

SIRIUS

WP 1 – Country Review

Policy implementation analysis

by national educational agents and other stakeholders

Through focus group/group discussion data collection

Comparative report

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BY NATIONAL EDUCATIONAL AGENTS AND OTHER
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THROUGH FOCUS GROUP/GROUP DISCUSSION DATA COLLECTION**

COMPARATIVE REPORT

MAY 2013

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INTRODUCTION

The SIRIUS network aims at promoting improvements on policy making and policy implementation regarding the education of children with a migrant background within the EU.

To do so, SIRIUS intends to raise the voices of the main agents and stakeholders involved in migrant education policy making and policy implementation in each country. Based on their inputs, views and expectations, SIRIUS aims at drawing a general picture of the current state-of-the-art, and at identifying main trends, challenges, top difficulties and principal achievements concerning policy implementation.

SIRIUS is interested in the education process as a whole, including pre-primary, primary, secondary, vocational, and higher education, and the respective policy implementation, rather than policy making processes.

The SIRIUS Work Package 1 (WP1) had invited the National Partners to contribute to the assessment of the perceptions on these topics by conducting Focus Groups (FGs) in their countries, analysing the results and composing a national report. The national reports were analysed and used as the basis for the composition of this comparative report.

The core interest of the Focus Groups were the agents' and stakeholders' perceptions on

- the national approach on educating children with a migrant background,
- the national implementation of the “Council conclusions on the education of children with a migrant background”,
- the national implementation of the “EU 2020 Strategy” and the “ET 2020” Targets,
- the added value of the SIRIUS Network for their own work.

In each country one Focus Group (FG), or alternatively the model of group discussion, was to be held. In some countries it was more feasible, due to reasons of time and distance, to conduct interviews or use questionnaires, or a mix of several methods. In the analysis of the results, all methods will be referred to as “Focus Groups (FG)”, and the respective respondents as “FG participants”, for reasons of readability. Details of the formats applied can be found in the National Reports, which are available of Belgium (Flanders), Croatia, Estonia, Germany, Greece, Italy, Latvia, Lithuania, the Netherlands, Spain (Catalonia).

The FG (or the alternative method) was to comprise 7-8 people. These were to correspond to the following profiles:

- Policy makers at national or federal level; these would usually be people from the Ministry of Education responsible for integration matters,
- Policy makers at local/municipal level; these could be staff from the integration or education departments. If possible, invite staff at a more senior level who is actually involved in decision making processes.
- Researchers specialized in migration and education,

- NGO representatives working with migrant children,
- School / high school principals,
- Migrant / minoritized community leaders (Seniors/Juniors).

The main focus of the national reports was on the perceptions of the FG participants. However, the National Partners who composed the reports brought in their expertise on the topic of migrant education in order to explain the context further and add details.

The following represents a synthesis of the above ten reports (Belgium (Flanders), Croatia, Estonia, Germany, Greece, Italy, Latvia, Lithuania, the Netherlands, Spain (Catalonia)) in the manner of a reflection of perceptions supplemented by expert knowledge.

The report starts off by analysing the perceptions on the national approach to education children with a migrant background, continues with a discussion of the perceptions on the implementation of the Council conclusions on the education of children with a migrant background, and afterwards on the implementation of the EU 2020 and ET 2020 targets, outlines the perceptions on the possible contributions of the SIRIUS Network for the national stakeholders, and concludes with a set of questions intended to guide the further activities of the Network.

1. PERCEPTIONS ON THE NATIONAL APPROACH TO EDUCATING CHILDREN WITH A MIGRANT BACKGROUND

1.1 *State of development of targeted policies*

The state of development of targeted policies for migrant education differs considerably among European countries. Among the countries that conducted Focus Group within the SIRIUS Network, five allocated themselves among those in an advanced stage (A), and five among those in a beginning stage of targeted policies for migrant education (B). Group A comprises **Italy**, the **Netherlands**, **Belgium (Flanders)**, **Greece** and **Germany**. Group B comprises **Latvia**, **Estonia**, **Lithuania**, **Croatia** and **Spain (Catalonia)**.

In **Estonia**, there are some initiatives to enhance the situation of new migrant students but it is too much to consider them to be broad targeted policies. Many of the initiatives have been project-based and the number of new migrants remains very low. Concerning Russian schools there have been targeted policies on the state level but their emphasis has been on increasing the number of subjects taught in Estonian. FG participant perceive that there are no 'lessons to be learned' for most of the SIRIUS countries.

As there are not many migrants in **Croatia**, migrant education is not a high priority issue. A new law on foreigners was introduced in February 2013 and some project based activities exist in a very beginning stage.

Lithuania can be considered as advanced in the development of targeted measures for minority children, most importantly the establishment of bilingual education. However, in the field of education of immigrants, Lithuania is in a very initial stage.

1.2 *The approach to educating children with a migrant background*

This chapter discusses the approach of the participating countries on the education of children with a migrant background. The perceptions of the FG Participants on this issue are arranged by the areas of: Culture/Philosophy of approach, Structure, Financing, Strategy of the national approach, Thematic Focus, and Challenges in the implementation of the national approach.

1.2.1 *Culture / Philosophy of the national approach*

In all of the analyzed countries an intercultural approach¹ on principle forms the basis of the general approach to teaching students with a migrant background in school. However, in several cases, like in **Croatia**, **Italy**, **Greece** and **Germany**, this approach primarily exists in theory but is not

¹ “Intercultural education aims at including all students, migrants and natives, in common learning activities, thus providing an alternative to targeting migrant students. By including all children in activities related to the migrants' cultures, it offers a way of valuing the cultural and linguistic assets of migrant children.”

effectively being implemented in practice. In everyday school-life a lack of understanding for diversity and a tendency towards assimilation hinder successful intercultural education.

In **Lithuania** and **Croatia**, there is no well-elaborated approach to intercultural education at the national level. In **Lithuania** this is mainly ascribed to the low incidence of immigration in the country, whereas in **Croatia** this deficit is ascribed to a lack of interest of the responsible Ministry of Science, Education and Sports in promoting integration and intercultural education. However, at the school level in **Lithuania**, there is the attempt to address every migrant student individually, which is eased by the low number of many migrants in schools. Russian or Polish speaking migrants are most likely to be enrolled into minority schools, and therefore are exposed primarily to the environment of their culture of origin.

While aiming at intercultural education, several countries are facing challenges regarding the segregation of native and migrant students in schools. In order to provide special support for migrant students, they are often separated from native pupils to receive extra language classes or are even taught by individual curricula. Other factors causing school segregation are school choices and catchment areas of schools through which housing segregation leads to school segregation. Countries generally aim at integrating students back into the regular student body and at avoiding the concentration of migrants in underperforming schools, but find major challenges in doing so. This is particularly the case for **Italy** and **Greece**.

1.2.2 Structure, Financing, Strategy of the national approach

The support for migrant students very much depends on governmental financial allocations. When a school receives additional financing for migrant pupils, these finances are generally used for providing extra personnel, lessons and material for migrant pupils. This way, migrant pupils are less likely to be perceived as a burden for the school.

This strategy is pursued in **Belgium (Flanders)**, **Estonia**, **Lithuania** and **the Netherlands** in different forms.

In **Estonia**, schools receive extra funding for teaching of migrant pupils. An individual curriculum is applied as far as necessary. A focus is set on individual support of migrant pupils. However, it is criticized that there is no general approach on how to deal with migrant pupils. Schools wish to receive clear guidelines from authorities. Language teaching of pupils with Russian origin represents a challenge in some cases as schools may not receive extra funding for them due to the regulatory frameworks.

In **Lithuania**, schools are funded from the national budget. National minority schools receive extra 20% of funding for supporting minority and 30% for supporting immigrant students, which allows them the implementation of policies such as integration classes, bilingual education, continuous instruction of Lithuanian as a second language, and mother tongue instruction. However, mother tongue instruction is provided only to Russian, Belarussian and Polish speaking immigrants (if they are enrolled into minority schools). There is no national policy on mother tongue instruction, otherwise.

In **Belgium (Flanders)**, in accordance with the general “equal chances” approach, there are no measures specially assigned to migrant pupils. However, special classes are provided that allow children with little or no knowledge of Flemish to follow intensive language training for one year (OKAN). Upon the completion of the training period, the children accompanied by the CLB (Pupil Guidance Center), visit various schools for 3 days to get acquainted with the Flemish system and to choose their educational pathway. The “Equal Chances Education” (GOK) is a policy package to ensure that all students have the same opportunities in education through the means of allocating

additional financial resources to schools according to the proportion of children with a migrant background.

A similar approach is applied in the **Netherlands**, where a weighing system allocates government spending to students in primary education. Current criteria focus on the educational level of parents, which qualifies many migrant families as eligible for additional funding.

Moreover, in **Belgium (Flanders)**, **Greece** and **Spain** reception classes have been set up to provide help for newly arrived migrant pupils.

In **Italy**, a lack of national regulation is identified, which generates local varieties in the investment in projects for the support of schools and migrant pupils.

1.2.3 Thematic Focus of the national approach

The main focus in teaching children with a migrant background in **all analysed countries** is the successful acquisition of the language of the receiving country. Some countries pursue a bilingual approach by integrating the mother tongue of migrant pupils into the educational progress. This is the case in **Latvia** and **Lithuania**. In Lithuania, this refers primarily to Russian, Belarus and Polish speaking migrant children.

Another key aspect is the training of teachers in intercultural competences and language teaching methods (the language of the receiving country as well as of the country of origin of migrant students' families). The implementation of teaching methods of high quality with content of high relevance represents a major challenge in **all analyzed countries**. In the **Netherlands** the intention to professionalize teachers in their diversity skills prevails as it does in other countries. However, large-scale changes mostly fail because of the lack of a targeted national approach.

1.2.4 Challenges in the implementation of the national approach

Perceived challenges in implementing the national approach on educating children with a migrant background primarily refer to insufficient language support due to a lack of financial resources and insufficiently trained teachers. This is especially the case for **Greece**, **Estonia**, **Lithuania** and **Croatia**.

At the same time, the implementation of intercultural measures is perceived as failing in many cases because of a missing national strategy. In **Greece**, for instance, special programs for migrant pupils cannot be implemented due to a lack of qualified teachers and funding. Similarly, in **Italy** and **Estonia** more governmental support and an overreaching strategy is needed for a meaningful implementation of policies.

The segregation of students into native and migrant students, as indicated in 1.2.1., is another major challenge². In **Greece**, migrant pupils are concentrated in "intercultural" schools, whereas in **Spain** attempts to end segregation are perceived as having failed.

² “[...] difficulties associated with low socio-economic status can be compounded by factors such as language barriers, low expectations, insufficient family and community support and a lack of suitable role models. Such disadvantages - coupled with a lack of permeability within school systems and with quality differences between schools - may lead to a situation in which large numbers of children with a migrant background are clustered together in underperforming schools. Trends of this kind present school systems in the European Union with serious challenges, making it harder to attain high levels of achievement for all and a high degree of social cohesion.

[...] Approaches such as setting up or strengthening anti-discrimination mechanisms, increasing the permeability of pathways within school systems and removing barriers to individual progression through the system can help to combat segregation and contribute to higher achievement levels for migrant learners. “

Council of the European Union (2009): Council conclusions on the education of children with a migrant background. Page 4/5. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111482.pdf

1.3 Impact of the financial crisis on the approach to the education of children with a migrant background

In the light of the recent and ongoing financial crisis, it was of interest to assess which impact, and if so, what type of impact this crisis had/has on the approach to the education of children with a migrant background.

The ten analysed countries perceive a wide spectrum of the impact of the financial crisis, ranging from (1) no impact (**Estonia**), over (2) uncertainty of the impact (**Croatia, the Netherlands, Germany**), (3) a specific impact on policies for migrant children (**Italy, Latvia, Lithuania, Spain (Catalonia), Greece**), to (4) an expected impact in the future (**Belgium (Flanders)**).

1) In the case of **Estonia**, where the migrant population is rather small, the financial crisis has not only had no impact on migrant education, but has improved the general attitude towards immigrants as it has become clearer that qualified workforce from abroad is needed.

2) In the case of **Croatia**, it is assumed that the financial crisis may have been a reason for not implementing policies such as assistant teachers for the support of migrant pupils. However, this assumption was only expressed by one interviewee. In the case of the **Netherlands** interviewees of the research and practice field consider the changes in the weighing system for class sizes³ as an instrument for cutting down expenses, whereas this hypothesis is rejected by interviewees from the Ministry, who point out that the austerity policies of the current government did not touch the field of primary education, but were focused on higher education. A similar response was found in **Germany**, where Ministry representatives reject an impact of the financial crisis and representatives of practitioners identify an impact in the scaling back of personnel resources which led to a decrease of the support of the teaching of migrants' native languages.

3) In the case of **Latvia**, budget cuts made it necessary to cut staff positions that were relevant for the individual support of disadvantaged students, such as support staff, e.g. school psychologists. At the same time, initiatives connected with state-funded intercultural education were slowed down. However, the support of the EU (Framework programme on solidarity and management of migration flows) enabled the continuation of work on teaching materials for newly arrived migrants and the production of teaching aids for newly arrived migrants and their parents.

Similarly, in **Lithuania**, general arrangements for Third Country Nationals (TCN)⁴ were cut due to cuts in funds for schools, policies like bridging classes were stopped in some schools, and immigrant children are deliberately sent to schools which receive funding and run measures for immigrant children's needs in order to reduce costs for other schools. However, this is rather considered as a positive approach, as those schools at least to some extent are experienced in accommodating migrant students, whereas this is not the case for other schools.

In the case of **Italy**, funds for schools have been reduced drastically in the course of the financial crisis, including those funds directed at migrant pupil's education.

