual books and links between family and school (starting 2008).*

A didactic proposal of introducing writing with the support of bilingual books (school language and family language) for children of 4-8 years old, the objective being to promote links between the family and the school when introducing writing. Pupils bring home, in turns, a bag containing a bilingual book (family language and school language), a CD with the story told in many languages, a game on the subject of the book, to be played with the family and a surprise. Parents are the partners in this project and participate especially in the fabrication of such *history bags* (Perregaux, 2006).

3) *Collaboration between Teachers of the language and culture of origin and permanent Teachers.*

In many classes of the canton, activities are conducted with the expertise of teachers speaking the language of the migrant community like Italian, Spanish, Portuguese and Albanian. These activities, such as storytelling and other exercises, are organised for the whole class and are not limited only to migrant pupils.

sard, 2007) have shown so far the following:

- the image of multicultural schools has improved; parents and the wider public have a better opinion of these schools;
- fields of activities are comprehensible and the learning of all children, not only those with immigrant backgrounds, has improved;
- teachers have improved their skills considerably;
- teachers have enhanced their cooperation and have developed common educational strategies.

However, evaluations also have noted some essential and rather critical issues to be considered in order to improve the support provided to immigrant pupils (with SEN) in the framework of QUIMS:

- support measures such as introduction, consulting, in-service teacher education, project management and especially the local QUIMS team and financial supplements are judged to be very good and crucial to achieve the necessary developments;
- not too many steps should be undertaken at the same time, but rather a few, targeted and followed-up activities;
- not all teacher have acquired the new professional understanding of the need to engage in school development. It is rather limited to few staff members, widely involved and engaged in a timely manner in the project.

Question 12: Please describe success factors and obstacles related to inclusive learning environment in a multicultural class.

Listing single factors might be interesting for the readers but is limited for educational practices. Factors positively influencing practices in one education system cannot be imported to another one, without adapting the factor in question and without assimilation procedures conducted by the receiving education system. It should always be remembered that education systems are not an accumulation of single factors but a configuration of interdependent factors. Nevertheless, we present some factors that in the specific contexts of Zurich and Geneva may be identified as success factors and obstacles.

Success Factors:

- supporting and enhancing the cooperation between all parents and school;
- integrative promotion of language L1 and L2, multilingualism and EOLE approaches;
- early detection of special needs and relevant services for preschool children and their families;
- courses in first language and culture of origin;
- courses in age-based heterogeneous groups/classes;
- availability of external support for schools, and not (only) for individual pupils with special educational needs (such as counselling, in-service teacher education, manuals, teaching material and resources promoting school development);
- initial and advanced training of teachers, specialised teachers and staff on support services (diagnostic, assessment skills, individualising learning in general, teamwork in an intercultural environment, school development, conflict resolution etc.);
- transition towards flexible selection in school enrolment, launching of individual development plans.

Obstacles:

- pre-schools for young children are often unavailable (it is rather the exception than the rule);
- inadequate teachers' ideas regarding immigrants and children with immigrant background;
- inadequate teachers' ideas regarding the knowledge of immigrant children;
- relatively high selective school systems with strict and narrow performance systems;
- the biggest support for SEN is directed towards individual pupils instead of supporting schools in their task of promoting all pupils;
- necessary reforms need time, support and resources.

Question 13: Can you provide references of any conducted or planned evaluation on this issue (if available)?

Canton of Geneva

Canton of Zurich

The canton of Zurich has studied very carefully its reforms by continuously evaluating the projects.

It has inter alia requested the following scientific evaluations:

- evaluation of the integrated service provided by courses in language and culture of origin in the school called Limmat A;
- 2 evaluations of RESA;
- 4 evaluations of QUIMS (for some of the results, see question 11 above).

All evaluation reports can be found on the website of the Ministry of Education of the canton of Zurich:

Evaluation Reports (in German): www.volksschulamt.zh.ch (rubric "Pädagogische Themen" → "QUIMS" → "QUIMS-Wissen" → "Evaluationen")

5. Assessment

Question 14: Can you describe the assessment tools used in order to identify the needs and capacities of immigrant pupils with SEN?

Question 15: Can you describe how obstacles such as the linguistic one are taken into consideration?

Canton of Geneva

As shown in question 7, the canton of Geneva has entrusted the Medico-Pedagogic Service with the responsibility of taking in charge children with difficulties. The Service establishes a dialogue with teachers who contact him, and with parents. Teachers who are part of the service are being on-the-job trained in specialised education, after their initial polyvalent training.

The Medico-Pedagogic Service provides as well logopedic treatments for children with linguistic difficulties. The assessment of the first language is carried out by speech therapists from the Service, who know some of the languages, which does not let them consider all the languages of pupils and their families. Translators are called upon when needed.

Canton of Zurich

In the canton of Zurich the organism responsible for school psychological services remains the municipalities (it will change soon) and hence cantonal regulations are weak – as it is often the case with specialised institutions. As a result, there are no standardised assessment tools, used by all school psychologists, which makes SEN assessment results largely depend on individual approaches chosen by these experts.

If pupils and/or parents do not have enough proficiency in the local language, school psychologists or other experts involved in assessing special needs may use language-free assessment tools, translated assessment tools, involve an interpreter or wait with certain assessments until linguistic barriers

Pupils can also benefit, according to their needs, from psychotherapies provided by this service or participate in groups taking in charge diagnosed difficulties. This service is also responsible for care centres for children with big difficulties.

The experience has shown that the decision to place a child into a specialised structure is taken later for immigrant pupils than for other children. It might be difficult to determine whether child's difficulties are a result of his need to adapt to the new context or from real learning difficulties.

are overcome.

However, in the framework of the RTP, the assessment still needs to be standardised (see part I, chapter 5, question 13 of this report).

Question 16: How does assessment take place when immigrant pupils with SEN enter the education system? What kind of documents (if any) are immigrant parents expected to bring from one country to another?

Canton of Geneva

See questions 15 and 7 above and part I, chapter 5, question 15 of this report.

Canton of Zurich

See questions 17 below and part I, chapter 5, question 15 of this report.

Question 17: Can you describe who is involved in the assessment procedure (role of schools, assessment services etc.)?

Canton of Geneva

See question 15 and 7 above.

Canton of Zurich

The decision on special schooling has been taken recently in a regulation on special education, adopted on July 11th, 2007, according to which parents, the teacher and – if necessary – other involved teachers or experts have to make a common decision on special education measures in the framework of a concerted school assessment procedure. An instruction to this procedure is outlined in a special brochure.

If the procedure leads to the common decision on the need of a special education measure, school authorities intervene in order to arrange for further assessments by school psychologists or other specialists.

An overview of these two procedures is outlined in [annex XII](#).

Conclusions and Recommendations

On the national level, wide differences in tolerance regarding diversity in school systems are noted: certain cantons (see figure 10) and even some communes (see figure 12) have a tendency to favour the separation of children as an institutional solution, while others prefer common schooling. The objective however, remains the same: integrate migrant pupils and pupils with SEN in conformity with international declarations and according to the Federal Constitution of the Swiss Federation and EDK's Recommendations for the Education of Children of foreign language background. It becomes clear that *before talking to children, it is important to look at the institutions and their way of taking into account the present diversity of the school population.*

As for the situation in Geneva, the canton with the biggest migrant population of Switzerland, it has reviewed the issue of *welcoming structures in primary education*. The school system is going through many changes, and institutions schooling a large number of pupils of disadvantaged socioeconomic backgrounds (where many migrant pupils live) are part of the Priority Education Network (Réseau d'Éducation Prioritaire REP) where pupils are surrounded better than in other institutions.

The report on the canton of Zurich demonstrates how *a paradigm shift from supporting individual pupils with SEN towards supporting "schools with SEN"* may be implemented. In the past, the highly selective education system of the canton of Zurich, with its early and narrow performance assessment and diverse separation services for pupils with SEN, including immigrant pupils, has lead teachers and other stakeholders to believe that they are not in charge of teaching children with SEN, and to consider all children who have not been socialised in a "middle-class" Swiss environment as children with SEN. For these pupils, special needs education has been the solution. Now, with the QUIMS project (Quality in Multicultural Schools) and other reform measures not outlined in details in the present report, this kind of thinking and its resulting practices will have to be dealt with. QUIMS aims at *supporting schools* in achieving high performance of all pupils, providing equal chances in education, and promoting integration of all pupils in mainstream schools. The project identifies schools (not students) that are in need of special support. The Ministry of Education then provides adequate support to these schools, in form of additional financial resources, training and consulting as well as supplementary material. Experiences so far have shown that the approach has improved considerably the quality of multicultural schools. However, it has become evident also, that the learning processes which schools need to go through in order to be able to address the special needs of their pupils and parents, require time, a lot of time (see also Gomolla, 2005).

The data collected for the present report and the answers to the questions of the European Agency for Development in Special Needs Education project group (see [Annex I](#)), will serve as a basis for the conclusions and recommendations presented in the following sections, regarding the 5 core questions under consideration by the project. These recommendations are addressed mainly to decision-makers in Switzerland. However, they may also be of an interest to other stakeholders in the Swiss education system, when reviewing and improving practices related to immigrant pupils with SEN. Finally, this last chapter of the Country Report Switzerland may help other members of the European Agency for Development in Special Needs Education to review their own current policies and practices.

1. Population

Switzerland, on the one hand, has a long tradition with immigrants and hence extensive experience in educating and integrating pupils with immigrant backgrounds. On the other hand, special needs education has been playing an important role in the Swiss education system

for a long time, which has resulted in the creation of various special structures in the education system, in most of the cantons.

However, defining pupils with SEN as well as pupils with immigrant background is not that simple. Given that it largely depends on the way this target population is viewed from the theoretical perspective, a wide diversity of definitions have emerged regarding pupils with SEN and/or pupils with immigrant background.

- From an individual-centred perspective, SEN are specificities or problems of individual pupils.
- From a socio-cultural perspective, SEN are difficulties related to pupils' families, their socio-economic situation and/or their cultural (including linguistic) background.
- From an interactive perspective, SEN are the result of labelling processes practiced by teachers and other stakeholders in education.
- And from an institutional perspective, SEN are defined as needs for which the school system prepares provisions or treatments considered to be special.

All the above definitions explain certain aspects of SEN and show why immigrant pupils may be defined as having them. However, the wide differences between the Swiss cantons and the changes over time indicate that determining immigrant pupils with SEN is mainly a matter of constructing and defining deviations, labelling pupils accordingly and providing a "special" treatment for them. Nevertheless, professionals and especially experts in special needs education often view SEN only/mainly as a specificity of individual pupils and their families.

As a result of this multi-perspective definition problem, the only common agreement regarding immigrant pupils with SEN is related to the kind of treatment or the schooling they receive, the languages they speak or the places they have lived in. However, determining the appropriate education for all should start by defining pupils according to their learning needs ("special" for each and every pupil) and by providing mainstream schools with adequate structures and enough resources.

