

# Joint Working Group seminar on integration of migrants, Brussels, 28 March 2017

## Background Paper

Produced by the ET 2020 Working Groups

## 1. Introduction

European societies are increasingly diverse. Around two and a half million third-country nationals come legally to the EU every year, to study, work, join family, or for other reasons, though only some stay long-term<sup>1</sup>. However, in the last two years, attention has been particularly on the significant numbers of people – many of them young and even unaccompanied – who have come to Europe, many seeking asylum from conflict in their home countries. Thus, while migration has long been a feature of European societies, the unprecedented inflows of people have challenged the provision of services, at least in the short term, and have renewed the attention given to the role of education in integrating new arrivals.

Education and training therefore have a key place in the European Commission's Action Plan on the Integration of Third Country Nationals (7 June 2016), which aims to provide a common policy framework and supporting measures to help Member States as they further develop and strengthen their national integration policies.

The Action Plan acknowledges education as a powerful means to provide migrants and refugees with the right skills to achieve personal fulfilment, find employment, impart the values of the host societies and promote intercultural dialogue as a basis for integration. It identifies three main priorities for education: (a) to integrate newly-arrived migrants into mainstream education structures as early as possible; (b) to prevent underachievement of migrants and to allow them to fulfil their potential; (c) to prevent social exclusion and foster intercultural dialogue through drivers such as sport, culture and youth activities. It identifies eight main challenges: (1) language learning; (2) assessment of skills; (3) recognition of qualifications; (4) training of teachers; (5) lack of teaching resources; (6) civic education; (7) low level of skills in children and students who have been deprived of education over the past years/months; and (8) geographical and social segregation.

The Joint Working Group seminar aims to contribute to the Action Plan by encouraging and facilitating peer learning across countries and education sectors on the integration of newly-arrived migrants into education and training. The initial impetus for recent peer learning has been to focus on the challenges of integrating newly-arrived migrants from outside the EU. However, it is clear that educational disadvantage for migrants can persist beyond the first generation (for example for those native (EU)-born students with foreign born parents). Therefore, the seminar will also consider to what extent the approaches under discussion are relevant for promoting better educational outcomes for the broader population of learners with a migrant background.

The seminar seeks to address common challenges faced across all education sectors. Taking advantage of the participation of experts from all sectors of education and training, the event will have a focus on the key challenge of, as well as the critical success factors in, ensuring a coordinated and cross-sectoral approach at national and local level to the integration of newly-arrived migrants. A cross-cutting question will be how, and what kind of, EU support is useful. Other challenges to be addressed, in particular through the workshops, will be:

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<sup>1</sup> Among the 2.5 million first residence permits granted every year many are for short or medium-term duration (seasonal workers, intra-corporate transferees, students). According to immigration flows data, net migration is around 1 million annually.

- How best to support teachers and educators for the successful integration of newly-arrived migrants in education and training (Workshop 1);
- How to facilitate the access of newly-arrived migrants to different sectors of learning (schools, higher education, VET, adult learning) and to support their successful completion of education and training (Workshop 2);
- How to create learning pathways for newly-arrived migrants, including incorporating non-formal learning for migrants not in formal education and training (Workshop 3).

This paper provides some background information to the event, including:

- Some data on the participation of migrants in education and training;
- A presentation of the speakers, and for the workshops an overview of the topic and key questions, as well as brief presentations of the moderators and the initiatives presented;
- A (non-exhaustive) list of relevant resources.

#### Examples of EU support for the integration of migrants into education and training

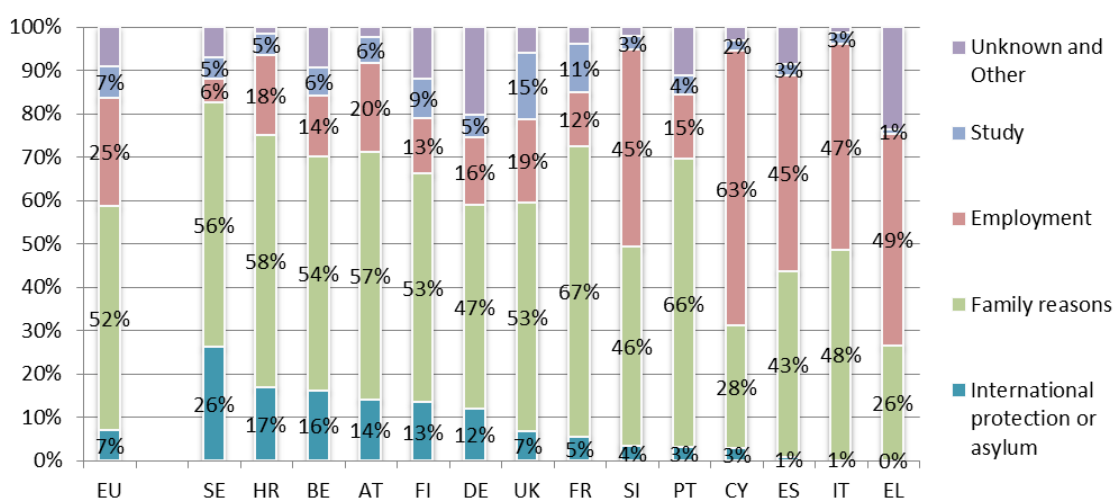
- **Peer Learning Activities (PLAs)** allow key national stakeholders to exchange good practices and experience for integrating migrants into education and training. Two were organised in 2016, in Sweden on “Reception of Newly Arrived Immigrants, and assessment of previous schooling” and in Germany on “Language assessment and integration of unaccompanied minors through education”. The PLAs were organised jointly by DG EAC and the host Member State.
- **The EU Urban Partnership on Inclusion of Migrants and Refugees**, part of the EU Urban Agenda, brings together cities, Member States and European institutions to find workable ideas focused on the topics of EU legislation, funding and knowledge sharing. One of the five focus themes of the Partnership is education and training. A conference in Berlin in February 2017 focused on “Work and Education for Migrants and Refugees”. Further information is available at: <http://urbanagendaforthe.eu/partnerships/inclusion-of-migrants-and-refugees>.
- **Erasmus+ funding**: among Strategic Partnerships, around 270 (= around one in eight) of all projects funded in 2016 (for about 50M€) support integration of refugees and people with a migrant background. This is also a priority for Strategic Partnerships in 2017. In 2016, a call on social inclusion in education provided 13 million € for up to 35 projects, of which about half relate to support for migrants or refugees. A further 10m€ is available in 2017, with a specific priority on the inclusion of newly arrived migrants in education. European Policy Experimentations (government-led initiatives) inter alia include 2 projects funded in 2016 focusing on integration of migrants. A policy network in the field of education of children and young people with a migrant background is being set up under Erasmus+ in 2017.
- **Erasmus+ Online Linguistic Support (OLS)** offers online language courses for Erasmus+ participants to improve their knowledge of the language in which they will work, study or volunteer abroad. This service has been extended free of charge to refugees to facilitate their integration into education and training. It is anticipated that the scheme will benefit some 100,000 refugees over a three year period. The OLS can be used at any time from a computer, tablet or smartphone with an internet connection. The OLS language courses include a variety of self-paced modules covering different linguistic areas, as well as “Live Coaching” interactive activities (online MOOCs, tutoring sessions and forums). See <http://erasmusplusols.eu/ols4refugees> for further information.