Spain (Catalonia) observed a multiple impact: a general budget reduction led to a higher teacher-student ratio and higher costs for 0-3 year institutions, contributing to an increasing impact of social

³ Over the last years the class sizes in primary schools increased. In international comparison the class size in the Netherlands is relatively big. In part the increase of class size has to do with the changes in the weighing system in 2006 (when educational level of parents became the sole criterion).

⁴ In particular, within the Economic Migration Regulation Strategy for Global Lithuania, where the main focus is on return migration, rather than on TCN, special arrangements for TCN were cut.

disadvantages. The practical disappearance of Reception Classes and programmes supporting the schooling of socially disadvantaged pupils impact the education of migrants drastically.

A drastic impact was also observed in the case of **Greece**. General expenditures on education were cut down. This led to schools closing down, teacher salaries being decreased and appointments of new teachers being restricted. Funds for the education of migrant children were particularly decreased which led to cuts in programmes for intercultural education, reception and tutorial classes. At the same time, the immigrant population is particularly affected by unemployment as a result of the financial crisis, which limits their capacity of expenditures for the education of their children.

4) In the case of **Belgium (Flanders)**, budget cuts due to the financial crisis are not so visible, yet, but are expected in the near future. Programmes for migrant education are still running at schools but there are indications that not all of them will be extended. Another effect is that more migrants are interested in improving their level of Dutch language competences in order to be compatible on the crisis-effected labour market.

2. PERCEPTIONS ON THE IMPLEMENTATION OF THE COUNCIL CONCLUSIONS ON THE EDUCATION OF CHILDREN WITH A MIGRANT BACKGROUND

In the 2978th Education, Youth and Culture Council meeting in Brussels, in November 2009, the Council of the European Union adopted the Council conclusions on the education of children with a migrant background. These Conclusions are based on previous decisions (e.g. Decision No 1720/2006 of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning), principles (e.g. the common basic principles for immigrant integration policy in the European Union) and conclusions (e.g. the conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century), as well as on the European Commission's Green Paper entitled 'Migration and Mobility: challenges and opportunities for EU education systems'⁵.

This section discusses the perceptions of the FG Participants on the implementation of the commitments which were taken by each Member State.

The perceptions of FG Participants on the implementation of the Council conclusions on the education of children with a migrant background (details on the Conclusions see Attachment I) are categorised by the areas of: General quality of the school system, Diversity in school, Targeted measures for migrant pupils, and Governance and mainstreaming. In each area 'Challenges', 'Experience and Strong Points', and 'Need for Learning and Exchange of Experience' were identified. 'Challenges' are those aspects where FG participants find the need for more effective policy implementation. 'Experiences and Strong Points' are those areas where FG participants find that the country is experiences and has been implementing policies effectively. 'Need for Learning and Exchange of Experience' are those aspects where FG participants find that the country needs to learn from other countries and where SIRIUS could possibly initiate exchanges of experience between the partnering countries.

The responses regarding each area were allocated to categories. At the beginning of each chapter/area, tables display the distribution of mentionings by countries. The text of each chapter analyses those topics that came up as relevant for several countries. Attachment IV lists the details of these mentionings and Attachment III contains country profiles with the mentionings of each country as well as the national values of the ET 2020 and EU 2020 goals.

⁵ Council of the European Union, November, 2009:
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111482.pdf

2.1 General quality of the school system

Table 1: General Quality of the School System - Challenges

Country	Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways
Italy						
Netherlands						
Latvia						
Estonia						
Croatia						
Lithuania						
Flanders						
Greece						
Spain						
Germany						

Table 2: General Quality of the School System – Experience / Strong Points

Country	Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Italy							
Netherlands							
Latvia							
Estonia							
Croatia							
Lithuania							
Flanders							
Greece							
Spain							
Germany							

Table 3: General Quality of the School System – Need for Learning and for exchange of Experience

Country	Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents
	Language of the receiving country	Mother tongue				
Italy						
Netherlands						
Latvia						
Estonia						
Croatia						
Lithuania						
Flanders						
Greece						
Spain						
Germany						

2.1.1 Quality of education in school⁶

Students with a migrant background are subject to unequal access to high-quality education in several national contexts. This is mostly the case when there is a strong correlation between the socio-economic status and the student's success in school. In **Germany** and **Italy** for example deficits on grounds of the socio-economic background of the student's family can hardly be compensated by the education system.

Moreover, financial constraints lead to disadvantages for migrant pupils. In **Italy**, **Greece**, **Spain** and **Germany** reforms and investments that facilitate the advancement of underperforming students are missing or insufficient. Similarly, in **Spain**, due to the reduction of financial allocations for reforms and measurements in schools, improvements in the educational system cannot be expected in the near future. In **Croatia**, as well, the conditions for immigrant pupils are insufficient. Only few measurements have been implemented, but are criticised as being inconsistent because of a volunteer approach.

In **Estonia** minority schools are regarded as providing a lower quality of education than mainstream schools, where the teaching quality is higher. However, in **Latvia** and **Lithuania** no quality differences between both types of schools are perceived.

Belgium (Flanders) and the **Netherlands** were the only two countries where FG participants perceived the overall quality of the education system as sufficient.

In conclusions, the comparison indicates that the governmental financial support and the targeted allocation of resources are crucial for the quality of education and the implementation of respective policies, independent of the national context.

2.1.2 Progressing through the school system and moving between education pathways

In several countries, children with a migrant background face challenges in progressing through the school system; this is particularly identified in the cases of **Italy**, the **Netherlands**, **Latvia**, **Spain (Catalonia)**, **Croatia** and **Germany**.

In **Italy**, the progress through the school system for migrants often starts off with being inserted into classes that do not correspond to their age, due to Italian language deficiencies. A similar pattern can be found in **Belgium (Flanders)**, where in some cases highly skilled students with low Dutch language competences are sent to special schools for students with learning deficiencies.

Although the educational system of a country is of high quality, certain regulations can hinder a successful progress through the school system. This is the case in the **Netherlands**, where very early crucial decisions in the choice of educational pathways are taken. This places migrant students who need to catch up language-wise at a disadvantage in their school career. Similar challenges arise from early decision-taking for one of the three tracks of secondary education in **Germany**.

⁶ With "Quality of Education" we mean: Education that respects diversity and provides equality, access and key competences for all. Key competences are a combination of knowledge, skills and attitudes appropriate to the context. In particular, key competences are identified as follows: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression. These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings. (Definition composed out of the European reference framework for European Union (EU) countries and the Commission)

In **Belgium (Flanders)**, the so called ‘water fall system’, which describes the phenomenon that students who have once entered a lower educational level have little chances to return to higher education, represents a considerable barrier for migrant children in progressing through the school system and moving between education pathways. The opposite is true for **Lithuania**, where the transition from the vocational to the academic track is facilitated.

In **Latvia** and **Croatia**, challenges are identified particularly regarding higher education: In Latvia third country nationals have to pay higher fees, whereas in Croatia, children of asylum seekers have difficulties accessing higher education because they are officially not accepted in higher education institutions.

To sum up, barriers for migrant students exist in several school systems due to: the placement in lower tracks due to language deficits which do not correspond to their actual level of competences, early decisions within tracking systems, the lack of flexibility to move between education pathways, particularly moving from a lower to a higher pathway, and access restrictions.

2.1.3 School segregation

The concentration of children with a migrant background in some schools represents a challenge in several countries and is perceived as one of the main obstacles in the implementation of intercultural education (1.2.1). School segregation takes on different patterns in the countries analysed: overrepresentation of migrant pupils in lower tracks or in underperforming schools due to systemic allocations, parental choices (native parents avoiding schools with high proportions of migrant pupils), or housing segregation, or the segregation by groups, e.g. Roma and national minorities.

2.1.4 The way forward

In the discussion on the issues countries feel a need to learn from each other and gain more experience, two main areas emerged: Teacher training, and School regulation and organisation. FG participants of nearly all countries consider it as necessary to improve the qualifications of teachers, particularly in the fields of intercultural education, the implementation of principles of diversity, language teaching (the language of the receiving country as well as of the countries of origin of migrants), and the general ability to deal with a diverse composition of the student body. In the field of school regulations and organisation, it is found necessary to improve the frameworks of allocating students to schools according to their real competences, the inclusion of intercultural education in curricula, and the cooperation and networking of schools with other relevant institutions.

2.2 Diversity in schools

Table 4: Diversity in School – Challenges

Country	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupil's specific needs and different backgrounds in teaching methods and materials	Intercultural education skills of teachers acquired through pre/in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	National level approach to diversity (e.g. national concept of diversity and/or intercultural education, image of immigrant students)
Italy				
Netherlands				
Latvia				
Estonia				
Croatia				
Lithuania				
Flanders				
Greece				
Spain				
Germany				

Table 5: Diversity in School – Experience / Strong Points

Country	Language support	Intercultural education skills of teachers acquired through pre/in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	Individual support of migrant students
Italy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netherlands	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Latvia	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estonia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Croatia	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Lithuania	<input type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Flanders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Greece	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Germany	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Table 6: Diversity in School – Need for Learning and for exchange of experience

Country	Implementation of diversity approach	Governmental regulations	Teacher training	Involvement of parents
Italy				
Netherlands				
Latvia				
Estonia				
Croatia				
Lithuania				
Flanders				
Greece				
Spain				
Germany				

2.2.1 National level approach to diversity

The overall challenge in the field of diversity in school appears to be the lack of an overarching national approach towards diversity. In several countries a core understanding about diversity and a framework on the implementation of this understanding has not been developed. This deficit reflects in different areas, e.g. the curriculum, national, regional and school policies, and teacher training. It can be assumed that the further challenges identified in the area of diversity in schools are partly a result of the lack of the national approach to diversity.

2.2.2 Intercultural education skills of teachers

In correspondence with the identified needs for learning and exchange of experience in the field of the general quality of the school system, in most analysed countries teachers are perceived as not being sufficiently prepared for teaching children with a migrant background. This is often grounded in pre-service teacher training, where intercultural education still plays a minor role. A structured approach towards education of heterogeneous classes is missing in most cases. Linked to this, the challenge of developing a pronounced positive attitude towards diversity is identified. The perception among school personal that a high proportion of migrant pupils in class lowers teaching standards seems to be widespread.

2.2.3 Discrimination in school

Discrimination of migrant and ethnic minority student appears to be a problem in some countries. A rather worrying appearance of extreme right-wing ideologies is observed in **Greece**, with an increase in the number of incidents of racism and discrimination. In other countries like **Italy**, the **Netherlands** and **Belgium (Flanders)**, initiatives against discrimination exist but a greater attitude of cultural responsiveness and cultural understanding is still needed.

The FG participants in **Estonia** stated that discrimination doesn't present a problem in school. Similarly in **Lithuania**, no incidences of discrimination are perceived, which is ascribed to school programs that promote teachers' and students' sensitivity towards diversity and tolerance.

2.2.4 The way forward

In correspondence with the above identified challenges, FG participants identify particularly in the fields of the implementation of a diversity approach and teacher training the need for learning from each other and for exchanging experiences. An additional aspect identified is the involvement of migrant parents in schooling issues of their children and the communication between teachers and migrant parents. Some school systems, e.g. **Germany**, depend strongly on the involvement of parents. Deficits in this respect place children with a migrant background at a particular disadvantage.

2.3 Targeted measures for migrant pupils

Table 7: Target measures for migrant pupils – Challenges

Country	Language support		Academic support for personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Mother tongue	Language of receiving country				
Italy						
Netherlands						
Latvia						
Estonia						
Croatia						
Lithuania						
Flanders						
Greece						
Spain						
Germany						

Table 8: Target measures for migrant pupils – Experience / Strong Points

Country	Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Italy						
Netherlands						
Latvia						
Estonia						
Croatia						
Lithuania						
Flanders						
Greece						
Spain						
Germany						

Table 9: Target measures for migrant pupils – Need for learning and for exchange of experience

Country	Teaching methods / teacher training	Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
		Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Italy	●	○	○	○	○	○	○
Netherlands	●	○	○	○	○	○	○
Latvia	●	○	○	○	○	○	○
Estonia	○	○	○	○	○	○	○
Croatia	●	●	○	○	○	○	○
Lithuania	○	○	○	○	○	○	○
Flanders	○	○	○	○	○	○	○
Greece	○	○	○	○	○	○	○
Spain	●	○	○	○	○	○	○
Germany	○	○	○	○	○	○	○

2.3.1 Academic support for personalised learning and individual support, especially for underperforming migrant students and for special needs

In nearly all analysed countries, demand is identified for more intensified, more structured, and more efficient targeted measures for the educational support and personalised learning of pupils with a migrant background who are underperforming or have special needs.

In **Croatia** and **Spain** the lack of financial resources leads to deficiencies in measures of individual support for migrant pupils. This is also a problem in **Greece**, where reception and tutorial classes are established, but the implementation fails due to budget constraints. In **Croatia** and **Latvia**, the lack of a consistent policy on the education of migrant children hinders their sufficient support. While children of asylum seekers in **Croatia** enter school only one year after submitting their application for asylum, there is a huge need for additional teaching assistants for these children's support in primary schools.

In **Lithuania** and **Germany**, individual support is on case by case basis and depends on schools and teachers. A strict curriculum additionally limits the flexibility of teachers in **Germany** to respond to deficiencies of pupils in their learning processes. In contrast to that, the curriculum in **Lithuania** is perceived as flexible enough for considering specific needs of migrant pupils. However, the scarcity of funds limits the possibilities of implementing respective approaches and measures.

“Colour-blind” policies in the **Netherlands** lead to general measures with disregard of national or ethnic origin. They are judged as effective for migrant pupils.