Recommendations on Population

1. All stakeholders in education and politics should study carefully the appropriate definition and the issue of labelling immigrant pupils with SEN. It may vary considerably according to different challenges and contexts.

2. Data

Data available on immigrant pupils and on pupils with SEN in Switzerland, on a national level, is relatively comprehensive regarding pupils educated in special schools and special classes in compulsory education. However, four problems in terms of data remain unsolved:

- Data on immigrant pupils on the national level is related only to students with nationalities other than the Swiss one or speaking languages at home other than the school language. Statistics on immigrant pupils usually cover second and third generation pupils who may be well integrated in terms of culture and language, but they do not cover for example the first generation pupils who applied for Swiss nationality early after their immigration to Switzerland.
- Data on the socio-economic background of pupils is generally difficult to collect. It is only available from a few surveys and thus not included into the national statistics. Therefore, there is a preference for categorising pupils according to their nationality, first language or place of schooling (e.g. in a special school) instead of choosing an empirical and more relevant categorisation according to the socio-economic background of pupils.

- Data on pupils with SEN for pre-school, upper secondary education, and tertiary education levels is lacking.
- Data on pupils receiving special education in integrated settings is yet unavailable on the national level. Although some cantons collect such information it still lacks coordination.

However, the absence of data mentioned in the last two points has been taken into consideration and the Swiss Federal Statistical Office (SFSO) in cooperation with the Swiss Institute for Special Needs Education (SZH) is currently addressing jointly issues related to pupils with SEN. However, the collection of data on pupils with SEN will always be limited due to the wide variety of definitions of SEN.

Recommendations on Data

2. Collection, analysis, and publication of wide range data on immigrant pupils with SEN on the national level should be sustained. In addition, work on the identified lack of data should continue.

3. Provisions

General policies such as the Federal Constitution of the Swiss Federation or recommendations of the Swiss Conference of Cantonal Ministers of Education (EDK) stress on the basic principles of education such as human rights, non-discrimination, equal opportunities for all pupils, the need of special support to children and youth at risk, integration of pupils into mainstream schools whenever possible and the importance of provisions allowing immigrant pupils to preserve their language and culture of origin. However, the translation of those principles into specific provisions at the cantonal level (knowing that cantons are sovereign in principal, in providing compulsory education) has varied considerably (see for example [annex X](#)) and has resulted into a long list of historically developed rather uncoordinated provisions.

As for provisions regarding pupils with SEN and pupils with immigrant background, two general rules emerge: (1) provisions for pupils with SEN also provided to immigrant pupils; (2) provisions for immigrant pupils (such as language acquisition support) only available for pupils with immigrant background.

All currently available provisions have been progressively introduced into the education system over the last 150 years (few of them disappeared during that period). In most of cases every new provision aimed at introducing a new structure (e.g. new school, class, group of pupils) and establishing new categories of specialists, other than the teacher of mainstream schools. This has led to two general problems of the integrative function of schools:

- an increasing percentage of pupils are educated outside mainstream classes (4.3 % in 1980; 6.2 % in 2002) whereas immigrant pupils are increasingly overrepresented and hence have SEN, which increases segregation and exclusion mainly of immigrant pupils;
- as a result, mainstream schools have not had the chance to learn how to deal with a heterogeneous school population, which has limited mainstream schools' tolerance and capacities for handling diversity.

Only in recent years, more emphasis has been made on integrative approaches, aiming at enhancing mainstream schools' capacities of coping with diversity. Therefore, services tend to be provided for schools and school personnel (see paragraph 4 "support measures" below) rather than be directed towards the creation of structures in charge of certain labelled individual pupils. The primary results can already be seen in statistical data (the percentage of pupils educated outside mainstream classes has decreased from 6.2 % in 2002 to 5.8 % in 2006) however the differences between the Swiss cantons are still very large.

Undoubtedly, most immigrant pupils, especially those from socio-economic disadvantaged families, have to make much more efforts than local pupils, in order to cope with the monolingual middle-class school. Their parents as well are in need of services different from those provided to local parents. As a result, special provisions have been developed for immigrant pupils and their parents. However, they need to be carefully reviewed and further developed in order to really meet the needs of these target groups.

Looking at the numerous provisions currently available in the 26 Swiss education systems for pupils with SEN and immigrant pupils and their families, the following challenges need to be addressed:

- the numerous current provisions often lack coordination and are mainly outside the framework of mainstream classes; many of the services are oriented towards regulating instead of responding to pupils' and parents' needs (e.g. "a max of 3 hours per week" or "max during 3 years").
- due to an increasing number of special structures, specialised professionals, and diverse provisions, there is a need for more coordination, cooperation and adequate resources, often unavailable;
- school population varies considerably from one school to another, leading to differences requiring special provisions;
- professionals are often unprepared for dealing with heterogeneous learning groups, i.e. neither with pupils with SEN nor with immigrant pupils and their parents' special needs;
- multilingual pupils with a cultural background other than the one in middle-class schools are especially in need of provisions such as new approaches to language learning (appreciating the multilingualism of classes) or specific provisions regarding pupils and families not yet acquainted with the local (school) culture, norms and values (see paragraph 4 "support measures").

Recommendations on Provisions

3. The increasing number of special provisions needs careful evaluation. Provisions have to reflect a comprehensive concept and coordination has to be strictly regulated. Normally, services should be provided in integrative settings and in the future, provisions should not be of a "special" nature (every child is special ...).
4. Sufficient resources should be provided to professionals in education for coordination and collaboration.
5. Provisions should be relevant to the context, e.g. schools in urban areas may be in need of provisions different from those of schools in rural areas.
6. Professionals need careful preparation to deal with heterogeneous learning groups. Hence, pre-service as well as in-service teacher education should be directed towards inclusive approaches, flexible teaching methodologies, differentiated assessments of school performance, intercultural skills and language awareness, and cooperation with parents.

4. Support Measures

Given that special needs education leads to a (negative) labelling of pupils and that the services provided outside mainstream classes contribute to segregation and exclusion, the support provided for special needs has been recently reviewed. Some education systems in Switzerland have been trying to turn away from supporting individual pupils (with "special needs"), towards providing support to school classes and schools facing special challenges

in educating their pupils. One of the examples demonstrating this shift of paradigm is the canton of Zurich, outlined in part II of the present report.

Of course, there are other education systems in Switzerland (such as the mentioned examples of Ticino or Geneva) and many individual schools have developed already alternative approaches to replace the traditional practice of diagnosing “handicaps” or “deficiencies” of pupils in order to treat them in a separate school structure. This knowledge available in the education systems should be disseminated in order to continue improving support measures that promote inclusive education.

Recommendations on Support Measures

7. The new developed and implemented support measures and school models aiming at improving inclusive practices should be carefully evaluated. Successful approaches should be promoted and their transfer to schools with similar situations should be facilitated.
8. As for the challenges related to culturally and linguistically heterogeneous learning groups, various promising approaches have been developed so far and need to be further supported and promoted (such as promotion of language awareness, intercultural and antiracist education, cooperation with intercultural mediators, integrated HSK, intensified literacy support, welcoming of immigrant families).
9. Support measures should be directed more towards special needs of schools providing education for different pupils (with SEN and/or immigrant background) rather than towards special needs of individual pupils. Such support measures should help schools in developing diversity policies and strategies aiming at acknowledging and integrating the special resources and needs of all pupils and their families, including those with SEN and immigrant background. The aim should be to offer high Quality Education for All.
10. Support measures should also be directed towards other policy areas (such as general public integration strategies) and towards better integrative school structures, reviewed curricula, differential teaching material and alternative performance assessment.
11. More research on structures and processes related to selective and discriminating practices in education is needed to establish sufficient empirical basis for any additional necessary reform decisions on effective support measures.

5. Assessment

The report has clearly shown that SEN are not just specificities of individual pupils but that they are closely linked to the special provisions available in an education system. This should be taken into consideration when assessing SEN.

However, SEN assessment is not limited to a specific time period of school’s life, whenever SEN experts choose to assess special needs. Many practices in mainstream classes may contribute to pupils’ (with immigrant background) incapacity or refusal of rules and performance expectations of mainstream classes and their teachers (which leads to their identification as having special needs). Pupils may be insufficiently supported to achieve the level of expected performance, performance expectations may be inappropriate, or some pupils may be disturbing (the teacher and/or the classmates) as a reaction to e.g. permanent negative feedbacks (like bad marks) and unappreciation of their resources.

Assessing SEN is therefore much more than just testing individual pupils.

Recommendations on Assessment

12. Assessment procedures in schools should aim more at identifying individual learning needs instead of comparing pupils with each other.
13. The peer-group-oriented, summative and selective assessments in mainstream schools should be limited to those school events when school is implementing its selection tasks, assigning pupils to different tracks of different proficiency levels and hence influencing their future life opportunities. In Switzerland, this practice takes place in most of the cantons when pupils enter the lower secondary level, divided into different proficiency tracks (what still is quite early compared to education systems in other countries).
14. Special learning and support needs should be assessed from different perspectives, by professionals, affected children and parents. For pupils with immigrant background, an assessment conducted by a cultural mediator may be of a crucial importance.

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Some Links to Selected Legislations, Regulations, and Institutions

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[Federal Constitution of the Swiss Federation of April 18th, 1999 \(as amended until October 15th, 2002\)](#)

[Department for Public Instruction of the Canton of Geneva](#)

[Office for Compulsory Education of the Education Department of the Canton of Zurich](#)

[Swiss Federal Office for Statistics](#)

[Statistical Office of the Canton of Geneva](#)

[Statistical Office of the Canton of Zurich](#)

Publications of the EDK on “Education and Migration”

In French and German:

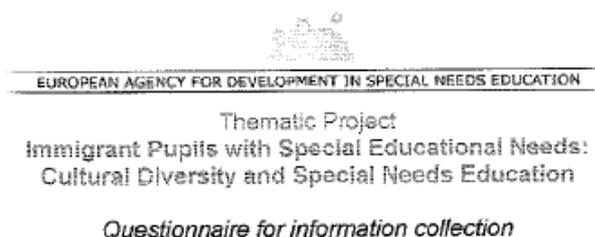
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Annexes

Annex I: Questionnaire for Information Collection



The present document aims to be used as a working tool for the analysis we will conduct together. It takes into consideration reflections, comments and proposals suggested by the experts' group meeting in Malmö, in December 2006.

