



## A Clear Agenda for Migrant Education in Europe

The **SIRIUS Network on the education of children and young people with a migrant background** has spent the past three years debating policy priorities for migrant education and inclusion. This Agenda and additional Recommendations summarise the policies that prove to be effective in promoting equal access to high quality education and training for all. It also suggests additional support mechanisms for learners with a migrant background where necessary.

Developed through a consultative process with SIRIUS partners and collaborators, the final version of this document is well supported by a wide variety of actors who aim to help raise and spread a strong message for a more inclusive education policy including for immigrant learners.

## **Contents**

- **A Clear Agenda for Migrant Education in Europe**
- **Recommendations on improving education for children and young people with a migrant background**
  - **Member States**
  - **European institutions**
- **Endorsements**
- **Bibliography**

## A Clear Agenda for Migrant Education in Europe

Education remains a critical element of government policy in the twenty-first century. A society with strong educational outcomes will realise people's full potential and give them a better chance for economic and social development. Strong education systems allow societies to become equitable and meritocratic at the same time, facilitating both social mobility and social inclusion. Education empowers people to participate fully in the community and strengthens democracies.

The European Union has underlined the importance of education, notably in its most recent 10 year EU growth and competitiveness strategy, EU 2020. The strategy sets ambitious targets for the improvement of educational results: reducing school drop-out rates to below 10%, and ensuring that at least 40% of 30-34 year olds have completed tertiary education by 2020. This goal was developed from and is supported by the Education and Training Strategy (ET 2020), which is based on strategic objectives that include promoting equity, social cohesion, and active citizenship.

While European countries have well-established education systems, there exists a strong inequality of access to schooling and quality of education for socio-economically disadvantaged communities across the continent, in particular for migrants coming from a low socio-economic background. According to EU data, 8.3 million young people in the EU Member States (3.1 million under 15 and 5.2 million aged 15-24) were born abroad, while the number of second-generation young adults (aged 15-34) are estimated at over four million. The youth unemployment and young people "Not in Education, Employment or Training" (NEET) rates are significantly higher for first and second generation migrants than for their native peers in most EU Member States. The EU Migrant Integration Indicators indicate that the share of early school leaving among foreign-born learners in the EU is nearly twice as high as among the total population. Eurostat's 2011 statistical report on Migrants in Europe also shows that the shares are also higher for second-generation youth with migrant parents. Clearly, young people with migrant background have a number of critical and specific education needs that are still not met and may not be compensated for through current education policies or in the classroom. Updating the agenda on the education of migrant learners may help EU Member States to reach their common targets for a smart and inclusive economic growth and against youth unemployment. For example, the EU's 2013 report on Using EU Indicators of Immigrant Integration estimates that closing the gap in early school leaving rates for foreign-born learners would bring the EU 30% closer to its headline target of reducing this rate to 10% and prevent half a million young people from leaving school early, which accounts for 8.7% of all early school leavers in the EU.

The SIRIUS Network on the education of children and young people with a migrant background has spent the past three years debating policy priorities for migrant education and inclusion. Stakeholder meetings, conferences, peer reviews and site visits have contributed to a common vision on how education systems must change to provide all learners with the skills and knowledge to perform to their potential in today's diverse societies. This Agenda summarises the policies that prove to be effective in promoting equal access to high quality education and training for all. It also suggests additional support mechanisms for learners with a migrant background where necessary.

The SIRIUS starting point:

- 1) All learners should have **full access to high quality education and vocational training in inclusive settings**, regardless of their parents' education or income level, ethnicity, gender language(s) spoken at home or migration or residence status.

- 2) **Inclusive education systems combined with targeted policies** are more effective in delivering a high-quality education to all learners. To create better learning outcomes for all learners, the age of first tracking should be reviewed for its effect on the academic outcomes of all learners, while adopting comprehensive schooling would reduce social inequalities and create more socially mixed classrooms. Within the track system, there should be enough flexibility for learners to be able to move between learning tracks, thus allowing for upward mobility.
- 3) Furthermore, a **learner-centred approach** in all stages of education will allow education systems to address learners' individual needs and help them to complete their education

First of all, this means more equal and comprehensive education systems:

- 4) Mixed schools and classrooms allow **learners from different socio-economic and ethnic backgrounds** to learn together, thus improving the educational outcomes of disadvantaged learners, as well as fostering inclusion and social cohesion, without undermining the educational outcomes for other learners. Measures are needed at a systemic level in order to avoid the school concentration of learners from economically disadvantaged or low educated families.
- 5) To increase schools' capacities to deal with demographic change and offer learners the necessary support for their varying needs, schools should receive **additional funding per learner with a socially disadvantaged background**. School leaders could then have the autonomy to implement context specific measures, such as offering language support, providing teacher training or hiring assistant teachers, with backing from the relevant education planning or governance body with responsibility for their choices demonstrated through external evaluations and inspections.
- 6) National **anti-discrimination laws** should be fully applicable to the education system on all grounds of discrimination—not only on the grounds of race or ethnicity, but also religion or belief, gender, sexual orientation, disability, nationality/citizenship, language, social origin and residence status. Learners, parents, and educators should have recourse to accessible and independent reporting mechanisms, dissuasive penalties and independent agencies, which are culturally and gender sensitive, to address discrimination in educational institutions and programmes. These include unaddressed bullying or violence, discriminatory refusals of registration, discriminatory tracking or school placement, and unfair hiring and promotion practices.