In **Estonia**, measures for migrant pupils are assessed very positively. Schools receive extra funding from the Ministry of Education and Research for Estonian language teaching of migrant children. Additionally, an individual curriculum can be established to respond to their needs. Migrant students are integrated into regular classes as soon as possible with assistant teachers facilitating this process.

2.3.2 Language acquisition

One of the major issues, as earlier expressed in the framework of teacher training needs, is the support of pupils with a migrant background in learning the language of the receiving country as well as their mother tongue.

In all analyzed countries, language support for the respective language of the country is available for migrant children. However, the quality of this support varies widely and is often insufficient. An example for evident insufficiency is **Croatia**, where Croatian language courses for asylum grantees (not asylum seekers) are financed by the Ministry of Education but taught by ‘Croaticum’, which only offers these courses in English and only in the capital city of Zagreb. Hence, asylum grantees not speaking English, not knowing the Latin alphabet, and not living in Zagreb can not profit from the courses at all.

Most of the countries do not provide extra support for teaching migrants' mother tongue due to financial restrictions and the lack of understanding for the potentials and positive effects of mother tongue competences. This also applies to **Greece**, where programs for the support of the mother tongue and culture exist, but cannot be put into meaningful practice because of financial constraints.

In **Estonia**, the government funds extra Estonian lessons for each migrant pupil and assistant teachers are provided to facilitate the transition from extra classes for migrants into regular classes.

2.3.3 Partnering of schools with migrant communities and communication with migrant parents

In most cases parental involvement and partnerships to migrant communities are not explicitly included in measures for the inclusion of migrant pupils in the educational process. In all of the analyzed countries the establishment of those programs is left to the individual schools. Most FG participants perceive a great deficit in this field.

Only in **Belgium (Flanders)** a so called “Pupil Guidance Centre”, which supports the communication with migrant families and the translation of important documents, exists. In **Latvia** informing migrant parents about the Latvian education system is in the focus of policies.

In **Lithuania** the communication with parents of returning Lithuanian students is enhanced through electronic diaries where parents can follow their children’s progress. This measure is of particular relevance for this group of parents as they usually continue living abroad, while their children return to study in Lithuanian schools. Other schools are free to organise parental involvement the way they find it suitable (e.g. parents’ days, classroom visits, etc). However, there is no national policy on parental involvement.

2.3.4 The way forward

In considering in which areas an exchange of knowledge and mutual learning would be profitable for the countries, most countries point out the field of teaching methods and teacher training. This is in correspondence with earlier conclusions of FG participants and seems to represent a field where much needs to be done and which large potentials are ascribed to in regard of improving educational chances of children with a migrant background.

2.4. Governance and Mainstreaming

Table 10: Governance and Mainstreaming – Challenges

Country	Monitoring of school performance and educational achievements by specific groups	Legislation and governance of education sector (e.g. coordination and implementation of measures)	Adequacy of education system and outcomes for migrant children
Italy			
Netherlands			
Latvia			
Estonia			
Croatia			
Lithuania			
Flanders			
Greece			
Spain			
Germany			

Table 11: Governance and Mainstreaming – Experience / Strong Points

Country	Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children
Italy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Netherlands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Latvia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estonia	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Croatia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lithuania	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flanders	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Greece	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Germany	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Table 12: Governance and Mainstreaming – Need for learning and for exchange of experience

Country	Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Adequacy of education system and outcomes for migrant children
Italy	○	○
Netherlands	●	●
Latvia	○	○
Estonia	○	○
Croatia	○	○
Lithuania	●	○
Flanders	○	○
Greece	●	○
Spain	○	○
Germany	○	○

It was apparent that governance and mainstreaming was only little discussed in all Focus Groups. This could be due to the perceived relevance of the issue or to the composition of the Focus Groups and the respective interests and expertise of the participants.

2.4.1 Addressing migrant pupils in many areas of life and not just in school

An “integrated approach”⁷ in the sense of addressing migrant pupils in many areas of life, also outside of school, is perceived as not existent or underdeveloped in most countries.

Lithuania and the **Netherlands** mention project-oriented cases of supporting a broad range of talents of migrant pupils. A trend towards the support of a broader range of talents can be identified for support measures in **Germany**, as well.

2.4.2 Monitoring of school performance and educational achievements by specific groups

In the **Netherlands**, **Germany** and **Italy** monitoring and analysis of the education outcomes appear as rather elaborated, whereas in **Lithuania** and **Latvia** a deficit in this field is explicitly expressed.

2.4.3 Adequacy of the education system and outcome for migrant children

Particularly in the **Netherlands** and **Germany**, early tracking is perceived as a systemic challenge and as a particular disadvantage for migrant children. In both cases, segregation is considered as one of the consequences of the early tracking system manifesting itself in the overrepresentation of migrant children among early school leavers (the **Netherlands**) and in lower secondary education tracks (**Germany**).

⁷ An “integrated approach” in language teaching refers to the concept of Content and Language Integrated Learning (CLIL), which involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. (European Commission statement on Language Teaching: http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm)

3. GOALS OF THE EU 2020 STRATEGY AND THE ET 2020 TARGETS

Europe 2020 is the EU's growth strategy for the coming decade with the goal of the EU becoming a smart, sustainable and inclusive economy. These three mutually reinforcing priorities should help the EU and the Member States deliver high levels of employment, productivity and social cohesion. The Union has set five ambitious objectives - on employment, innovation, education, social inclusion and climate/energy - to be reached by 2020. Each Member State has adopted its own national targets in each of these areas.

The Education and Training 2020 (ET 2020) strategy is based on the Council Conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training (ET 2020). These conclusions provide for a strategic framework for European cooperation in education and training up until 2020. The framework builds on the achievements of the “Education and Training 2010” (ET 2010) work programme, with a view to responding to the challenges that remain in creating a knowledge-based Europe and making lifelong learning a reality for all.

The main aim of the framework is to support Member States in further developing their educational and training systems. These systems should better provide the means for all citizens to realise their potentials, as well as ensure sustainable economic prosperity and employability. The framework should take into consideration the whole spectrum of education and training systems from a lifelong learning perspective, covering all levels and contexts (including non-formal and informal learning).

The conclusions set out four strategic objectives for the framework:

- making lifelong learning and mobility a reality – progress is needed in the implementation of lifelong learning strategies, the development of national qualifications frameworks linked to the European Qualifications Framework and more flexible learning pathways. Mobility should be expanded and the European Quality Charter for Mobility should be applied;
- improving the quality and efficiency of education and training – all citizens need to be able to acquire key competencies and all levels of education and training need to be made more attractive and efficient;
- promoting equity, social cohesion and active citizenship – education and training should enable all citizens to acquire and develop skills and competencies needed for their employability and foster further learning, active citizenship and intercultural dialogue. Educational disadvantage should be addressed through high quality inclusive and early education;
- enhancing creativity and innovation, including entrepreneurship, at all levels of education and training – the acquisition of transversal competences by all citizens should be promoted and the functioning of the knowledge triangle (education-research-innovation) should be ensured. Partnerships between enterprises and educational institutions as well as broader learning communities with civil society and other stakeholders should be promoted⁸.

⁸ Sources: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:52009XG0528%2801%29:EN:NOT> and <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:135:0002:0007:EN:PDF>

Of the above two strategies, the implementation of those goals which refer to education were discussed with the FG participants.

EU 2020 and ET 2020 Goals in the area of education are:

In pre-primary education

- Raise the share of children between 4 years old and the age for starting compulsory primary-education participating in early childhood education to at least 95 %

In secondary education

- Reduce school drop-out rates to 10%
- Reduce the share of low-achieving 15-year olds in reading, mathematics and science to less than 15%

In tertiary education

- Raise the share of 30-34-year-olds completing third level education to 40%

In lifelong learning

- Raise the average of adults that participate in lifelong learning to at least 15%

This section outlines the distribution of the values of these indicators among the participating countries and the discussions within the Focus Groups on the implementation of the EU 2020 and ET 2020 goals in the national contexts.

3.1 National indicators on the goals of EU 2020 and ET 2020

The following table demonstrates the values of the above described indicators in the countries that participated in the FG analysis. Attachment II demonstrates the distribution of these values among the included countries further.

Table 13: National indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

Indicator	EU 2020 Strategy / ET 2020 Targets	Croatia		Estonia		Latvia		Lithuania		The Netherlands	
		Natio- nal goal	Present national figure	Natio- nal goal	Present national figure	Natio- nal goal	Present national figure	National goal	Present national figure	National goal	Present national figure
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education	95%		70,1% (2010)		94,2% (2011)		87,4% (2010)		78,3% (2010)		99,6%
Early school leavers from education and training	10%		4,1% (2011) unreliable data	9,5%	10,8% (2011)	13,4%	11,8% (2011) 16% (TCN, 2010)	<9%	7,9%	7,9%	9,1%
Share of low-achieving 15-year olds in reading, mathematics and science	15%		22,4% (2009)		11,4% (2010)		17,6% (R) 22,6% (M) 14,7% (S)		24,3% (R) 26,3% (M) 17% (S)		
Share of 30-34-year-olds completing third level education	40%		24,5% (2011)	40%	40,2% (2011)		35,7% (native) 21% (TCN)	40%	45,4%	40%	41,1%
Average of adults participating in lifelong learning	15%		2,3% (2011)	20%	12%		5%		5,9%		16,7%

Indicator	EU 2020 Strategy / ET 2020 Targets	Spain		Belgium (Flanders)		Italy		Germany	
		National goal	Present national figure	National goal	Present national figure	National goal	Present national figure	National goal	Present national figure
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education	95%		100%		99.1%		97,1% (2010)		96% (2011)
Early school leavers from education and training	10%	15%	26.5% (school drop out rate)	9.5%	12%		18,8 % (school drop out rate) 44% for migrant pupils (2011)	9,9%	5,6% (2011)
Share of low-achieving 15-year olds in reading, mathematics and science	15%		19.6% (R) 23.7% (M) 18.2% (S)		35.4%		20% (R) (2009) 24,9 (M) (2009) 20,6 (S) (2009)		18% (R) (2009) 18,6% (M) (2009) 14,8% (S) (2009)
Share of 30-34-year-olds completing third level education	40%	44%	40,6% (2011)	47%	42,6%		19,8% (2010) 12% of other nationalities	42%	30% (2010)
Average of adults participating in lifelong learning	15%		10,8% (2011)	15%	7,1%		6.2% of adults attend training courses to fine-tune their competences		42% (2010)

Note: No data available for Greece.

3.2 Perceptions on the implementation of the EU 2020 and ET 2020 goals

Due to the differences in the state of development of targeted policies and education statistics differentiating by migration background among the SIRIUS partner countries, two options were provided for the analysis of this section.

Option A reflects on the perceptions on the implementation of the EU 2020 and ET 2020 goals in a differentiated way. This applies to countries which are in an advanced stage of the development of targeted policies and differentiated education statistics. This option was chosen by **Belgium (Flanders), Estonia, Germany, Greece, Italy** and **the Netherlands**.

Option B reflects on the present state of education statistics, the state of discussion on meeting the goals of the EU 2020 Strategy and ET 2020 Targets, and the state of knowledge on the impact of policies to meet the goals in countries which are in a beginning stage of the development of targeted policies and differentiated education statistics. This option was chosen by **Croatia, Latvia, Lithuania** and **Spain (Catalonia)**.

This section analyses the implementation of the EU 2020 and ET 2020 goals in detail, particularly for the countries of Option A, and continues with an outline of the present state of education statistics and the state of discussion on meeting the goals of the EU 2020 Strategy and ET 2020 Targets, as a basis for targeted policies, in the particular cases of the countries of Option B.

3.2.1 Policy measures for goal for pre–primary education

The target in the field of pre-primary education on the EU level is a 95% participation of children between 4 years and the age of starting compulsory primary-education. All countries of option A have reached or exceeded this goal (no data for **Greece**).

In **Estonia, Greece** and **Germany**, new child care facilities are being built and attendance is high in **Germany** and **Estonia**. In **Germany**, the legal entitlement to attend a pre-primary education facility is guaranteed to every child of three years and up. A focus is set in **Greece** and **Germany** on parental involvement and the training of qualified pre-primary teachers. However, in **Germany** the equal participation of children with a migrant background in pre-primary education remains a challenge. A similar focus on the involvement of parents, combined with the strife to support early language acquisition can be found in **Belgium (Flanders)**, where, similar to the **Netherlands**, nearly 100% pre-primary participation could be reached already. The approach of the Netherlands of “same opportunities for all” differentiates by social background, not by migration status, and aims particularly at the inclusion of socially disadvantaged children.

In **Italy**, children of migrants are facing particular challenges: 75% of them are not attending pre-primary education. Yet, no policies encouraging migrant families to put their children in preschool have been put in place.

Among the countries of Option B, only **Spain (Catalonia)** has reached the goal, whereas pre-primary attendance in **Croatia, Latvia** and **Lithuania** is below the target value.

3.2.2 Policy measures for goals for secondary education

The targets for secondary education refer to the share of low-achieving 15-year olds in reading, mathematics and science (goal: not over 15%) and early school leavers from education and training (goal: not over 10%).

In **Estonia**, the **Netherlands** and **Germany**, the *goal for the share of early school leavers* could be reached. This could be achieved in the **Netherlands** by a coherent set of measures. In **Estonia**, early drop-out remains a challenge in vocational schools, which is being targeted by a stronger focus on counselling measures.