We need to keep in mind a few general considerations:

- 1) Immigration is a sensitive area, with negative connotations. During our meetings, it was highlighted that migration has always been part of our society. It should not be perceived as a problem but as a source of enrichment for our society and our education systems, when differences are taken into account and respected and when adequate responses are provided.
- 2) Some general data are available regarding immigrant pupils, but data related to immigrant pupils with special educational needs are missing. One of the project's objectives is to provide some relevant and reliable information on this topic. But, we are all aware, and it was raised again in Malmö, that data collection will be difficult.
- 3) An operational definition was provided as a result of the meeting in Brussels (September 2006). A slight change was suggested, taking into account the possible negative confusion or misunderstanding related to the terms "cultural diversity". The three elements listed are general parameters and, more specifically, the ones under the second bullet below are to be taken in a very open way as fully or partly corresponding to the population concerned in the different countries. One of the questions inserted in the questionnaire is precisely focused on the type of population considered by the different countries. Our analysis will deal with:
 - pupils with all types of SEN (with a particular attention to be paid to those with learning disabilities)
 - and who are immigrants in the sense of: i) originating or his/her family originating from another country; ii) using a different or similar language as the host country; iii) with or without the nationality of the host country, and, iv) with/without a low educational and economic background
 - and who experience a different cultural background from the host country.

The *Questionnaire* includes the core relevant information to be provided by all countries involved. It concerns information:

- At local level
- To be collected by the nominated experts
- Related to pupils in mainstream education (primary, lower secondary and in some countries, even first years of pre-primary education)

Five issues are considered: targeted population; existing data; available provisions; types of support measures and general assessment procedures. These five issues will still be the basis: a) for the practical analysis to be conducted in the different locations where we will have the opportunity to discuss them with the professionals in situ; b) to have a common general overview of the situation in the different countries involved.

Further, each of the five issues can be detailed in a more extensive way at a national level. This is an optional additional task for the countries willing to provide more information.

| Questionnaire- Local information (General questions to be completed by all countries involved in the thematic project) | Questionnaire- National information (optional) |
|---|---|
| <p>1. Population</p> <p>Q1. Short description of the population concerned by this analysis. Please use as a reference, globally or partly, the operational definition discussed in Brussels.</p> | <p>1. Population</p> <p>Q.1. National definition of immigrants (if any)</p> <p>Q.2. Detailed description of types and characteristics of the immigrant population in your country.</p> |
| <p>2. Data (related to pupils in compulsory education, school year 2005/2006)</p> <p><u>General data:</u> Q.2. Data concerning number of immigrant pupils.</p> <p><u>Specific data:</u> Q.3. Data concerning number and % of immigrant pupils with SEN in mainstream schools, compared to number and % of non-immigrant pupils with SEN in mainstream schools.</p> <p>Q.4. Data concerning number and % of immigrant pupils with SEN in special schools, compared to number and % of non-immigrant pupils with SEN in special schools.</p> <p>Q.5. If no data are available, what is the reason for lack of information?</p> | <p>2. Data (related to pupils in compulsory education, school year 2005/2006)</p> <p><u>General data:</u> Q.3. Number of immigrant pupils.</p> <p><u>Specific data:</u> Q.4. Number and % of immigrant pupils with SEN in mainstream schools, compared to number and % of non-immigrant pupils with SEN in mainstream schools.</p> <p>Q.5. Number and % of immigrant pupils with SEN in special schools, compared to number and % of non-immigrant pupils with SEN in special schools.</p> <p>Q.6. If no data are available, what is the reason for lack of information?</p> |
| <p>3. Provisions¹</p> <p>Q.6. Which types of educational provisions are offered to immigrant pupils and their families?</p> <p>Q.7. Which services are responsible for and how do they co-operate? To which extent do these provisions differ from the ones provided to the local population?</p> | <p>3. Provisions</p> <p>Q.7. National legislation, regulations and/or existing recommendations in relation to immigrant pupils with SEN and their families.</p> <p>Q.8. Which services are involved and how do they co-operate?</p> <p>Q.9. Describe in which way services provide information to parents and to which extent families are involved.</p> |

¹ In the sense of general available actions or measures offered to families or individuals.

EUROPEAN AGENCY FOR DEVELOPMENT IN SPECIAL NEEDS EDUCATION

| | |
|---|--|
| <p>Q.8. Describe in which way services provide information to parents and to which extent families are involved.</p> <p>Q.9. Can you describe the financial implications regarding provisions available to immigrant pupils with SEN and their families?</p> | <p>Q.10. Can you describe the financial implications regarding provisions available to immigrant pupils with SEN and their families?</p> |
| <p>4. Support measures</p> <p>Q.10. Can you list the main problems faced by schools, teachers, pupils and families.</p> <p>Q.11. According to the existing local information, do you have results regarding support measures provided to/by the school, to/by the teachers and to the pupils? Please, detail them.</p> <p>Q.12. Please, describe success factors and obstacles related to inclusive learning environment in the frame of a multi-cultural class.</p> <p>Q.13. Can you provide references to some conducted or planned evaluation on this issue (if any)?</p> | <p>4.Support measures</p> <p>Q.11. According to the existing national information, do you have results regarding support measures provided to/by the school, to/by the teachers and to the pupils? Please, detail them.</p> <p>Q.12. Can you provide references to some conducted or planned evaluation on this issue (if any)?</p> |
| <p>5. Assessment</p> <p>Q.14. Can you describe the assessment tools used in order to identify the needs and abilities of immigrant pupils with SEN?</p> <p>Q.15. Can you describe how barriers such as the linguistic one are taken into consideration?</p> <p>Q.16. How does assessment take place when immigrant pupils with SEN enter the educational system. What kind of documents (if any) are immigrant parents expected to bring from one country to another?</p> <p>Q.17. Can you describe who is involved in the assessment procedure (role of schools, assessment services, etc)?</p> | <p>5.Assessment</p> <p>Q.13. Can you describe the assessment tools used in order to identify the needs and abilities of immigrant pupils with SEN?</p> <p>Q.14. Can you describe how barriers such as the linguistic one are taken into consideration?</p> <p>Q.15. How does assessment take place when immigrant pupils with SEN enter the educational system. What kind of documents (if any) are immigrant parents expected to bring from one country to another?</p> <p>Q.16. Can you describe who is involved in the assessment procedure (role of schools, assessment services, etc)?</p> |

VS/ December 2006

Annex II: Structure of the Population in Switzerland, 1900-2000

Structure of the Resident Population in Switzerland 1900-2000. (Beginning of December) in 1000

T 1.2.1.2.1

| | 1900 | 1910 | 1920 | 1930 | 1941 | 1950 | 1960 | 1970 | 1980 | 1990 | 2000 |
|--------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| Switzerland total | 3'315.4 | 3'753.3 | 3'880.3 | 4'066.4 | 4'265.7 | 4'715.0 | 5'429.1 | 6'269.8 | 6'366.0 | 6'873.7 | 7'288.0 |
| Male | 1'627.0 | 1'845.5 | 1'871.1 | 1'958.3 | 2'060.4 | 2'272.0 | 2'663.4 | 3'089.3 | 3'114.8 | 3'390.2 | 3'567.6 |
| Female | 1'688.4 | 1'907.8 | 2'009.2 | 2'108.1 | 2'205.3 | 2'443.0 | 2'765.6 | 3'180.5 | 3'251.1 | 3'483.5 | 3'720.4 |
| Swiss | 2'932.0 | 3'201.3 | 3'477.9 | 3'710.9 | 4'042.1 | 4'429.5 | 4'844.3 | 5'189.7 | 5'421.0 | 5'628.3 | 5'792.5 |
| Foreigners | 383.4 | 552.0 | 402.4 | 355.5 | 223.6 | 285.4 | 584.7 | 1'080.1 | 945.0 | 1'245.4 | 1'495.5 |
| Cities 1) | ... | ... | ... | 1'453.2 | 1'632.1 | 2'044.0 | 2'785.0 | 3'613.8 | 3'914.9 | 4'737.4 | 5'345.5 |
| Male | ... | ... | ... | ... | ... | ... | 1'331.0 | 1'747.2 | 1'878.6 | 2'311.2 | 2'597.7 |
| Female | ... | ... | ... | ... | ... | ... | 1'453.9 | 1'866.6 | 2'036.3 | 2'426.1 | 2'747.8 |
| Swiss | ... | ... | ... | ... | ... | ... | 2'412.3 | 2'870.3 | 3'202.7 | 3'739.7 | 4'093.6 |
| Foreigners | ... | ... | ... | ... | ... | ... | 372.7 | 743.4 | 712.2 | 997.6 | 1'251.9 |
| Rural 1) | ... | ... | ... | 2'613.2 | 2'633.6 | 2'671.0 | 2'644.1 | 2'656.0 | 2'451.1 | 2'136.3 | 1'942.6 |
| Male | ... | ... | ... | ... | ... | ... | 1'332.4 | 1'342.2 | 1'236.2 | 1'079.0 | 969.9 |
| Female | ... | ... | ... | ... | ... | ... | 1'311.7 | 1'313.9 | 1'214.9 | 1'057.3 | 972.7 |
| Swiss | ... | ... | ... | ... | ... | ... | 2'432.0 | 2'319.4 | 2'218.3 | 1'888.5 | 1'698.9 |
| Foreigners | ... | ... | ... | ... | ... | ... | 212.0 | 336.6 | 232.8 | 247.8 | 243.7 |
| Civil Status | | | | | | | | | | | |
| single | 2'013.7 | 2'260.0 | 2'281.2 | 2'258.3 | 2'196.8 | 2'334.3 | 2'607.2 | 2'836.9 | 2'769.5 | 2'895.7 | 3'064.7 |
| married | 1'081.7 | 1'252.9 | 1'337.7 | 1'530.1 | 1'748.5 | 2'029.3 | 2'431.8 | 2'978.8 | 3'011.8 | 3'266.9 | 3'400.4 |
| widowed | 205.6 | 220.6 | 234.3 | 240.8 | 264.1 | 279.5 | 300.5 | 336.4 | 379.5 | 415.5 | 414.9 |
| divorced | 14.4 | 19.9 | 27.2 | 37.2 | 56.3 | 71.9 | 89.6 | 117.7 | 205.2 | 295.5 | 407.9 |
| Age | | | | | | | | | | | |
| 0-14 | 1'028.5 | 1'173.3 | 1'083.3 | 998.3 | 943.7 | 1'110.7 | 1'275.0 | 1'466.6 | 1'221.6 | 1'158.4 | 1'244.7 |
| 15-19 | 315.5 | 356.5 | 386.9 | 363.1 | 340.4 | 327.8 | 427.1 | 450.6 | 511.7 | 423.1 | 421.0 |
| 20-39 | 1'031.1 | 1'166.3 | 1'197.3 | 1'337.0 | 1'365.3 | 1'371.9 | 1'574.1 | 1'905.0 | 1'951.5 | 2'221.5 | 2'141.1 |
| 40-64 | 747.1 | 839.4 | 985.8 | 1'088.1 | 1'251.3 | 1'451.3 | 1'598.7 | 1'733.1 | 1'799.2 | 2'081.7 | 2'362.3 |
| 65-79 | 176.2 | 196.6 | 202.2 | 251.0 | 325.8 | 397.6 | 470.1 | 603.2 | 711.5 | 734.4 | 820.1 |
| 80 and more | 17.1 | 21.1 | 24.8 | 28.8 | 39.3 | 55.6 | 84.2 | 111.3 | 170.4 | 254.5 | 298.9 |
| Age, in % | | | | | | | | | | | |
| 0-14 | 31.0 | 31.3 | 27.9 | 24.6 | 22.1 | 23.6 | 23.5 | 23.4 | 19.2 | 16.9 | 17.1 |
| 15-19 | 9.5 | 9.5 | 10.0 | 8.9 | 8.0 | 7.0 | 7.9 | 7.2 | 8.0 | 6.2 | 5.8 |
| 20-39 | 31.1 | 31.1 | 30.9 | 32.9 | 32.0 | 29.1 | 29.0 | 30.4 | 30.7 | 32.3 | 29.4 |
| 40-64 | 22.5 | 22.4 | 25.4 | 26.8 | 29.3 | 30.8 | 29.4 | 27.6 | 28.3 | 30.3 | 32.4 |
| 65-79 | 5.3 | 5.2 | 5.2 | 6.2 | 7.6 | 8.4 | 8.7 | 9.6 | 11.2 | 10.7 | 11.3 |
| 80 and more | 0.5 | 0.6 | 0.6 | 0.7 | 0.9 | 1.2 | 1.6 | 1.8 | 2.7 | 3.7 | 4.1 |