Learners should have full and equal access to and support in education from a very young age, throughout compulsory education and beyond:

- 7) To reach the Education and Training 2020 target of a 95 percent enrolment rate in Early Childhood Education and Care (ECEC) and offer all children the chance to have an inclusive **high-quality ECEC**, places must be free of charge and easily accessible for all, regardless of their origins or residence status.
- 8) To reach the EU 2020 goal of reducing drop-out rates to 10 percent, all young people at **risk of early school leaving**, regardless of their gender, origin, residence status or age of arrival, should be given the choice between two options of equal quality and value: either extra support to stay on an academic track or an effective vocational training track, with a curriculum and training focused on future transferable skills and leading to a successful school-to-work transition or entry into higher education.

- 9) **Quality second-chance programmes** and flexibility in education systems should be made readily available to help young people who have not had the advantage of supportive learning environments earlier in their lives.

Multilingualism should be seen and encouraged as an asset for all languages and for all learners in order to boost learners' self-confidence, intercultural skills, and employment prospects in a globalised world:

- 10) Everyone should have the right to become **fluent in the official language of instruction**. The education system should facilitate this right and remove any obstacles by providing free general and targeted support from pre-primary to adult education, including for newly arrived migrant learners and for learners without a migrant background.
- 11) Countries should reaffirm their commitment to the **European Commission's trilingual formula** aiming for all learners to become fluent in at least three languages of their choice: their first language and two other languages.
- 12) Among the options to learn other languages, the **learning of local migrant languages** should be supported for interested migrant learners and non-migrant-learners, either within the school day or as an extra-curricular activity. Teachers can also find ways to recognise the value of all these languages in the daily life of the school, thus supporting and promoting the mother tongues of all learners.

Teachers and school leaders play a crucial role:

- 13) Effective school development will take place by investing in professional capital and increasing teachers' capacity to teach in a diverse classroom. All **pre- and in-service training and mentoring programmes** should systematically include **training on intercultural and gender-sensitive skills, language learning, and the specific needs of migrant learners**. This should inspire teachers to treat and value learners equally, to encourage other learners to do the same, to recognise the value of all learners' family backgrounds, and to help them master the language of instruction in their subject area.
- 14) **School leaders** may need to be given formal training in order to successfully lead the school in valuing diversity as an asset and in facilitating the professional development of their staff. This training should include intercultural skills, expertise in second language learning and intercultural education as well as knowledge about project implementation and evaluation.
- 15) The current under-representation of **teachers and school leaders with a migrant background** means that our schools are losing out on highly qualified teachers and role models for the classrooms of tomorrow, both for migrant and non-migrant learners. Governments should make it a priority to encourage people with a migrant background to study or enter teaching. This includes hiring incentives, certified bridging courses for foreign-trained teachers and promotional campaigns among the second generation.

Links with the local community are vital in encouraging a holistic education:

- 16) **Financial support** should be provided for sustainable mentoring and other forms of community-based educational support. They have been demonstrated to be effective tools for extra-support, while also providing a motivating and credible role model. Community- and role model-based

forms of learning should become an integral part of local educational landscapes in equal partnership between schools and NGOs or local community centres.

- 17) Immigrants should be equally represented in peer-to-peer **mentoring schemes**, both as beneficiaries of mentoring and homework centres, but also as mentors who can act as role models in their local area for learners with or without a migrant background. This will empower young people with a migrant background and allow them to use their experience and networks to help and support their peers.
- 18) **Learning through experience**, especially through voluntary organisations such as youth organisations, gives those with a migrant background a chance to develop their personal and social competences through co-operative and experiential learning. Through “non-formal education”, young volunteers acquire a wealth of key competences (particularly the transversal ones, which are not sufficiently covered by formal curricula) that enhance their employability. It also helps engaging with the communities, while building the social capital of young volunteers. Citizenship, intercultural and global education are key integral components of youth organisations’ educational practices.
- 19) To **fully inform and empower migrant parents**, schools should support migrant parents to participate equally in the life of the school community. This should include equal participation in school governance and volunteering initiatives, access to social interpreters and intercultural mediators during parent-teacher meetings, and the creation of advisory services on school choice policies reaching out to under-served migrant communities.

Newly arrived migrant learners<sup>1</sup> should be given support based on their individual skills and needs when they arrive, as part of a more inclusive general education system:

- 20) **Newly arrived migrant learners’** prior learning and knowledge should be assessed by educators with knowledge of the relevant home country education system and experienced in individual student assessment to determine the appropriate language and academic support for them to catch up to the grade level of their peers in their new country of schooling.
- 21) **Teacher competences** must be developed to implement an appropriate curriculum for these learners, together with educational support services, in order to provide adequate language and academic support based on the learner’s needs.

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<sup>1</sup> Newly arrived migrant students are defined as minors born outside the country of residence to parents also born outside the country and who have arrived during or before the age of compulsory education.

## Supporting Document

### Recommendations on improving education for children and young people with a migrant background

Since 2013, the [SIRIUS policy network](#) on the education of children and young people with a migrant background has organised a number of EU stakeholder meetings to discuss specific education policies that disproportionately affect migrant learners. These meetings have served as a platform for researchers, policy makers and grassroots initiatives to discuss policy recommendations with EU NGOs working on asylum and migration and with EU NGOs working on education and training. Bringing these two sets of NGOs together around a common agenda is important in order to develop more inclusive education systems that put learners in the centre.

Based on these stakeholder discussions, SIRIUS proposes policy recommendations for the responsible authorities for education in the Member States and at the EU level (particularly the European Commission and its funding mechanisms) on the topics of:

- Remedying the school concentration of socially disadvantaged learners
- Guaranteeing equal access to high quality vocational education and training for all, regardless of residence status
- Promoting multilingualism among all learners
- Diversity in teacher training and professional capacity
- Increasing the representation of people with a migrant background in the education professionals
- Expanding peer-to-peer mentoring for learners with a migrant background
- Creating effective support for newly arrived migrant learners

These recommendations serve as the basis of the migrant education agenda above, and aim to give more specific advice on each topic.