Belgium (Flanders), **Greece** and **Italy** have not been able to fully meet the target, yet. **Greece** even remarks an increase of the share of school drop-outs. This is ascribed to student's nationality, the socioeconomic background, the home environment, and the structures of the education system. As strategies to reverse this trend, Greece monitors the outcomes of secondary education in detail, implements tutorial and reception courses and implements the early drop-out measure "Flexible Zone" for enhancing students' "soft skills". FG participants in Greece identify a great need for more research examining the special needs of people leaving school at an early stage. Also research about the characteristics of dropouts is necessary. With a more precise examination of reasons and the dimension of drop-outs, more efficient policies could be established.

In **Italy**, the share of migrant children among early school leavers is particularly high. FG participants in **Belgium (Flanders)** perceived that respective policies have so far been unsuccessful because they are not focused on starting at an early stage in primary school, but instead at a point where students are already in danger of dropping-out. The common measure of making underachieving students repeat the class rather fosters school leaving due to resulting age differences in classes and respective demotivation of students. In **Italy** a general challenge is perceived in the lack of national guidelines regarding children with a migrant background in secondary education. A focus on an analysis of the situation is observed, rather than the formulation and implementation of policies. Existing policies are not implemented on the national scale but only locally. These policies are targeting the facilitation of the transition between different schools, the recognition of credits, the recognition of practical exercises, training experiences and internships, the passage between different courses of study, and resuming study after a period of interruption through the recognition of successful attendance of segments of the secondary school cycle. At the same time, peer education (in school and through external initiatives) is becoming more common in **Italy** and is also a means of improving achievements of underachieving students.

The targeted value for the indicator of the share of low-achieving 15-year olds in reading, mathematics and science has not been met in **Belgium (Flanders)**, **Italy** and **Germany**. In **Estonia**, the respective value is lower than the target. For the **Netherlands** and **Greece** there is no data. In the FG discussions, only participants from **Belgium (Flanders)** and **Germany** clearly identified low achievements as a challenge. In **Belgium (Flanders)** it is perceived that the issue is not treated as a priority on the ministry level. Recent efforts are regarded as unsuccessful. Present policies provide that underachieving students repeat the term, which leads to demotivation of students due to age differences within classes. An individual career development implemented in a high school in Antwerp is positively perceived by FG participants because it acts as a motivational factor throughout the study pathway.

Germany aims to improve students' achievements by strengthening of individual support, close collaboration with parents, intercultural training, higher numbers of mentors, mediators, social caseworkers as well as improvements in teacher training. These policies are at the same time targeting the reduction of early school leaving. The repetition of the term by underachieving students is further in place, in spite of an increase of those arguing against this strategy. The main obstacles in optimising the chances within and across the educational stages are perceived as being rooted in financial, structural and hierarchical restrictions. The federal system plays a major role in the policy of education. FG participants perceive that the policy of education is too much determined by politicians and too little influenced by experts.

Among the countries of Option B, only **Croatia** and **Lithuania** have reached the target value for early school leavers. FG participants in **Lithuania** ascribe the reaching of this goal to respective policies in the country. The shares of low-achievers are above the target value for all countries of Option B (**Croatia, Latvia, Lithuania, and Spain (Catalonia)**).

In sum, early school leaving as well as underachievement remain challenges in some countries. Policies have been put in place to tackle these, they have been implemented successfully in some cases, in others not, primarily due to the lacking national framework or the insufficient implementation.

3.2.3 Policy measures for goal for tertiary education

The goal for tertiary education provides that 40% of all 30-34-year-olds complete third level education. Among the countries of Option A, this goal has been achieved by **Belgium (Flanders), Estonia**, and the **Netherlands**. The values for **Italy** and **Germany** are below the target. For **Greece**, no data is available. Of Option B, the values for **Croatia** and **Latvia** are below the goal, whereas **Lithuania** and **Spain (Catalonia)** have met the target. In **Lithuania**, this is perceived as a result of national policies.

In **Estonia**, even though the target has been met, there is a strong focus on the quality of the higher education system: An ongoing reform aims at raising the exam threshold to be admitted to higher education institutions, and assesses the quality of curricula and requirements to pass higher education. In **Italy**, diverse measures for Italian L2 for this age group have been put in place; territorial centres are now authorized to certify the language proficiency. A particular challenge of college drop outs is identified in **Germany**. FG participants suggest that policies should aim at extending support measures (e. g. German as a language of science, individual academic mentoring) and counselling about the different opportunities and path' within the education system.

3.2.4 Policy measures for goal for lifelong education

The goal for lifelong education provides that 15% of adults participate in lifelong learning.

This goal is so far met by the **Netherlands** and **Germany**. There is no data on **Greece**, however, lifelong learning programmes, e. g. "Second Chance Schools" for students who have dropped out but now want to proceed, are being implemented. In Italy, a lack of targeted policies for adults with a migrant background is identified.

In **Germany**, positive consciousness and the valuation of education are perceived as motivating factors of lifelong learning. The system provides opportunities to re-enter the educational system instead of being streamed out of the system after the first qualifying degree. However, in order to improve the situation, FG participants in Germany suggest counselling and guidance for advanced training, lower thresholds and improved chances for mobility across educational pathways.

None of the countries of Option B (**Croatia, Latvia, Lithuania, and Spain (Catalonia)**) has reached the target so far. In **Spain (Catalonia)** this is partly ascribed to the lack of sufficient and flexible offers for programs of lifelong learning.

3.2.5 Present State of Education Statistics in Croatia, Latvia, Lithuania and Spain (Catalonia)

Whereas in **Spain (Catalonia)** and **Croatia**, data on education is available in a rather advanced way, and allows the differentiated analysis of migrant pupils, this is not the case for **Latvia** and **Lithuania**. In the latter cases, migrant and foreign students are not analysed as a separate category.

Moreover, the inconsistent definition of ‘foreign students’⁹ in **Lithuania** complicates a differentiated analysis.

In order to improve future analysis, **Latvia** is planning to monitor newly arrived immigrant students in primary and secondary schools, differentiating them from second and third generation migrants. However, this plan has not been documented, yet.

The following table demonstrates the availability of differentiated data in the four countries.

Table 14: Availability of differentiated data on education in Latvia, Croatia, Spain (Catalonia), and Lithuania

Country	Data segregated by ...		
	School type	Migrant/Native	Foreign/Native
Latvia	available: e. g.: mainstream schools compared with bilingual education programmes	migrants not monitored as a separate group	
Croatia	available: no qualification / elementary school / secondary school / university degree (B.A) / M. A. / PhD	available	detailed statistics available
Spain	Share of migrant children in early childhood education / drop out rate / low achieving / completing third level education / adults participating lifelong learning	detailed profile of position of migrant pupils in Spain	number of foreign students in different stages of education
Lithuania	no statistics available, also for native students	statistics are not usually broken down to the immigrant background	available, but questionable definition of a foreign student:

3.2.6 State of discussion on meeting the goals of the EU 2020 Strategy and ET 2020 Targets in Croatia, Latvia, Lithuania, and Spain (Catalonia)

In all of the four countries a general high profile discussion in public on the implementation of the goals of EU 2020 and ET 2020 seems to be missing.

There are occasional discussions in **Latvia** between education scientists and policy makers. A monitoring report on government plans of education reform issued by the think-tank PROVIDIUS in January 2012 linked many measures proposed by the government in education to ET 2020 targets and concluded that on the whole, the reform plans of the current government support the direction indicated by ET 2020. Presently, targeted policies in **Latvia** only exist in the field of language teaching of second- and third-generation migrants; therefore knowledge on the effectiveness of policies only exists for the field of language attainment.

⁹ The definition includes all foreign pupils who have arrived in Lithuania for studies, but also returning Lithuanians who do not have citizenship, and all holders of permanent and temporary residence permits.

In **Spain (Catalonia)** figures show that policies so far have never been effective, except for the goal of pre-primary education. There are fewer dropouts out of the school system because of the crisis, but teachers seem to be demotivated. The FG participants share the opinion that it is impossible to achieve the set out objectives because of the crisis and financial cuts that came with it.

4. PERCEPTIONS ON THE POSSIBLE CONTRIBUTION OF THE SIRIUS NETWORK FOR STAKEHOLDERS

Most FG participants in all ten countries valued the potential contribution of the SIRIUS Network for the exchange of good practice and experience in the field of migrant education nationally as well as among European countries high. In that regard, the following aspects of particular interest were expressed:

- Enable mutual learning and cross-national comparison in the field of education policies, and target and generate dialog between the different groups involved in the formation and implementation of migrant education policies (researchers, policy makers, migrant organisations, practitioners from NGOs and schools - primary, secondary and tertiary education) on the cross-national and national level, and (1) link the different groups, and (2) link members of each group, e.g. serve as a platform for interaction and knowledge exchange between teachers around Europe, initiate teacher training seminars and an exchange of teachers. Initiate this dialog cross-national, national and local.
- As an information and knowledge portal, SIRIUS should serve as a portal for the exchange and dissemination of information, knowledge, good practice (including relevant indicators), and data, e.g. methodologies for defining laws, reception mechanism, teacher training courses, learning material, self-evaluation techniques and others.
- Focus on special themes, like early childhood education, early school leaving, and teaching in highly diverse classrooms, and enable mutual learning and cross-national comparisons.
- Provide data for good policy-making and ensure that policies are based on reality. Initiate researcher's support to policy makers in merging and analysing data.

Moreover:

- In several FGs, the desire was expressed that SIRIUS would develop into a continuous and sustainable network of support and exchanged, as opposed to a temporary one.
- The ultimate goal of SIRIUS should be the improvement of migrant education policy through increased resources and experience.
- Some FG participants expressed the wish to be involved in SIRIUS activities.
- SIRIUS should raise increased awareness on the relevance of the topic of migrant education (Estonia).
- SIRIUS could help to establish and maintain centres of experimentation related to universities (Spain/Catalonia).

5. CONCLUDING QUESTIONS

Concluding, the following questions are formulated as a result of the above analysis. The further activities of the SIRIUS Network should consider the interest of these questions.

- 1) How can cultural diversity be conceptualised within the national education system? And how can it be put into practice? What are effective policies promoting cultural diversity in teacher training, curriculum, school policies, and other areas?
- 2) How can teacher training and preparation be improved and teaching methods be adopted in order to meet the needs of all students in cultural and linguistic diverse teaching environments? What teacher education policies are effective in promoting diversity and preparing teachers in being aware and responsive to cultural and linguistic diversity of diverse pupils' needs?
- 3) What is needed for a country to design a national strategy on teaching children with a migrant background?
- 4) Based on the evidence we have (NAMS Study), comprehensive targeted measures work the best. What can be done to promote these?
- 5) What policies and measures are effective in overcoming the negative effects of school segregation (and the concentration of migrant students in some schools)?

ATTACHMENTS

Attachment I

Council conclusions on the education of children with a migrant background (29 November 2009)

Within these conclusions, the Member States are invited, among others, to:

”Take appropriate measures at their required level of responsibility - local, regional or national with a view to ensuring that all children are offered fair and equal opportunities, as well as the necessary support to develop their full potential, irrespective of background.”

In particular, they are to take measures so that “**Children with a migrant background...**

1. General quality of school system

- have access to high-quality childhood education and care
- face few barriers to progress through the school system
- can easily move between education pathways (e.g. between academic and vocational tracks)
- receive a high quality education in school
- are not concentrated in underperforming schools
- are taught by high quality teachers and school leaders, including migrant & foreign-trained teachers

2. Diversity in schools

- are not discriminated against in school
- follow a curriculum that is high quality and relevant for all pupils and accounts for migrant pupils’ specific needs and different backgrounds in teaching methods and materials (including humanities and civics curriculum)
- benefit from teachers that have acquired intercultural education skills in pre/in-service teacher training

3. Targeted measures for migrant pupils

- received personalised learning and individual support, esp. for underperforming migrant pupils
- are taught the country’s language well
- are supported in school to maintain and develop their mother tongue if they choose
- go to schools that partner with migrant communities and can communicate with migrant parents

- get the right targeted support if they have special needs

4. Governance and mainstreaming

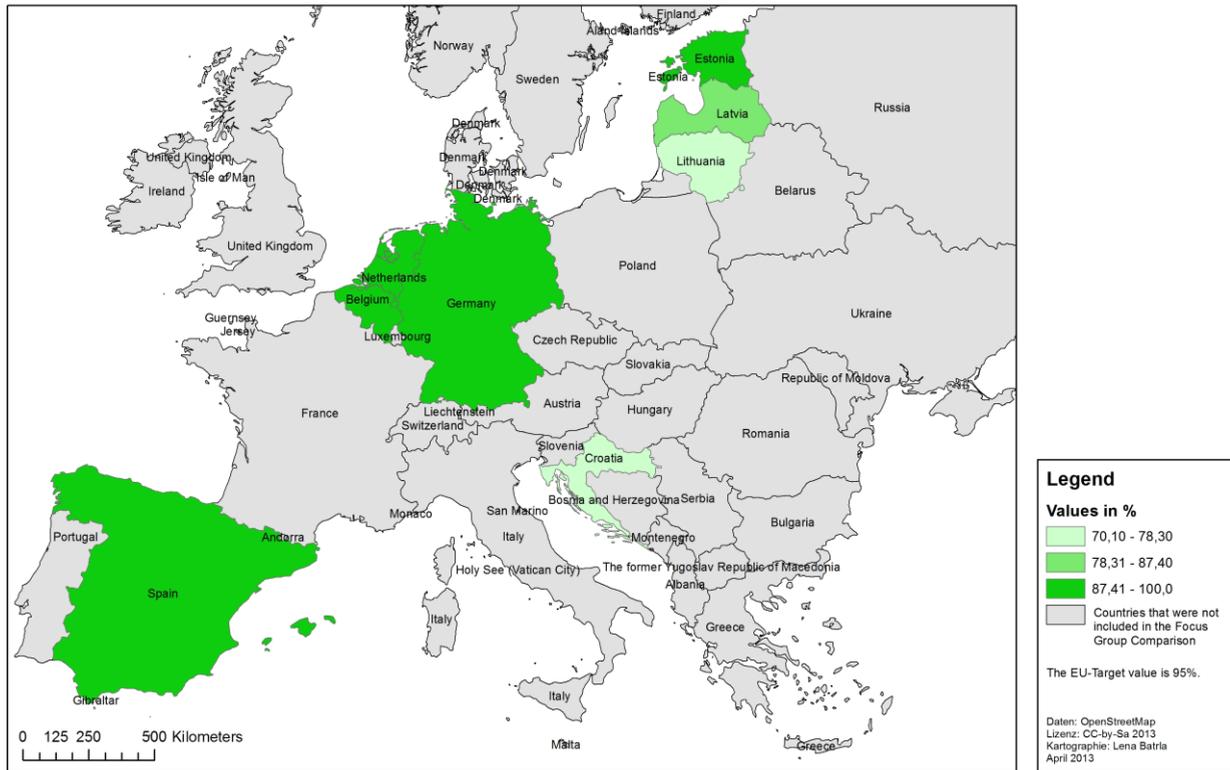
- are addressed in many areas of life and not just in school (e.g. an 'integrated approach')
- are monitored and analysed as a specific grouping in terms of their school experience and performance
- are the subject of exchanges of good practice in our country¹⁰