1) According place of jurisdiction

Bundesamt für Statistik, VZ

Auskunft: 032 713 61 11, info.census@bfs.admin.ch

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Annex III: Structure of the Population in Switzerland, 1999-2006

Structure of the Resident Population in Switzerland 1999-2006 (in 1000)

T 1.2.1.2.2

| | 1999 | | | 2000 | | | 2001 | | |
|---------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Total | 7'164.4 | 3'500.7 | 3'663.7 | 7'204.1 | 3'519.7 | 3'684.4 | 7'255.7 | 3'544.3 | 3'711.3 |
| Nationality | | | | | | | | | |
| Swiss | 5'757.8 | 2'751.5 | 3'006.4 | 5'779.7 | 2'762.6 | 3'017.1 | 5'808.1 | 2'776.4 | 3'031.7 |
| Foreigner | 1'406.6 | 749.2 | 657.4 | 1'424.4 | 757.1 | 667.3 | 1'447.6 | 768.0 | 679.6 |
| Civil Status | | | | | | | | | |
| single | 3'014.8 | 1'580.4 | 1'434.4 | 3'037.0 | 1'591.5 | 1'445.4 | 3'048.5 | 1'606.4 | 1'442.1 |
| married | 3'319.8 | 1'680.9 | 1'638.9 | 3'335.1 | 1'688.7 | 1'646.4 | 3'380.0 | 1'697.0 | 1'683.1 |
| widowed | 417.2 | 71.1 | 346.1 | 417.3 | 71.4 | 345.9 | 410.5 | 69.3 | 341.2 |
| divorced | 412.6 | 168.2 | 244.3 | 414.6 | 168.0 | 246.6 | 416.6 | 171.7 | 245.0 |
| Age | | | | | | | | | |
| 0-19 | 1'663.9 | 855.7 | 808.1 | 1'664.4 | 856.0 | 808.3 | 1'642.8 | 842.0 | 800.8 |
| 20-39 | 2'093.0 | 1'045.9 | 1'047.1 | 2'080.8 | 1'038.6 | 1'042.2 | 2'091.5 | 1'046.5 | 1'045.0 |
| 40-64 | 2'313.3 | 1'156.1 | 1'157.2 | 2'349.8 | 1'174.2 | 1'175.5 | 2'390.2 | 1'194.8 | 1'195.5 |
| 65-79 | 810.8 | 351.0 | 459.8 | 817.8 | 355.6 | 462.2 | 824.8 | 360.0 | 464.8 |
| 80 and more | 283.5 | 91.9 | 191.6 | 291.4 | 95.3 | 196.1 | 306.4 | 101.1 | 205.3 |
| 2002 | | | | | | | | | |
| | Total | Male | Female | Total | Male | Female | Total | Male | Female |
| Total | 7'313.9 | 3'575.0 | 3'738.8 | 7'364.1 | 3'601.5 | 3'762.6 | 7'415.1 | 3'628.7 | 3'786.4 |
| Nationality | | | | | | | | | |
| Swiss | 5'836.9 | 2'792.9 | 3'043.9 | 5'863.2 | 2'808.6 | 3'054.7 | 5'890.4 | 2'823.9 | 3'066.5 |
| Foreigner | 1'477.0 | 782.1 | 694.9 | 1'500.9 | 793.0 | 708.0 | 1'524.7 | 804.8 | 719.9 |
| Civil Status | | | | | | | | | |
| single | 3'076.9 | 1'622.7 | 1'454.2 | 3'103.1 | 1'637.1 | 1'465.9 | 3'130.8 | 1'652.4 | 1'478.4 |
| married | 3'398.1 | 1'705.4 | 1'692.7 | 3'410.0 | 1'711.4 | 1'698.7 | 3'417.9 | 1'715.5 | 1'702.4 |
| widowed | 409.1 | 69.5 | 339.7 | 407.9 | 69.7 | 338.2 | 407.4 | 70.3 | 337.0 |
| divorced | 429.7 | 177.4 | 252.3 | 443.1 | 183.3 | 259.8 | 459.0 | 190.4 | 268.6 |
| Age | | | | | | | | | |
| 0-19 | 1'642.8 | 842.9 | 799.9 | 1'641.8 | 842.7 | 799.0 | 1'639.0 | 841.4 | 797.6 |
| 20-39 | 2'086.8 | 1'043.0 | 1'043.7 | 2'072.6 | 1'035.1 | 1'037.5 | 2'056.0 | 1'026.4 | 1'029.6 |
| 40-64 | 2'441.8 | 1'221.2 | 1'220.7 | 2'493.0 | 1'247.5 | 1'245.6 | 2'545.8 | 1'274.9 | 1'270.9 |
| 65-79 | 829.7 | 364.1 | 465.6 | 837.2 | 369.5 | 467.7 | 846.2 | 376.0 | 470.2 |
| 80 and more | 312.8 | 103.8 | 209.0 | 319.6 | 106.7 | 212.8 | 328.1 | 110.1 | 218.0 |
| 2005 | | | | | | | | | |
| | Total | Male | Female | Total | Male | Female | | | |
| Total | 7'459.1 | 3'652.5 | 3'806.6 | 7'508.7 | 3'679.4 | 3'829.4 | | | |
| Nationality | | | | | | | | | |
| Swiss | 5'917.2 | 2'839.0 | 3'078.2 | 5'954.2 | 2'858.7 | 3'095.5 | | | |
| Foreigner | 1'541.9 | 813.5 | 728.5 | 1'554.5 | 820.6 | 733.9 | | | |
| Civil Status | | | | | | | | | |
| single | 3'155.4 | 1'666.5 | 1'488.9 | 3'184.9 | 1'683.2 | 1'501.8 | | | |
| married | 3'416.8 | 1'715.4 | 1'701.4 | 3'415.5 | 1'715.3 | 1'700.3 | | | |
| widowed | 406.7 | 70.4 | 336.3 | 406.9 | 71.1 | 335.8 | | | |
| divorced | 480.2 | 200.2 | 280.0 | 501.4 | 209.9 | 291.6 | | | |
| Age | | | | | | | | | |
| 0-19 | 1'634.3 | 839.4 | 794.9 | 1'629.8 | 837.5 | 792.4 | | | |
| 20-39 | 2'037.7 | 1'017.0 | 1'020.7 | 2'023.8 | 1'010.3 | 1'013.5 | | | |
| 40-64 | 2'594.6 | 1'300.3 | 1'294.3 | 2'638.4 | 1'323.0 | 1'315.5 | | | |
| 65-79 | 856.0 | 382.3 | 473.7 | 870.8 | 391.6 | 479.2 | | | |
| 80 and more | 336.4 | 113.4 | 223.0 | 345.9 | 117.1 | 228.8 | | | |

Bundesamt für Statistik, ESPOP

Auskunft: Informationszentrum, Sektion Demografie und Migration, 032 713 67 11, info.dem@bfs.admin.ch

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Annex IV: Resident Population in Switzerland by Nationality, 1850-2006

petra-101-02 **Population résidante selon le sexe et la nationalité par pays, de 1850 à 2006**

| Sexe/Nationalité | 1850 | 1860 | 1870 | 1880 | 1890 | 1910 | 1920 | 1930 | 1941 | 1950 | 1960 | 1970 | 1980 |
|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Total 1) | 2 392 740 | 2 510 484 | 2 656 001 | 2 631 787 | 2 917 764 | 3 316 443 | 3 783 233 | 3 800 320 | 4 265 703 | 4 714 992 | 5 429 061 | 6 289 733 | 6 365 960 |
| Hommes | 1 161 911 | 1 236 362 | 1 304 633 | 1 394 626 | 1 417 674 | 1 645 629 | 1 871 123 | 1 958 349 | 2 090 399 | 2 272 026 | 2 663 432 | 3 089 326 | 3 114 812 |
| Femmes | 1 210 829 | 1 274 132 | 1 350 168 | 1 437 161 | 1 500 180 | 1 668 418 | 1 907 764 | 2 009 187 | 2 105 051 | 2 442 967 | 2 765 629 | 3 190 407 | 3 251 148 |
| Suisse(s) | 2 321 170 | 2 386 511 | 2 518 240 | 2 635 067 | 2 686 104 | 2 932 019 | 3 201 262 | 3 477 935 | 3 710 878 | 4 042 149 | 4 429 546 | 5 189 707 | 5 420 966 |
| Hommes | 1 171 486 | 1 229 324 | 1 282 315 | 1 282 315 | 1 302 964 | 1 427 140 | 1 560 319 | 1 694 406 | 1 801 779 | 1 963 738 | 2 155 268 | 2 332 772 | 2 584 902 |
| Femmes | 1 224 025 | 1 288 916 | 1 382 752 | 1 382 752 | 1 385 140 | 1 504 878 | 1 640 933 | 1 783 530 | 1 909 099 | 2 078 411 | 2 274 278 | 2 851 935 | 2 836 064 |
| Etrangers 1) | 71 570 | 114 963 | 150 907 | 211 036 | 229 650 | 383 424 | 582 011 | 402 385 | 355 522 | 223 554 | 285 446 | 584 738 | 1 080 076 |
| Hommes | 64 876 | 75 509 | 112 311 | 114 610 | 199 896 | 286 180 | 176 718 | 159 570 | 98 061 | 116 757 | 330 680 | 602 955 | 529 810 |
| Femmes | 50 107 | 75 386 | 98 724 | 116 040 | 193 539 | 286 831 | 225 607 | 199 852 | 126 893 | 168 689 | 254 079 | 477 121 | 416 064 |
| Europe | 71 400 | 114 400 | 149 300 | 209 600 | 229 145 | 380 718 | 547 447 | 398 458 | 218 550 | 271 948 | 552 725 | 1 042 372 | 869 958 |
| Pays de l'UE/AELE 2) | ... | ... | ... | ... | ... | 373 693 | 531 638 | 330 607 | 205 859 | 255 898 | 537 638 | 975 534 | 780 462 |
| Allemagne | 28 316 | 47 792 | 57 245 | 95 262 | 112 342 | 168 454 | 219 530 | 148 833 | 78 274 | 55 437 | 89 406 | 118 289 | 67 813 |
| France | 29 894 | 46 534 | 62 228 | 54 372 | 53 627 | 58 522 | 63 695 | 57 196 | 24 366 | 27 470 | 31 328 | 58 864 | 47 570 |
| Italie | 6 123 | 13 828 | 18 073 | 41 530 | 41 861 | 117 059 | 202 609 | 134 628 | 96 018 | 140 280 | 346 223 | 593 850 | 418 989 |
| Autriche | ... | ... | ... | ... | ... | 23 433 | 37 639 | 21 690 | 3) | 22 153 | 37 762 | 44 734 | 32 136 |
| Portugal | ... | ... | ... | ... | ... | 74 | 147 | 156 | 63 | 173 | 386 | 3 632 | 18 943 |
| Espagne | ... | 68 | 349 | 242 | 320 | 679 | 971 | 1 102 | 1 316 | 1 061 | 1 212 | 13 524 | 107 510 |
| Yougoslavie 4) | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Serbie-et-Monténégro 5) | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Croatie 6) | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Bosnie et Herzégovine 5) | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Macedoine 5) | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Turquie | ... | ... | ... | ... | 40 | ... | ... | ... | ... | ... | ... | ... | ... |
| Autres pays de l'Europe | ... | ... | ... | ... | 65 | 222 | 520 | 964 | 376 | 590 | 645 | 12 215 | 38 626 |
| Afrique | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Amérique | 86 | 426 | 1 404 | 1 111 | 1 257 | 2 107 | 2 994 | 2 692 | 1 331 | 4 040 | 10 029 | 18 418 | 20 455 |
| Asie | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Australie, Océanie | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... |
| Apurilles / Inconnue 6) | ... | 12 | 123 | 14 | ... | ... | ... | ... | ... | ... | ... | ... | 303 |

