

SIRIUS

Professional capacity in schools as regards
education for migrant childrens

An exploration of policy measures in the Sirius network countries

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PROFESSIONAL CAPACITY IN SCHOOLS AS REGARDS EDUCATION FOR MIGRANT CHILDRENS

AN EXPLORATION OF POLICY MEASURES IN THE SIRIUS NETWORK COUNTRIES

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This report presents the results of a survey conducted in the Sirius network countries. We would like to thank all the national coordinators for answering the questionnaire and for interviewing other people in their country, and being as accurate as possible in their answers.

1. SUMMARY

The current report describes the results of a survey conducted in the Sirius network countries. Sirius is a European network aimed at contributing towards closing the achievement gap between students from native and migrant backgrounds. The survey was conducted as part of a work package 2 on schooling, and endeavours to answer the following question: “What policy measures and policy plans aim to strengthen the professional capacity of schools as regards the educational position of children with a migrant background?”

The results show that most policies focus on the teachers and more specifically on second language learning and the teaching and learning environment. Much less attention is paid to capacity building among school leaders or among parents and school-community relationships.

It seems that most countries agree that proficiency in the language of instruction is essential to being successful in school. Some activities on increasing capacity in teaching a second language are organised during initial teacher training, but more are held as part of in-service courses or professional training modules. The attempts made at combining second language and mother tongue learning and the introduction of content and language integrated learning appear to be relatively innovative (or unique).

Most policies that focus on the teaching and learning environment result in an offer of modules that attempt to train the general practical skills of individual teachers, or skills to deal with ethnic/cultural differences. Some countries take an integral or school level approach, and some countries develop expertise centres, e.g., in the form of networks between universities and teacher training institutes. Additionally, programmes are developed with a multitude of aims and activities that vary according to each country. Some combine a focus on second language learning and the teaching and learning environment, whereas others describe measures taken by the MoE, in which the latter declares a general framework or set of principles and in some cases requires schools to seek funding for additional support. Finally, we mention policies resulting in projects that aim to increase and/or strengthen the numbers of teachers from migrant backgrounds. These vary from job advertising in specific media and supporting networks of migrant teachers to quotas for teachers from migrant backgrounds.

Regarding the plans for policy development, in six of the Sirius countries, policy development is uncertain; two countries are continuing and developing on a relatively small scale and two countries are strengthening and innovating their policy activities. Policies are being developed in at least two different directions: second language learning is continuing to receive attention, and policies aimed at establishing a shift of focus towards individual pupils' needs are also being developed.

By carefully comparing the results with the literature on professional capacity need for quality education for migrant children, we arrive at a set of tentative recommendations. The comparison was performed carefully because we are aware that the results are not based on an extensive dataset of all policies in the Sirius countries, but on a dataset that includes interesting good practices and general and short descriptions of targeted as well as general policy measures per country. The most general recommendation is to develop more coherent capacity building policy programmes. Furthermore, it seems that some of the essential elements emphasised by the literature should be strengthened: this concerns the professional capacity to combine second language with mother tongue learning, content and language integrated learning, organisation of positive classroom environments and high expectations; it also concerns an increase in parent involvement and a strengthening of school-community relationships and, finally, the professional capacity of school leaders.

A promising strategy seems to be that of strengthening networks of (migrant) teachers and establishing centres of expertise or networks between universities, teacher training institutes and schools. Finally, in light of the issue of teacher licensing and credentialing requirements, we recommend further exploring possible systems that 1) assess and 2) support the development of teacher competences in classrooms with students from migrant backgrounds.

2. INTRODUCTION

In the first chapter we will describe the background of this report, give a short introduction to the literature in the field of professional capacity in schools and conclude with the question we intend to answer.

2.1 Background of the report

Sirius started at the beginning of 2012 as a network of 13 countries. The main aim of Sirius is to contribute toward closing the achievement gap between students from native and migrant backgrounds (Sirius position paper, draft 2012). Among migrant students average dropout rates are higher, migrant students are over-represented in lower educational paths, and they show lower PISA scores in mathematics, science and language.

The position paper of Sirius describes Sirius as follows (draft October 2012):

SIRIUS is a European platform for collaboration among policy makers, researchers and practitioners to facilitate exchange of ideas and transfer of information and knowledge. The network was established to promote development of national and EU policies that are based on evidence and tested in practice.

Sirius endeavours to develop “a powerful professional learning community across Europe to transform the education for children and youngsters from migrant background in the EU” (p. 5, Sirius position paper, draft 2012).

Three thematic areas are selected according to the original EU call for the Sirius network: policy implementation, schooling and educational support. Each thematic area has its own work package and activities. The current report is one of the first results of activities in the area of schooling: work package 2.

This activity involved a survey among the Sirius national coordinators about professional capacity. Professional capacity is one of the main characteristics of effective schools and it refers to the quality of the staff and the extent to which schools are learning organisations. By focusing on this theme, WP2 aspires to contribute to the main aim of Sirius: closing the achievement gap between immigrant students and students from native backgrounds.

2.2 Short overview of the literature on professional capacity

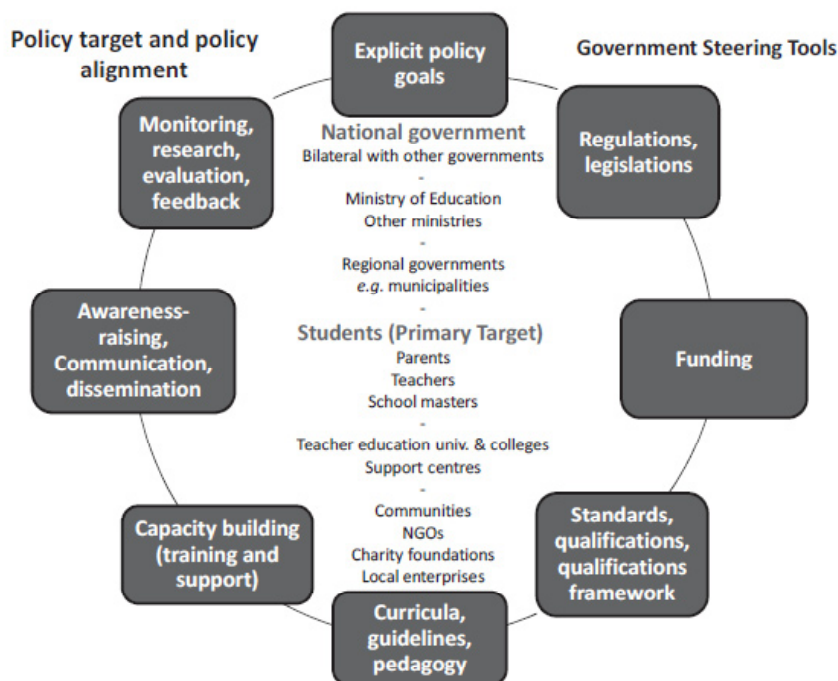
Below, a figure is copied from the OECD report “Closing the gap for immigrant students” (2010) in which the country reviews of migrant education are summarised. One of the boxes in the chain is on capacity building, in particular training and support for school leaders and teachers. The current report focuses on this particular issue in the whole chain of steering tools for migrant education policy.

In the OECD report it is argued that teachers and school leaders need diversity training and more expertise in second language learning. The know-how in the school in this particular area determines the quality of education for migrant children in the school. It is argued that, first and foremost, proficiency in the language of instruction is essential for school success. This means that teachers need to be competent in dealing with language diverse classrooms. The OECD report recommends a clear and explicit language policy for the entire education system. This includes: a centrally developed curriculum with a strong focus on implementation issues at the school level, making sure there are sufficient numbers of qualified teachers, quality assessment materials for language competence, early language stimulation and parental support in language learning, a focus on the academic use of language, integrating language and content learning, support for newly arrived students at a later age and valuing and validating mother tongue proficiency.

Aside from the importance of language policy, the OECD describes essential elements in the teaching and learning environment that should be in place in order for migrant students to be successful in school. These elements are formative assessment, differentiated teaching, safe and orderly classroom and school climates, high expectations, distributed school leadership, monitoring and evaluation of progress, sharing of good practices, and co-operation with parents and local communities (OECD, 2010, p. 55). This means that teachers and school leaders who are competent in these particular areas are more successful in stimulating school success among student populations from migrant backgrounds. It also means that capacity building in schools should focus on these particular areas. Furthermore, the OECD notes the growing disparity between the diverse backgrounds of the student population compared to the homogeneous backgrounds of the teacher workforce. It is argued that “Immigrant-origin teachers who are familiar with the experiences, culture and language of immigrant students can serve as role models and enhance the self-confidence and motivation of immigrant

students. They can also play an important role in school-home liaison and help bridge the gap between families and schools.” (OECD, 2010, p. 58).