## Recommendations to Educational Authorities in Member States

### Remedying the school concentration of socially disadvantaged learners

1. According to data from the Programme for International Student Assessment (PISA), low educational attainment of migrant learners is generally more related to a high concentration of learners from disadvantaged families than to their migrant background<sup>2</sup>. Therefore, governments should strive towards more mixed classrooms, not focused specifically on learners' migrant background, but on the socio-economic status of all learners<sup>3</sup>.
2. Schools with significant numbers of learners with a socially disadvantaged background need sufficient budgets in order to offer suitable individualised support to all students and give each learner an equitable opportunity to succeed<sup>4</sup>. Budgets should be spent on attracting and retaining experienced teachers and including additional teachers in the classroom where necessary.
3. Since PISA surveys and the TIES study<sup>5</sup> show that early tracking decreases social mobility for all learners and especially for migrant learners<sup>6</sup>, governments should review the age of first tracking and comprehensive schooling should be promoted to improve learning for all learners<sup>7</sup>.
4. According to PISA data, school concentration along socio-demographic lines may increase when schools are free to select their learners<sup>8</sup>. Intake procedures should therefore be strictly controlled; Social mixing quotas, placement lotteries, and financial incentives can be introduced to encourage less socio-economic concentration in schools. At the same time, disadvantaged schools can be made more attractive by receiving extra financial and professional support to assist disadvantaged learners<sup>9</sup>.

### Guaranteeing equal access to high quality vocational education and training

1. Governments should establish VET advisory boards that facilitate knowledge exchange between policy makers, education practitioners, VET students, and migrant communities, as well as developing concrete guidelines for national policy making.
2. Based on the recommendations of the European Centre for the Development of Vocational Training (CEDEFOP), governments should implement quality standards that allow for an assessment of learning

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<sup>2</sup> OECD (2012), Pisa in Focus 22. How do immigrant students fare in disadvantaged schools?

<sup>3</sup> OECD (2013). Pisa in Focus 34. Who are the strong performers and successful reformers in education?; OECD (2014), Pisa in Focus 42. When is competition between schools beneficial?

<sup>4</sup> SIRIUS (2014). Stakeholder meeting report - Reproducing inequality: How to fight the trend towards school concentration of disadvantaged pupils.

<sup>5</sup> Study on the Integration of European Second Generation

<sup>6</sup> OECD (2014). Pisa 2012 Results in Focus. What 15-year-olds know and what they can do with what they know.

<sup>7</sup> Nesse (2008). Education and Migration. Strategies for integrating migrant children in European schools and societies

<sup>8</sup> OECD (2008). What works in migrant education? A review of evidence and policy options; OECD (2014). Are grouping and selecting students for different schools related to students' motivation to learn? OECD (2014). Pisa in Focus 42. When is competition between schools beneficial?

<sup>9</sup> SIRIUS (2013). Thematic Workshop on Segregation and Integration Report; OECD (2014). PISA in Focus 42; OECD (2009). The Labour Market Integration of the Children of Immigrants.



outcomes, establish or refine accreditation procedures for VET providers, and invest in the training of vocational teachers to make vocational education a more attractive career path<sup>10</sup>.

3. Governments should create incentives for migrant-run SMEs to offer more apprenticeships by subsidising placements and strengthening links between schools, migrant businesses, and Chambers of Commerce.<sup>11</sup>
4. Governments should gather more information on the situation of migrant learners in VET schemes and fund research to identify reasons for higher drop-out rates among migrant learners<sup>12</sup>.
5. Extra educational support must be provided for at-risk learners to support the transition from general to VET education and to reduce drop-out rates. Peer mentoring should be considered as an inexpensive and hands-on policy measure to increase retention rates. Once in VET, learners should be offered a clear curricula and learning path that develop transversal skills for their future careers. States should monitor and remedy any gaps in the transition to higher education or the labour market.
6. To increase awareness about VET career opportunities among migrant learners and their parents<sup>13</sup>, schools should organise targeted VET fairs, make short-term internships a compulsory component for all types of secondary schools and visit companies and business that offer apprenticeships, including migrant-owned businesses.
7. To increase the numbers of learners in high-quality VET schemes, schools need to support learners to find placements, for instance by forming school-business partnerships with local companies. To guarantee equal access, governments should consider offering scholarships for underrepresented groups in vocational training.
8. Undocumented children should be able to complete VET and apprenticeships to ensure their equal right to education and training, and as a means to stimulate social inclusion and development<sup>14</sup>.

### **Promoting multilingualism among all learners**

1. There are numerous personal, social, cultural and economic advantages to speaking multiple languages. Governments should appreciate the value of linguistic diversity for all languages and all learners as a means to foster personal growth, encourage social inclusion, enrich society culturally so that it becomes more open-minded and provide economic opportunities, boosting jobs and growth<sup>15</sup>.
2. Starting in pre-primary education and continuing through to secondary, vocational, and adult education, all learners with limited skills in the language(s) of instruction should receive general and targeted language support that is free of. To achieve academic fluency, support programmes should be

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<sup>10</sup> CEDEFOP (2011). Assuring quality in vocational education and training. The role of accrediting VET providers

<sup>11</sup> SIRIUS (2014). Stakeholder meeting report – Vocational Education and Training to Counter Social Exclusion.

<sup>12</sup> CEDEFOP (2012). Trends in VET policy in Europe 2010-2012. Progress towards the Bruges communique; Dag Tjaden (2013). Migrants and Vocational Education in the European Union: A review of evidence on access and dropout.