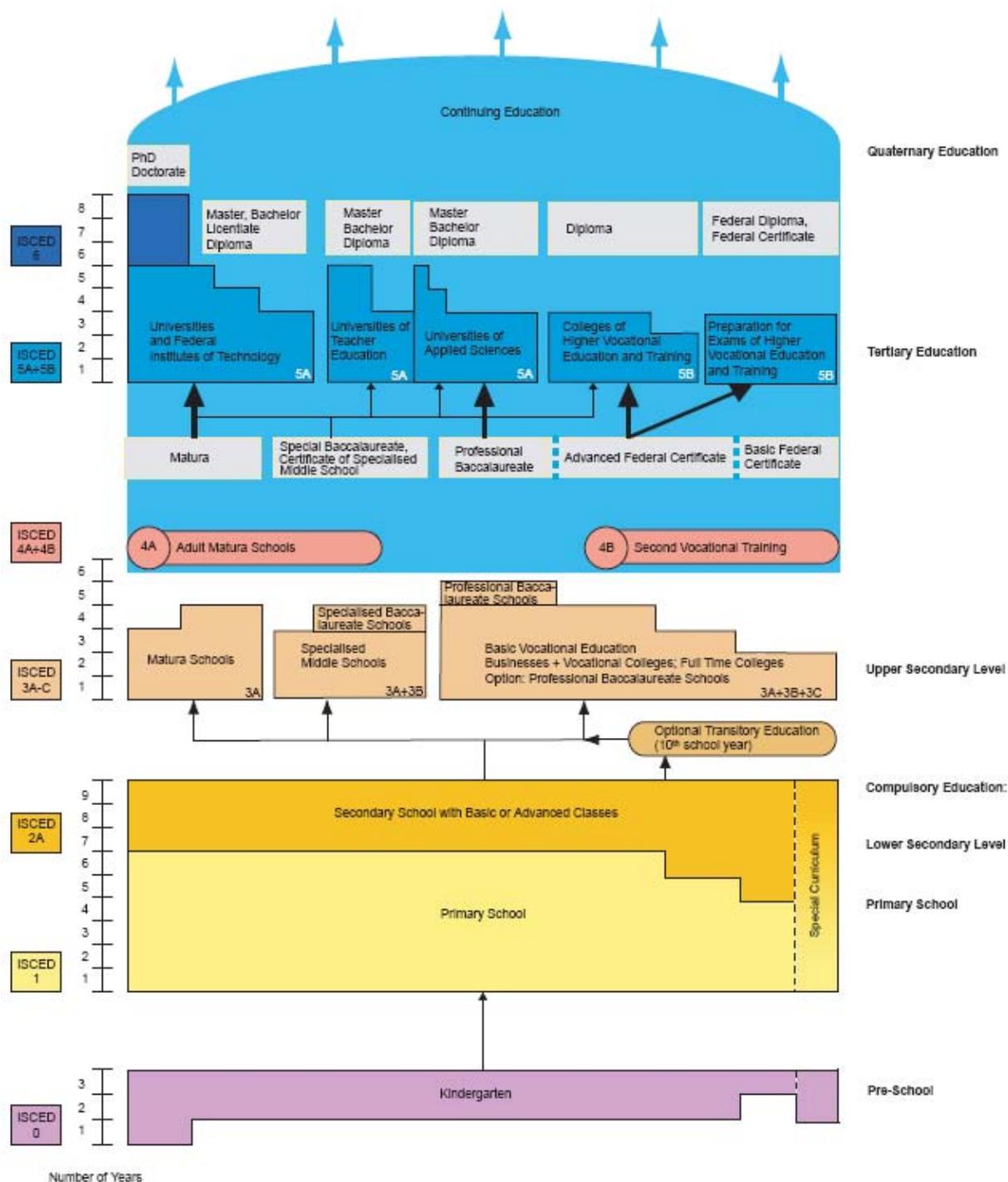
- 1) Inclus l'épave et sexe inconnus.
 2) Avant 1900, les données individuelles des différents pays sont lacunaires et le total des pays de l'UE et de l'AELE ne sont pas calculés. De 1900 à 1960, la Belgique, le Danemark, la Finlande, la Grèce, l'Irlande, le Luxembourg, la Suède, l'Irlande et la Norvège ne sont pas compris dans le total. De 1970 à 1990, l'Irlande, le Luxembourg, l'Irlande et la Norvège ne sont pas compris dans le total.
 3) Attribué à l'Allemagne.
 4) La nationalité est conservée à l'ère historique.
 5) Le RFP ne fournit pas le détail des pays compris dans la Yougoslavie.
 6) De 1970 à 1990, les apurilles sont comptés selon leur ancienne nationalité.

Source: RFP, PETRA, ESPOP
 Renseignements: Centre d'information, section Démographie et migration, 032 / 713 67 11, info.dem@sis.admin.ch
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(annex III, continuous)