Figure 1.1. Steering tools for migrant education policy



Recently, Severiens, Wolff, Van Herpen and Nijveld (2012)¹ conducted a literature study to answer the question of what teacher competence entails in urban schools. This review was partly the result of an OECD project on teaching for diversity (Burns & Shadoina-Gersing, 2010)². Severiens et al conclude that five areas of expertise seem most important: 1) second language learning (teachers should be competent in supporting language development when the language of instruction is not the mother tongue), 2) didactics, teachers should be competent in methods of differentiation, 3) social interaction and identity (teachers should be competent in dealing with stereotypes, group processes as well as (ethnic) identity development), 4) parent involvement (teachers should know how to reach out and involve parents from diverse backgrounds) and 5) schools and community (teachers should know how to establish and maintain relationships

1. Severiens, S., Wolff, R., Van Herpen, S. & Nijveld, B. (2012). Lesgeven in de grote stad. Een overzicht van de literatuur en een curriculum scan. [Teaching for diversity. A literature review and a curriculum scan.] Rotterdam: Risbo.

2. Burns, T., & Shadoina-Gersing, V. (Eds). (2010). Educating Teachers for Diversity. Meeting the Challenge. Paris: OECD.

with community organisations). At the same time, effective schools with diverse populations need school leaders who ensure that the staff is competent in these particular areas.

In the Council conclusions (2009)³ on the education of children with a migrant background, even though the actual term is not used, professional capacity is one of the topics. It is noted that:

“Specialized training in managing linguistic and cultural diversity, and the development of intercultural competences, should be encouraged in order to support school authorities, school leaders, teachers and administrative staff in adapting to the needs, and realizing the full potential, of schools or classes containing pupils with a migrant background. Consideration should also be given to issues such as how to make teaching methods, materials and curricula relevant to all pupils, irrespective of their origins, how to continue to attract and keep the best teachers in underperforming schools, how to strengthen the leadership function in such contexts, as well as how - in accordance with national procedures - to increase the number of teachers who themselves have migrant backgrounds.”

Furthermore, the Council invites the member states to (among other things) “provide specialized training in managing linguistic and cultural diversity, as well as in intercultural competences, for school leaders, teachers and administrative staff”.

This short overview clearly shows what is needed in the area of professional capacity. The question is to what extent the recommendations resulting from the literature, are already being put into practice. The Sirius network has taken up this issue. As a starting point for further policy development, a survey was conducted to find out about the state of the art in the Sirius network countries in this particular matter.

2.3 Main question

The main question that will be answered in the current report reads:

“What policy measures and policy plans aim to strengthen the professional capacity of schools as regards the educational position of children with a migrant background?”

3. Council conclusions on the education of children with a migrant background. 78th EDUCATION, YOUTH AND CULTURE Council meeting, Brussels, 26 November 2009.

We aim to make a distinction between “targeted” and “general” policy measures. By “targeted” we mean policy development that targets migrant or minority children. Examples are language policy or multicultural competence training for teachers. By “general” we mean policy development that targets the general student population but, on the basis of educational theory, it can be expected that migrant students will benefit from these policies. Examples are teacher training modules that focus on differentiation or on competences in linking with community organisations.

3. METHOD

A questionnaire with open-ended questions was developed and reviewed by members of the Sirius steering committee (see Appendix 1). The professional capacity of schools refers to the quality of teachers as well as the school leader and other school staff. We follow the definition of Bender Sebring, Allensworth, Bryk, Easton and Luppescu (2006)⁴ who view professional capacity as one of the fundamentals of school improvement.

“While parents are their children’s first teachers, the school faculty holds the keys that unlock students’ intellectual development. To raise student achievement so that most students attain high academic standards requires profound changes in teachers’ capacities—their content knowledge and pedagogical skills and their abilities to work well with others. We refer to this combination of human and social resources as professional capacity. To elaborate, professional capacity encompasses the quality of the faculty and staff recruited and maintained in a school, their base beliefs and values about responsibility for change, the quality of ongoing professional development focused on local improvement efforts, and the capacity of a staff to work together as a cohesive professional community focused on the core problems of improving teaching and learning.” (Bender Sebring et al, 2006, p. 12).

Policy and good practices in this area generally aim to enhance the quality of education by focusing on the professionals in the school. The focus may be on the area of teacher training (pre-service and in-service) as well as (continuous) professional development (teachers, school leaders and other school staff).

In June 2012 the questionnaire was sent to all the national coordinators of the network. By September 2012, the national coordinators of Austria, Belgium, Croatia, Estonia, Germany, Greece, Latvia, Lithuania, Romania and The Netherlands completed the questionnaire⁵.

A framework for describing the data was developed during the analyses. In the conclusion, this framework will be carefully compared to the literature as descri-

4. Bender Sebring, Allensworth, Bryk, Easton & Luppescu (2006). The essential supports for school improvement. Chicago: Consortium on Chicago School Research.

5. For different reasons, Spain, Finland and Italy did not participate in the WP2 survey.

bed in the first chapter. It will be done carefully, because we are aware that this framework is not based on an extensive dataset of all policies in this area, but on a dataset that includes interesting good practices and general and short descriptions of targeted as well as general policy measures per country.

4. RESULTS

This chapter describes the responses of the Sirius network countries. We start by describing the current situation (paragraphs 1 to 5) and end with a description of plans and policy development (paragraph 6). As regards the current situation, five different topics could be distinguished. The first paragraph describes the policies directly aimed at capacity building among teachers, the second focuses on capacity building among parents and school-community relationships and the third focuses on capacity building among school leaders. The fourth paragraph summarises policy programmes that have multifocal points. Finally, the fifth paragraph describes policies aimed at increasing and strengthening the migrant teaching force.

Each paragraph will start with a general description followed by the measures taken by each country (listed in alphabetical order).

4.1 Teachers

In this paragraph we describe the good practices and policies that focus on the professional development of teachers, pre-service as well as in-service. A distinction is made between a focus on second language learning and on the teaching and learning environment.

4.1.1 Second language learning

Most countries organise activities during in-service courses or professional training, and some organise them during initial teacher training. Additionally, some countries have set up expertise centres, while others organise specific school projects and others train teachers for reception classes.

Pre-service and in-service training

Most targeted policy measures and good practices describe in-service training modules aimed at developing teacher competence in teaching second language

learners. In fact, only Austria and Greece explicitly mention initial teacher training modules in this area. Some policy measures also focus on mother tongue learning, for example in Austria and Latvia. These measures seek to combine development in the second language as well as in the mother tongue. In one country, the measure focuses on the “majority” language in minority schools: this concerns Lithuania where a new Law on Education (2011) dictates an increase of hours for Lithuanian language teaching in minority schools. Estonia is the only country where the concept of content and language integrated learning (CLIL) was adopted. From a research point of view, this concept seems to be very promising in terms of effect on second language learning (Elbers, 2011)⁶.

Below, short descriptions of the responses in this area are presented.

Targeted policy measure: **Austria** describes three policy measures in this field: early language support in initial teacher training at the level of early childhood education and care, qualification of mother tongue teachers (since 1992) and two websites that provide support for teachers.

General policy measure: **Estonia**: In 2008, the content and language integrated learning (CLIL) concept was formally adopted. The start was accompanied by the publication of a handbook on the topic as well as a series of training courses for teachers. The focus was on the Russian-speaking pupils. However, the concept is beneficial for new migrant children as well.

Targeted policy measure: **Greece**: Several measures have been taken. At the initial training level beginning in the late-1990s, many university teacher education departments set up courses on the teaching of Greek as a second language with several also including courses on bilingualism and bilingual education. There is a long-standing national programme entitled: ‘Education of Immigrant & Repatriated Students’ which has under its aegis the in-service training, reinforcement and support of regular teachers in the teaching of Greek as a second language as well as summer classes.

Good practice: **Latvia**: The project “bilingual education” was organised in in-service teacher training institutes and consisted of developing the curriculum and text books. The adopted model ensures the mother tongue language is preserved

6. Elbers, E. (2010). Learning and social interaction in culturally diverse classrooms. In K.S. Littleton, C. Wood & J. Kleine Staarman (Eds.). *International Handbook of Psychology in Education*, Bingley: Emerald.

while the language of instruction is successfully acquired. The results of national tests have shown that students in bilingual schools have the same average level of academic achievement as students in so-called mainstream schools. Furthermore, language proficiency in the language of instruction (Latvian) is high as well as proficiency in the mother tongue language. The scope is large; the project has been gradually implemented since 1998 and since then 170 schools have participated.