## 2. Overview of relevant data on migrants in education and training

### EU population make-up and migration<sup>2</sup>

In total, in 2014/5, the EU population was 508.5 million, of whom 52.8 million (10.4%) were foreign born; of whom non-EU born: 34.3 million (6.8%) and EU-born: 18.5 million (3.6%). The table below, from 2014, shows that people have migrated to the EU for different reasons. People migrating often face integration challenges, reflected in education and labour market gaps and, in turn, gaps in poverty and exclusion. While outcomes show some improvement over generations, children of non-EU born people remain in a challenging situation.

### Reasons for migrating – among working-age non-EU born residing in the EU in 2014



Note: European Commission – own calculations based on EU Labour force Survey, ad hoc module on migration, 2014

### Asylum-seekers

In the last seven years, the yearly number of first-time asylum seekers has increased from 153,000 in 2008 to 1.32 million in 2015 and 1.26 million in 2016. These numbers remain relatively small, in comparison to the total population: 0.4% for asylum applications and 0.15% for positive first instance asylum decisions in 2015. However, the distribution of asylum seekers across the EU has not been uniform, with a few Member States receiving most of the recent asylum seekers and the speed of the inflow giving rise to the need to upgrade existing integration programmes and introduce new ones.

Around 21% of all asylum seekers, or 525,000 people in 2015 and 2016, were minors below the age of 14. The number of unaccompanied minors seeking asylum in the EU almost doubled between 2013 and 2014 (from 13,000 to 23,000) and quadrupled in the following year (96,000 in 2015) before going down but still at a high level in 2016 (54,000). The majority of them (60% of all unaccompanied minors in the EU in 2015, 70% in 2016) went to Sweden and Germany.

<sup>2</sup> Based on 'Employment and Social Developments in Europe', chapter 3, Labour market integration of refugees, 2016, European Commission

### Education outcomes for students of migrant background

In the last decade, most Member States have achieved considerable progress in reducing early school leaving both among native born and foreign, yet considerable gaps still exist, as the European Commission's 2016 ET 2020 Monitor demonstrates. Available data<sup>3</sup> shows that the gap for early school leaving rate is smaller for the second-generation, but often still significant.

**Table 2.1.1: Early school leaving by sex and migrant status, 2015 (%)**

	2012	2015							2020
	Total	Total	Men	Women	Native-born	EU	Foreign-born Non-EU	Sub-total	Target
<b>EU</b>	<b>12.7</b>	<b>11.0</b>	<b>12.4</b>	<b>9.5</b>	<b>10.1</b>	<b>17.1</b>	<b>19.8</b>	<b>19.0</b>	<b>&lt; 10.0</b>
Belgium	12.0	10.1	11.6	8.6	9.0	16.3	19.4	18.2	9.5
Bulgaria	12.5	13.4	13.3	13.4	13.5	:	:	:	11.0
Czech Republic	5.5	6.2	6.4	6.0	6.1	(14.1)	(7.7)	(10.7)	5.5
Denmark	9.1	7.8	9.7	5.7	7.7	:	(9.5)	(8.7)	< 10.0d
Germany	10.5	10.1	10.4	9.8	8.6	:	:	:	< 10.0d
Estonia	10.3	11.2	13.2	9.0	11.3	:	:	:	9.5
Ireland	9.7	6.9	8.4	5.4	7.0	(9.4)	:	6.8	8.0
Greece	11.3	7.9	9.4	6.4	6.8	(19.9)	24.9	24.1	10.0
Spain	24.7	20.0	24.0	15.8	17.5	36.1	32.6	33.3	15.0d
France	11.8	9.3	10.1	8.5	8.7	(15.5)	16.6	16.5	9.5
Croatia	5.1	(2.8)	(3.6)	(2.1)	(2.8)	:	:	:	4.0
Italy	17.3	14.7	17.5	11.8	12.7	26.4	33.0	31.3	16.0
Cyprus	11.4	5.3	7.7	3.2	3.1	(15.5)	(18.1)	16.7	10.0
Latvia	10.6	9.9	13.4	6.2	10.0	:	:	:	10.0
Lithuania	6.5	5.5	6.9	(4.0)	5.5	:	:	:	< 9.0d
Luxembourg	8.1	9.3b	10.5b	8.1b	6.9b	15.6b	:	15.6b	< 10.0d
Hungary	11.8	11.6b	12.0b	11.2b	11.6b	:	:	:	10.0
Malta	21.1	19.8	22.9	16.6	19.9	:	:	:	10.0
Netherlands	8.9	8.2	9.9	6.4	8.0	:	11.4	9.7	< 8.0
Austria	7.8	7.3	7.8	6.8	5.5	(12.0)	24.5	19.0	9.5
Poland	5.7	5.3	7.2	3.2	5.3	:	:	:	4.5
Portugal	20.5	13.7	16.4	11.0	13.5	:	16.1	16.2	10.0
Romania	17.8	19.1	19.5	18.5	19.1	:	:	:	11.3
Slovenia	4.4	5.0	6.4	(3.4)	4.3	:	(17.7)	(16.5)	5.0
Slovakia	5.3	6.9	6.9	6.8	6.9	:	:	:	6.0d
Finland	8.9	9.2	10.6	7.9	8.7	:	(16.9)	(18.1)	8.0
Sweden	7.5	7.0	7.6	6.4	5.9	10.9	14.4	13.9	7.0
United Kingdom	13.4	10.8	11.7	9.8	11.2	11.8	4.5	7.6	-