| Genre/Nationalité | 1990 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | | 2002 | | 2003 | | 2004 | | 2005 | | 2006 | | | | |
|---------------------------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|------------|-----------|-----------|-----------|---------|
| | Totaal (1) | 1990 | Totaal (1) | 1995 | Totaal (1) | 1996 | Totaal (1) | 1997 | Totaal (1) | 1998 | Totaal (1) | 1999 | Totaal (1) | 2000 | Totaal (1) | 2001 | Totaal (1) | 2002 | Totaal (1) | 2003 | Totaal (1) | 2004 | Totaal (1) | 2005 | Totaal (1) | 2006 | | | |
| Hommes | 6 873 887 | 7 166 538 | 7 108 498 | 7 204 682 | 7 240 628 | 7 286 395 | 7 340 242 | 7 395 058 | 7 428 020 | 7 488 827 | 7 528 584 | 7 572 430 | 7 628 096 | 7 685 149 | 7 743 189 | 7 801 814 | 7 860 939 | 7 920 574 | 7 980 719 | 8 041 374 | 8 102 139 | 8 163 014 | 8 224 000 | 8 285 096 | 8 346 202 | 8 407 318 | 8 468 444 | | |
| Femmes | 3 380 212 | 3 515 149 | 3 526 293 | 3 533 248 | 3 552 652 | 3 581 304 | 3 582 980 | 3 606 367 | 3 646 623 | 3 678 034 | 3 699 143 | 3 722 416 | 3 753 936 | 3 783 475 | 3 811 189 | 3 837 091 | 3 861 282 | 3 884 763 | 3 907 644 | 3 929 925 | 3 951 606 | 3 972 687 | 3 993 168 | 4 013 049 | 4 032 330 | 4 051 111 | 4 069 492 | | |
| Suisse | 6 528 285 | 6 598 784 | 6 711 882 | 6 721 307 | 6 739 892 | 6 757 814 | 6 779 685 | 6 808 100 | 6 838 887 | 6 870 241 | 6 899 438 | 6 917 216 | 6 954 212 | 6 985 344 | 7 010 614 | 7 030 029 | 7 048 594 | 7 066 311 | 7 083 179 | 7 099 198 | 7 114 367 | 7 128 586 | 7 141 855 | 7 154 174 | 7 165 543 | 7 175 962 | 7 185 431 | | |
| Hommes | 2 865 344 | 2 710 614 | 2 720 287 | 2 728 051 | 2 739 097 | 2 751 483 | 2 759 579 | 2 770 361 | 2 782 944 | 2 800 585 | 2 823 943 | 2 839 066 | 2 858 749 | 2 881 989 | 2 900 704 | 2 918 994 | 2 936 869 | 2 954 327 | 2 971 370 | 2 987 907 | 3 004 038 | 3 019 663 | 3 034 784 | 3 049 401 | 3 063 514 | 3 077 121 | 3 090 232 | | |
| Femmes | 2 982 911 | 2 988 180 | 2 991 595 | 2 993 256 | 3 000 795 | 3 006 331 | 3 017 106 | 3 021 729 | 3 043 943 | 3 054 656 | 3 069 492 | 3 078 170 | 3 095 463 | 3 108 460 | 3 120 395 | 3 131 035 | 3 140 505 | 3 149 034 | 3 156 644 | 3 163 340 | 3 169 121 | 3 173 997 | 3 177 977 | 3 181 057 | 3 183 241 | 3 184 549 | 3 185 000 | | |
| Etrangers (1) | 1 245 432 | 1 467 574 | 1 477 646 | 1 483 385 | 1 500 736 | 1 539 171 | 1 528 558 | 1 547 958 | 1 581 133 | 1 623 885 | 1 630 125 | 1 655 284 | 1 673 884 | 1 724 866 | 1 760 535 | 1 788 814 | 1 809 241 | 1 821 842 | 1 826 644 | 1 833 644 | 1 842 854 | 1 853 454 | 1 865 454 | 1 878 854 | 1 893 654 | 1 908 854 | 1 924 454 | 1 940 454 | |
| Hommes | 724 866 | 804 535 | 806 086 | 805 197 | 813 555 | 829 641 | 820 401 | 830 005 | 853 579 | 870 448 | 875 200 | 883 370 | 895 187 | 908 654 | 922 679 | 937 154 | 952 079 | 967 454 | 983 279 | 999 554 | 1 016 279 | 1 033 454 | 1 051 079 | 1 069 154 | 1 087 679 | 1 106 654 | 1 126 079 | 1 145 954 | |
| Femmes | 520 566 | 662 974 | 671 560 | 678 188 | 687 181 | 709 530 | 708 157 | 717 953 | 737 454 | 753 137 | 763 925 | 771 853 | 778 697 | 794 206 | 805 515 | 816 660 | 826 166 | 834 389 | 841 265 | 847 875 | 854 125 | 859 925 | 865 271 | 870 207 | 874 834 | 879 157 | 883 271 | | |
| Europe | 1 125 437 | 1 306 332 | 1 309 207 | 1 307 008 | 1 314 207 | 1 342 001 | 1 332 921 | 1 333 379 | 1 361 342 | 1 393 451 | 1 387 770 | 1 412 987 | 1 430 000 | 1 448 854 | 1 468 569 | 1 484 134 | 1 496 559 | 1 506 734 | 1 514 659 | 1 521 334 | 1 526 759 | 1 531 034 | 1 535 159 | 1 539 134 | 1 542 859 | 1 546 334 | 1 549 559 | 1 552 534 | |
| Pays de l'UE/AELE (2) | 845 984 | 860 866 | 851 882 | 841 876 | 830 807 | 831 447 | 837 444 | 845 187 | 866 748 | 890 870 | 908 819 | 932 469 | 957 757 | 984 682 | 1 012 157 | 1 040 182 | 1 068 757 | 1 097 882 | 1 127 557 | 1 157 782 | 1 188 557 | 1 219 882 | 1 251 757 | 1 284 182 | 1 317 057 | 1 350 482 | 1 384 457 | 1 418 882 | |
| Allemagne | 86 187 | 96 907 | 98 845 | 101 327 | 104 125 | 109 860 | 118 358 | 127 087 | 139 230 | 151 094 | 163 923 | 181 186 | 201 487 | 224 812 | 250 187 | 276 612 | 304 087 | 332 612 | 362 187 | 392 762 | 424 337 | 456 912 | 490 487 | 525 062 | 560 637 | 597 212 | 634 787 | 673 362 | |
| France | 52 715 | 57 509 | 58 451 | 59 074 | 60 091 | 62 896 | 64 951 | 68 372 | 69 320 | 71 638 | 73 898 | 78 382 | 79 528 | 83 063 | 86 688 | 90 413 | 94 238 | 98 163 | 102 188 | 106 313 | 110 538 | 114 863 | 119 288 | 123 813 | 128 438 | 133 163 | 137 988 | 142 813 | |
| Italie | 383 204 | 385 148 | 385 714 | 347 554 | 338 916 | 332 202 | 325 883 | 319 508 | 315 571 | 311 857 | 307 717 | 303 455 | 299 073 | 294 688 | 290 303 | 285 918 | 281 533 | 277 148 | 272 763 | 268 378 | 263 993 | 259 608 | 255 223 | 250 838 | 246 453 | 242 068 | 237 683 | 233 298 | |
| Autriche | 30 172 | 29 746 | 29 612 | 29 596 | 29 452 | 29 717 | 30 780 | 31 885 | 33 868 | 34 665 | 35 032 | 35 410 | 35 479 | 35 857 | 36 235 | 36 613 | 36 991 | 37 369 | 37 747 | 38 125 | 38 503 | 38 881 | 39 259 | 39 637 | 40 015 | 40 393 | 40 771 | 41 149 | |
| Portugal | 110 312 | 142 415 | 144 358 | 143 283 | 140 786 | 140 449 | 141 481 | 143 350 | 151 936 | 164 725 | 173 278 | 180 763 | 187 017 | 193 271 | 199 525 | 205 779 | 212 033 | 218 287 | 224 541 | 230 795 | 237 049 | 243 303 | 249 557 | 255 811 | 262 065 | 268 319 | 274 573 | 280 827 | |
| Espagne | 124 427 | 103 275 | 99 326 | 95 645 | 91 913 | 88 232 | 84 679 | 82 582 | 80 680 | 78 680 | 76 680 | 73 136 | 69 959 | 67 187 | 64 415 | 61 643 | 58 871 | 56 100 | 53 328 | 50 556 | 47 784 | 45 012 | 42 240 | 39 468 | 36 696 | 33 924 | 31 152 | 28 380 | |
| Yougoslavie (4) | 172 777 | 208 808 | 212 581 | 218 136 | 234 986 | 4 182 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |
| Serbie-et-Monténégro (5) | ... | ... | ... | ... | ... | 242 071 | 210 960 | 212 565 | 214 068 | 213 896 | 211 340 | 207 478 | 201 232 | 194 986 | 188 740 | 182 494 | 176 248 | 169 002 | 162 756 | 156 510 | 150 264 | 144 018 | 137 772 | 131 526 | 125 280 | 119 034 | 112 788 | 106 542 | |
| Croatie (5) | ... | 43 759 | 44 328 | 44 202 | 43 789 | 44 113 | 44 179 | 44 266 | 43 797 | 43 000 | 42 050 | 40 848 | 39 401 | 37 954 | 36 507 | 35 060 | 33 613 | 32 166 | 30 719 | 29 272 | 27 825 | 26 378 | 24 931 | 23 484 | 22 037 | 20 590 | 19 143 | 17 696 | |
| Bosnie-et-Herzégovine (5) | ... | 39 985 | 40 692 | 38 470 | 36 920 | 49 282 | 51 300 | 51 455 | 51 787 | 50 518 | 48 931 | 46 773 | 44 120 | 41 963 | 39 805 | 37 647 | 35 489 | 33 331 | 31 173 | 29 015 | 26 857 | 24 699 | 22 541 | 20 383 | 18 225 | 16 067 | 13 909 | 11 751 | |
| Macedoine (5) | ... | 40 121 | 45 622 | 46 882 | 51 439 | 54 300 | 56 317 | 59 458 | 61 211 | 61 455 | 61 534 | 61 304 | 60 716 | 60 128 | 59 540 | 58 952 | 58 364 | 57 776 | 57 188 | 56 600 | 56 012 | 55 424 | 54 836 | 54 248 | 53 660 | 53 072 | 52 484 | 51 896 | |
| Turquie | 81 655 | 84 445 | 84 790 | 84 230 | 84 083 | 84 131 | 83 500 | 83 783 | 83 471 | 82 093 | 80 462 | 78 711 | 76 797 | 74 883 | 72 969 | 71 055 | 69 141 | 67 227 | 65 313 | 63 399 | 61 485 | 59 571 | 57 657 | 55 743 | 53 829 | 51 915 | 50 001 | 48 087 | |
| Autres pays de l'Europe | 25 111 | 30 228 | 29 831 | 31 112 | 32 071 | 32 475 | 39 201 | 36 735 | 40 319 | 41 819 | 123 424 | 127 531 | 135 143 | 142 755 | 150 367 | 157 979 | 165 591 | 173 203 | 180 815 | 188 427 | 196 039 | 203 651 | 211 263 | 218 875 | 226 487 | 234 099 | 241 711 | 249 323 | |
| Afrique | 24 788 | 39 731 | 42 058 | 44 391 | 47 496 | 50 855 | 63 020 | 65 307 | 61 176 | 64 894 | 66 882 | 64 693 | 65 431 | 63 242 | 61 053 | 58 864 | 56 675 | 54 486 | 52 297 | 50 108 | 47 919 | 45 730 | 43 541 | 41 352 | 39 163 | 36 974 | 34 785 | 32 596 | |
| Amérique | 30 367 | 40 283 | 42 459 | 44 553 | 46 536 | 48 798 | 51 345 | 54 823 | 57 868 | 58 793 | 61 752 | 64 213 | 65 948 | 67 683 | 69 418 | 71 153 | 72 888 | 74 623 | 76 358 | 78 093 | 79 828 | 81 563 | 83 298 | 85 033 | 86 768 | 88 503 | 90 238 | 91 973 | |
| Asie | 62 880 | 78 544 | 81 101 | 84 380 | 89 361 | 93 842 | 97 181 | 99 563 | 104 873 | 108 807 | 108 524 | 108 248 | 107 520 | 107 244 | 106 968 | 106 692 | 106 416 | 106 140 | 105 864 | 105 588 | 105 312 | 105 036 | 104 760 | 104 484 | 104 208 | 103 932 | 103 656 | 103 380 | 103 104 |
| Australie, Océanie | 1 763 | 2 051 | 2 085 | 2 174 | 2 339 | 2 683 | 2 922 | 3 276 | 3 487 | 3 434 | 3 454 | 3 426 | 3 524 | 3 571 | 3 618 | 3 665 | 3 712 | 3 759 | 3 806 | 3 853 | 3 900 | 3 947 | 3 994 | 4 041 | 4 088 | 4 135 | 4 182 | 4 229 | |
| Apurilles / inconnue (3) | 727 | 633 | 736 | 849 | 797 | 1 032 | 1 159 | 1 610 | 2 387 | 3 207 | 2 533 | 1 461 | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | ... | |

Annex V: Simplified Diagram of the Swiss Education System



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Annex VI: Number of Immigrant Pupils, 1980-2005

Number of pupils in compulsory education according to their nationality, 1985-2005

| year | Swiss | foreigners | proportion of foreigners |
|------|--------|------------|--------------------------|
| 1985 | 600138 | 123432 | 17.1% |
| 1986 | 586834 | 120885 | 17.1% |
| 1987 | 577626 | 120608 | 17.3% |
| 1988 | 574477 | 121893 | 17.5% |
| 1989 | 575717 | 126560 | 18.0% |
| 1990 | 578194 | 133713 | 18.8% |
| 1991 | 583207 | 143457 | 19.7% |
| 1992 | 588703 | 151358 | 20.5% |
| 1993 | 593854 | 158120 | 21.0% |
| 1994 | 601264 | 163081 | 21.3% |
| 1995 | 608227 | 168823 | 21.7% |
| 1996 | 614038 | 172681 | 21.9% |
| 1997 | 618183 | 174771 | 22.0% |
| 1998 | 620257 | 178128 | 22.3% |
| 1999 | 622140 | 184961 | 22.9% |
| 2000 | 622211 | 185136 | 22.9% |
| 2001 | 620262 | 185949 | 23.1% |
| 2002 | 621245 | 190034 | 23.4% |
| 2003 | 620981 | 192467 | 23.7% |
| 2004 | 618431 | 191884 | 23.7% |
| 2005 | 615991 | 190914 | 23.7% |