Good practice: **Lithuania:** Teacher training in minority language schools. This good practice was implemented under a new Law on Education (2011) that dictates an increase in Lithuanian language teaching hours in minority schools. Minority teachers receive additional training to improve their proficiency in the Lithuanian language, in order for them to be able to teach it as a second language to minority children, or teach other subjects (geography and history) in the Lithuanian language. The actual implementation will start in September 2012. The national scale is one of the success factors; it will have a large impact and create equal opportunities for minority children entering higher education. At the same time, there is some opposition from minorities due to ideological reasons, which hinders the implementation.

Targeted policy measure: **Romania:** There are no policy measures targeting immigrant children, aside from the right of immigrant students to follow one year of learning the language. However, there are some policy measures that focus on children from minority backgrounds. These stem from a clear legal and curriculum framework and include mother tongue classes and special courses on the history and civilization of ethnic minorities. Furthermore, there are national and local programmes for multicultural and intercultural education as well as for teaching Romanian as a second language.

Targeted policy measures: **The Netherlands:** There are a few small scale and ad hoc (in-service) teacher training courses with a focus on general language skills in Dutch in early childhood education.

Expert centres on second language learning

Two countries mention that they have founded expert centres that aim to support capacity building in the area of second language learning (Germany and Latvia).

Good practice: **Germany:** The “Mercator Institute for Language Training and German as a Second Language” was founded in June 2012. The goal of this ins-

titute is to advise on language education, support the states in strengthening the development of language skills in teacher training, support and promote national and practice oriented research in this field as well as the formation of networks and initiate and support qualification measures for key stakeholders in language teaching. The institute will be funded for five years (13 million euros per year). "It is hoped that fewer pupils will slip through the educational net due to an insufficient command of German" (cited from the survey response).

Targeted policy measure: **Latvia:** Since 2010, the Latvian Language Agency (under the Ministry of Education) has been developing teaching aids and support for teachers working with students who do not master the language of instruction.

School projects

Good practice: **Croatia:** This project aims to improve the reading and writing comprehension of Roma pupils. The project takes place in one primary school where teachers are using research evidence to develop lessons for Roma pupils of different ages. Because of the use of research evidence combined with the design of lesson plans, this project can be seen to be increasing teacher capacity. Parents as well as Roma volunteer assistants are involved in the project. The project is incidental; it started in 2010 and ended in 2011.

Programmes for students with parallel capacity building for teachers

Good practice: **Belgium:** Reception classes for non-Dutch speaking newcomers. For one year, pupils follow an intensive programme in the language of instruction in order to enable them to be able to follow mainstream teaching. The teachers of these OKAN ("Onthaalklas voor Anderstalige Nieuwkomers") reception classes receive financial and educational support from the regional government and different local administration bodies. The teachers in these classes do not receive specific training as such, although a lot of training can be organised but this is more on an ad hoc base. The best example of this is the Pedagogical Counselling Service, part of the Department of Education of the City of Ghent (DOOSG), which provides special training, peer support and coaching for OKAN teachers.

Good practice: **Greece:** Reception classes for non-Greek speaking newcomers. During their first two years in Greece, pupils in schools with a sufficient number of similar students follow a pull-out programme in Greek language instruction

in order to enable them to follow mainstream teaching. An effort is made to staff these classes with teachers who have been trained in the teaching of Greek as a second language and/or have attended specialised seminars.

4.1.2 Teaching and learning environment

Most countries have described measures that focus on the teaching and learning environment. By this, we refer to the pedagogical and didactic practices in classrooms and to teacher competences other than teaching languages (although often there is an overlap). A distinction can be made between 1) measures that aim to raise awareness about ethnic and cultural differences, 2) measures that focus on training general practical skills of individual teachers or skills in dealing with ethnic/cultural differences and 3) measures that focus on the integral level (where complete schools are involved). Finally, a number of countries mention the development of expert centres and networks in this area. The measures are described below.

Raising awareness

Good practice: **Lithuania**: A project called “My student is a foreigner” was implemented to increase teachers’ awareness about diversity. It included discussion networks where teachers share experiences and practices, and it also included courses and seminars for teachers. This good practice was an incidental project, and included nearly 400 teachers in 21 schools. The effects were not measured, however participation rates were high (despite the voluntary nature) and teachers were positive about their own knowledge and competence development.

Training practical skills: dealing with differences in general terms

General policy measure: **Austria** has implemented a series of policy measures on school development and teacher training that aim to develop didactic skills, specifically to meet the needs of heterogeneous classrooms. Among these are new teaching methods with a focus on individualised learning. This raises awareness among teachers regarding the needs of students from different social, cultural and linguistic backgrounds.

General policy measure: **Greece** has implemented a series of policy measures on school development and teacher training that aim to develop teaching skills,

specifically to meet the needs of heterogeneous classrooms. Among these are new teaching methods with a focus on diathematic (cross-thematic) teaching and project work. Regional and local seminar workshops for teachers have been held on the basis of these new approaches. This raises awareness among teachers about the needs of students from different social, cultural and linguistic backgrounds.

General policy measure: In **the Netherlands** a training programme for professionals in early childhood education is offered with a very large scope: from 2000 to 2012, 12,509 professionals were trained. One of the most popular modules concerned socio-emotional development and language. As most of these young children are from migrant backgrounds, this policy is expected to be beneficial for them as well.

Training practical skills: dealing with differences according to migration background

In **Estonia**, two different measures are described. Firstly, a good practice concerning a series of teacher training courses that have been organised since 2006 with the goal of raising awareness among Estonian teachers about the educational needs of new immigrant children. The content has changed from study visits to countries with previous experience in the beginning, to courses offered by local experts on topics such as multicultural education, and practical skills such as how to communicate with parents. Different sources have funded the courses, and they were coordinated by the Estonian Integration and Migration Foundation. Some of the success factors were the good timing and the well-defined target group. Given the variety of funding sources, there has been no formal assessment. However, teachers' self-assessments have been positive and the outcomes have been used to plan the following years' activities. Secondly, a targeted policy measure was developed on the basis of a document "Children of new immigrants in Estonian schools. Principles of education policy and educational management", prepared by the Ministry and experts and published in 2004. It was followed by a series of training seminars for local government officials. Following these, an Estonian language textbook was published along with a handbook aiming to raise schools' awareness of new immigrant students' needs. In addition, a series of teacher training courses was launched (see best practice) as well as a webpage providing methodological support. In 2012, a second handbook for educators and school management was issued that describes the Estonian best practices. It offers solutions to everyday school problems in this area.

Targeted policy measures: Greece describes different targeted policy measures that include teacher training modules, each with a different focus and two that are primarily and directly aimed at teacher capacity building (see Appendix 2 for more details). The 'Program for the education of minority children in Thrace 2010-13' provides for the training of educators in methods of teaching Greek as a foreign / second language as well as the successful management of cultural diversity of students. INTER-TIE (INTEgrated Training System for Trainers in Intercultural Education) aims to increase the awareness of primary and secondary educators on issues of intercultural communication and the integration of immigrant students. Greece also describes a good practice. The symbiotic relationship between the Laboratory of Studies on Emigrant Hellenism and Cross-cultural Education (EMAEΔE) at the University of Ioannina, Department of Primary Education and the National Pagoniou Center for Children's Welfare (a residential centre for the care and education of refugee children who were identified by social services as being in need of specialised educational services and a support infrastructure). Student teachers are sent on a residential internship to the centre and observe and conduct their student teaching within the local two-room primary school's classes. They serve as study mentors and tutors to the residents so as to help them prepare for their assignments for the following school day.

Measures at the integral (school) level

Two countries describe policy measures that refer to a level beyond training modules in practical skills. In Latvia, it involves a teacher evaluation system, and in Greece's response, two targeted policy measures are described that focus on the whole school: they are described as "cross-cultural schools" and "new schools".

General policy measure: **Latvia:** In 2010, a teacher evaluation system was introduced. The aim is to raise teachers' awareness about the quality of teaching. The policy includes in-class observations of colleagues or senior teachers from other schools. One of the aspects involves looking after the individual needs of students, which probably benefits students from migrant backgrounds.