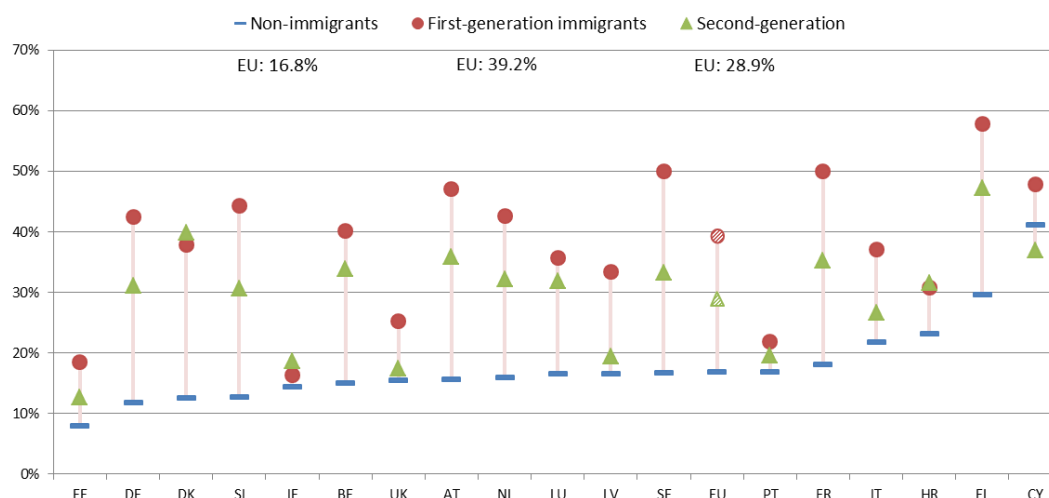
Source: Eurostat (EU-LFS, 2012-2015). Online data code: *edat\_lfse\_14* and *edat\_lfse\_02*. Note: 'b' = break in time series; '( )' = data lack reliability due to small sample size; ':' = data either not available or not reliable due to very small sample size; 'd' = definition of national target follows a different measurement of the indicator than is used in this table. Important break in time series in 2014 for all countries, unreliable data for HR and in 2013 break in time series for CZ, FR, NL and PL.

Except for IE and UK, the ESL rate is higher for the foreign-born population than the native population in all EU countries for which data are available. The ratio between native and foreign-born reaches 1:2 in BE, CZ, ES, FR, IT, LU, FI, and SE; and 1:4 in EL, CY AT, and SI.

PISA 2015 also showed the impact of migrant background. In almost all of the Member States overleaf, the difference in the share of low achievers between first-generation immigrant students and their non-immigrant counterparts is quite large. For some Member States a significant gap remains for the second-generation. (In order to avoid distortions of percentages in calculations based on very small sample sizes, these figures show results only for EU Member States where the shares of second-generation immigrant students are above 3 percent.)

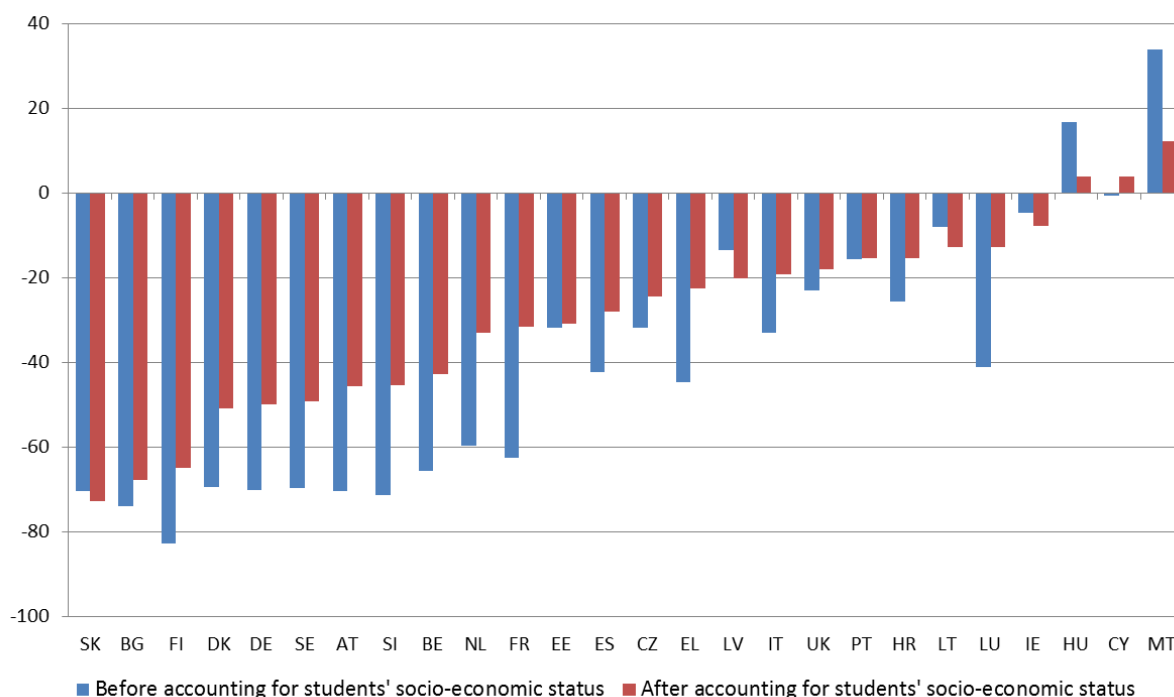
<sup>3</sup> OECD/European Union (2015), *Indicators of Immigration Integration 2015 – Settling In*, see chapter 13

## Impact of migrant background and PISA 2015 results



Source: OECD (PISA 2015). Note: Countries are ordered by the performance of non-migrant students. EU average based only on results of the countries included in this figure

The performance of students with migrant background is correlated with socio-economic background, but gaps in achievement persist even when this is taken into account.<sup>4</sup>



<sup>4</sup> Ibid. Figure 3.11. Source: OECD (PISA 2015). Note: Countries are ordered after accounting for students' socio-economic status. Data are not available for PL and RO.