Attachment II

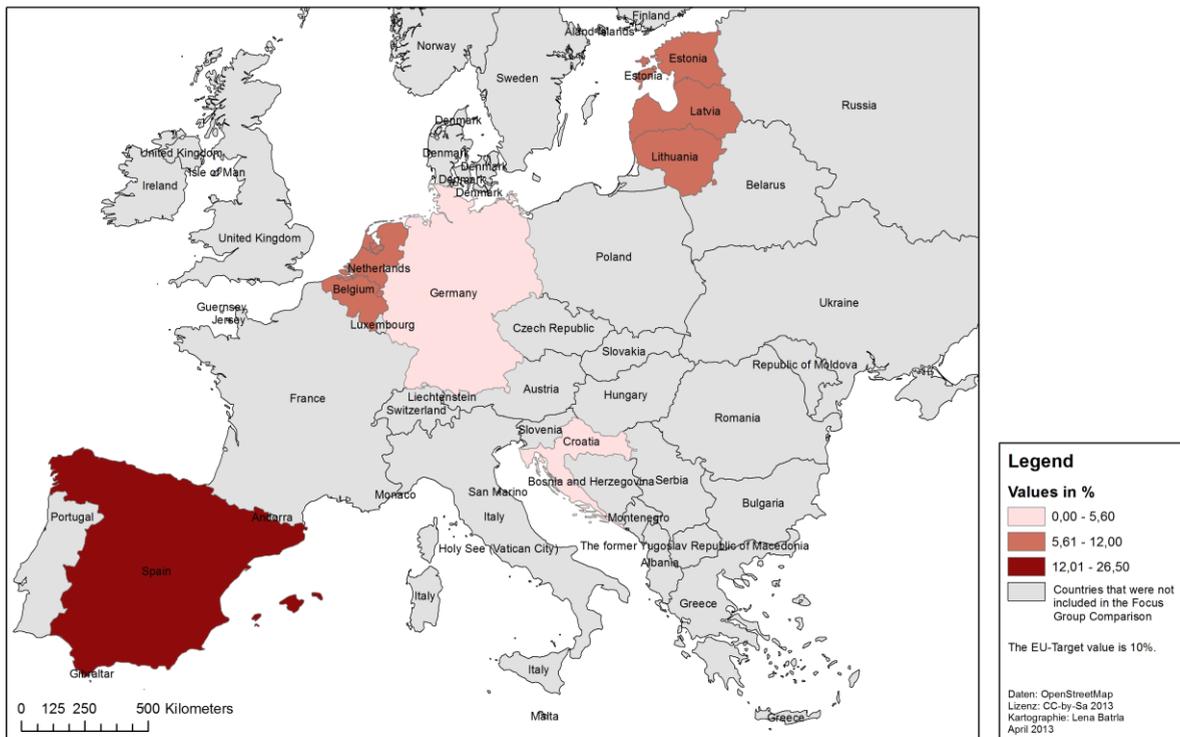
Distribution of the values of the EU 2020 and ET 2020 goals among the participating countries

¹⁰ Council of the European Union, November 2009:
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111482.pdf

Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education



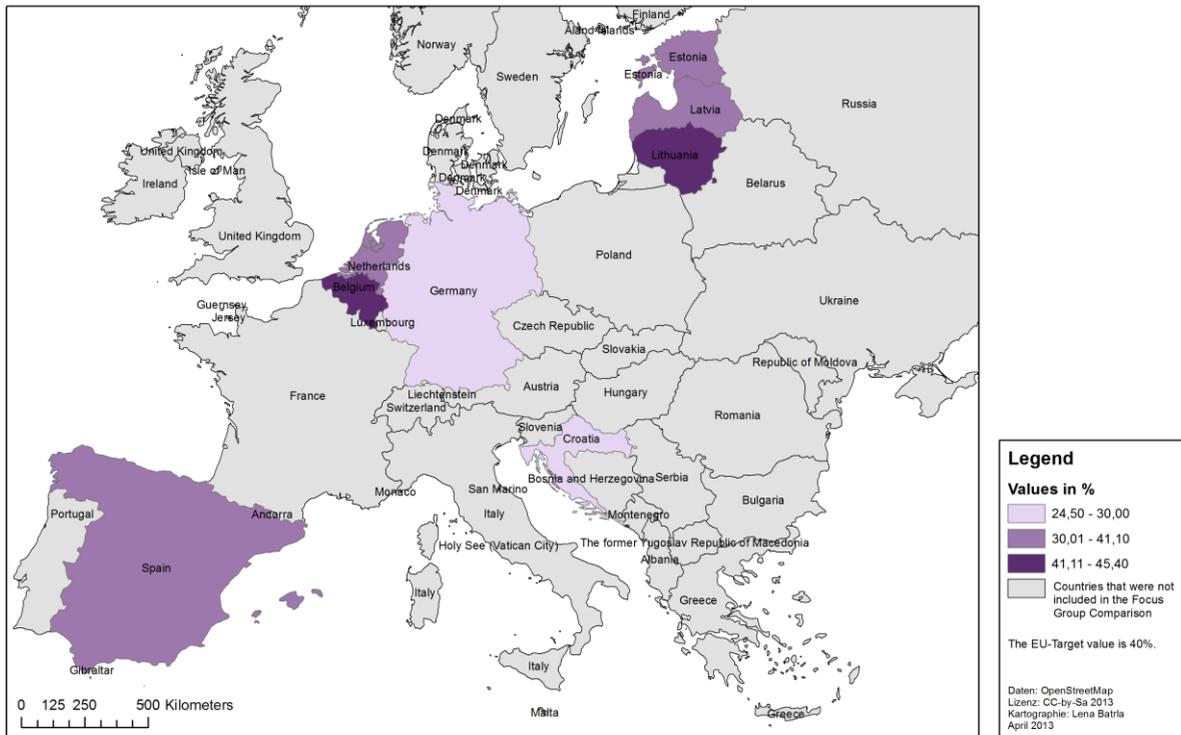
Early school leavers from education and training



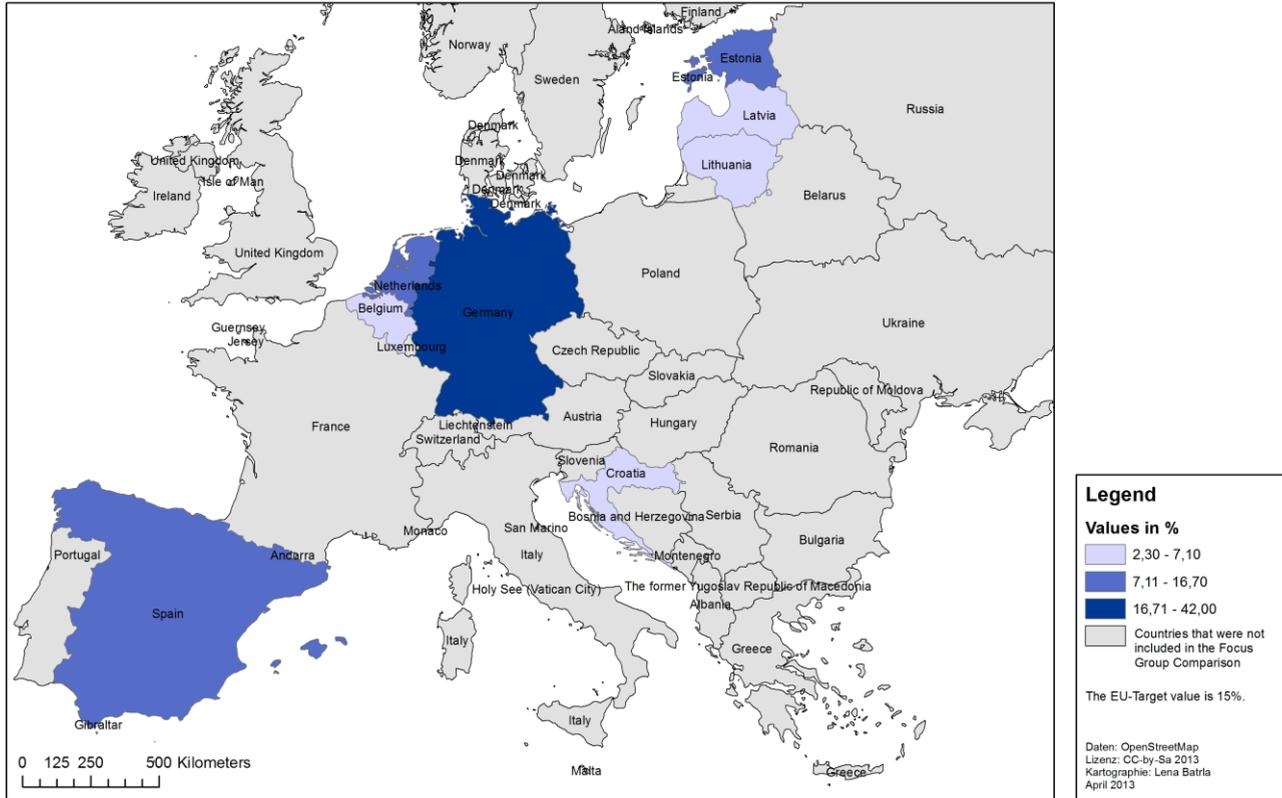
Average share of low-achieving 15-year olds in reading, mathematics and science



Share of 30-34-year-olds completing third level education



Average of adults participating in lifelong learning



Attachment III

Country Profiles

Croatia: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
	Primarily referring to education of Roma pupils and in some cases to education of national minorities (especially Serbian)		Higher education system doesn't recognise the category of asylum grantee (only two categories exist: Croatian citizen or foreign nationals), so getting into university can be difficult. Plans for facilitating access to education for asylum grantees are ongoing.		Inconsistent work with migrant children because of volunteer approach.	
Experience / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
						Asylum seekers have right to attend school (normally enter schooling system one year after submitting application for asylum), Grading system: first verbal grading, then numeral: good starting point for migrant pupils.
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation		Teacher training	Individual support of migrant students	Involvement of parents
Language of the receiving country	Mother tongue					

		Procedure for recognizing prior qualifications	Education model for minorities		Parental involvement in the education of their children
Diversity in School					
Challenges					
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	
Progress in the plans to introduce a program of civic education into the formal education system in Croatia. A platform of NGOs succeeded in reaching an agreement with the Ministry of Science, Education and Sport (MSES). A pilot programme is introduced in 2013 in elementary and secondary schools, with elements of intercultural education and promotion of equality and minority rights.		Part of some programmes but mostly project based or organised by the Education and Teacher Training Agency or different CSO involved in non formal educational programmes.			
Experience / Strong Points					
Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	
Bilingual education models in minority schools; volunteers as assistants in integration processes of children and youth into community.				Individual support of migrant students Curricula for Civic Education	
Need for learning and for exchange of experience					
Implementation of diversity approach		Governmental regulations		Teacher training	
A huge need of diversity approach				Better programmes for teachers in learning diversity, need for teacher training	
				Involvement of parents Need to include parents and help them in integration process	
Targeted measures for migrant pupils					
Challenges					
Language support		Academic support for personalised learning and individual support		Integration of migrant pupils in country's student body	
Mother tongue	Language of receiving country			Partnering of schools with migrant communities and communication with migrant parents	
Not adequately	Courses in Croatian language for asylum grantees are financed by the Ministry of	Integration policies are not sufficiently developed --> low		Need for more interaction of	
				Need for individual work	

supported, need for courses for teachers.	Education but are provided through 'Croaticum'. But: Croaticum provides courses in Croatian language in English which is not appropriate for most asylum grantees (some of them do not know Croatian or English, as well as Latin alphabet) and it has proved to be unworkable in practice. Need for further courses.	quality and insecure situation for migrants; only on voluntary basis and project based; no organised additional teaching assistance for children of asylum seekers in primary schools.		schools with migrant communities and parental involvement	and personalised approach	
Experience / Strong Points						
Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
	Support of NGOs and volunteers in integration process		Education as a key to integration			
Need for learning and for exchange of experience						
Teaching methods/teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Designing minoritie's education approach	A huge need					
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children		
Underdeveloped						
Experience / Strong Points						
Addressing of migrant students in many areas of life and not just in school	Monitoring of school performance and educational achievements by specific groups		Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children		
Need for learning and for exchange of experience						
Addressing of migrant students in many areas of life and not just in school			Adequacy of education system and outcomes for migrant children			
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets						
Share of children between 4 years and the age of starting compulsory primary-	Early school leavers from education and training	Share of low-achieving 15-year olds in reading, mathematics	Share of 30-34-year-olds completing third	Average of adults participating in		

education participating in early childhood education EU Target Value / Croatian Value	EU Target Value / Croatian Value	and science EU Target Value / Croatian Value	level education EU Target Value / Croatian Value	lifelong learning EU Target Value / Croatian Value
95% / 94,2% (2011)	10% / 10,8% (2011)	15% / 11,4% (2010)	40% / 40,2% (2011)	15% / 12%