Targeted policy measure: **Greece:** In 1996 the Ministry for National Education and Religious Matters established schools designed to meet the educational needs of social groups with a particular social, cultural or religious identity by adopting "cross-cultural" education. The aim of cross-cultural education has been

“to set up and run primary and secondary classes that provide education to young people with a specific educational, social or cultural identity”. To date, a total of 26 cross-cultural schools have been set up throughout Greece. These schools are intended to “guarantee equality of opportunity to every student in the country, while [implementing] cutting-edge approaches to teaching and learning...”. Educators in these schools “receive special training, and are selected on the basis of their knowledge in the subject of cross-cultural education and teaching Greek as a second or foreign language”. However, due to the ongoing economic crisis their continued operation is coming into question.

The second targeted policy measure concerned the so-called NEW SCHOOL (The school of 21st Century) – The transition: Culture and inclusion of social groups at risk into elementary education ». (2010-2012), Implemented by a Special Service Implementation of Educational Actions of the Ministry of Education. The basic aim of this project, concerning the new educational measure of the New School, is to implement the basic principles and philosophy of the New School at the elementary education level. While among its specific aims is the effective integration of all students in the educational system, it makes specific reference to social groups at risk (immigrants, Roma and Muslim students). Its activities include: the enhancement and full-staffing of all-day elementary schools with educators who are skilled and qualified in music, arts and drama education. Specifically, 1,748 educators with these skills were staffed in the 2010-2011 school period as well as the enhancement and full-staffing of Reception Classes and Supplementary tutorial classes with expert teachers.

Expert centres and networks on the teaching and learning environment

The number of centres of expertise in Greece is remarkable. Some of them consist of a collaboration between universities and schools and some of them consist of networks of researchers, educators and administrators.

Targeted policy measure: **Greece:** 1) the Greek state set up the Institute for the Cross-Cultural Education of Foreigners and Repatriated Greeks (I.P.O.D.E.). 2) The Laboratory of Studies on Emigrant Hellenism and Cross-cultural Education (EMAEΔE) at the University of Ioannina. 3) The ‘Hellenic Observatory for Intercultural Education’ constitutes a collective effort of researchers, educators and administrators across Greece and 4) The University of Western Macedonia in North Western Greece has established a voluntary teaching practice programme

in conjunction with local primary schools which have high immigrant student enrolment (see Appendix 2 for more details).

Good practice: **Lithuania**: Several schools (Vytautas the Great Gymnasium, Lithuanian House) and universities (Vytautas magnus University) in Lithuania as well as several NGOs (Lithuanian Language Institute and the organisation Global Lithuanian Leaders) are currently implementing the project “Lithuanian Studies model”, financed with EU structural funds. The project involves designing a new approach towards the education of immigrant students and Lithuanians who lived abroad, new techniques of Lithuanian language teaching and trainings, and the education of teachers to deal with diverse students. The project started in spring 2012. A number of organisational meetings, information exchange seminars and consultations have taken place. The teachers from the mentioned schools are involved in the design of the study guide for teachers (on the education of foreigners) and education materials for immigrant students. The guides are expected to be issued by 2014.

4.2 Parents and school- community relationships

In comparison to the number of policy measures and good practices described in the paragraphs on teachers, policies regarding capacity building among parents and policies to strengthen the school-community relationships are mentioned less frequently. In fact, only three countries seem to have policies in this particular area.

General policy measures: **Belgium**: The introduction of extended schools which seek to include different domains and fields in the learning environment. These include health, physical and psychological safety, competence development, social participation and preparation for the future. Extended schools are for all pupils, but they include issues of diversity (in terms of ethno-cultural diversity, religious diversity, linguistic diversity). An important focus of the project is to ensure equal opportunities for all children and young people, especially those who are disadvantaged. Part of the project is the professional development of the staff involved, including the school staff.

Good practice in **Estonia**: one reference to a course on how to communicate with parents (see teaching and learning environment).

Targeted policy measure: **Greece**: The nationwide programme entitled: ‘Education of Immigrant & Repatriated Students’ includes an activity directly related

to supporting and enhancing the school-family-community connection. It fosters support and cooperation with immigrant students' families through the development of weekly after-school 'counselling and discussion' sessions with immigrant children's parents, providing the possibility of mobile units to travel to hard-to-reach or homebound parents. It also provides for the development of cooperation and teamwork between school, immigrant communities, non-governmental organisations (NGOs) and for the hiring of a bilingual intercultural facilitator. The programme entitled "Program for the education of minority children in Thrace 2010-13" includes the aim of developing and fostering the connection between family and school as well as supporting families to enhance the school performance of their children, and Greek lessons for parents of minority students.

Furthermore, Greece also describes a good practice: 'Polydromo' ["Many Roads"]. This policy promotes practices that include the establishment of an inter-university team, with a special interest in issues of language and bilingualism, as well as parents and other citizens interested in the aspects of bilingualism and multiculturalism in education and society. The main goal of this policy is to inform and raise awareness among teachers and parents about issues of bilingualism and the multicultural dimension of education. Its activities include: creating a website to inform parents and teachers, publishing a magazine and organising training seminars for teachers and parents.

Targeted policy measure: **Lithuania**: see the reference in the Lithuanian policy measure as described in multifocal programmes.

4.3 School leaders

Similar to the policies in the field of parents and the community, the national coordinators described few good practices or policy measures that focus on the school leaders.

Targeted policy measure: In **Austria** gender and diversity management are defined as necessary qualifications for tenders for school leaders and heads of departments of federal schools since 2009. Consequently, a variety of types of professionalisation for school leaders and school authorities is provided, such as seminars and modules for teacher trainers.

Targeted policy measure: In **Greece** the programme "Education of Roma children" which includes activities that seek to raise awareness among teachers, head-

masters and school counsellors through various forms of training interventions. A long-term goal is to build a team that will act as multipliers in the educational community and the local community in order to eliminate prejudice and negative discrimination towards the target group.

4.4 Multifocal programmes

This paragraph describes the policy measures that include more than one group and more than one focal point. In most cases they can be described as policy “programmes”, due to the multitude of aims and activities. Some combine a focus on language and the teaching and learning environment, whereas others describe measures taken by the MoE. In those cases, the MoE often orders a general framework or set of principles and in some cases requires schools to seek funding for additional support.

Good practice: **Austria:** The school initiative “Interculturality and multilingualism- an Opportunity”. Schools are asked to submit proposals in accordance with a general education principle: “intercultural education”. This principle was implemented by the Federal Ministry of Education in the early nineties. Since 2006, the school projects have started, and more than 500 projects have been supported so far. In terms of capacity building: the ministry in cooperation with teacher training institutes has organised nationwide seminars (five times to date) with academic inputs, practice-oriented workshops and possibilities for building networks. One of the success factors is the scope of the programme; it is implemented in the different school types, levels and regions. A second success factor is the innovative and creative nature of many of the school proposals.

A monitoring study has shown that almost all teachers support the focus on “promoting exchange between children from different cultures, and the understanding and acceptance of foreign cultures as well as strengthening social skills and students’ self-esteem” (citation from survey answer). The students state that they are more interested in other cultures and languages, that multilingualism is seen as an opportunity and that the atmosphere in class has improved.

Good practices: **Belgium:** Equal Opportunities Decree. In 2002, the Flemish government issued the decree to ensure equal opportunities for all pupils, by: 1. ensuring the parents’ right to enrol their children in the school of their choice, 2. setting up local consultancy bodies to help implement measures taken by the decree and 3. providing a coherent and integral package of measures and re-

sources for schools to support students from diverse backgrounds. Basically, the decree certifies that schools receive additional funding depending on the number of students from migrant and low socio-economic backgrounds. The additional funding is used in a variety of ways, to finance support for teachers in how to deal with diversity in terms of the teaching and learning environment, but also in terms of language diverse classrooms.

Targeted policy measures: **Germany:** The Qualification Initiative for Germany (QID) contains a list of ambitions that focus on the professional capacity of schools regarding migrant children. It is a joint declaration of the Conference of Ministers of Culture and Education and the Organisation of People with a Migrant Background. These ambitions include supporting the linguistic and diagnostic competence of teachers and students, university courses on German as a second language, increasing the number of teachers, social workers and educators from a migrant background, supporting networks of schools etc. (see Appendix 2 for a description of the general agreement as reached at a meeting of the Laender school ministries conference).

Targeted policy measure: **Greece:** The nationwide programme entitled: 'Education of Immigrant & Repatriated Students' has among its activities: a) the support and enhancement of Reception Classes and Supplementary Tutorial Classes on operation and function issues as well as the research of students' language needs and the carrying out of an internal evaluation of these classes; b) the development and cultivation of intercultural communication at school level through the development and application of intercultural activities; enhancement of school library and the development of antiracist guide-material in schools with migrant populations; and c) the reinforcement of students' mother tongue by organising meetings with NGOs and other institutions in order to research the linguistic and educational needs of the students and choose the appropriate educational staff and material as well as the design and development of the linguistic material and teaching plans; pilot implementation of the material and evaluation.