Source: Swiss Federal Statistical Office (SFSO)

Annex VII: Pupils on Different School Levels, 2006

Pupils 2006/07

| | Total | | | |
|---------------------------------------|-----------|-------------|----------------|----------------------|
| | | female % | foreigner % | private schools % |
| Total | 1'502'863 | 48.2 | 22.1 | 5.6 |
| Level | | | | |
| Pre-school | 153'204 | 48.4 | 26.3 | 8.9 |
| Compulsory school | 797'863 | 48.7 | 23.5 | 3.4 |
| Primary school | 449'649 | 49.3 | 23.0 | 2.7 |
| Lower secondary school | 301'831 | 49.7 | 21.2 | 4.7 |
| Schools with special curriculum (SEN) | 46'383 | 37.4 | 44.2 | 2.5 |
| ISCED classification | | | | |
| 0 Pre-school | 153'204 | 48.4 | 26.3 | 8.9 |
| 1 Primary school | 510'804 | 48.5 | 24.4 | 2.8 |
| 2 Lower secondary school | 298'459 | 49.4 | 22.6 | 4.8 |
| 3 Upper secondary school | 293'995 | 45.6 | 15.5 | 4.2 |
| 3A | 88'125 | 52.1 | 12.7 | 6.1 |
| 3B | 190'306 | 40.9 | 15.9 | 3.0 |
| 3C | 15'564 | 65.7 | 26.6 | 7.3 |

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Annex VIII: Pupils in Special Schools and Special Classes According to Nationality, 1980-2006

Pupils in special schools and special classes according to nationality, 1980-2006

Percentage of all pupils in compulsory education according to nationality

| year | special classes | | introductory classes for foreign language speakers | | special schools | | |
|------|--------------------------|-------------------------------|---|--|--------------------------|-------------------------------|---------|
| | Swiss in special classes | foreigners in special classes | Swiss in introductory classes for foreign language speakers | foreigners in introductory classes for foreign language speakers | Swiss in special schools | foreigners in special schools | special |
| 1980 | 2.5% | 4.2% | 0.1% | 0.9% | 1.3% | | 1.6% |
| 1981 | 2.4% | 4.4% | 0.0% | 0.9% | 1.3% | | 1.8% |
| 1982 | 2.4% | 4.4% | 0.0% | 1.0% | 1.4% | | 1.9% |
| 1983 | 2.4% | 4.8% | 0.0% | 0.7% | 1.4% | | 1.6% |
| 1984 | 2.3% | 4.8% | 0.0% | 0.8% | 1.5% | | 1.8% |
| 1985 | 2.4% | 5.1% | 0.0% | 0.8% | 1.4% | | 1.7% |
| 1986 | 2.4% | 5.1% | 0.0% | 0.9% | 1.5% | | 1.9% |
| 1987 | 2.4% | 5.5% | 0.0% | 1.1% | 1.5% | | 1.9% |
| 1988 | 2.5% | 5.8% | 0.0% | 1.4% | 1.5% | | 1.9% |
| 1989 | 2.4% | 6.0% | 0.0% | 1.7% | 1.6% | | 1.9% |
| 1990 | 2.4% | 6.2% | 0.0% | 2.1% | 1.5% | | 1.9% |
| 1991 | 2.3% | 6.2% | 0.0% | 2.6% | 1.5% | | 1.9% |
| 1992 | 2.4% | 6.8% | 0.0% | 2.7% | 1.5% | | 1.9% |
| 1993 | 2.3% | 7.1% | 0.0% | 2.7% | 1.5% | | 1.9% |
| 1994 | 2.4% | 7.4% | 0.0% | 2.3% | 1.5% | | 1.9% |
| 1995 | 2.4% | 7.7% | 0.0% | 2.2% | 1.5% | | 1.9% |
| 1996 | 2.4% | 7.9% | 0.0% | 2.0% | 1.5% | | 1.9% |
| 1997 | 2.5% | 8.0% | 0.0% | 1.7% | 1.6% | | 2.0% |
| 1998 | 2.5% | 8.2% | 0.0% | 1.7% | 1.6% | | 2.0% |
| 1999 | 2.5% | 8.1% | 0.0% | 2.1% | 1.6% | | 2.0% |
| 2000 | 2.5% | 8.3% | 0.0% | 1.7% | 1.7% | | 2.1% |
| 2001 | 2.6% | 8.4% | 0.0% | 1.5% | 1.7% | | 2.1% |
| 2002 | 2.6% | 8.3% | 0.1% | 1.5% | 1.7% | | 2.2% |
| 2003 | 2.5% | 8.1% | 0.1% | 1.4% | 1.8% | | 2.5% |
| 2004 | 2.5% | 8.0% | 0.1% | 1.4% | 1.9% | | 2.6% |
| 2005 | 2.5% | 7.9% | 0.1% | 1.2% | 1.8% | | 2.4% |
| 2006 | 2.4% | 7.1% | 0.1% | 1.2% | 1.8% | | 2.7% |

Source: Swiss Federal Office for Statistics (SFOs)

Annex IX: Pupils in Special Classes and Schools according to Canton and Nationality, 2006

Pupils in special classes and schools according to canton and nationality, 2006

Percentage of all pupils in compulsory schools in each canton according to nationality

| | special classes | | special schools | | introductory classes for foreign language speakers | |
|--------------------|-----------------|----------------|-----------------|----------------|--|----------------|
| | Swiss pupils | foreign pupils | Swiss pupils | foreign pupils | Swiss pupils | foreign pupils |
| Aargau | 4.1% | 14.0% | 1.1% | 1.3% | 0.0% | 0.3% |
| Appenzell A.Rh. | 1.0% | 2.1% | 2.6% | 2.6% | 0.0% | 2.6% |
| Appenzell I.Rh. | 2.8% | 8.3% | 0.0% | 0.0% | 0.0% | 0.0% |
| Basel-Landschaft | 5.6% | 14.5% | 1.4% | 2.0% | 0.0% | 0.9% |
| Basel-Stadt | 2.5% | 5.6% | 2.9% | 3.8% | 0.1% | 2.0% |
| Bern | 3.4% | 10.4% | 1.6% | 2.1% | 0.0% | 1.3% |
| Fribourg | 0.5% | 2.6% | 2.3% | 3.8% | 0.0% | 1.6% |
| Geneva | 1.1% | 2.4% | 0.8% | 1.3% | 0.7% | 2.6% |
| Glarus | 2.0% | 6.0% | 1.9% | 2.5% | 0.0% | 2.3% |
| Grisons | 1.5% | 7.1% | 1.6% | 2.7% | 0.0% | 0.4% |
| Jura | 1.8% | 7.7% | 1.4% | 2.3% | 0.0% | 0.0% |
| Lucerne | 2.9% | 10.2% | 1.7% | 2.0% | 0.0% | 0.5% |
| Neuchâtel | 2.4% | 5.1% | 0.9% | 1.2% | 0.0% | 1.6% |
| Nidwalden | 1.3% | 4.8% | 0.8% | 1.4% | 0.0% | 2.3% |
| Obwalden | 1.8% | 4.5% | 1.0% | 1.8% | 0.0% | 0.0% |
| Schaffhausen | 3.2% | 11.0% | 1.8% | 2.9% | 0.0% | 0.8% |
| Schwyz | 2.3% | 8.4% | 1.1% | 1.4% | 0.0% | 0.0% |
| Solothurn | 3.4% | 12.1% | 2.6% | 2.6% | 0.0% | 0.3% |
| St.Gallen | 3.9% | 11.9% | 1.7% | 2.9% | 0.0% | 0.8% |
| Thurgau | 1.0% | 2.6% | 3.6% | 8.1% | 0.0% | 0.1% |
| Ticino | 0.0% | 0.0% | 1.9% | 3.2% | 0.0% | 0.0% |
| Uri | 2.5% | 9.4% | 0.9% | 2.7% | 0.0% | 0.0% |
| Valais | 0.5% | 2.1% | 1.0% | 1.5% | 0.0% | 0.0% |
| Vaud | 1.3% | 5.0% | 2.9% | 4.0% | 0.0% | 1.5% |
| Zug | 2.1% | 6.7% | 2.8% | 3.2% | 0.0% | 3.4% |
| Zurich | 1.9% | 6.5% | 2.1% | 2.7% | 0.1% | 1.4% |
| Switzerland | 2.4% | 7.1% | 1.8% | 2.7% | 0.1% | 1.2% |

Source: Swiss Federal Office for Statistics (SFOS)

Annex X: Special Education Provisions on Primary School Level in the 26 Cantons of Switzerland

EDK/IDES-Kantonsumfrage / Enquête CDIP/IDES auprès des cantons
Stand: Schuljahr 2006-2007 / Etat: année scolaire 2006-2007

Sonderpädagogische Einrichtungen / mesures de pédagogie spécialisée Primarstufe / degré primaire

| Kanton | Frage 45: Welche Einrichtungen existieren gemäss kantonalen Regelungen für Schülerinnen und Schüler mit besonderen pädagogischen Bedürfnissen? (ausgenommen: Einrichtungen für fremdsprachige und begabte Schülerinnen und Schüler) | Bemerkungen |
|--------|--|---|
| Canton | Question No 45: Selon la réglementation cantonale, quelles sont les mesures prévues pour les élèves ayant des besoins éducatifs spécifiques? (à l'exception des mesures pour des élèves allophones et des élèves particulièrement doués) | Remarques |
| AG | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| AI | Kleinklassen, Sonderklassen / | Integrative Beschulung in der Gemeinde Oberegg |
| AR | Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| BE | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| BL | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / Andere Einrichtungen (Nennen Sie diese unter Bemerkungen.)/ | Förderunterricht im schriftsprachlichen und mathematischen Bereich |
| BS | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| FR-d | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| FR-f | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Intégration partielle ou complète au sein des classes ordinaires / | |
| GE | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Autres mesures (Précisez lesquelles sous « Remarques ».) / | Mesures d'accompagnement spécifiques |
| GL | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| GR | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| JU | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Intégration au sein des classes ordinaires / Autres mesures (Précisez lesquelles sous « Remarques ».) / | Intégration dans des institutions d'éducation spécialisée |
| LU | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| NE | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Intégration au sein des classes ordinaires / | - Les élèves en difficulté peuvent recevoir des leçons de soutien pédagogique (intégration au sein des classes ordinaires). - Les élèves qui ne peuvent suivre normalement l'enseignement sont placés dans des classes à pédagogie spéciale dotées de programmes particuliers. - Soutien pédagogique, mesure visant à établir et renforcer les compétences d'apprentissages. - Soutien pédagogique aux malentendants, mesures visant à faciliter l'intégration et à maintenir les élèves dans l'école. - Education par le mouvement, mesure visant à favoriser le développement global de l'élève par des activités corporelles, créatives et ludiques. |
| NW | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| OW | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | Im Grundsatz müssen die Gemeinden integrative Förderung anbieten. |
| SG | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / Andere Einrichtungen (Nennen Sie diese unter Bemerkungen.)/ | Therapien |
| SH | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| SO | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| SZ | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / Andere Einrichtungen (Nennen Sie diese unter Bemerkungen.)/ | zwei Heilpädagogische Tagesstätten |
| TG | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / Andere Einrichtungen (Nennen Sie diese unter Bemerkungen.)/ | Sonderschulen. |
| TI | Intégration au sein des classes ordinaires / Autres mesures (Précisez lesquelles sous « Remarques ».) / | Sostegno pedagogico |
| UR | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | Die Kleinklasse besteht nur noch in einer Gemeinde; auch diese Gemeinde wird bis 2009 auf die integrative Förderung umgestellt haben. |
| VD | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Intégration au sein des classes ordinaires / Autres mesures (Précisez lesquelles sous « Remarques ».) / | Appui individualisé |