<sup>13</sup> CEDEFOP (2011). Employment-related mobility and migration, and vocational education and training

<sup>14</sup> PICUM (2008). Undocumented children in Europe: Invisible Victims of Immigration Restrictions; Special Rapporteur on the Human Rights of Migrants François Crépeau, PICUM, National University of Lanús (2013) (2013). Human Rights of Undocumented Adolescents and Youth.

<sup>15</sup> SIRIUS (2013). Stakeholder meeting report – Promoting multilingualism among immigrants.

based on a coherent curriculum for second language learning and include regular formative assessments.<sup>16</sup>

3. As much as possible, governments should incorporate Content and Language Integration Learning methods (CLIL) into teaching languages, whether for the language of instruction or for other languages taught in schools (including immigrant languages)<sup>17</sup>.
4. Authorities can support the learning of immigrant languages for learners interested to learn other European and non-European languages<sup>18</sup> through additional in-school courses (e.g. adaptation of the foreign language offer), after-school supplement classes or summer programmes and in cooperation with centres of language expertise and migrant communities that offer after-school language courses.
5. Schools should consider how to recognise and benefit from linguistic diversity in the classroom by using European Language Portfolios, testing new methodologies in the classroom, and implementing school-based projects, such as Language of the Month initiatives where migrant students teach their peers about immigrant language(s)<sup>19</sup>.

### **Diversity in teacher training and professional capacity**

1. Teachers need training in the topics of migration, acculturation, social psychology phenomena, language (including second language learning, formative assessment, language diagnostics and intercultural education), diversity and ethnic identity issues relating to the diverse and challenging environments in which they teach<sup>20</sup>. Any pre- or in-service training programmes for school leaders and teachers should include intercultural skills, expertise in second language learning, as well as knowledge about project implementation and evaluation. In addition, in-service training should be free of charge for teachers and rendered more available in rural areas.
2. Schools should be organised in an open manner so as to involve parents and communities to a greater extent and improve the parent/teacher relationship<sup>21</sup>. This can be done by providing extra support where necessary to access hard-to-reach parents through cultural mediators and social interpreters at parent/teacher conferences or other outreach events and facilitated home visits.

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<sup>16</sup> British Council (2013), Language Rich Europe Project

<sup>17</sup> British Council (2012). Language Rich Europe. Trends in Policies and Practices for Multilingualism in Europe; British Council (2014). CLIL Policy and Practice: Competence-based education for employability, mobility and growth.; see Sierens and Van Avermaet (2014) for a detailed discussion on the merits of monolingual and multilingual education models.

<sup>18</sup> British Council (2013), Language Rich Europe Project.

<sup>19</sup> SIRIUS (2013). Stakeholder meeting report – Promoting multilingualism among immigrants.

<sup>20</sup> OECD (2010). OECD Reviews of Migrant Education - Closing the Gap for Immigrant Students: Policies, Practice and Performance

<sup>21</sup> SIRIUS (2013). Professional capacity – policy brief.

3. Public authorities should offer funding to encourage the development of professional centres of expertise<sup>22</sup> that focus on diversity within schools. These centres<sup>23</sup> should identify best practice and take on responsibility support services to schools and teachers, guided by experienced collective judgement.

### **Increasing the representation of people with a migrant background in the education professionals**

1. Inclusive, structural policy dialogue fora with all stakeholders should be developed, such as national education councils<sup>24</sup>. These will aid the government with ideas and creative solutions on how to increase the representation of migrant stakeholders in education.
2. Governments need to play a more active role and work towards structural implementation of initiatives diversifying teaching staff.<sup>25</sup> Best practice projects in this area, once rigorously evaluated, should be implemented as policies across the educational jurisdiction (be that on a national, regional or local level).<sup>26</sup>.
3. Governments should gather more statistics on teachers' social and migrant backgrounds<sup>27</sup> and define clear timelines and incentives for increasing the representation of teachers with a migrant background, particularly of migrant women who are underrepresented in this key area of female employment.
4. In order to render the teaching profession more attractive, upward mobility in the education sector as well as general career development, e.g. in school management or teacher unions, need to be promoted more strongly.
5. Governments should facilitate the recognition of foreign qualifications and offer certified bridging programmes that include teacher traineeships, specialised language courses, and training of soft skills to support the up-skilling of teachers trained abroad.<sup>28</sup>
6. Student teachers with a migrant background may need additional academic and financial support during their teacher training. Governments should therefore provide additional funding for mentoring schemes, scholarships, and career advice services.

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<sup>22</sup> Also called professional learning communities. SIRIUS (2013). Professional capacity – policy brief.

<sup>23</sup> Examples include the CASNAV in France and CASNA in Luxembourg.

<sup>24</sup> Such as the Flemish Education Council (VLOR). See SIRIUS (2014). The face of diversity: How to increase representation of people with a migrant background in education. Background paper.

<sup>25</sup> OECD (2013). Talis 2013 Results. An international perspective on teaching and learning.

<sup>26</sup> For examples from Austria, Finland and Germany, see SIRIUS (2014). The face of diversity: How to increase representation of people with a migrant background in education. Background paper.

<sup>27</sup> SIRIUS (2014). Stakeholder meeting report – The face of diversity: How to increase representation of people with a migrant background in education.

<sup>28</sup> IOM (2013). Recognition of Qualifications and Competences of Migrants.

## Expanding peer-to-peer mentoring for learners with a migrant background

1. Peer mentoring projects need to be promoted as an integral part of policy making in education because they have proven to be an effective, hands-on tool for reducing the achievement gap that requires comparatively little legislative and financial effort<sup>29</sup>.
2. Policy makers will also better understand the needs on the ground of learners, parents, and schools through a closer cooperation with migrant-led mentoring organisations<sup>30</sup>.
3. Mentoring should be perceived as a broad support and integration mechanism beneficial for all learners, not only for migrant "at risk" students.