Estonia: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
Quality differences in Russian and Estonian schools						
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Individual guidance of students						
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents	
Language of the receiving country	Mother tongue					
			Quality of teaching in accordance to rate of foreign students in class			
Diversity in School						
Challenges						
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity
				Many inexperienced schools: they are insecure how to deal with migrant pupils, with the consequence that they avoid the admission of foreign language children		
Experience / Strong Points						
Language support	Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant students	
Need for learning and for exchange of experience						
Implementation of diversity approach	Governmental regulations		Teacher training	Involvement of parents		

					Involvement of parents, esp. natives --> helping them accept diversity in school	
Targeted measures for migrant pupils						
Challenges						
Language support		Academic support for personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Mother tongue	Language of receiving country					
Experience / Strong Points						
Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
	Support in learning Estonian	Individual curriculum for migrant students and assistant teachers, customised exams for students expected to leave Estonia soon				
Need for learning and for exchange of experience						
Teaching methods/teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific groups			Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children	
Experience / Strong Points						
Addressing of migrant students in many areas of life and not just in school			Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children	

Intensive language support, also in an integrative manner, which means, that Estonian is not only taught in Estonian lessons; integrating pupils as soon as possible in classes of their age-group			Finnish approach: no segregation of students	
Need for learning and for exchange of experience				
Addressing of migrant students in many areas of life and not just in school		Adequacy of education system and outcomes for migrant children		
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets				
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Estonian Value	Early school leavers from education and training EU Target Value / Estonian Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Estonian Value	Share of 30-34-year-olds completing third level education EU Target Value / Estonian Value	Average of adults participating in lifelong learning EU Target Value / Estonian Value
95% / 94,2% (2011)	10% / 10,8% (2011)	15% / 11,4% (2010)	40% / 40,2% (2011)	15% / 12%

Latvia: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system							
Challenges							
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system		Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
			Higher education is not free: 3rd country nationals have to pay higher fees				
Experiences / Strong Points							
Quality of education in school		School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Minority schools with bilingual education have same quality as mainstream schools							Every school age child is entitled for free schooling
Need for learning and for exchange of experience							
Support of language acquisition			School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents	
Language of the receiving country		Mother tongue					
Diversity in School							
Challenges							
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity	
		Intercultural training for teachers not part of a general policy, only in EU-funded projects				No government policy in the field of diversity management in school	
Experience / Strong Points							
Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant	
Bilingual education models in minority schools							

Need for learning and for exchange of experience						
Implementation of diversity approach		Governmental regulations		Teacher training	Involvement of parents	
Targeted measures for migrant pupils						
Challenges						
Language support		Academic support for personalised learning and individual support		Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Mother tongue	Language of receiving country	No consistent policy on the education on migrants (because of rates of immigrants being low) - schools are not prepared for students from other countries than Russian-speaking countries; no extra funding for schools integrating migrant students --> extra time and resources cannot be covered				Pre-teaching for pupils who need extra attention on a subject
Experience / Strong Points						
Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
	Teaching aids, esp. for Latvian teaching			Information material for parents about education system		
Need for learning and for exchange of experience						
Teaching methods / teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Bilingual education and intercultural education: consistent and general approach, making teachers participate in in-service courses						
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific		Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children		

Experience / Strong Points				
Addressing of migrant students in many areas of life and not just in school	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children	
Need for learning and for exchange of experience				
Addressing of migrant students in many areas of life and not just in school		Adequacy of education system and outcomes for migrant children		
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets				
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Latvian Value	Early school leavers from education and training EU Target Value / Latvian Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Latvian Value	Share of 30-34-year-olds completing third level education EU Target Value / Latvian Value	Average of adults participating in lifelong learning EU Target Value / Latvian Value
95% / 87,4% (2010)	10% / 11,8% (2011), 16% (TCN, 2010)	15% / 17,6% (read), 22,6% (math), 14,7% (scien)	40% / 35,7% (native), 21% (TCN)	15% / 5%

Lithuania: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
		Children have to have legal residence in Lithuania in order to enrol in kindergarten/school		Teachers are not always prepared to meet the needs of immigrant students (as in some school the incidence of immigrant students is very low)		
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
	Immigrant children immediately integrated in mainstream schooling. Either enrolled in mainstream minority or mainstream schools; in both, appropriate quality	Every child with legal residence status in Lithuania has right to attend state kindergarten		Experience with dealing with children speaking foreign languages, especially Russian and Polish. Migrant children are mostly taught in mainstream schools, Russian and Polish speaking migrants in mainstream minority schools. In the latter, students are taught by teachers representing the same minority (mostly) in a bi-lingual way.	Most of Lithuanian Vocational Education Training (VET) programmes issue a certificate of secondary education (in addition to VET certificate), which gives a student the right to enter higher education and return to the academic track	
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents	
Language of the receiving country	Mother tongue					
			No structured training in intercultural and bilingual teaching No migrant and foreign trained teachers in Lithuanian schools, only in minority schools			
Diversity in School						

Challenges					
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	National level approach to diversity	
		No universal teacher training for intercultural skills		No national level approach to diversity in school	
Experience / Strong Points					
Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	Individual support of migrant students	
		Intercultural training for teachers on the local basis. Projects enhancing intercultural competences for teachers: high rate of participation	No incidences for discrimination against migrant pupils in school	Curriculum provides flexibility for meeting immigrant needs	
Need for learning and for exchange of experience					
Implementation of diversity approach		Governmental regulations	Teacher training	Involvement of parents	
Targeted measures for migrant pupils					
Challenges					
Language support		Academic support for personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Mother tongue	Language of receiving country				
	Need for personalised language support	Individual support on case-by-case basis, depends on school's initiative		Developing partnerships betw. immigrant communities and schools	Support in learning and integration
Experience / Strong Points					
Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				

Mother tongue is taught in minority schools - although not each language is represented				Parental involvement on the local basis		
Need for learning and for exchange of experience						
Teaching methods/teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector (e.g. coordination and implementation of measures)		Adequacy of education system and outcomes for migrant children		
On the national level monitoring and analysis of immigrant situation is very underdeveloped		Projects on integration are not connected and not consistent, measures of official education policy are not applied well				
Experience / Strong Points						
Addressing of migrant students in many areas of life and not just in school		Monitoring of school performance and educational achievements by specific		Exchange of good practice on migrant education		Adequacy of education system and outcomes for migrant children
Need for learning and for exchange of experience						
Addressing of migrant students in many areas of life and not just in school			Adequacy of education system and outcomes for migrant children			
good balance between targeted and general measures and promotion of an "integrated approach" in schools and education policies						
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets						
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Lithuanian Value	Early school leavers from education and training EU Target Value / Lithuanian Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Lithuanian Value		Share of 30-34-year-olds completing third level education EU Target Value / Lithuanian Value	Average of adults participating in lifelong learning EU Target Value / Lithuanian Value	
95% / 78,3% (2010)	10% / 7,9%	15% / 24,3% (read), 26,3% (math), 17% (scien)		40% / 45,4%	15% / 5,9%	

The Netherlands: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
			Early far-reaching decisions in school career --> disadvantage for immigrants because the choice for secondary education is made at the age of 12, so migrant pupils don't have enough time to catch up language and other skills.			
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Quality of school system						
Need for learning and for exchange of experience						
Support of language acquisition			School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents
Language of the receiving country	Mother tongue					
Diversity in School						
Challenges						
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	National level approach to diversity		
		"Intercultural education": causes opposite effect by emphasizing differences		No approach on the level of policymakers to sensitive teaching in regard to migrant		

				backgrounds	
Experience / Strong Points					
Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	Individual support of migrant students	
Extra (language) lessons for children at risk (mostly immigrant children); Content based language attainment within the respective subject		Subject "civic education": learning to cope with diversity		Trend to individual educational needs	
Need for learning and for exchange of experience					
Implementation of diversity approach		Governmental regulations	Teacher training	Involvement of parents	
Cooperative learning and self-disclosure --> attitude formation towards diversity competences; putting diversity into practice: in teaching and in everyday interaction; fostering of exchange of experience		No diversity policy at local or school level	Including diversity into school-life: better teacher training and empowerment regarding cultural understanding	Involvement of diverse groups of parents	
Targeted measures for migrant pupils					
Challenges					
Language support		Academic support for personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Mother tongue	Language of receiving country				
Need for education in the mother tongue		Hardly any targeted measures for migrant pupils --> approach that all students are equal			Personalised learning and individualised support: depends on school and teacher
Experience / Strong Points					
Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
	Measures concerning language	Weighing system to distribute funding for support measures	General philosophy: All students are equal		

Need for learning and for exchange of experience						
Teaching methods/teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Attention for pedagogical didactical aspects of teaching diversity, intercultural education						
Governance and Mainstreaming Challenges						
Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector	Adequacy of education system and outcomes for migrant children			
			Early tracking leads to segregation: longer transition period and later selection would improve the situation; transition from primary to secondary education is generally known as a risk moment; migrant students are over-represented among the group of pupils leaving school early			
Experience / Strong Points						
Addressing of migrant students in many areas of life and not just in school		Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children		
Need for learning and for exchange of experience						
Addressing of migrant students in many areas of life and not just in school			Adequacy of education system and outcomes for migrant children			
In some cities attention given to a broad range of talents: inside and outside school. More cities should do that. more focus on individual needs of pupils			Stimulate mixed schools: allow for encounter, exchange, etc.			
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets						
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / The Netherlands' Value	Early school leavers from education and training EU Target Value / The Netherlands' Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / The Netherlands' Value	Share of 30-34-year-olds completing third level education EU Target Value / The Netherlands' Value	Average of adults participating in lifelong learning EU Target Value / The Netherlands' Value		
95% / 99,6%	10% / 9,1%	15%	40% / 41,1%	15% / 16,7%		

Spain: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
Support for immigrant students is lacking of financial support	Concentration of immigrant students in some schools		Very difficult to have a successful educational career because of many obstacles for immigrants and discrimination			
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Need for learning and for exchange of experience						
Support of language acquisition			School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents
Language of the receiving country		Mother tongue				
		Actions for supporting the maintenance of the mother tongue		Need for training in intercultural competences		
Diversity in School						
Challenges						
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials			Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity
Reduction of financial allocations						Image of immigrant students being a problem instead of a contribution
Experience / Strong Points						

Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant students							
Need for learning and for exchange of experience													
Implementation of diversity approach			Governmental regulations		Teacher training		Involvement of parents						
					More training in intercultural education for teachers		Need to improve communication and dialogue with immigrant families, family participation						
Targeted measures for migrant pupils													
Challenges													
Language support		Academic support for personalised learning and individual supports		Integration of migrant pupils in country's student body		Partnering of schools with migrant communities and communication with migrant parents		Targeted support for special needs					
Mother tongue	Language of receiving country												
		Lacking budget to maintain and improve actions regarding the education of immigrant students				Improvement of the work with families		Reception and tutorial classes: quality depends very much on the teacher, tend to be a supplement for teaching Greek, rather than having an intercultural approach --> assimilative practice					
Experience / Strong Points													
Language support			Personalised learning and individual support esp. for underperforming migrant pupils		Integration of migrant pupils in country's student body		Partnering of schools with migrant communities and communication with migrant parents		Targeted support for special needs				
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country												
Need for learning and for exchange of experience													
Teaching methods/teacher training			Language support			Personalised learning and individual support		Integration of migrant pupils in country's student body		Partnering of schools with migrant communities and communication with migrant parents		Targeted support for special needs	
			Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country									
Need for change in teaching methods, e. g. more cooperative learning. Also need for teaching of skills like learning to learn or communication skills													
Governance and Mainstreaming													
Challenges													

Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children	
Experience / Strong Points					
Addressing of migrant students in many areas of life and not just in school		Monitoring of school performance and educational achievements by specific groups		Exchange of good practice on migrant education	
Need for learning and for exchange of experience					
Addressing of migrant students in many areas of life and not just in school			Adequacy of education system and outcomes for migrant children		
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets					
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Spanish Value	Early school leavers from education and training EU Target Value / Spanish Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Spanish Value	Share of 30-34-year-olds completing third level education EU Target Value / Spanish Value	Average of adults participating in lifelong learning EU Target Value / Spanish Value	
95% / 100%	10% / 26,5% (school drop out rate)	15% / 19,6% (reading), 23,7% (math), 18,2% (science)	40% / 40,6% (2011)	15% / 10,8 (2011)	

Belgium (Flanders): Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system							
Challenges							
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways		
					Waterfall system: many students starting with a higher education fall down to lower educational pathways and then have difficulties to return		
Experiences / Strong Points							
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education	
Individual counselling for the appropriate educational pathway, --> but: waterfall system (see above)							
Need for learning and for exchange of experience							
Support of language acquisition		School regulations and organisation		Teacher training	Individual support of migrant students	Involvement of parents	
Language of the receiving country	Mother tongue						
Diversity in School							
Challenges							
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity	
		Only few teachers trained in foreign countries					
Experience / Strong Points							
Language support	Intercultural education skills of teachers acquired through pre/ in-service teacher training			Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant students	

