

Gracienne Lauwers - Jan De Groof (eds.)

LANGUAGE and EDUCATION



Studies in Human Rights in Education

**Language
and
Education**

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and

Jan De Groof

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ISBN: 978-94-6240-2171

Series:

European Association for Education Law and Policy (ELA)

Arthur Goemaerelei 52

2018 Antwerp

Belgium

https://eacea.ec.europa.eu/about-eacea/visual-identity_en

Published by:

Wolf Legal Publishers (WLP)

PO Box 313

5060 AH Oisterwijk

The Netherlands

E-Mail: info@wolfpublishers.nl

www.wolfpublishers.com

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With the support of the Lifelong Learning Programme of the European Union
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Introduction

Tensions and conflicts, especially in smaller states such as Belgium, often centre on questions of language. These countries protect their official language(s) *inter alia* by giving it the status of compulsory language of instruction in state funded schools.

At the same time, globalization and migration are producing increasing ethnic, religious and linguistic diverse societies.

Against this background, the issue of how to ensure equality and non discrimination between students speaking different languages becomes a concern of education policy makers. The legal framework regulating the use of language in education is therefore drawing increasing scholarly attention across Europe and elsewhere.

This book is the collection of essays resulting from a series of workshops and a conference held in 2013 and 2015, organized to draw attention to legal problems arising out of linguistic diversity in education. It explores the question ‘How do education policy makers regulate language and linguistic diversity in education?’ and the legal framework underpinning policy making in this area by conducting a comparative examination of education law regulating the use of language in education. In doing so, the book reveals the diversity of language policies in education from a legal perspective.

Language policy matters to pupils, parents, staff and school officials. Education should serve as a bridge to participation of especially non-EU member states long-term residents, including migrants, refugees and asylum seekers in the (host) society. Their first language is nearly always not the language of instruction. As children cannot be blamed for their language deficiency, (host) states have the responsibility for overcoming language barriers in and through education. Specific integration measures are needed such as school-based support measures as compensation for language needs to make these pupils succeed in acquiring the basic skills and competences they need for participating in knowledge societies.

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2015
Belgium

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This collection of essays results from a series of workshops and a conference held in 2013-2015, organized to draw attention to the legal framework underpinning policy making in the area of language and linguistic diversity in education.

Contributors include internationally-renowned experts on education law as well as a number of lawyers actively engaged in education policy making. In doing so, light is shed on the legal framework adopted by Governments to find the right balance to meet linguistic demands in education.

Readership: Academic lawyers, practising lawyers, students and scholars of education law and education policy, government officials

Partners



With the support of the
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