### 3. Overview of Plenary Presentations and Workshops

#### 3.1 Overview of the plenary presentations

Following a presentation from the European Commission to set the scene, the plenary session will include three presentations focusing on:

A. The challenges of developing a coordinated response at national level:

- Presentation 1: Experiences from Portugal - Pedro CALADO, Portuguese High Commissioner for Migration;
- Presentation 2: Germany's whole-of-government approach to integration of newly-arrived migrants - Peter IMHOF, Coordination Unit for Refugee Policy, German Federal Ministry of Education and Research.

B. Coordination at local level:

- Presentation 3: Insights from the Urban Partnership for Inclusion of Migrants and Refugees – Mark Boekwijt, Strategic Advisor at the City of Amsterdam.

For each plenary presentation, we briefly present below a short overview of the approach and speaker.

#### Presentation 1: Developing a coordinated response at national level - Experiences from Portugal

Pedro Calado, High Commissioner for Migration in Portugal, will present the Portuguese approach to developing a coordinated response at national level to the integration of migrants, with a particular focus on education and training. He will present among others the Choices programme, which is government programme created in 2001 to promote social inclusion and equal opportunities for children and young people in vulnerable contexts.

**Pedro Calado** is High Commissioner for Migration in Portugal since July 2014, and is Portugal's representative in the EU's Network of Integration Contact Points. He is executive director of the Choices programme, a government programme created in 2001 to promote social inclusion and equal opportunities for children and young people in vulnerable contexts. He is the representative of the Choices programme in the European Youth Crime Prevention Network (EUCPN) and winner of the European Heinz Roethof Prize, awarded in 2003 by the European Union to the "Neighbourhood Guardians" project. He is also a researcher and university lecturer, and has published in the field of social inclusion, descendants of immigrants / ethnic minorities and formal and non formal education.

#### Presentation 2: Developing a coordinated response at national level - Germany's whole-of-government approach to the integration of newly-arrived migrants

Peter Imhof will present Germany's whole-of-government approach to the integration of newly-arrived migrants, with a particular focus on education and training. The whole-of-government approach aims to ensure early integration of newly-arrived migrants at any appropriate level, ranging from nursery schools to higher education and labour market.

**Peter Imhof** is representative of the Coordination Unit for Refugee Policy at the German Federal Ministry of Education and Research.



### Presentation 3: Coordination at local level – insights from the Urban Partnership for Inclusion of Migrants and Refugees

Mark Boekwijt, Strategic Advisor at the City of Amsterdam, will present the activities of the Urban Partnership for Inclusion of Migrants and Refugees. Cities offer great opportunities for migrants and refugees, but are also faced with challenges regarding integration and inclusion. The objectives of the Partnership are to manage the integration of incoming migrants and refugees (extra-EU) and to provide a framework for their inclusion. Key intervention areas of the Partnership in the field of education are fast access to language classes, improving talents, promoting an integrated approach and education for children.

**Mark Boekwijt** studied International Law and Communications Science at the University of Amsterdam. He worked on policy and research in the Dutch audiovisual industry, before becoming advisor on media affairs for the city of The Hague. Since 2002, Mark has been strategic advisor for the mayor and deputy-mayors of the city of Amsterdam, on several issues. In 2011 he became the EU representative for Amsterdam, based in Brussels.

### 3. 2 Overview of the workshops

Each workshop, steered by an expert moderator and designed to be highly interactive, aims to address the policy support needs in order to help individuals to integrate successfully. The key policy intervention areas to be addressed are:

- Workshop 1: Support to teachers and educators;
- Workshop 2: Supporting the learner - successful access and completion in schools, higher education, adult learning and vocational education and training;
- Workshop 3: Creating learning pathways, and incorporating non formal learning for migrants not in formal education and training.

#### Workshop 1: Support to teachers and educators

Teachers and educators are key actors in the integration of newly-arrived migrants and children of migrant background into the classroom and other learning environments. Yet, as highlighted in a 2010 OECD report<sup>5</sup>, teacher education is not sufficiently preparing teachers with the necessary competences to handle diversity issues. Other research notes the existence of biases towards minority group students (see e.g. Lander, 2011)<sup>6</sup>. Teacher education programmes are more effective for preparing teachers for today's diverse classrooms if they include 'multicultural' courses, regular educational courses with an embedded multicultural component, and field-based experiences that incorporate diversity elements (see e.g. Schellen and King, 2014)<sup>7</sup>. There is an

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<sup>5</sup> OECD (2010), *Educating Teachers for Diversity: Meeting the Challenge*, OECD Publishing.

<sup>6</sup> Lander, V. (2011), 'Race, culture and all that: an exploration of the perspectives of white student teachers about race equality issues in their initial teacher education', *Race, Ethnicity and Education*, 14, 3, 2011, pp. 351-364.

<sup>7</sup> Schellen, J. K.; King, K. M. (2014), 'Preservice teachers in the middle grades: The Benefits of Multiple Multicultural Learning Opportunities in One Teacher Preparation Program', *Curriculum & Teaching Dialogue*, 16 (1/2), 2014.



urgent need to provide new teachers with the necessary skills and resources to teach in more diverse classrooms, including the specific skills for supporting newly-arrived migrants. There is also a need for the teaching population itself to become more diverse<sup>8</sup>.

Key issues to be addressed in this workshop will include:

- What specific additional skills, capacities, attitudes are required by teachers and educators to successfully integrate and support newly-arrived migrants? How can these be fostered in initial teacher education and continuing professional development?
- What type of additional support roles can be provided to support teachers and educators (e.g. intercultural mediators, school counsellors, etc.)?
- Which teaching resources/learning materials can be provided to support teachers and educators in integrating newly-arrived migrants? Which tools and resources are most effective?
- How can greater diversity within the teaching profession be fostered?

The workshop will be moderated by **Barry van Driel**.

**Barend (Barry) van Driel** is Editor in Chief of the Intercultural Education journal, Vice President of the International Association for Intercultural Education, and is responsible for international teacher education and curriculum development at the Anne Frank House. He has carried out a range of assignments for UNESCO, FRA, ODIHR, OSCE field offices and the European Commission, focusing on intercultural education, social inclusion, active citizenship, youth empowerment, anti-bias education, peer education, human rights education, initial teacher education and Holocaust education. He recently led a European Commission study focusing on how Initial Teacher Education prepares future teachers for working in diverse classrooms, as well as the NESET II report focused on educational practices and policies to foster tolerance and respect for diversity. He is currently an expert consultant for the ET 2020 Working Group on *Promoting citizenship and the common values of tolerance and non-discrimination through education*.