Need for learning and for exchange of experience						
Implementation of diversity approach		Governmental regulations		Teacher training		Involvement of parents
Teachers should be more open to multiculturalism and diversity		Procedure for the recognition of diplomas of foreign teachers		Teachers should receive more training in intercultural education		
Targeted measures for migrant pupils						
Challenges						
Language support		Academic support for personalised learning and individual support esp. for underperforming migrant pupils		Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Mother tongue	Language of receiving country					
Need for support in native language					Difficult communication with migrant parents (and also with native parents)	Personalised learning and individualised support: depends on school initiative; more general approach that helps student to get the right support. Up to now it depends on the teacher and funding
Experience / Strong Points						
Language support		Personalised learning and individual support		Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
		"Equal Chances Education": extra courses for underperforming students, irrespective of their ethnic background		Attitude of "Equal Chances Education", recognition of diplomas, access for migrants to tertiary education, attempts to create multilingual staff to enhance the communication with migrant students	Projects improving the communication with parents: parent meetings, mother groups, coffee meetings, pictograms	"Equal Chances Education": extra courses for underperforming students, irrespective of their ethnic background
Need for learning and for exchange of experience						
Teaching methods / teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Governance and Mainstreaming Challenges						

Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children	
Experience / Strong Points					
Addressing of migrant students in many areas of life and not just in school		Monitoring of school performance and educational achievements by specific groups		Exchange of good practice on migrant education	
				Positive experiences with Comenius, schools benefit from exchange of information and good practices	
Need for learning and for exchange of experience					
Addressing of migrant students in many areas of life and not just in school				Adequacy of education system and outcomes for migrant children	
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets					
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Belgian Value		Early school leavers from education and training EU Target Value / Belgian Value		Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Belgian Value	
Share of 30-34-year-olds completing third level education EU Target Value / Belgian Value		Average of adults participating in lifelong learning EU Target Value / Belgian Value			
95% / 99.1%		10% / 12%		15% / 35.4%	
				40% / 42,6%	
				15% / 7,1%	

Greece: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	
Financial recession, therefore reduction of state funds for educational expenditures --> qualitative deficits	Formation of "school-ghettos" -> schools with a very high rate of immigrant students, schools lacking in personnel and infrastructure				Migrant students are not taught by specially trained teachers	
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Educational curriculum is based on the recognition of multiculturalism and diversity; High quality of educational system in general						Greek educational system is open to all, regardless of their status of immigration. But not all of the pupils receive a high quality education --> formation of school-ghettos
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involve ment of parents	
Language of the receiving country	Mother tongue					
	Initiatives reinforcing the use of native language and the recognition of the importance of their culture	Theoretical measures in educational curriculum according to multiculturalism and diversity have to be better implemented in practice; Improvements for educational system in general	Structured intercultural training for teachers (teachers feel unprepared to implement knowledge in practice)			
Diversity in School						
Challenges						

Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity	
		In-service training for intercultural education has been restricted because of financial crisis		Appearance of extreme right-wing ideology has brought about the increase of discrimination and racism --> esp. on the part of native parents			
Experience / Strong Points							
Language support		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant students	
Need for learning and for exchange of experience							
Implementation of diversity approach		Governmental regulations		Teacher training		Involvement of parents	
				Improvement of consistent teacher training in intercultural education			
Targeted measures for migrant pupils							
Challenges							
Language support		Academic support for personalised learning and individual support		Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Mother tongue	Language of receiving country						
		Financial crisis: implementation of actions to support migrant students is hindered		Intercultural schools: segregation of students		Quality of support for underperforming students (irrespective of ethnic background) depends on school	
Experience / Strong Points							
Language support		Personalised learning and individual support		Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country						
Need for learning and for exchange of experience							
Teaching methods/ teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					

Governance and Mainstreaming			
Challenges			
Monitoring of school performance and educational achievements by specific groups	Legislation and governance of education sector	Adequacy of education system and outcomes for migrant children	
Experience / Strong Points			
Addressing of migrant students in many areas of life and not just in school	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children
Institutional measures outside of school supporting education and social integration. Also voluntary organizations and NGOs; some educational officials voluntarily start interventions for intercultural integration			
Need for learning and for exchange of experience			
Addressing of migrant students in many areas of life and not just in school	Adequacy of education system and outcomes for migrant children		
Support of mother tongue necessary			
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets			
<i>No data on Greece</i>			

Italy: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system						
Challenges						
Quality of education in school		School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways
Non-immediate placement for students who arrive after start of school year, migrant students are placed in classes which don't correspond to their age group, but in younger classes, because of their poor language skills; interventions for migrant students lack quality because of budget constraints		Concentration of immigrant students in vocational and technical schools	Only 75% of children of immigrants attend preschool, while almost 100% of Italian children attend preschool	Student achievement in correlation to the socio-economic status, high rate of failures among immigrant children		
Experience / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Good quality primary schools				Teacher training in intercultural education linked to local institutions		Linkage between prefecture and school system to allow pre-enrolment for family reunification, but only in Lombardy
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation		Teacher training	Individual support of migrant students	Involvement of parents
Language of the receiving country	Mother tongue					
Programs regarding language and bilingualism; language teaching in early years		Procedure of recognizing prior qualifications (lack of clear regulatory code for integrating foreign students according to their language skills and prior qualifications); Facilitation of the transition from one school to another; More effective orientation at the end of the 1st schooling cycle		Training in intercultural education and integration of migrant students; Teacher training in general for middle-high teachers	Special support for migrant students to prevent their failing, esp. in the first two years; individualized study program	
Diversity in School						
Challenges						

Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity	
No High-School curricula with intercultural content						
Experience / Strong Points						
Language support	Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		Individual support of migrant students	
	A general inclusive approach in national curriculum					
Need for learning and for exchange of experience						
Implementation of diversity approach		Governmental regulations	Teacher training	Involvement of parents		
Need for distinction between differences because of disability and cultural heterogeneity --> need of different methods						
Targeted measures for migrant pupils						
Challenges						
Language support		Language of receiving country	Academic support for personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
Mother tongue						
Lack of resources and huge variety of language groups: in general no specific programs to support the maintenance of the mother tongue, teachers not being aware of importance of cognitive and affective implications in maintaining the native language					Need for more interaction of schools with migrant communities	
Experience / Strong Points						
Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
Need for learning and for exchange of experience						
Teaching methods/teacher training		Language support	Personalis	Integration of	Partnering of	Targeted

	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country	ed learning and individual support	migrant pupils in country's student body	schools with migrant communities and communication with migrant parents	support for special needs
Need for change in teaching methods, e. g. more cooperative learning, open classes; making use of children as linguistic-cultural mediators						
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific groups	Legislation and governance of education sector			Adequacy of education system and outcomes for migrant children		
	Absence of a training plan, absence of national legislation that governs schools across the country, limiting autonomy of schools					
Experience / Strong Points						
Addressing of migrant students in many areas of life and not just in school	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education		Adequacy of education system and outcomes for migrant children		
	National Survey on foreign students: clearly displaying the formation of the students					
Need for learning and for exchange of experience						
Addressing of migrant students in many areas of life and not just in school	Adequacy of education system and outcomes for migrant children					
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets						
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / Italian Value	Early school leavers from education and training EU Target Value / Italian Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / Italian Value	Share of 30-34-year-olds completing third level education EU Target Value / Italian Value	Average of adults participating in lifelong learning EU Target Value / Italian Value		
95% / 97,1% (2009)	10% / 18,8 % (school drop out rate); 44% of migrant pupils (2011)	15% / - 20% (read), - 24,9 (math), - 20,6 (science) (2009)	40% / 19,8% (2009) 12% of other nationalities	15% / 6.2% of adults attend training courses to fine-tune their competences		

Germany: Perceptions on the “Council conclusions on the education of children with a migrant background” and Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets

General quality of the school system					
Challenges					
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education

						pathways
Failure of a demand-oriented allocation of resources for migrant students		Equal access to high-quality education is not ensured for all, esp. for those students with migrant background	Early decisions within tracking system place migrant students at a disadvantage			
Experiences / Strong Points						
Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Need for learning and for exchange of experience						
Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents	
Language of the receiving country	Mother tongue					
		Cooperation and network relations with other relevant institutions	Need of improvement in the field of the qualification of teachers and principals	Individual support for children with migrant background	Better involvement of parents with migrant background, particularly those who are rather distanced to education and live under socially disadvantaged conditions	
Diversity in School						
Challenges						
Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials		Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level		National level approach to diversity
Deficient curriculum in the field of the special needs of migrant students		Teachers are mostly not trained in intercultural education and are unacquainted with the conditions in the field of the domestic environment of migrant children				Non of the federal states so far has implemented a strategy for the implementation of intercultural education
Experience / Strong Points						
Language support	Intercultural education skills of teachers acquired through pre/ in-service teacher training		Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level			Individual support of migrant students

	Widespread concepts for the implementation of intercultural education (e. g. INKA)					
Need for learning and for exchange of experience						
Implementation of diversity approach		Governmental regulations		Teacher training		Involvement of parents
Including the topic in the school curriculum and evaluation				Improvement of consistent teacher training in intercultural education		
Targeted measures for migrant pupils						
Challenges						
Language support		Academic support for personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Mother tongue	Language of receiving country					
				Need to intensify the collaboration with parents	Insufficient individual support, esp. in pre-primary school and primary school	
Experience / Strong Points						
Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs	
Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country					
		Many educational reforms that affect the educational support for migrant students, even though they are not specially aimed at this target group				
Need for learning and for exchange of experience						
Teaching methods/teacher training	Language support		Personalised learning and individual support	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Governance and Mainstreaming						
Challenges						
Monitoring of school performance and educational achievements by specific groups		Legislation and governance of education sector		Adequacy of education system and outcomes for migrant children		
				Early tracking leads to segregation, migrant pupils are overrepresented in lower tracks and underrepresented in higher tracks		
Experience / Strong Points						

Addressing of migrant students in many areas of life and not just in school	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children	
Trend towards considering broader range of talents in support measures			Increase of transparency in the German school system and a stronger indentation on particular transition stages in the educational process	
Need for learning and for exchange of experience				
Addressing of migrant students in many areas of life and not just in school		Adequacy of education system and outcomes for migrant children		
Indicators on the goals of the EU 2020 Strategy and the ET 2020 Targets				
Share of children between 4 years and the age of starting compulsory primary-education participating in early childhood education EU Target Value / German Value	Early school leavers from education and training EU Target Value / German Value	Share of low-achieving 15-year olds in reading, mathematics and science EU Target Value / German Value	Share of 30-34-year-olds completing third level education EU Target Value / German Value	Average of adults participating in lifelong learning EU Target Value / German Value
95% / 96% (2011)	10% / 5,6% (2011)	15% / 18% (read), 18,6% (math), 14,8% (science) (2009)	40% / 30% (2010)	15% / 42% (2010)

Attachment IV

Allocation of perceptions of FG Participants on the implementation of the Council conclusions on the education of children with a migrant background to categories within the areas of 'General quality of the school system', 'Diversity in school', Targeted measures for migrant pupils', 'Governance and mainstreaming'

General quality of the school system						
Challenges						
	Quality of education in school (1)	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways
Italy	Non-immediate placement for students who arrive after start of school year, migrant students are placed in classes which don't correspond to their age group, but in younger classes, because of their poor language skills, interventions for migrant students lack quality because of budget constraints	Concentration of immigrant students in vocational and technical schools	Only 75% of children of immigrants attend preschool, while almost 100% of Italian children attend preschool	Student achievement in correlation to the socio-economic status, high rate of failures among immigrant children		
Netherlands				Early far-reaching decisions in school career --> disadvantage for immigrants because the choice for secondary education is made at the age of 12, so migrant pupils don't have enough time to catch up language and other skills.		