| | | |
|----|--|-------------------------------------|
| VS | Scolarisation dans des classes à effectifs réduits et des classes spéciales / Intégration au sein des classes ordinaires / | institutions scolaires spécialisées |
| ZG | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |
| ZH | Kleinklassen (Sonderklassen) / Integrative Förderung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / Andere Einrichtungen (Nennen Sie diese unter Bemerkungen .) / | Tages- und Heimsonderschulen |
| FL | Kleinklassen, Sonderklassen / Integrative Beschulung von Schülerinnen und Schülern mit besonderen pädagogischen Bedürfnissen / | |

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Kontrolliert durch die Bildungsdepartemente im April 2007
Contrôlé par les départements cantonaux de l'instruction
publique en avril 2007



Schweizerische Konferenz der kantonalen Erziehungsdirektoren (EDK)
Conférence suisse des directeurs cantonaux de l'instruction publique (CDIP)
Conferenza svizzera dei direttori cantonali della pubblica educazione (CDPE)
Conferenza svizra dals directurs chantunals da l'educaziun publica (CDEP)

Annex XI: Laws and Regulations in the Canton of Geneva

Loi sur l'instruction publique du 6 novembre 1940, etat au 13 novembre 2007, Art. 4

Art. 4A Intégration scolaire des handicapés

¹ Au sens des dispositions de l'article 4, l'enseignement public pourvoit à l'intégration totale ou partielle des enfants ou adolescents handicapés dans une classe ordinaire, spécialisée ou dans une autre structure.

² L'intégration doit être faite en fonction de la nature du handicap et dans tous les cas où elle est bénéfique pour l'enfant. Elle doit répondre à ses besoins par des mesures diversifiées et graduées, les moins restrictives pour lui, et sans porter préjudice à la qualité de l'enseignement en général.

³ Le département peut solliciter à cet effet toute collaboration utile, au sens de l'article 5.

Art. 4B Commission consultative de l'intégration

¹ Le Conseil d'Etat nomme une commission consultative de l'intégration scolaire des handicapés.

² En font partie :

- a) le chef du département ou son représentant;
- b) le directeur de l'enseignement primaire ou son représentant;
- c) le directeur général du cycle d'orientation ou son représentant;
- d) le directeur général de l'enseignement secondaire ou son représentant;
- e) 1 représentant des inspecteurs de l'enseignement primaire;
- f) 1 représentant des directeurs d'école de l'enseignement secondaire;
- g) 4 membres du corps enseignant;
- h) 1 représentant de l'assurance-invalidité fédérale;
- i) 5 représentants des services de l'Etat concernés par l'intégration scolaire et la santé des enfants handicapés;
- j) 4 représentants d'associations de parents d'enfants handicapés;
- k) 3 représentants d'associations de parents d'élèves;
- l) 1 représentant de l'Association genevoise des organisations d'éducation et de rééducation;
- m) 1 représentant de la Société genevoise pour l'intégration professionnelle des adolescents.

Art.4C Compétences

¹ La commission est compétente pour fournir des préavis au département en matière de politique générale d'intégration scolaire des handicapés.

² Elle étudie et propose au département toute mesure générale qui favorise l'intégration.

³ Elle coordonne les efforts de tous ceux qui travaillent dans ce sens.

Loi sur l'office de la jeunesse du 28 juin 1958, etat au 13 novembre 2007, Art. 9

Art.9 Service médico-pédagogique

¹ Le service médico-pédagogique est compétent dans les questions concernant l'hygiène et la santé mentale des mineurs.

² Il s'occupe d'enfants et d'adolescents présentant des troubles psychologiques, des défauts de langage, certaines affections nerveuses, sensorielles ou motrices et qui peuvent bénéficier soit d'une éducation, d'une instruction et d'une formation professionnelle adaptée à leurs difficultés, soit d'une action curative.

³ Il contribue à assurer, par les méthodes appropriées, la prophylaxie, le dépistage, le diagnostic et le traitement médico-pédagogique de ces troubles. A cet effet, il collabore avec les

parents, les médecins traitants et, d'une façon générale, avec les personnes et institutions s'occupant, sur le plan officiel ou privé, de l'enfance et de l'adolescence inadaptées.

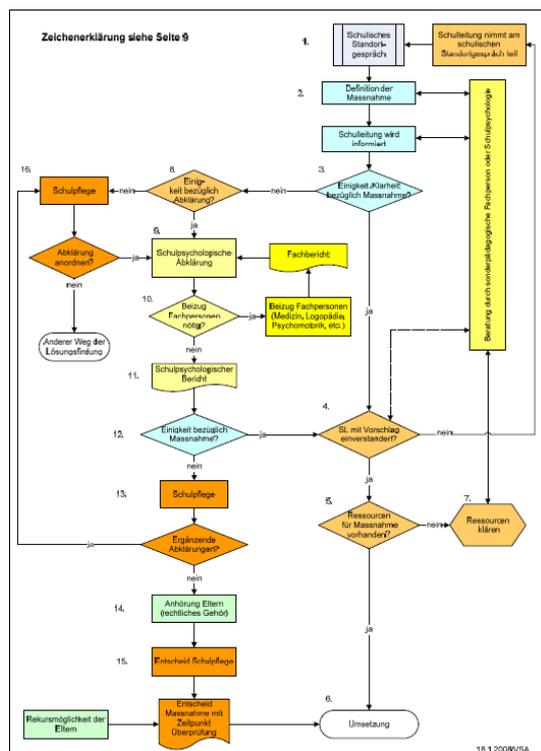
⁴ Il participe à la direction des classes et des établissements spécialisés officiels.

⁵ Il assure, par la présence de psychologues détachés dans les établissements du cycle d'orientation, rassemblés en un groupe spécifique, les fonctions de prévention, d'assistance psychologique et psychothérapeutique et d'orientation. Par ces aides, les psychologues du service médico-pédagogique offrent un soutien à la scolarisation des élèves du cycle d'orientation et soutiennent la mission de ce dernier. Il ne s'agit pas d'une structure à l'intention des élèves migrants mais à l'intention de toute la population scolaire. Les classes spéciales qui accueillent dans les écoles les 2,7 % d'élèves migrants dépendent de ce service incorporé dans l'enseignement primaire pour cette tâche particulière. C'est avec ce service que les décisions de sortir un élève d'une classe ordinaire pour le placer dans une structure particulière sont prises. Nous ne connaissons pas de recherches ayant cherché à mettre en évidence comment les élèves, une fois retirés des classes ordinaires pour être scolarisés dans les classes spéciales peuvent rejoindre les classes ordinaires et poursuivre leur scolarité dans de bonnes conditions de réussite. En revanche, des recherches montrent l'intérêt de garder les élèves dans les classes ordinaires (avec un soutien dans la classe si nécessaire).

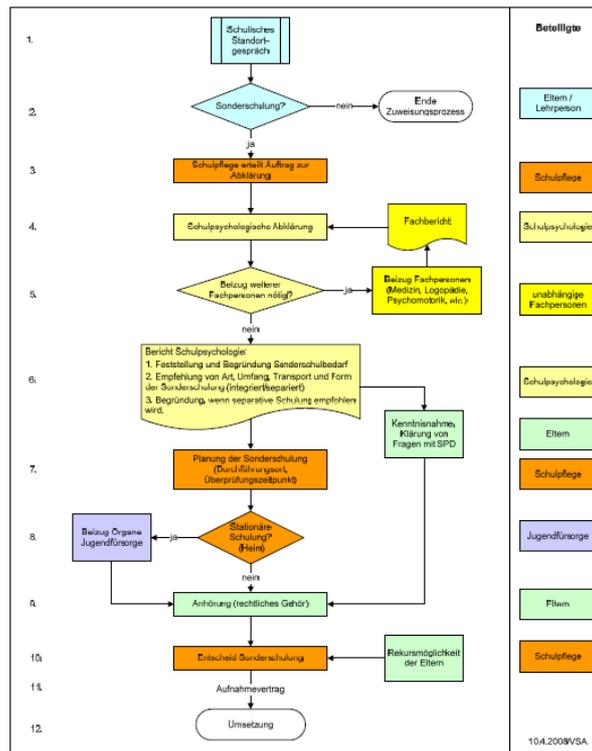
Annex XII: Procedures for Assessing Special Needs in the Canton of Zurich

- A) Assessing special needs that can be addressed in mainstream schools (integrative support (IF), therapies, introductory lessons or classes (for foreign language speakers), special classes)
- B) Assessing special needs that have to be addressed in special schools

A)



B)



Legend:

- light blue: teachers, parents, principle
- orange: school board
- light yellow: school psychological service
- dark yellow: independent expert
- green: parents
- dark blue: youth welfare

Annex XIII: Social Index in the Canton of Zurich

The Education Department of the canton of Zurich defines for each municipality in the canton the number of full time teachers in Kindergarten, primary and lower secondary schools. This number is calculated as follows:

$$\frac{\text{number of students} \times \text{social index} \times \text{adjustment factor}}{\text{base value} \times 100}$$

Number of students on September 15th of the ongoing school year.

Social index is a classification figure for the social burden in a municipality. It is calculated by the Education Department of the canton by taking into consideration the following factors:

- amount of unemployment in the municipality
- proportion of foreign population in the municipality
- average frequency of changing domicile of the population in the municipality
- proportion of multi-family houses in relation to all residential houses in the municipality

Adjustment factor is to neutralise the influence of the social index on the total number of full time employments in the canton. He prevents deviations from the total number of full time employments. The average social index for the school year 2008/09 is 112,6. This results in the following adjustment factors:

- Kindergarten: 1,012
- Primary school: 1.016
- Secondary school: 1,025

Base value is a mathematical value helping in calculating the full-time unite:

- Kindergarten: 20,41
- Primary school: 19,23
- Secondary school: 17,77