Romania describes a targeted policy measure and a good practice that can both be considered to be multifocal. The good practice concerns an integrated programme for Roma capacity building in education. It started in 1999 and finished in 2002, but on the basis of an impact study it was taken up by the MoE and scaled up to national level. It is included in the Law of Education and currently functions in all regions of Romania. The programme includes capacity building in the Roma communities, support of the professional development of Roma tea-

chers, it fills gaps in existing education material involving Roma, and it provides a model for older dropouts to gain an elementary education and to receive job training. The programme is a success due to the legal framework combined with the commitment and quality of teaching staff, as well as funds. The targeted policy measure concerns the promotion by The Law of Education of a general set of principles that guarantee the preservation of cultural identity for all Romanian citizens and intercultural dialogue. This is translated into teacher training programmes, including text books and support materials in minority languages.

Targeted policy measure: **Lithuania:** According to the national education policy, every school that accommodates immigrant children receives 30% of extra funds per student for every immigrant. Schools can allocate these funds as they see fit. Many schools organise additional teacher trainings in diversity and child psychology in the form of seminars and consultations (e.g. Naujamiestis secondary school). Even though these practices are rather incidental and local there is a growing trend for schools to organise this type of professional training, as they realise it is an important element of the migrant integration process.

There are also incidental practices aimed at involving immigrant parents in the education process and improving teacher-parent communication. Naujamiestis secondary school is practising parental days, when parents have to give classes instead of a teacher (with the help of a professional teacher). This practice has been very successful in terms of changing parents' and teachers' attitudes to the education process and communication with immigrant students.

4.5 Increasing and strengthening the migrant teaching force

Some of the respondents describe policies that aim to increase and/or strengthen the number of teachers from migrant backgrounds. These vary from job advertising in specific media to supporting networks of migrant teachers. Others describe policies that stem from a law on the representation of minorities or migrants in the teaching profession.

Targeted measure: **Austria:** Some measures have been taken to increase the number of bi- or multilingual teachers, e.g., by providing information in specific media.

General policy measures: **Croatia:** In 2000, the Law on Education in the language and script of national minorities was adopted, which regulates the right of

national minorities to education in their own language and script. The educational curricula in the language and script of the national minorities contain a general part and a part that contains subjects closely related to special characteristics of national minorities (mother tongue language, literature, geography, history and culture). As regards the educational staff, the law stipulates that the language and script of the national minorities should be taught by teachers from the minority backgrounds. Furthermore, the school principal in schools with minority children should come from the minority background, or should be competent in the language and script of the minority population. Finally, the Ministry of Science, Education and Sports is obliged to provide a required number of advisors and school supervisors from the minority group, or advisors and school supervisors who know the language and script of the national minorities.

Good practice: **Germany:** The project “Student campus” aims to attract more migrant students to enter teacher training. The project consists of a four-day compact orientation seminar with a variety of activities such as high-quality and practice-oriented information about study choice, individual consultations on teacher training, meetings with educators, teachers and principals, work shadowing in schools, cultural and recreational activities. The scope is limited (groups of 30 students in 11 cities up to now), however the measure is structural since 2008. (See Appendix 2 for a description of the general agreement as reached at a meeting of the Laender school ministries conference).

Good practice: **Germany:** The network “Teachers with a migrant background” (in North-Rhine Westphalia) has about 400 members who work on a voluntary basis. The three main goals are: to acquire potential teachers, to accompany teacher education and to shape personnel development. A variety of activities are organised for teachers, including lectures and workshops, meetings, advanced training for professional development, mentoring scholarships for teacher trainees etc. Moreover, the network is linked to the parent’s Network of North-Rhine Westphalia, migrant organisations, foundations and universities. Among the critical success factors are the strong identification of the members with the network, constant evaluation and improvement of network activities and extensive marketing. The impact is large, since similar networks merge nationwide.

Targeted policy measure: **Greece:** Greek Law provides for a special quota of 0.5 % for the admission of minority students (Muslim Minorities of Thrace) to Greek higher education institutions. Furthermore, the Ministry of Education has

initiated the procedure for the integration of the Special Pedagogical Academy of Thessaloniki – from which the teachers employed in the minority schools graduate - into the system.

4.6 Plans and policy development

Firstly, countries differ in the extent to which there are plans and policy development. Countries can be divided into three groups. The first group consists of countries where little development takes place and where it is uncertain whether this will change in the near future (Estonia, the Netherlands, Greece, Latvia, Lithuania and Romania). The national partners provide different reasons for this: in some cases it is because there is little inward migration, in some cases it is because of the economic crisis and in some cases policy development is under review and dependant on the political situation. The second group consists of countries where existing policies are being continued and some new plans are being developed (Belgium and Croatia). The third group contains countries where policy development is seemingly being strengthened and innovated (Germany and Austria). In Germany, policy development is even described in terms of “paradigm change”.

These countries are dealing with increasing numbers of students with a migrant background, as well as relatively poor scores on international studies such as PISA.

Secondly, it seems policies are developed in at least two different directions: second language learning receives continued attention, and policies aimed at establishing a shift of focus towards individual pupils' needs are also being developed. It is interesting to note that Germany is considering a system change to increase permeability between educational pathways.

Austria: With regard to learning German as a second language, a variety of plans are being developed. These include building networks and monitoring the process, providing didactic coaching, and developing a curriculum on multilingualism for all school subjects. Furthermore, plans are developed that will increase the support for schools in the area of cultural and linguistic diversity, e.g., by developing co-operation with teacher training institutes. Finally, plans are being developed to professionalise 1) teacher training in the area of early childhood education and care, 2) teacher training, vocational and continued training (a basic module is performed in initial teacher training: “Teaching in

linguistically and culturally heterogeneous classrooms”) and 3) school leaders and school authorities (the “leadership academy” offers migration and multilingualism as elective subjects).

Plans are developed because the increasing diversity in student populations is recognised, as well as teachers’ need to develop their skills in this area. However, the education system is fragmented which makes implementation difficult, and there seems to be a lack of leadership. (The NC is being critical: although diversity issues have been evident for the last four decades, why did it take 20 years for the issues to be addressed on a broader level?)

Belgium: A plan is being developed to ensure sufficient funding for schools to build up the professional capacity to be able to deal with pupils and parents from diverse backgrounds. Moreover, the Flemish educational system has recently been re-organised to include special emphasis on individual pupils. This supports policy development in the future.

Croatia: To date, the Republic of Croatia has not adopted any policy related to improving the educational position of migrant children. However, an important conference on integration policies in March 2012 may have changed this situation. The conference imposed recommendations for the design of the integration policies in four areas: education, employment, health and housing solutions. It was acknowledged that effective and successful educational processes need to be inclusive, interactive and based on the intercultural values. The conference concluded that the Ministry of Science, Education and Sports needs to take a stronger role in the education of refugees, migrants and asylum seekers. Learning the Croatian language is considered to be a first step in the integration. Because Croatia is entering the EU in 2013, there will be different obligations to develop policy measures regarding migrant children, which will further support policy development in this area.

Estonia: The development of plans is uncertain. The MoE is planning a centralisation of teacher training programmes, which means that the coordination of current activities by the Integration and Migration Foundation may move to a different institute. It is also uncertain because the development of plans depends heavily on external funding, as the topic is not a government priority.

Germany: The Bund and Laender have set common strategic and operational objectives. These include the optimisation of framework conditions for equal opportunities in participation and equitable access, an increase of transfer op-

portunities in the education system, an increase of individual support possibilities for children from a migrant background, continuance of the quality assurance system and a “paradigm change”: moving away from time-limited projects, towards structural offers. The Qualification Initiative of Germany (QID) will be further developed to strengthen the focus on educational opportunities and on different educational needs, on prevention and on greater permeability between educational pathways. (See Appendix 2 for a description of the general agreements as reached at a meeting of the Laender school ministries conference).

The main reason for these developments is the relatively poor scores on the PISA and IGLU/PIRLS studies (in terms of differences between migrant and native students) and because of the incident at the Rütli-school (a secondary school that asked the Senate of Berlin to be closed down, as the staff was no longer able to deal with student violence). The incident led to a debate on the German school system that attracted high public interest.