**Two practices for reflection** will be presented during the workshop.

- **PRACTICE 1: Feel like a migrant – a multicultural approach to teaching (the FLAM Project), Olesea BALAN**

The integration of migrants presents a special challenge: it is a complex and long-term undertaking. Teachers and educational staff are key actors in bridging cultures, but need the right competences to teach with a multicultural perspective. The 'Feel like a migrant' project aimed to develop and implement multicultural teaching approaches for teachers, trainers and other educational staff, and to raise awareness on the importance of cultural and linguistic diversity, understanding and tolerance, as well as reducing prejudice and xenophobia in Europe. The FLAM partnerships (education institutions across Austria, Germany, France, Great Britain, Romania, Spain and Switzerland) developed a multicultural teaching approach which was then piloted and transformed in a toolbox. Trainers and teachers participated in training workshops which helped them acquire skills to teach migrants more effectively.

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<sup>8</sup> Donlevy V., Meierkord A., Rajania A. (2016) *Study on the Diversity within the Teaching Profession with Particular Focus on Migrant and/or Minority Background*

The project was based on initial research, pilot workshops for trainers, teacher and other educational staff working with migrants; the development of a handbook (curriculum and tools) for trainers, teachers and education staff working with migrants including teaching materials, tools and detailed description of the modular curriculum; an internet website platform; seminars in Austria, France, Germany, Romania, Spain, Switzerland and the United Kingdom; a multiplier conference for all project partners and other EU countries not participating in the project. Further information can be found at: <http://www.flam-project.eu/index.php?id=11>.

**Olesea BALAN** is a language trainer accredited by the German Federal Department for Migration and Refugees to teach German as a foreign language in integration courses for refugees, asylum seekers as well as for young and adult learners with migration background. She has also experience in elaboration of language teaching resources and setting up and defining learning outcomes. She has been involved in managing and implementing development aid projects in vocational education in the Republic of Moldova. Currently she manages European projects in vocational and adult education at the Volkshochschule im Landkreis Cham e.V., an adult education centre in Germany.

- **PRACTICE 2: Engaging with cultural diversity issues in schools through School Counsellors in Spain, Dr Rosa Rodriguez-Izquierdo**

In 1987, in order to address pupil diversity, the Spanish government created the figure of the school counsellor, to participate in the development of school activities. Pupils' diversity is related to learning capacity, interests and motivations, but also to the differences that may arise among them due to their social and cultural background. The schools counsellors' work focuses on three areas: support in the teaching and learning process, academic and professional guidance and tutorial activity. Over the last 20 years, the arrival of immigrant pupils in Spanish schools has taken up much of school counsellors' agendas.

The study reflects upon the status and role of educational guidance in terms of cultural diversity management, focusing particularly on relations with other educational agents and the intervention model applied. One main finding is that counsellors are trying to overcome an intervention model that is mainly therapeutic in nature and move to a way of working that is more focused on prevention and advisory services, trying to involve other educational stakeholders as much as possible. The involvement of counsellors in dealing with cultural diversity in their schools remains vital. Thanks to their work, the "clinical" model of intervention by "specialists" is changing. The research highlights some of the achievements over the years, as well as signalling the remaining challenges.

**Dr Rosa M<sup>a</sup> RODRÍGUEZ-IZQUIERDO**, Social pedagogy expert, holds a PhD in Education (Seville University) and a Master's degree in Teaching in Higher Education. She is currently Associate Professor of Curriculum and Instruction at the Universidad Pablo de Olavide (Seville, Spain), having formerly worked for the University Autónoma (Madrid, Spain). She has been a visiting Fulbright scholar at Harvard Graduate School of Education (HGSE) and a visiting researcher at Harvard University, in Australia, and in several European and Latin American Universities. She is a research fellow of the Real Colegio Complutense (RCC) of Harvard since 2005. Her work has focused on citizenship and multicultural education, curriculum reform, teacher's attitudes toward culturally relevant practices, and the relationship between teacher quality, educational expansion, and social inequality.

## Workshop 2: Supporting the learner - successful access and completion in schools, higher education, adult learning and vocational education and training

As highlighted by a recent European Commission study<sup>9</sup>, accessing quality education is a major challenge facing newly-arrived migrant students and their parents upon arrival to the host country. In the schools sector, this challenge can be exacerbated by school segregation and early ability tracking. Major - and arguably even greater - challenges also exist for access to education and training outside of compulsory education. These may include for example: recognition of qualifications and/or prior learning to access higher education, lack of knowledge of available options and means of access to different types of education and training or lack of financial resources to participate.

It is important to ensure that learners with migrant background, once enrolled, remain in education and training, and are supported to successfully complete their education in order to provide the greatest chances of integration into the labour market and wider society. As noted by the same Commission study, facing multiple disadvantages, newly-arrived migrant children often risk leaving school earlier than their native peers<sup>10</sup> and this risk of dropping out holds true in all other sectors of education.

Although the gap between non-migrants and students of migrant background is smaller for second generation than for first generation migrants, a gap nonetheless persists in many countries, as for example the 2015 PISA results show.

Key issues to be addressed in this workshop will include:

- What measures should be implemented to help newly-arrived migrants to access quality education and training? What sort of guidance and other forms of support can be provided?
- What policies can support students with migrant background within education and training programmes to remain and ensure successful completion? What extra resources may be required?
- How can different educational sectors work together to ensure smooth transitions for migrants between different types of education and training?

The workshop will be moderated by **Dr Eva Sobotka**, a representative of the European Fundamental Rights Agency (FRA).

**Dr Eva Sobotka** is Head of Sector in the department for Fundamental Rights Promotion of the European Fundamental Rights Agency, which aims at strengthening the national human rights infrastructure (National Human Rights Institution, Equality bodies, civil society etc.) in EU Member States. Her areas of expertise include Roma inclusion, combating antisemitism, citizenship, human rights education and learning from the past. She has a PhD in political science, and she has worked as a research associate and policy advisor to, amongst others, the Open Society Institute and World Bank, and for the American Friends Service Committee as the Director of a programme on Roma School Success.