## Creating effective support for newly arrived migrant learners

1. Temporary policies targeting newly arrived migrant learners are necessary, yet ineffective if they are segregating learners and are not accompanied by general educational reforms moving towards more inclusive education systems<sup>31</sup>. Research<sup>32</sup> commissioned by DG Education and Culture has shown that inclusive policies for all underachieving learners can deliver better educational outcomes for newly arrived migrant learners than models that transfer them into reception classes.
2. Seeing the complexity of assessing the educational experiences of newly arrived migrant learners, their learning pace and proficiency of the language(s) spoken at home, these assessments should be administered and conducted by highly specialised centres with educational experts<sup>33</sup>.
3. Gender-mainstreaming should be understood and implemented as a vital part of integrating newly arrived migrant pupils. Specifically, gender-based psychological, cultural and sexual violence directed at newly arrived female pupils should be prevented and addressed through the relevant teacher and pupil trainings.
4. Governments should provide funding and other necessary support for networks of social interpreters and intercultural mediators to ensure better communication between newly arrived parents and schools to contribute to a more welcoming environment. School districts should consider developing these as public services, rather than relying only on volunteer networks.

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<sup>29</sup> SIRIUS (2014). Mentoring: What can support projects do that schools can't? Policy brief.

<sup>30</sup> For example, those organisations participating in the European Network for Educational Support Projects, created by the SIRIUS Network. <http://www.sirius-migrationeducation.org/the-handbook/about-the-handbook/>

<sup>31</sup> Migration Policy Group (2012). Using EU Indicators of Immigrant Integration

<sup>32</sup> European Commission (2013), Educational support for newly arrived migrant children

<sup>33</sup> Council of Europe (2010) Language diagnostics in multilingual settings with respect to continuous procedures as accompaniment of individualised learning and teaching.

## Recommendations to EU Institutions

The EU 2020 efforts to promote social inclusion and education are largely centred on the topics of poverty, early school leaving, and tertiary education. To reach these goals, the EU 2020 strategy should add a new headline indicator to decrease inequalities in education by disaggregating the education headline indicator for learners with a social-economic disadvantaged background (e.g. based on parents' income or education) including for migrant learners (e.g. for foreign-born and for second generation), as they do in the PISA results<sup>34</sup>.

### Remedying the school concentration of socially disadvantaged learners

1. The Commission should promote discussion among Member States on cross-sectorial policies against the school concentration of socially disadvantaged learners, including urban planning, education, and social policy.
2. Through existing mechanisms, the EU should facilitate and support study trips and peer reviews among national policy-makers, schools, and NGOs to learn from successful comprehensive school systems and gather good practices of national, local and school policies that encourage social inclusion through mixed classrooms<sup>35</sup>.
3. The European Social Fund and Erasmus+ should continue to provide funding for schools with a large percentage of socially disadvantaged learners and support policies that fight the school concentration of learners from a disadvantaged background.
4. The EU should support and further disseminate rigorous research and data on best practice schools and education systems addressing the perception that mixed comprehensive schools have negative effects on academic achievement.

### Guaranteeing equal access to high quality vocational education and training for all, regardless of residence status

1. The EU should further enhance peer learning between countries where apprenticeship programmes are less common and countries with high-quality, dual vocational training, as well as exchange of good practices regarding non-discriminatory access to internships and apprenticeships for migrant children, regardless of residence status.
2. The Commission should encourage European networks such as EQAVET and the European Alliance for Apprenticeships to diversify its membership and include practitioners with a migrant background and migrant-led enterprises.

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<sup>34</sup> For example, OECD (2014). Pisa 2012 Results in Focus. What 15-year-olds know and what they can do with what they know.

<sup>35</sup> OECD (2010), Equal opportunities? The labour market integration of the children of immigrants

3. European stakeholders have repeatedly stressed the need for additional language courses for migrant learners during their vocational education<sup>36</sup>. The EU institutions should support its Member States to provide targeted language support for migrant learners during vocational training and apprenticeships.
4. Throughout the Copenhagen Process, the Council has highlighted the importance of reforming VET schemes to better cater to the needs of disadvantaged learners<sup>37</sup>. The Council and the Commission should therefore consider non-binding guidelines or toolkits for rendering VET schemes more inclusive and accessible to migrant learners.
5. The Youth Guarantee's helpdesk set up by DG Employment should encourage national policy makers to consider the needs of migrant learners when reforming VET schemes. In addition, the Commission's feedback on national implementation plans of the Youth Guarantee should also assess how national strategies address the needs of migrant VET learners.
6. Mutual Learning Programmes under the European Employment Strategy – and national VET peer reviews in particular – are valuable tools to inspire knowledge exchange. Seeing that reviews were last conducted in 2009, the Commission should consider a new round of peer reviews with a stronger focus on the situation of migrant learners.
7. Situation testing and interviews with companies in Germany and Switzerland show that migrant learners are less likely to be accepted for an apprenticeship than their non-migrant peers with the same qualifications<sup>38</sup>. The EU should support national equality bodies to focus on this issue, by assessing the situation and second offering legal support to victims of discrimination in the field of VET. The EU should also support exchange of good practice on non-discriminatory access regardless of residence status.

### **Promoting multilingualism among all learners**

1. E-Twinning programmes between schools under the Erasmus+ programme are an important step towards strengthening the cooperation between schools and enabling peer learning on multilingual education. The Commission should include peer visits and workshops in the funding scheme to increase knowledge transfer and encourage more projects in the field of multilingualism among migrant learners.
2. The EU should support further research on the economic, social and personal benefits of multilingualism. Furthermore policy experimentation should be encouraged on the most effective methods for teaching the language of instruction to all migrant and non-migrant learners with limited

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<sup>36</sup> European Commission (2009). Results of the consultation on the education of children with a migrant background.