Latvia				Higher education is not free: 3rd country nationals have to pay higher fees		
Estonia	Quality differences in Russian and Estonian schools					
Croatia		Primarily referring to education of Roma pupils and in some cases to education of national minorities (especially Serbian)		Higher education system doesn't recognise the category of asylum grantee (only two categories exist: Croatian citizen or foreign nationals), so getting into university can be difficult. Plans for facilitating access to education for asylum grantees are ongoing.	Inconsistent work with migrant children because of volunteer approach	
Lithuania			Children have to have legal residence in Lithuania in order to enrol in kindergarten/school		Teachers are not always prepared to meet the needs of immigrant students (as in some school the incidence of immigrant students is very low)	
Flanders						Waterfall system: many students starting with a higher education fall down to lower educational pathways and then have difficulties to return

Greece	Financial recession, therefore reduction of state funds for educational expenditures --> qualitative deficits	Formation of "school-ghettos" --> schools with a very high rate of immigrant students lack personnel and infrastructure				Migrant students are not taught by specially trained teachers	
Spain	Support for immigrant students is lacking of financial support	Concentration of immigrant students in some schools			Very difficult to have a successful educational career because of many obstacles for immigrants and discrimination		
Germany	Failure of a demand-oriented allocation of resources for migrant students			Equal access to high-quality education is not ensured for all, esp. for those students with migrant background	Early decisions within tracking system place migrant students at a disadvantage		

Note: (1) With "Quality of Education" we mean: Education that respects diversity and provides equality, access and key competences for all. Key competences are a combination of knowledge, skills and attitudes appropriate to the context. In particular, key competences are identified as follows: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression. These key competences are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings. (Definition composed out of the European reference framework for European Union (EU) countries and the Commission)

Experience / Strong Points							
	Quality of education in school	School segregation	Access to high-quality early childhood education and care	Barriers in progressing through the school system	Quality of teachers and school leaders, including migrant & foreign-trained teachers	Flexibility to move between education pathways	Access to primary and secondary education
Italy	Good quality primary schools				Teacher training in intercultural education linked to local institutions		Linkage between prefecture and school system to allow pre-enrolment for family reunification, but only in Lombardy

Nether-lands	Quality of school system						
Latvia	Minority schools with bilingual education have same quality as mainstream schools						Every school age child is entitled for free schooling
Estonia	Individual guidance of students						
Croatia							Asylum seekers have right to attend school (normally enter schooling system one year after submitting application for asylum), Grading system: first verbal grading, then numeral: good starting point for migrant pupils

Lithuania		Immigrant children immediately integrated in mainstream schooling. Either enrolled in mainstream minority or mainstream schools; in both, appropriate quality	Every child with legal residence status in Lithuania has right to attend state kindergarten		Experience with dealing with children speaking foreign languages, especially Russian and Polish. Migrant children are mostly taught in mainstream schools, Russian and Polish speaking migrants in mainstream minority schools. In the latter, students are taught by teachers representing the same minority (mostly) in a bi-lingual way.	Most of Lithuanian Vocational Education Training (VET) programmes issue a certificate of secondary education (in addition to VET certificate), which gives a student the right to enter higher education and return to the academic track	
Flanders	Individual counselling for the appropriate educational pathway --> but: waterfall system (see above)						
Greece	Educational curriculum is based on the recognition of multiculturalism and diversity; High quality of educational system in general						Greek educational system is open to all, regardless of their status of immigration. But not all of the pupils receive a high quality education --> formation of school-ghettos
Spain							

Germany							
Need for learning and for exchange of experience							
	Support of language acquisition		School regulations and organisation	Teacher training	Individual support of migrant students	Involvement of parents	
	Language of the receiving country	Mother tongue					
Italy	Programs regarding language and bilingualism; Language teaching in early years		Procedure of recognizing prior qualifications (lack of clear regulatory code for integrating foreign students according to their language skills and prior qualifications); Facilitation of the transition from one school to another; More effective orientation at the end of the 1st schooling cycle	Training in intercultural education and integration of migrant students; Teacher training in general for middle-high teachers	Special support for migrant students to prevent their failing, esp. In the first two years; Individualized study program		
Netherlands							
Latvia							
Estonia				Quality of teaching in accordance to rate of foreign students in class			
Croatia			Procedure for recognizing prior qualifications	Education model for minorities			Parental involvement in the education of their children

Lithuania				Structured training in intercultural and bilingual teaching, migrant and foreign trained teachers		
Flanders						
Greece		Initiatives reinforcing the use of native language and the recognition of the importance of their culture	Theoretical measures in educational curriculum according to multiculturalism and diversity have to be better implemented in practice improvements for educational system in general	Structured intercultural training for teachers (teachers feel unprepared to implement knowledge in practice)		
Spain		Actions for supporting the maintenance of the mother tongue		Need for training in intercultural competences		
Germany			Cooperation and network relations with other relevant institutions	Need of improvement in the field of qualification of teachers and principals	Individual support for children with migrant background	Better involvement of parents with migrant background, particularly those who are rather distanced to education and live under socially disadvantaged conditions

Diversity in School				
Challenges				
	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials	Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	National level approach to diversity (e.g. national concept of diversity and/or intercultural education, image of immigrant students)
Italy	No High-School curricula with intercultural content			
Nether-lands		"Intercultural education": causes opposite effect by emphasizing differences		No approach on the level of policymakers to sensitive teaching in regard to migrant backgrounds
Latvia		Intercultural training for teachers not part of a general policy, only in EU-funded projects		No government policy in the field of diversity management in school
Estonia			Many inexperienced schools: they are insecure how to deal with migrant pupils, with the consequence that they avoid the admission of foreign language children	
Croatia	Progress in the plans to introduce a program of civic education into the formal education system in Croatia. A platform of NGOs succeeded in reaching an agreement with the Ministry of Science, Education and Sport (MSES). A pilot programme is introduced in 2013 in elementary and secondary schools, with elements of intercultural education and promotion of equality and minority rights.	Part of some programmes but mostly project based or organised by the Education and Teacher Training Agency or different CSO involved in non formal educational programmes.		

Lithuania		No universal teacher training for intercultural skills		No national level approach to diversity in school
Flanders		Only few teachers trained in foreign countries		
Greece		In-service training for intercultural education has been restricted because of financial crisis	Appearance of extreme right-wing ideology has brought about the increase of discrimination and racism --> esp. on the part of native parents	
Spain	Reduction of financial allocations			Image of immigrant students being a problem instead of a contribution
Germany	Deficient curriculum in the field of special needs of migrant students	Teachers are mostly not trained in intercultural education and are unacquainted with the conditions in the field of the domestic environment of migrant children		Non of the federal states so far has implemented a strategy for the implementation of intercultural education

Experience / Strong Points

	Language support	Intercultural education skills of teachers acquired through pre/ in-service teacher training	Discrimination in school and policies and measures addressing discrimination, racism and stereotypes on the national and school level	Individual support of migrant students
Italy		A general inclusive approach in national curriculum		
Netherlands	Extra (language) lessons for children at risk (mostly immigrant children); Content based language attainment within the respective subject	Subject "civic education": learning to cope with diversity		Trend to individual educational needs
Latvia	Bilingual education models in minority schools			

Estonia				
Croatia	Bilingual education models in minority schools; volunteers as assistants in integration processes of children and youth into community			Curricula for Civic Education
Lithuania		Intercultural training for teachers on the local basis. Projects enhancing intercultural competences for teachers: high rate of participation	No incidences for discrimination against migrant pupils in school	Curriculum provides flexibility for meeting immigrants' needs
Flanders				
Greece				
Spain				
Germany		Widespread concepts for the implementation of intercultural education (e. g. INKA)		
Need for learning and for exchange of experience				
	Implementation of diversity approach	Governmental regulations	Teacher training	Involvement of parents
Italy	Need for distinction between disability and cultural heterogeneity --> need of different methods			
Netherlands	Cooperative learning and self-disclosure --> attitude formation towards diversity competences; putting diversity into practice: in teaching and in everyday interaction; fostering of exchange of experience	No diversity policy at local or school level	Including diversity into school-life: better teacher training and empowerment regarding cultural understanding	Involvement of diverse groups of parents
Latvia				
Estonia				Involvement of parents, esp. natives --> helping them to accept diversity in school
Croatia	A huge need of diversity approach		Better programmes for teachers in learning diversity, need for teacher training	Need to include parents and help them in integration process

Lithuania				
Flanders	Teachers should be more open to multiculturalism and diversity	Procedure for the recognition of diplomas of foreign teachers	Teachers should receive more training in intercultural education	
Greece			Improvement of consistent teacher training in intercultural education	
Spain			More training in intercultural education for teachers	Need to improve communication and dialogue with immigrant families, family participation
Germany	Including the topic in the school curriculum and evaluation		Improvement of consistent teacher training in intercultural education	

Targeted measures for migrant pupils

Challenges

	Language support		Academic support for personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Mother tongue	Language of receiving country				
Italy	Lack of resources and huge variety of language groups: in general no specific programs to support the maintenance of the mother tongue, teachers not being aware of importance of cognitive and affective implications in maintaining the native language				Need for more interaction of schools with migrant communities	

Netherlands	Need for education in the mother tongue		Hardly any targeted measures for migrant pupils --> approach that all students are equal			Personalised learning and individualised support: depends on school and teacher
Latvia			No consistent policy on the education on migrants (because of rates of immigrants being low) - schools are not prepared for students from other countries than Russian-speaking countries, no extra funding for schools integrating migrant students --> extra time and resources cannot be covered			Pre-teaching for pupils who need extra attention on a subject
Estonia						

Croatia	Not adequately supported, need for courses for teachers	Courses in Croatian language for asylum grantees are financed by the Ministry of Education but are provided through 'Croaticum'. But: Croaticum provides courses in Croatian language in English which is not appropriate for most asylum grantees (some of them do not know Croatian or English, as well as Latin alphabet) and it has proved to be unworkable in practice. Need for further courses.	Integration policies are not sufficiently developed --> low quality and insecure situation for migrants; only on voluntary basis and project based; no organised additional teaching assistance for children of asylum seekers in primary schools.		Need for more interaction of schools with migrant communities and parental involvement	Need for individual work and personalised approach
Lithuania		Need for personalised language support	Individual support on case-by-case basis, depends on school's initiative		Need for developing partnerships between immigrant communities and schools	Support in learning and integration
Flanders	Need for support in native language				Difficult communication with migrant parents (and also with native parents)	Personalised learning and individualised support: depends on school initiative; more general approach that helps student to get the right support. Up to now it depends on the teacher and funding
Greece			Financial crisis: implementation of actions to support migrant students is hindered	Intercultural schools: segregation of students		Quality of support for underperforming students (irrespective of ethnic background) depends on school

Spain			Lacking budget to maintain and improve actions regarding the education of immigrant students		Improvement of the work with families	Reception and tutorial classes: quality depends very much on the teacher, tend to be a supplement for teaching Greek, rather than having an intercultural approach -> assimilative practice
Germany					Need to intensify the collaboration with parents	Insufficient individual support, esp. in pre-primary school and primary school

Experience / Strong Points

	Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
	Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Italy						
Netherlands		Measures concerning language	Weighing system to distribute funding for support measures	General philosophy: All students are equal		
Latvia		Teaching aids, esp. for Latvian teaching			Information material for parents about education system	
Estonia		Support in learning Estonian	Individual curriculum for migrant students and assistant teachers, customised exams for students expected to leave Estonia soon			
Croatia		Support of NGOs and volunteers in integration process		Education as a key to integration		

Lithuania	Mother tongue is taught in minority schools - although not each language is represented				Parental involvement on the local basis		
Flanders			"Equal Chances Education": extra courses for underperforming students, irrespective of their ethnic background	Attitude of "Equal Chances Education", recognition of diplomas, access for migrants to tertiary education, attempts to create multilingual staff to enhance the communication with migrant students	Projects improving the communication with parents: parent meetings, mother groups, coffee meetings, pictograms	"Equal Chances Education": extra courses for underperforming students, irrespective of their ethnic background	
Greece							
Spain							
Germany			Many educational reforms that affect the educational support for migrant students, even though they are not specially aimed at this target group				
Need for learning and for exchange of experience							
	Teaching methods/teacher training	Language support		Personalised learning and individual support esp. for underperforming migrant pupils	Integration of migrant pupils in country's student body	Partnering of schools with migrant communities and communication with migrant parents	Targeted support for special needs
		Provision of mother tongue tuition in school	Quality of teaching and support for language of receiving country				
Italy	Need for change in teaching methods, e. g. more cooperative learning, open classes; making use of children as linguistic-cultural						

	mediators						
Netherlands	Attention for pedagogical didactical aspects of teaching diversity, intercultural education						
Latvia	Bilingual education and intercultural education: consistent and general approach, making teachers participate in in-service courses						
Estonia							
Croatia	Designing minority's education approach	A huge need					
Lithuania							
Flanders							
Greece							
Spain	Need for change in teaching methods, e. g. more cooperative learning. Also need for teaching of skills like learning to learn or communication skills						
Germany							

Governance and Mainstreaming			
Challenges			
	Monitoring of school performance and educational achievements by specific groups	Legislation and governance of education sector (e.g. coordination and implementation of measures)	Adequacy of education system and outcomes for migrant children
Italy		Absence of a training plan, absence of national legislation that governs schools across the country, limited autonomy of schools	
Netherlands			Early tracking leads to segregation: longer transition period and later selection would improve the situation; transition from primary to secondary education is generally known as a risk moment; migrant students are over-represented among the group of pupils leaving school early
Latvia			
Estonia			
Croatia	Underdeveloped		
Lithuania	On the national level monitoring and analysis of the situation of immigrants is very underdeveloped	Projects on integration are not connected, not consistent; measures of official education policy are not applied well	
Flanders			
Greece			
Spain			
Germany			Early tracking leads to segregation, migrant pupils are overrepresented in lower tracks and underrepresented in higher tracks

Experience / Strong Points				
	Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach') (2)	Monitoring of school performance and educational achievements by specific groups	Exchange of good practice on migrant education	Adequacy of education system and outcomes for migrant children
Italy		National Survey on foreign students: clearly displaying the formation of the students		
Netherlands				
Latvia				
Estonia	Intensive language support, also in an integrative manner, which means, that Estonian is not only taught in Estonian lessons; integrating pupils as soon as possible in classes of their age-group			Finnish approach: no segregation of students
Croatia				
Lithuania				
Flanders			Positive experiences with Comenius, schools benefit from exchange of information and good practices	
Greece	Institutional measures outside of school supporting education and social integration, also voluntary organizations and NGOs; some educational officials voluntarily start interventions for intercultural integration			
Spain				
Germany	Trend towards considering broader range of talents in support measures			Increase of transparency in the German school system and a stronger indentation on particular transition stages in the

				education process
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Note: (2) An "integrated approach" in language teaching refers to the concept of Content and Language Integrated Learning (CLIL), which involves teaching a curricular subject through the medium of a language other than that normally used. The subject can be entirely unrelated to language learning, such as history lessons being taught in English in a school in Spain. (European Commission statement on Language Teaching: http://ec.europa.eu/languages/language-teaching/content-and-language-integrated-learning_en.htm)

Need for learning and for exchange of experience		
	Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Adequacy of education system and outcomes for migrant children
Italy		
Netherlands	In some cities attention given to a broad range of talents: inside and outside school. More cities should do that. more focus on individual needs of pupils	Stimulate mixed schools: allow for encounter, exchange, etc.
Latvia		
Estonia		
Croatia		
Lithuania	Good balance between targeted and general measures and promotion of an "integrated approach" in schools and education policies	
Flanders		
Greece	Support of mother tongue necessary	
Spain		
Germany		



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