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<sup>9</sup> European Commission (2013), Study on educational support for newly arrived migrant children, Luxembourg

<sup>10</sup> European Commission (2013), Ibid.

*Two practices for reflection will be presented during the workshop.*

- **PRACTICE 1: Malmö University's student support system, Patricia STAAF**

Malmö University has long been committed to values of diversity, one of the four core values promoted by the University Strategic Platform 2020 (Diversity, Creativity, Quality and Commitment to the community). Migrants and diversity are seen as assets which benefit university education, research, on-campus internationalisation and bring a positive input into the local labour market. The university has long experience of integrating migrants with measures such as: early intervention through collaboration with authorities; recognition of prior learning, competences, skills and experience; a system of 'filling the gaps' by adding to the individual study plans only what is necessary (depending on prior learning, newcomers enrol in a full study programme or complement their competences by completing a part of the programme); allowing the acquisition of Swedish language during studies; and recognising volunteering by university staff and students in the framework of 'Malmö University for Refugees', an initiative to use the power of higher education and research in support of human rights and refugees across the world. The University also actively collaborates with other education providers and authorities in the country. See: <https://blogg.mah.se/malmouniversityforrefugees/summery-of-initiatives>.

**Patricia STAAF** is Director at the Centre for Teaching and Learning of Malmö University and Lecturer in Swedish as a Second Language. She chairs the Swedish network for Widening Participation to Higher Education: INCLUDE since 2012. Widening participation has been a constant in her academic career. She headed the Department of Widening Participation in the School of International Migration and Ethnic Relations, and later the Centre for Widening Participation at Malmö University.

- **PRACTICE 2: ENAIP (*Ente Nazionale Acli Istruzione Professionale*), Vocational training and support for refugees and migrants, Francesca Costero**

ENAIP (*Ente Nazionale Acli Istruzione Professionale*) is a non-profit association which delivers training and employment services, but also projects which aim to fight discrimination and promote social inclusion and active participation. It has been implementing initiatives since 1961, mainly providing tools for young people, employees and companies for personal and professional development and improving human resources. Since 2016, ENAIP.net was created as a network of some of the regional bodies which are part of ENAIP.

Specific activities have been developed for welcoming migrants, mainly through the integration of young people in initial training and adult education. In the Piedmont area, activities include: language training, information, social and careers guidance, certification and development of social and participative skills, vocational training, support in social and vocational integration, support to entrepreneurship, training, and creation of co-operation networks with countries of origin. ENAIP uses international co-operation to promote co-operation between vocational training systems in European countries. ENAIP has also carried out vocational and language training courses in the countries of origin of migrants. Since 2003, ENAIP has carried out projects targeting migrant women who have been victims of trafficking.

**Francesca Costero** has a Masters in “European Labour Migration” and “Fostering the social and professional reintegration of return migrants” from the International Training Centre of International Labour Organisation and carried out an apprenticeship in the “Social Protection Sector” at ITC-ILO in Turin. She has managed several Erasmus+ projects, including one on the integration of young migrants in Europe, and another on the certification and enhancement of the social and participative aspects of knowledge and skills of newly-arrived immigrants. She has also contributed to a project about the use of Information and Communications Technology (ICT) to teach migrants with low levels of education. She has worked on 9 projects financed by the AMIF and EIF and 11 international cooperation projects in Benin, Congo, Burundi, Senegal and Burkina Faso.

### **Workshop 3: Creating learning pathways, and incorporating non-formal learning for migrants not in formal education and training**

A key challenge for the sustainable integration of newly-arrived migrants is the creation of learning pathways, going beyond access to one-off educational or training programmes which may not lead to complementary further learning opportunities. Learning pathways can ensure that migrants are provided with the necessary fundamental building blocks for integration in a host country (e.g. language learning, learning on national systems, intercultural learning) in conjunction with other types of learning which can build the skills and knowledge needed for successful integration into further learning, the labour market and wider society. Building successful learning pathways requires ensuring that people have access to different forms of meaningful education and training, that learners are provided with information and guidance on further learning options, and that smooth transitions between different types of learning and sectors of education are facilitated. A particular challenge can be encountered for recognising the non-formal learning achievements outside formal education and training.

Key issues to be addressed in this workshop will include:

- Which policies can be introduced to facilitate the creation of learning pathways for newly-arrived migrants? What additional resources (staff, materials, training) are required? Where and how should it take place?
- Which measures can be introduced to provide more comprehensive information and guidance to newly-arrived migrants on different learning opportunities and the transitions between types of learning (formal and non-formal) and sectors of education?
- What can be done to support in particular the validation and recognition of non-formal learning of migrants?

The workshop will be moderated by **Thomas Huddleston**, Programme Director at the Migration Policy Group.

**Thomas Huddleston** is Programme Director at Migration Policy Group. He coordinates the organisation’s research for European cooperation on national integration policies, including the Migrant Integration Policy Index ([www.mipex.eu](http://www.mipex.eu)). His topics of interest are family reunification, naturalisation, immigrant political participation, and evaluation of the success or failure of integration policies. In addition Thomas has been involved in the SIRIUS network since its founding in 2012 and is currently the Chair of the SIRIUS Board. The SIRIUS Secretariat is situated in MPG's Offices in Brussels.

*Two practices for reflection will be presented during the workshop.*

- **PRACTICE 1: TANDEM NOW – Mentoring through role models for migrant and ethnic minority youth, Ovagem Agaidyan**

TANDEM NOW is a Transfer of Innovation project launched in the framework of the EU Leonardo da Vinci programme aimed at helping young people with a migration background or belonging to ethnic minorities to develop social and professional skills and the support needed to stay in school through mentoring. Project mentors with the same cultural background acted as role models, encouraging their mentees to take up education and/or training and pursue individual career paths. The mentors support the young people by giving them guidance and support in the areas of education, training, and personal development.

The project is based on the experience gained through the transnational mentoring project TANDEM, which was implemented by Verein Multikulturell and partner institutions from Romania, Germany, Great Britain, Slovenia, and Slovakia in 2007. The products from the previous project were adapted to the needs of the young migrants in the respective regional contexts. TANDEM Now also introduced ICT as a means of communication in the mentoring process. The “Blended Mentoring” package is a mix of face-to-face and online activities designed to allow for adopting mentoring as an ordinary practice in career counselling and development services. Further information is provided at: [http://www.tandemnow.eu/en\\_download.html](http://www.tandemnow.eu/en_download.html).