<sup>37</sup> Declaration of the European Ministers of Vocational Education and Training, and the European Commission, convened in Copenhagen on 29 and 30 November 2002, on enhanced European cooperation in vocational education and training

<sup>38</sup> Expert Council of German Foundations on Integration and Migration (2014). Discrimination on the Training Market. Extent, Causes and Recommended Actions; Dag Tjaden (2013). Migrants and Vocational Education in the European Union: A review of evidence on access and dropout.

language proficiency, especially newly arrived learners, as well as for recognising and teaching migrant languages as a foreign language option<sup>39</sup>.

3. The EU should widen the scope of the Directive 77/486/EEC<sup>40</sup> on the education of non-native language speaking children to non-EU nationals and renew its commitment to proper implementation. The EU could also propose non-binding interpretative guidelines on support for newly arrived learners, including the teaching of the language of instruction and migrant languages.

### **Diversity in teacher training and professional capacity**

1. ERASMUS+ programmes that promote teacher mobility can be used to exchange knowledge and learning on different teacher training programmes across countries, with national teacher training colleges that successfully include diversity in their teacher training courses being encouraged to share good practices in teacher training and curricula development.
2. The EU should support local and national networks of centres of expertise on diversity (such as the CASNAV<sup>41</sup> in France and the CASNA<sup>42</sup> in Luxembourg) in order to help schools learn about the educational needs of migrant children and help improve their learning outcomes. These centres of expertise should include cultural mediators, interpreters and social workers where possible.

### **Increasing the representation of people with a migrant background in the education professionals**

1. The EU should monitor underrepresented groups in the teaching and educational sector and support using the existing EU data sources.
2. Best practices should be promoted about outreach to potential teachers of migrant background. This outreach highlights the high societal value of teaching and promotes the inclusion of migrant teachers as qualified staff, cultural mediators and role models.
3. The Commission should promote exchange and innovation on the successful implementation of university-level support programmes that encourage students with a migrant background are to attend and successfully complete university.
4. Professional networks of migrant teachers as established, for instance, in Germany<sup>43</sup> have played an important role in attracting more migrant learners to enter teaching and in supporting teachers with a migrant background during their career. The EU should fund such initiatives including for example bridging courses for foreign-trained teachers and campaigns among the second generation.

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<sup>39</sup> British Council (2013), Language Rich Europe Project

<sup>40</sup> Council Directive 77/486/EEC of 25 July 1977 on the education of the children of migrant workers

<sup>41</sup> Centres académiques pour la scolarisation des enfants allophones nouvellement arrivés et des enfants issus de familles itinérantes et de voyageurs (Casnav - France)

<sup>42</sup> Cellule d'accueil scolaire pour nouveaux-arrivants (CASNA – Luxembourg)

<sup>43</sup> Namely the Network of Teachers with a Migrant Background in the State of North-Rhine Westphalia.

5. Positive action measures as foreseen under the Race and Employment Equality Directives can help increase the number of educational practitioners with a migrant background<sup>44</sup>. The EU should facilitate and encourage Member States to implement such actions also with an aim to promote the equal treatment of learners of migrant background in the education system.

### **Expanding peer-to-peer mentoring for learners with a migrant background**

1. The EU should encourage discussion about the role of mentoring programmes as part of a broader picture of education that takes place outside the classroom and strengthens the development of social skills.
2. The continuation of mentoring projects<sup>45</sup> is often threatened by project-based subsidies. Mentoring projects should be up-scaled to national and EU level to secure long-term funding and to ensure the training of a growing pool of dedicated mentors.

### **Creating effective support for newly arrived migrant learners**

1. Based on the results of its study on Newly Arrived Migrant Students<sup>46</sup>, the EU should facilitate and support cooperation among its Member States on how to develop inclusive and individualised mainstream education that is also effective at meeting the needs of newly arrived children. The EU can also ensure that the needs of migrant learners are addressed in discussions on making schools more responsive to the individualised needs of all learners.
2. The Commission should explore how to support Member States in assessing prior learning and knowledge of newly arrived children from EU and non-EU countries for appropriate placement.
3. As newly arrived migrant learners are more likely than their peers to leave school early, the EU should consider them as an important target group for monitoring within the EU 2020 strategy to reach their target of reducing early school leaving to 10 percent and increase youth employment.
4. Future enforcement of the EU family reunification directive 2003/86/EC should take into account the effect of conditions and 'integration' measures on delaying applications, which has negative long-term integration effects on the education and employment outcomes of immigrating children. The older

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<sup>44</sup> European Commission (2011). Developing Anti-Discrimination Law in Europe; The European Network of Legal Experts in the non-discrimination field (2011) European Anti-Discrimination Law Review; Equinet (2013). Equality Law in Practice. Report on the implementation of the Race and General Framework Directives

<sup>45</sup> A successful example of a mentoring project is the SUPREME-mentoring project which works on developing talents and preventing student drop-outs, funded from 2012 to 2014 under the Leonardo da Vinci – Lifelong learning programme. <http://www.supreme-mentoring.eu/>

<sup>46</sup> European Commission (2013), Study on educational support for newly arrived migrant children



migrant learners are when they enter school education, the less time there is for them to integrate into the school system and excel academically<sup>47</sup>.

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<sup>47</sup> OECD (2013). Pisa in Focus 29. Do immigrant students' reading skills depend on how long they have been in their new country?