Greece: Prior to the advent of the current economic crisis, various policy plans were being discussed related to among other things, teacher qualifications, training, and evaluation. Apart from the policies targeting minorities and the aforementioned general policies that also serve minority students, there are no new policy plans under development. This is largely a consequence of the current and protracted economic crisis and the necessary as well as onerous fiscal cutbacks and redundancy reduction efforts by the state (school building closure, school consolidations, thousands of teacher retirements and a single digit annual teacher hiring figure, school programme funding cutbacks, etc.). Projects using National Structural Fund mechanisms continue to be sought to support ongoing professional capacity building efforts for teachers and stakeholders working in the areas related to intercultural and migrant children’s education.

Latvia: There are no national plans aiming to improve the educational position of migrant children, because there is little inward migration. And aside from the support in second language learning, there is currently no political will to support the development of new strategies to increase the educational position of second and third generation students.

Lithuania: Because Lithuania has little experience in accommodating migrants, most policies have a “pilot” nature and effects have not been thoroughly investigated.

Romania: Aside from the policies targeting minorities as described, there are no policy plans under development that focus on migrant students as such. The main reason for this is the low number of migrant students in the country.

The Netherlands: There are currently no policy measures on professional capacity focusing on the position of migrant children. Before 2006, the percentage of students from immigrant backgrounds partly determined the allocation of school funds. However, since 2006 a “colour-blindness” was introduced and the weighing system now focuses on the educational level of the parents as well as a characterisation of the neighbourhood of the school. This “colour-blindness” impedes policy development regarding professional capacity building focused specifically on migrant children.

However, the MoE is currently reviewing the so-called educational priority policy. The debate includes the issue of whether or not to take the ethnic/cultural factor into account (once more). The outcome may bear consequences for policy development in the near future. Besides, the type of political coalition will be just as important for the development of future plans aiming to improve the educational position of migrant children.

The school effectiveness and school improvement framework is quite strong in the Netherlands. From this point of view, general policy measures are being developed which aim to improve the quality of school leaders and teachers with a back-to-basics approach focusing on language and maths only. The underlying idea is that a general quality improvement will be beneficial for all students, and thus, no additional measures are needed for migrant students.

5. CONCLUSIONS

In this final chapter, the results are summarised by answering the question posed in the first chapter: What policy measures and policy plans aim to strengthen the professional capacity of schools as regards the educational position of children with a migrant background?

We will offer a reflection on the results by referring back to the literature. The literature shows the areas of professional capacity that are important for stimulating study success among immigrant students. In these areas, policies that help to strengthen the necessary school staff competences should be in place. The question we will answer is to what extent the policies as described in the survey responses cover these important areas.

5.1 Summary

General remarks

We would like to start our summary with three general observations. The first concerns the fact that very few policies and good practices have been evaluated. Exceptions are the monitoring of academic achievement in bilingual schools in Latvia and an impact study in Romania, which led to a legal framework with consequences on a national scale. In general it seems that very few policy programmes reserve a budget for monitoring and evaluation, which makes it impossible to show effects other than the overall satisfaction of participants. The national coordinator from Belgium commented that many policy measures include a variety of interventions in a changing context, which makes it difficult if not impossible to show the effectiveness of policy measures in this area.

A second general remark concerns a methodological issue. If respondents do not mention policy or good practices in a particular area, this does not necessarily mean that the policies in that area are non-existent. For example, the fact that so few policies were mentioned in the area of school leaders, could mean that policy development in this area does not exist, but it could also mean that the survey did not indicate clearly enough that professional capacity includes the school leader. Therefore, the comparison between the survey responses and

the literature will be thorough and rigorous. It is also for this reason that we will conclude with a set of tentative rather than definite recommendations for future policy development in the Sirius network countries.

A third general remark is about the policy focus on migrants versus minorities in the different countries. Some of the Sirius network countries have large numbers of migrant students; some are from the first generation and some from the second or even the third generation. Other Sirius countries have very few migrant students, but larger numbers of students from minority backgrounds. These students sometimes attend majority schools, but in some cases they attend minority schools and are taught in their own mother tongue. These differences explain policy development in each of these countries. Countries can learn a lot from each other, but only to a certain extent. For example, from the perspective of the Netherlands, the Latvian language policies are very innovative. At the same time, this kind of language policy would not fit into the Dutch situation, given the importance attached to learning the Dutch language in the integration process. This means that the results of the survey should be interpreted while taking into account each country's background and migration history.

Summary

The results clearly show that most policies on professional capacity aiming to strengthen the professional capacity of schools as regards the educational position of children with a migrant background focus on the teachers and more specifically on second language learning and the teaching and learning environment. Much less attention is paid to capacity building among the school leader or among parents and school-community relationships. However, it is important to bear the methodological remark made above in mind.

It seems that most countries agree that learning the language of instruction is essential to being successful in school. Some activities are organised during initial teacher training, but most include in-service courses or professional training. Attempts at combining second language and mother tongue learning (e.g., in Austria) and introducing content and language integrated learning (in Estonia) seem to be relatively innovative (or unique).

Most policies that focus on the teaching and learning environment result in an offer of modules that attempt to train general skills or skills in dealing with ethnic/cultural differences. Some countries have chosen a different approach and take

an integral or school level approach (school improvement approach). And some countries develop expertise centres, e.g., in the form of networks between universities and teacher training institutes.

In addition to policies that focus on one particular group (teachers, parents, school leaders), other policies include different groups and have multifocal points. It is difficult to summarise these “programmes”, because there are a multitude of aims and activities that vary according to each country. Some combine a focus on second language learning and the teaching and learning environment, whereas others describe measures taken by the MoE in which the MoE orders a general framework or set of principles and in some cases requires schools to seek funding for additional support.

Finally, we mention the policies resulting in projects aimed at increasing and/or strengthening the number of teachers from migrant backgrounds. These vary from job advertising in specific media, to supporting networks of migrant teachers, to quotas for teachers from migrant backgrounds.

Regarding the plans for policy development, in six of the Sirius countries, policy development is uncertain, two countries are continuing and developing on a relatively small scale and two countries are strengthening and innovating their policy activities. Policies are being developed in at least two different directions: second language learning is continuing to receive attention, and policies aiming to establish a shift of focus towards individual pupils’ needs are being developed.

5.2 Comparison to the literature

In the first chapter we described the recent relevant literature in the area of capacity building to deal with ethnic/cultural diversity in schools. The OECD emphasises the importance of learning the language of instruction as well as adapting the teaching and learning environment to the needs of students from diverse backgrounds. It is obvious from the results that the Sirius network countries have, by and large, taken up these general directions for policy development.

Below, we first summarise the essential teacher and school staff competences described in the literature, and then compare the existing policies as described in the results. We start with competences related to language learning.

Language of instruction: develop a clear and explicit language policy for the entire system: *this includes a sufficient number of qualified teachers, teachers who know how to use quality assessment materials for language competence, teachers who know how to stimulate early language development and organise parental support in language learning, teachers who teach children the difference between academic and everyday use of language, teachers who integrate language and content learning, offer support for newly arrived students at a later age and value and validate mother tongue proficiency.*

A number of the policies described in the results aim to develop some of these competences. In some countries there are, for example, policies in place that aim to stimulate early language development in the language of instruction. Estonia has mentioned policies on content and language integration. Support for newly arrived students is provided in some of the countries by means of for example reception classes or policies that offer a first year of schooling in the language of instruction. In these particular cases, teachers are trained to teach in these classes. Training teachers to validate mother tongue proficiency is also performed in a small number of countries.

However, not all competences were mentioned in the survey responses. For example, it remains unclear whether the Sirius countries have systems in place that ensure there are sufficient qualified teachers. Germany mentions the development of assessment materials, but for the remaining countries it is unclear whether these materials are available or lacking. It also remains unclear whether these materials are used and whether teachers are trained to actually use these materials. Finally, organising parental support was not mentioned either.

Teacher and school leaders' competences needed in the teaching and learning environment: *Competence in applying formative assessment, differentiated teaching, expertise in the areas of social interaction and identity, competences in designing teaching material relevant for all pupils, competences in intercultural communication, competence in building safe and orderly classroom and school climates, having high expectations, school leaders are needed who distribute their school leadership, teachers/school staff who know how to monitor and evaluate progress, who share good practices, and cooperate with parents and local communities. And, more teachers from migrant backgrounds are needed.*

Most policy attention in the area of the teaching and learning environment seems to be on training didactic skills for heterogeneous classrooms and on some

of the topics relevant for managing social interaction and issues of identity development (discrimination and stereotyping etc.) as well as intercultural competences. Furthermore, some of the policy measures include cooperation with parents and local communities. Lastly, some of the Sirius countries mention policies that aim to increase the migrant teacher workforce.