**Ovagem Agaidyan** is Chairman of the organisation *Verein Multikulturell*, a non-profit organisation with intercultural orientation, active in Austria since 1993 with the aim of promoting the professional and social integration of migrants through a range of services. Ovagem holds a Degree in Intercultural Competence and has an extensive track record in running transnational workshops, training trainers in Diversity Management and Awareness Creation. He is also the General Manager of an early childhood educational institution in Innsbruck, Austria and leads seminars and workshops for educators in pre school education, e.g. in the training of crèche/kindergarten assistants for intercultural education. He has been a member of Human Rights Commission for Tirol and Vorarlberg and currently is a member of the Council for Integration of the State Government.

- **PRACTICE 2: Danish Refugee Council action for Job Schools and Job-oriented Rehabilitation of Traumatized Refugees, by Hans Christian Knudsen, National Director in The Danish Refugee Council**

JOBSKOLEN (The Job School) is a team process where students get upgrading, practical experience and industry-oriented Danish courses. When completed, the participants leave with a qualified profile to the specific industry, creating a path to jobs and self-reliance.

During the training students become familiar with the procedures and technicalities of the specific industry so they can participate in the daily work in the workplace. The internship is where the students really are allowed to try out the industry. There they meet employees in the company, and together with them they learn to perform the tasks and functions related to the industry. Integrated into Jobskolen are industry-oriented Danish courses, built around workplace language.

***Job-oriented Rehabilitation of Traumatized Refugees.*** Research and experience shows that traumatized and psychologically vulnerable refugees, once in proper employment, and with the right support, have better quality of life, health and symptom management.

The DRC course aims to support the individual step-by-step in entering the labor market. The course is aimed at employment and to develop strategies to manage symptoms of stress and trauma. Many traumatized refugees suffer from major sleep problems which hamper language learning and make it difficult to integrate into society and the labor market. DRC has extensive experience with various methods and therapies to help adults with trauma on with their lives.

The Danish Refugee Council offers customized and efficient integration solutions for municipalities. The goal is to integrate refugees and immigrants into Danish society. It is active across the country, on employment and on child and family issues. In addition, it holds courses and training, establishes social enterprises and operates institutions for unaccompanied minor refugees. Hans Christian Knudsen is the Head of National Integration Services in The Danish Refugee Council. He has been working with the DRC for 10 years and with training of refugees for more than 15 years.



## Annex 1: List of EU/international resources relating to the integration of migrants in education and training

### Articles, Reports and Policy Documents

Title	Author	Year	Link
<b>Action Plan on the Integration of Third Country Nationals (COM(2016) 377)</b>	European Commission	2016	<a href="#">Action Plan on the Integration of Third Country Nationals (COM(2016) 377)</a>
<b>Reception of newly arrived migrants and assessment of previous schooling - ET 2020 peer learning in Sweden</b> <i>A report on the Peer Learning Activity (PLA) held in Sweden (5-7 April 2016).</i>	European Commission, DG EAC	2016	<a href="https://ec.europa.eu/education/sites/education/files/peer-learning-stockholm_en.pdf">https://ec.europa.eu/education/sites/education/files/peer-learning-stockholm_en.pdf</a>
<b>Language assessment and integration of unaccompanied minors through education – ET 2020 Peer learning Activity in Germany, Report</b> <i>A report on the Peer Learning Activity (PLA) held in Dresden (Germany) (31 May-2 June 2016).</i>	European Commission, DG EAC	2016	<a href="https://ec.europa.eu/education/sites/education/files/peer-learning-dresden_en.pdf">https://ec.europa.eu/education/sites/education/files/peer-learning-dresden_en.pdf</a>
<b>2016 Education and Training Monitor</b> <i>(in particular Chapter 1.1. on The changing demographic landscape in Europe, participation in school education and active citizenship ; Chapter 2.1 Early leavers from education and training and underachievement)</i>	European Commission, DG EAC	2016	<a href="https://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf">https://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf</a>
<b>PISA 2015: EU performance and initial conclusions regarding education policies in Europe</b> <i>The Note on PISA 2015 results presents the findings with regard to the low achievers benchmark re developments over time, differences by gender, socio-economic status and immigrant background</i>	European Commission, DG EAC	2016	<a href="https://ec.europa.eu/education/news/20161206-pisa-2015-eu-policy-note_en">https://ec.europa.eu/education/news/20161206-pisa-2015-eu-policy-note_en</a>
<b>Multilingual Education in the Light of Diversity: Lessons Learned, NESET II report</b>	B. Herzog-Punzenberger; E. Le Pichon-Vorstman;	2017	<a href="http://nesetweb.eu/en/network-deliverables/multilingual-education-in-">http://nesetweb.eu/en/network-deliverables/multilingual-education-in-</a>