## Endorsements for the Agenda and Recommendations on Migrant Education

- **European Association for the Education of Adults (EAEA):** EAEA is happy to endorse the recommendations coming from the SIRIUS network as they complement our work in adult education. Access to learning for migrants must be a priority from early childhood to adulthood.
- **European Association of History Educators (EUROCLIO):** Supports the SIRIUS Agenda for Migrant Education in Europe and in particular its call for more inclusive educational systems and approaches, in line with EUROCLIO's principle of high quality history, heritage and citizenship education that embraces cultural, religious and linguistic diversity as a way to foster social cohesion and contribute to intercultural dialogue.
- **European Network against Racism (ENAR):** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States.
- **European Network of Migrant Women (ENoMW):** If we want to live in a just society, education is the place to start with. If we want migrant girls to be a part to that society, education is a real place to support them.
- **European Network to Promote Linguistic Diversity (NPLD):** Fully supports the SIRIUS Network recommendations and works to ensure an equitable approach to multilingualism, including state languages but also regional, minority, lesser-used as well as migrant languages.
- **European Parents Association (EPA):** Parents' associations all over Europe are aware of the challenges migrant families are facing when trying to adjust to a new country and a new education system. The European Parents' Association finds it very important that all children are supported in their education in a way that serves their best interest and at the same time parents are also given all necessary state support as stated in Article 18 of the UN Convention on the Rights of the Child.
- **European Students' Union (ESU):** ESU was founded on the idea that every student should be respected and represented. We view these recommendations and their focus on a learner-centred approach as integral in achieving this and allowing all students to prosper within the education system regardless of socio-economic background. For this reason we fully endorse the document.
- **European Youth Forum (EYF):** EYF demands quality and inclusive education for everyone. The EU rate of early school leaving being almost double for foreign-born learners points to difficulties and barriers that EU leaders must take urgent action to tackle. These recommendations, produced after careful study by the SIRIUS group, show what action is essential for the inclusion of young migrants and those with a migrant-background and we urge EU leaders to act to implement them.
- **International Migration, Integration and Social Cohesion Research Network (IMISCOE):** The Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States came into being with the support of IMISCOE.
- **Migration Policy Group (MPG):** Through SIRIUS, education stakeholders, migration stakeholders, and immigrant-run initiatives have finally come together at both national and EU level to create and endorse a common agenda for an inclusive and equitable education for immigrant learners. MPG hopes that these and other actors will take up and implement these recommendations at national and EU level, leading to greater mainstreaming, better coordination and more effective policies on the ground.
- **Migration Policy Institute (MPI) Europe:** Policies that support migrant students in their educational trajectories, from early childhood through secondary, vocational and adult education, are essential to improve outcomes and successful integration efforts for migrant children and their

families. MPI Europe endorses the SIRIUS policy network's recommendations on improving education for children and young people with a migrant background and their goal of promoting access to high quality learning opportunities for all.

- **Network of Education Policy Centers (NEPC):** Endorses SIRIUS in its work to provide equal educational opportunities for all in European Union. NEPC believes that education policy at all levels of education should be driven by the principles of social justice and the need to remove all forms of inequity from our educational systems which are crucial for creating societies based on values that EU promotes. The promotion of equal opportunities is not just the responsibility of policy makers but all the stakeholders in education who should strive for continuous improvements in this aspect.
- **The Open Society Foundations** endorses the call from the SIRIUS network for a clear agenda to affirm and support the equal right to education in inclusive settings for all European residents, including children and youth with migrant backgrounds. We welcome the recommendations put forward here by SIRIUS to strengthen education inclusion and equity, they are important for improving the quality of education overall and crucial for building a stronger and fairer Europe. We endorse the agenda for this conference and urge Member States to incorporate these principles in their education policies.
- **Organising Bureau of European School Student Unions (OBESSU):** OBESSU strongly believes that each learner has the right to high-quality education, regardless of socio-economic background. These recommendations, focusing on one particular aspect of social inclusion in education, are completely in line with OBESSU's views on the topic and we therefore fully support it.
- **Platform for International Cooperation on Undocumented Migrants (PICUM):** As well as the challenges that all migrant children may face to enjoying their education and realising their full potential, undocumented children face specific discrimination in European education systems due to their migration or residence status. Policy makers and service providers should ensure inclusion of undocumented children in measures to improve educational outcomes for migrant children, and address the specific status-related barriers, to enable all children to have access to high-quality education at all levels, without discrimination.
  
- **Association de la Fondation Etudiante pour la ville (AFEV), France :** For the French SIRIUS partner, hospitality and attention to the educational success of newly arrived children are fundamental issues. The AFEV has been involved for 15 years in a specific mentoring program for children and youth with migrant background thus promoting an inclusive school and a welcoming society. The Afev endorses the recommendations made in the SIRIUS report and wishes to underline how committed youth and especially students can be a key lever in this process, for the benefit of children and youth with migrant background.
- **Centre for Migration and Intercultural Studies (CeMIS), Antwerp University, Belgium:** As an academic research institute, CeMIS has a central focus on research themes related with the disadvantaged position of many immigrant and ethnic minority groups in European societies. Our research findings on topics like segregation in primary education, school careers of immigrant pupils in secondary education and early school leaving encourages us to endorse the SIRIUS Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities.
- **Centre for Research and Intervention in Education of the Faculty of Psychology and Education Sciences of the University of Porto (CIIE/FPCEUP), Portugal:** Since its beginning, CIIE/FPCEUP has been committed to contributing to increased social justice, reducing social and educational inequalities and empowering vulnerable social groups and individuals within and outside educational and social systems. CIIE/FPCEUP's concern on inclusion and promotion of research and

education for all is noticeable on former and current research projects and networks on: migration and citizenship, social and cultural diversity, early school leaving, multicultural education, social and educational inequalities, participation processes of minority and excluded groups. Therefore, CIIIE/FPCEUP fully endorses the Agenda for Migrant Education in Europe.