Not all of the competences are mentioned explicitly in the country responses. For example, none of the countries mention competences in applying formative assessment methods, building safe and orderly classroom climates. Having high expectations was not mentioned explicitly, nor was monitoring student progress. And although some mentioned the training of school leaders, none mentioned training in distributed school leadership. Perhaps they were not mentioned because the policies that aim to stimulate the development of these competences are not considered to be good practices, or because it surpasses the level of detail given in the survey responses. However, if the policies were not mentioned in the survey because they do not exist, the relevance of these competences seems to warrant more policy attention.

5.3 Tentative recommendations

On the basis of the comparison between the literature and the responses from the Sirius countries, a number of recommendations are formulated. Given the careful nature of the comparison, logically the recommendations are tentative and are meant to serve as one source of input for possible directions for policy development in the future. The recommendations are phrased in general terms, and need to be developed in more detail⁷.

The first general recommendation for all Sirius countries would be to develop more coherent capacity building policy programmes. This refers to the central recommendation as put forward by the OECD: in order for migrant students to become as proficient in the language of instruction as native students, a clear and explicit language policy is needed for the entire education system. From the responses to our survey, this recommendation can be repeated. A similar general recommendation can be made for the teaching and learning environment. The survey responses mentioned many different offers of training modules for teachers in a variety of different skills, but very little school level or national level

7. Sirius organises a meeting for policy makers (11th of December 2012) in which the recommendations are discussed as well as strategies for implementing these recommendations.

policy programmes in this area. Given these results, we recommend developing coherent policy programmes that focus on the “whole” teaching and learning environment, including teacher skills, but also teaching materials and assessment methods.

Furthermore, some of the essential elements as emphasised by the literature should be strengthened: this concerns professional capacity to combine second language with mother tongue learning, content and language integrated learning, organisation of positive classroom climates and high expectations. It also concerns increased parent involvement and the strengthening of school-community relationships and, finally, the professional capacity of school leaders.

We noted that none of the countries mention systems that ensure there are sufficient qualified teachers. This point refers not only to the number of teachers in urban schools or minority schools, but also to the quality of these teachers. In that regard, it refers to the issue of teacher licensing and credentialing requirements particularly for teachers working with migrant students. We recommend further exploring possible systems that 1) assess and 2) support the development of teacher competences in classrooms with students from migrant backgrounds.

This is a long list. Strengthening policy development in all of these areas will not happen overnight. It needs a clear strategy and continued attention from all relevant actors (including networks such as the Sirius network). On the basis of the survey answers, we recommend explicitly including initial teacher training in this strategy. If developing teacher capacity in dealing with differences was part of the basic curriculum of teacher training, the scope and impact would be a lot larger than is currently the case. Furthermore, it seems worthwhile to explore the effectiveness of networks of (migrant) teachers and the centres of expertise or networks between universities, teacher training institutes and schools. The Sirius countries that have implemented these policies could shed more light on why they chose these particular strategies and what the effects have been. They seem, from what we can derive from the responses at this point, to be promising strategies for pushing policy development forward in the area of capacity building for excellent education for migrant children.

APPENDIX 1. THE QUESTIONNAIRE

1. Good practices: Please describe policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children that may be described as good practices (in terms of innovative character, or in terms of effects).

For each good practice, please describe the following topics:

- title
- goals of the measure
- group for which the measure is designed
- national or local level
- content of the measure (activities, length and scope)
- structural or incidental measure
- critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)
- have effects been investigated, if yes, how and what are the effects?

2. Please describe in general terms: the policy measures in in the area of professional capacity **specifically designed to improve the educational position of migrant or minority children** in your country.

3. A. Please describe in general terms: the policy measures in **the general area of professional capacity that may support migrant or minority children as well.**

3. B. On what basis do you think the policy measure will support migrant or minority children?

4. Please describe the current situation regarding policy **development in this area.**

- What are current plans in your country?
- What are current local plans?
- How do you explain these developments? (or lack of developments?)

APPENDIX 2. INDIVIDUAL COUNTRY RESPONSES

1. AUSTRIA

Question No 1

Good practices: Please describe policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children that may be described as good practice (in terms of innovative character, or in terms of effects).

Good Practice No 1

Title: School initiative “Interculturality and Multilingualism – an Opportunity” (in German „Interkulturalität und Mehrsprachigkeit – eine Chance!“)

Goals of the measure:

[General Description:] The school initiative is being realised within the scope of the general educational principle „intercultural education“, which was implemented by the Austrian Federal Ministry for Education, the Arts and Culture at the beginning of the early 1990ies and is part of the curriculum since then. Due to a persisting structural discrimination of students with migration background and with a mother tongue other than German the initiative was implemented to support the mutual understanding, to recognise the differences and commonalities and to overcome existing prejudices in the interaction with children with different cultural backgrounds. The school initiative “Interculturality and Multilingualism – an Opportunity” should help to stimulate the effective implementation of the educational principle in schools and promote multilingualism. Therefore, the emphases for the realisation of the goals lie within two categories, which include integration of multilingual components in the lessons, the work with language biographies and family histories, learning about and from different religions and moral concepts on the one hand (category A), and the reflection of role models and gender attributions, the consideration of physical and mental/cognitive abilities and the exchange between different generations on the other hand (category B).

Group for which the measure is designed

The target groups are students as well as teachers. The measure applies to all classes, no matter if there are children with or without migration and/or diffe-

rent cultural backgrounds. The general educational principle should be dealt as an interdisciplinary topic across all subjects.

Is the practice a national project, regional project or a local project?

National

Content of the measure:

Activities: Schools are asked to submit project proposals with intercultural reference and with thematic focus on both categories A and B. The projects should be realised within the everyday school life, the expected effects should be sustainable. A database provides detailed information on more than 300 projects, to get ideas they provide a pamphlet with introductory projects.

To reach teachers with little experience with diversity in the classroom, but also to provide further training for teachers already participating in the initiative the Federal Ministry for Education, the Arts and Culture in cooperation with KulturKontakt Austria and some Teacher training institutions organise nationwide seminars with academic inputs, practice-oriented workshops and possibilities for building networks.

Length: The duration of the projects lasts from January to June each year.

scope (how many schools/teachers are involved): More than 500 projects have been supported (each year they choose approximately 70 projects), ... different schools have participated. ... teachers have participated in the nationwide seminars.

budget: There is a financial support of maximum 700 Euro per project. Besides, expenses for the project management and other are expenses such as the fees for jury members are included in the total budget.

starting date: The intercultural projects started first in the school year 2006/2007. The first nationwide seminar for teachers took place in April 2010, since then it was realised five times, the next seminar is planned for October 2012.

closing date: The continuation of the initiative for the school year 2012/13 was approved and is in progress.

Structural or incidental measure

Structural

Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

In the selection of the projects the general conditions and possibilities of the location of the schools are considered. They also pursue the inclusion of different school types, different levels of education and the regional distribution throughout the different provinces in the selection process. There are no content based guidelines for the realisation of the projects. The critical success factors lie in the innovative and creative character of the proposals, which should integrate girls and boy likewise and initiate a rethinking with regard to intercultural matters and multilingualism. The children should have the possibility to participate in the project development and foster the in-school linkages and linkages beyond the school environment. The effects on the students should also comprise their self-esteem, their capacities for teamwork and the atmosphere in class.

Have effects been investigated, if yes, how and what are the effects?

The effects of the school initiative have been investigated in 2010 in a monitoring project, which included a quantitative survey of the project leaders as well as a focus group discussion with students and qualitative interviews with the responsible teachers.

The main result was, that in “participating in the school initiative [...], almost all teachers aimed at promoting exchange between children from different cultures and the understanding and acceptance of foreign cultures as well as strengthening social skills and students’ self-esteem. Getting along with diversity and foreignness and improving the sense of community in classes and school as a whole were part of the teachers’ expectations as well” (see Hannes/Klamert/Moser 2011, p. 10). Other results show that students are more interested in other cultures and languages, that multilingualism is seen as a chance and that the atmosphere in class has improved. For most of the teachers the projects were an impulse to look deeper into the subjects of interculturality and multilingualism and to plan further projects.