Title	Author	Year	Link
<i>The report reviews international research to reveal how national education systems can better support multilingualism in schools.</i>	H. Siarova.		<a href="#">the-light-of-diversity-lessons-learned/</a>
<b>How initial teacher education is preparing student teachers for diversity in the classroom</b>	European Commission, DG EAC	Under finalisation	n/a
<b>Education as a tool for the economic integration of immigrants, EENEE Analytical Report No. 27</b> <i>The report examines the role of education in fostering the economic integration of immigrants.</i>	M. De Paola, G. Brunello for the European Expert Network on Economics of Education	2016	<a href="http://www.eenee.de/dms/EENEE/Analytical_Reports/EENEE_AR27.pdf">http://www.eenee.de/dms/EENEE/Analytical_Reports/EENEE_AR27.pdf</a>
<b>2016 Employment and Social Developments in Europe report</b> <i>Chapter 3 on Labour Market Integration of Refugees analyses the evidence available with regard to labour market and social challenges that refugees face in the EU and policies and factors which can support their integration in the <b>economy</b> and in society.</i>	European Commission, DG EMPL	2016	<a href="http://ec.europa.eu/social/main.jsp?langId=en&amp;catId=89&amp;newsId=2704&amp;furtherNews=yes">http://ec.europa.eu/social/main.jsp?langId=en&amp;catId=89&amp;newsId=2704&amp;furtherNews=yes</a>
<b>Educational outcomes and immigrant background – Joint Research Centre Technical Report</b> <i>The brief contributes to the analysis of the qualifications and skills composition of migrants in the EU, as compared with that of their native counterparts, taking a life-cycle approach (with a focus on children, young adults and working-age population).</i>	S. Fisi; E.C. Meroni; E. Vera-Toscano	2016	<a href="http://publications.jrc.ec.europa.eu/repository/bitstream/JRC102629/educational%20outcomes%20and%20immigrant%20background_revisions%20accepted%20sf%20final.pdf">http://publications.jrc.ec.europa.eu/repository/bitstream/JRC102629/educational%20outcomes%20and%20immigrant%20background_revisions%20accepted%20sf%20final.pdf</a>
<b>Study on Obstacles to Recognition of Skills and Qualifications</b> <i>This study reviewed a wide range of evidence from across the EU in order to clarify the practical obstacles to the recognition of skills and qualifications and their underlying causes, and explore existing and potential solutions at both EU and national level to ensure a fair, efficient and effective recognition of skills and qualifications.</i>	V. Donlevy; M. Curtarelli; A. McCoshan; A. Meierkord	2016	<a href="http://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=7939&amp;type=2&amp;furtherPubs=yes">http://ec.europa.eu/social/main.jsp?catId=738&amp;langId=en&amp;pubId=7939&amp;type=2&amp;furtherPubs=yes</a>
<b>Indicators of Immigrant Integration 2015 – Settling in</b> <i>This publication by the OECD and the European Commission presents a comparison across</i>	OECD/EU	2015	<a href="http://www.oecd-ilibrary.org/content/book/97892642340">http://www.oecd-ilibrary.org/content/book/97892642340</a>

Title	Author	Year	Link
<i>EU and OECD countries of the outcomes for immigrants and their children, using 27 indicators organised around: Employment, education and skills, social inclusion, civic engagement and social cohesion. It contains contextual information for immigrants and immigrant households and two chapters dedicated to specific groups (young people with an immigrant background and third-country nationals in the European Union).</i>			24-en
<b>SIRIUS Policy Briefs: Recommendations for successful policies on migrant education</b> <i>Policy papers produced by the SIRIUS Network and MPI focusing on how policies at the EU and national level can support the educational outcomes of young people with a migrant background.</i>	Sirius Network	2014	<a href="http://www.sirius-migrationeducation.org/sirius-policy-briefs-recommendations-for-successful-policies-on-migrant-education/">http://www.sirius-migrationeducation.org/sirius-policy-briefs-recommendations-for-successful-policies-on-migrant-education/</a>
<b>A Clear Agenda for Migrant Education in Europe</b> <i>The document is the outcome of the debates held by the 'SIRIUS Network on the education of children and young people with a migrant background' on policy priorities for migrant education and inclusion. The Agenda and the Recommendations included in the document present the policies that prove to be effective in promoting equal access to high quality education and training for all.</i>	Sirius Network	2014	<a href="http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Agenda-and-Recommendations-for-Migrant-Education.pdf">http://www.sirius-migrationeducation.org/wp-content/uploads/2014/11/Agenda-and-Recommendations-for-Migrant-Education.pdf</a>

### Centres, Online Tools and Web Pages

Title	Link
<b>Integration practices under the European Website on Integration of European Commission, DG HOME</b>	<a href="https://ec.europa.eu/migrant-integration/integration-practices">https://ec.europa.eu/migrant-integration/integration-practices</a> <a href="https://ec.europa.eu/migrant-integration/intdossier/comparative-analysis-voluntary-and-citizens-initiatives-before-and-after-2015">https://ec.europa.eu/migrant-integration/intdossier/comparative-analysis-voluntary-and-citizens-initiatives-before-and-after-2015</a>
<b>Knowledge Centre on Migration and Demography by the Joint Research Centre</b>	<a href="https://ec.europa.eu/jrc/en/migration-and-demography">https://ec.europa.eu/jrc/en/migration-and-demography</a>

<b>European Union Agency of Fundamental Rights</b>	<a href="http://fra.europa.eu/en">http://fra.europa.eu/en</a>
<b>Indicators of Immigrant Integration 2015 – On-line Data Tool</b> by <b>OECD/EU</b>	<a href="http://www2.compareyourcountry.org/indicators-of-immigrant-integration?cr=oeed&amp;lg=en">http://www2.compareyourcountry.org/indicators-of-immigrant-integration?cr=oeed&amp;lg=en</a>
<b>Web Pages on education and integration of migrants</b> of the <b>European Commission, DG EAC</b>	<a href="http://ec.europa.eu/education/policy/migration_en">http://ec.europa.eu/education/policy/migration_en</a>
<b>Online Language Support (OLS) for Refugees</b> by Erasmus+	<a href="http://erasmusplusols.eu/ols4refugees">http://erasmusplusols.eu/ols4refugees</a>
<b>Futurium Page on Urban Partnership on Inclusion of Migrants and Refugees</b> by the <b>European Commission</b>	<a href="http://urbanagendaforthe.eu/partnerships/inclusion-of-migrants-and-refugees">http://urbanagendaforthe.eu/partnerships/inclusion-of-migrants-and-refugees</a>
<b>Migration Policy Centre of European University Institute of Florence</b>	<a href="http://www.migrationpolicycentre.eu/">http://www.migrationpolicycentre.eu/</a>
<b>Migrant Integration Policy Index (MIPEX)</b> managed by <b>Barcelona Centre for International Affairs (CIDOB)</b> and <b>Migration Policy Group (MPG)</b>	<a href="http://www.mipex.eu/">http://www.mipex.eu/</a>
<b>Sirius Network</b>	<a href="http://www.sirius-migrationeducation.org/">http://www.sirius-migrationeducation.org/</a>
<b>EUA Refugees Welcome Map</b> by the <b>European University Association</b>	<a href="http://www.eua.be/activities-services/news/newsitem/2017/02/06/newly-updated-eua-refugees-welcome-map-one-year-of-support-for-refugee-students-and-researchers">http://www.eua.be/activities-services/news/newsitem/2017/02/06/newly-updated-eua-refugees-welcome-map-one-year-of-support-for-refugee-students-and-researchers</a>