- **Claudia Köhler, European Forum for Migration Studies (EFMS), Germany:** Equal educational chances are not a reality, yet. The recommended policy improvements carry the potential to bring equal chances into reality and help children to develop their individual potentials.
- **Cyprus Pedagogical Institute, Cyprus:** The Cyprus Pedagogical Institute is a department of the Ministry of Education and Culture and endorses the Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities. We aim to promote and coordinate a new migrant education policy in Cyprus which will enable high achievement of all students regardless of their sociocultural background. The SIRIUS recommendations for Member States authorities will be the cornerstone for this process.
- **Economic and Social Research Institute (ESRI), Ireland:** The ESRI would be delighted to endorse the document; we feel that it is important that migrant children would reach their full potential in the receiving countries. Many migrants face 'step-wise' educational disadvantage during their schooling career due to existing structural inequalities in the education system. This is likely to have long-term consequences as education and subsequent occupation are major determinants of the later life chances of these young people. In order to ensure success for these young people, the importance of inclusive school practices and the embeddedness of institutional inequalities have to be highlighted and acted upon.
- **Education and Teacher Training Agency (Agencija za odgoj i obrazovanje - ETTA), Croatia:** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States, in line with ETTA's role in the national education system and the European context, and with the aim of further supporting policymakers, schools and teachers to provide more inclusive education for migrant students to help them realize their potential in today's and tomorrow's diverse society.
- **Education Department of the Generalitat de Catalunya, Spain:** We hope this Agenda will be an opportunity to contribute to the school success of students with a migrant background as well as to make possible that they become citizens in an open, plural and cohesive society.
- **ERDISC Research Group of Universitat Autònoma de Barcelona (UAB), Spain:** Endorses the document A Clear Agenda for Migrant Education in Europe along with its Recommendation to Educational Authorities in Member States.
- **Forum for Freedom in Education, Croatia:** We think that this is a very important and extensive document providing all relevant resources for the improvement of migrant education taking into account relevant studies, relevant literature and the experience of SIRIUS member organisation in advocating quality migrant education in their respective countries and around EU.
- **Global Development Institute (GDI), Latvia:** Education means caring for everyone's future.
- **Institute for Policy Studies in Education, London Metropolitan University, United Kingdom:** As one of the leading UK educational research institutes that focus on social justice and inclusion in educational policy, we wholeheartedly support the SIRIUS networks findings on the policies needed to support migrant educations into European society. We believe that this is one of the most important issues facing European education over the next decade, and that substantial initiatives need to be introduced into all European Union countries and at EU level.
- **Multi Kulti Collective (MKC), Bulgaria:** The vision of SIRIUS is in line with the goals of Multi Kulti Collective especially with our work on supporting migrants' integration and equal access to rights, including access to high quality vocational education and training.
- **Public Policy and Management Institute, Lithuania:** The Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State

authorities prepared by Sirius network is a comprehensive collection of policies and recommendations uniting visions of all stakeholders (i.e., policy makers, experts, researchers, practitioners, migrant youth, etc.) on what should be the main features of education system in order to provide all learners with the skills, opportunities and resilience to realize their potential in today's diverse society. Public Policy and Management Institute fully supports the Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities and will continue contributing to raising and spreading a stronger and more common agenda for a more inclusive education policy including for immigrant learners.

- **RISBO – Research Training Consultancy, The Netherlands:** Risbo wants to contribute to educational systems that assure that children with a migrant background get the same opportunities to reach excellence and personal development as all children should have.
- **Spanish Ministry of Education, Culture and Sport, Spain:** Agrees with the outcome of the European Policy Network on the education of children and young people with a migrant background (SIRIUS). We also support the project results, as one of the principles of the Spanish education system is the transmission and implementation of values that favor personal freedom, responsibility, democratic citizenship, solidarity, tolerance, equity, respect and justice. The Spanish education system also includes measures to overcome any kind of discrimination and to prepare young people for the exercise of citizenship and for an active participation in the economic, social and cultural life, with a critical and responsible attitude and adaptability to the changing situations in the knowledge society.
- **Trasversale srl, Italy:** Endorses the “Agenda for Migrant Education in Europe and the supporting recommendations for EU institutions and for Member State authorities” since it addresses the issue of education of children with migrant background in a comprehensive way. In particular, we encourage all Member States to promote a successful school-to-work transition and/or entry into higher education for the target groups.
- **Universidad Autónoma de Madrid (UAM), Spain:** In the 21st century one of the most important challenges for all educational systems should be to promote and develop the full potential, capacities and knowledge of all learners -and especially for those with a socially disadvantaged background- so they can become active and transformative citizens in the diverse societies in which we live today. For this reason it is very important to improve education for children and young people with a migrant background in order to promote full human development in all learners, reducing all forms of discrimination and exclusion, and guaranteeing social inclusion and equal access to opportunities for all citizens. Education must be a key element in the construction of more socially just societies.
- **verikom - Verbund für interkulturelle Kommunikation und Bildung e.V., Germany:** The NGO in Hamburg has been realising several projects with secondary education pupils, their parents, and with university students from migrant families which have demonstrated that there are numerous systemic factors acting as impediments for equal access to education and careers. There are many good practice examples, as well as concepts and methodologies that have proven to be effective to overcome these impediments. What is needed most urgently is the political will to implement them on a larger scale, so that many more migrant children can profit from them. The declaration will contribute to the creation of a broad consensus that Migrant Education needs to be high on the agenda. Additionally, good schools for migrant children are good schools for all children.

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