Links:

- www.projekte-interkulturell.at
- <http://pubshop.bmukk.gv.at/detail.aspx?id=437>

Question No 2

Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

Measurement “Professionalization of teachers, school leaders, school authorities”:

Professionalization in teacher training at the level of early childhood education and care (ECEC)

- through specific training courses for the administrative management personnel, early language support, leisure education at teacher training institutions (since 2008/09)

Focus areas in teacher training, vocational and continued training

- Qualification of mother tongue teachers (further training since 1992)
- Websites www.sprachensteckbriefe.at and www.buch-mehrsprachig.at as support for teachers

Professionalization of school leaders and school authorities

- Specific measures in the training of school leaders and school inspectors in the areas of diversity management, intercultural education, early language support and leisure education (since 2008/09)
- (Furthering gender and diversity competencies, equality of men and women, gender-studies and gender sensitive didactics in higher education legislation)
- Gender and diversity management are defined as necessary qualifications for tenders for school leaders and heads of departments of federal school (Bundesschulen) since 2009. Since 2010 model seminars for school leaders and the lower school management are additionally offered and criteria are being developed.
- Train-the-trainer- measures for teachers at teacher training institutions in the area of gender and diversity- competences (since 2010)
- The site “Gender+Education” <http://www.gender.schule.at/> offers background information, teaching materials, advice- and further training offers to the topic of migration

Winning teachers with migration background for teacher training

- Targeted measures to strengthen the share of bi- or multilingual teachers: Development of concepts in close cooperation with teacher training institutions (since 2007)

- Information about pedagogic professions in specific media, which are aimed at targeting the group of “New Austrians” (since 2009)

Timeframe: starts in the early 1990ies; continuous; intensified since 2008.

Question No 3A

Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

School development and teacher training with focus on developing didactic skills, specifically to meet the challenges of heterogeneous classrooms. New teaching methods with focus on individualised learning; this new learning and teaching culture is implemented especially in the New Middle Schools (“Neue Mittelschule”), which have a strong focus on individualization. These schools are open to all children aged 10 to 14 years, which have completed primary school.

Question No 3B

On what basis do you think the policy measure will support migrant or minority children?

Teachers become more aware of the needs of students with different social, cultural and linguistic backgrounds. This implies the necessity of a complex set of (didactic) skills, which may help teachers and school leaders to meet the potentials and opportunities of all students in socially, culturally and linguistically diverse classrooms.

[Anm.: Gesetztes texte, Schul- und Unterrichtsentwicklung in Zusammenhang mit späterer selection, gemeinsame sekundarstufe I und v.a. individualisierter Unterricht (NMS) → in der Fortbildung → Kompetenzen werden in den BIST abgebildet, nicht nur Lehrplan wird erfüllt, sondern spezifische Kompetenzen und Teilkompetenzen → hier mit individueller Diagnostik wird den Lehrer/innen vermittelt (zB Lernziel xy, was sind die nächsten Schritte für dieses Kind, damit es den definierten Kompetenzen näher kommt?)]

Question N° 4

Please describe the current situation regarding policy development in the area of professional capacity focused on improving the educational position of children with a migrant background.

What are current national plans?

Within the measurement "Support of students with other first languages than German":

Supporting schools - German as a second language and instruction in their first languages ("mother tongue teaching")

- Strengthening school locations through networks and monitoring school development (OECD-project „Innovative Learning Environments“)
- Support of school networks dealing with multilingualism and migration (New Middle Schools, since 2008)
- Didactic coaching for instruction in multilingual classrooms (in development since autumn 2010 for the upper secondary level)
- Curriculum on multilingualism for all school subjects for living and learning in a multilingual society (in development since 2009)

Supportive consultancy of schools concerning cultural and linguistic diversity

- Support of school networks about multilingualism and migration (since 2008): New Middle School (34.400 students)
- Developing specific co-operations with multipliers and teacher training institutions (since 1992, with teacher training colleges since 2007)

Within the measurement "Professionalization of teachers, school leaders, school authorities":

Professionalization in teacher training in the area of early childhood education and care (ECEC)

- Co-operation of federal educational establishments (in German "Bundesbildungsanstalten fuer Kindergartenpaedagogik BAKIP) and teacher training institutions (since 2008/09)

Focus areas in teacher training, vocational and continued training

- Realization of the basic module „Teaching in linguistically and culturally heterogeneous classrooms“ in the scope of initial training (strengthened focus since 2008)

- Co-operation of teacher training colleges and universities concerning advanced and further training (since 1992; intensified since 2007): „German as a second language“ and „Intercultural learning“ as focuses in advanced and further training.
- Teachers' further training in interreligious and intercultural dialogue (in co-operation with teacher training institutions in Upper Austria)

Professionalization of school leaders and school authorities

- Leadership Academy (since 2004): Migration and multilingualism as elective subjects
- Development of specific information and training concepts for school leaders and school authorities (since 2011)

What are current local plans?

Individual schools have the option to aim at...

How do you explain these developments? (or lack of developments?)

- Schools face an increasing diverse student population within the classrooms.
- Teachers need guidance and training for the implementation of the school principle „intercultural education“.
- The Austrian education system is very fragmented and political as well as practical decisions for the implementation of measures are made on different levels of administration.
- Lack of leadership on the issue of diversity and multilingualism, and therefore no awareness in public.
- Diversity issues have been evident for at least four decades, and even the first legal steps were made already at the beginning of the 1990ies by implementing the educational principle „intercultural education“ in the curricula. Nonetheless, there were no resources for the realization of the measures on the level of individual schools, probably due to the lack of awareness and professional capacity of the school partners. Anyhow, the question to focus on is, why it took about 20 years until they address these issues on a broad level.

Please state your name and country.

Barbara Herzog-Punzenberger
Austria

If you have any further remarks, please state below.

For more information see the OECD Country Report for Austria (OECD Reviews of Migrant Education). For the presentation of current measures by the State Secretary for Integration see the Austrian "Integration Report. Recommendations of the Expert Council for Integration" (published in German under the title "Integrationsbericht – Vorschläge des Expertenrates für Integration").

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telgruber, 15.06.2010. Online verfügbar unter http://www.parlament.gv.at/PAKT/VHG/XXIV/AB/AB_05009/fnameorig_189100.html.

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Additional information:

Federal Ministry of Education, Arts and Culture

1. Title of the measure

Support of students with other first languages than German

Objective

To strengthen children and adolescents with other first languages than German through language support in German as a second language respectively in their first language ("mother tongue lessons"), through extension of mentoring-projects as well as supporting schools in dealing with linguistic and cultural diversity through professional guidance and the provision of information and teaching materials.

Target group

Children and adolescents with other first languages than German

Brief description of the measure

Support of children with other first languages than German in the pre-school area

- Compulsory, free kindergarten year for five-year-olds (since 2010)
- Pre-school support: Language diagnostic testing ("Sprachstandsfeststellung") and German language support in the kindergarten (since 2008)
- Implementation of an overall educational framework-plan for elementary educational school institutions across all provinces in Austria (2009).
- Implementation of an educational framework- content for linguistic funding in elementary school institutions (2009).
- Taking children with other first languages than German into account when doing the language ability test in kindergarten by developing and implementing BESK-DaZ (since 2009/10).

Supporting schools - German as a second language and instruction in their first languages („mother tongue teaching“)

- Expansion of German language support for students with other first languages than German at general secondary schools (allgemeinbildende höhere Schule) and vocational middle and upper secondary schools (berufsbildende mittlere und höhere Schule BMHS) (for 50.000 students)
- Expansion of the Language diagnostic testing („Sprachstandsförderungskurse“) for extraordinary pupils with German as their second language from school year 2010/11 on - language supporting courses may also be attended during two years; furthermore, also students of the lower secondary level (AHS Unterstufe) may attend language support courses. 28.100 students benefit from this measure.
- Extension of instruction in first languages : 22 languages; around 31.000 students benefit from this.
- Expansion of small classes (as a guideline 25; 700.000 students) and small learning groups (lower secondary level, 9th level of education 31.000).
- Strengthening school locations through networks and monitoring school development (OECD-project „Innovative Learning Environments“)
- Support of school networks dealing with multilingualism and migration (New Middle Schools, since 2008)
- Didactic coaching for instruction in multilingual classrooms (in development since autumn 2010 for the upper secondary level)
- Curriculum on multilingualism for all school subjects for living and learning in a multilingual society (in development since 2009)
- Initiative: „Learning and Experiencing Language together and from each other“. Active support of multilingualism in school contexts, since 2008 as voluntary option.

Mentoring-projects for students with other first languages than German

- Dissemination of the European approach „Nigthingale“ (in cooperation with teacher training colleges; since 2008)
- Development of boy- and girl-specific mentoring-approaches (in cooperation with out-of-school consulting centres)

Information and teaching material for German as Second Language (GSL) and teaching in other first languages (mother tongue teaching)

- Information sheets, among others on the „Legal principles of school measures for students with other first languages than German“ „Language

acquisition in migration“, „Mother tongue instruction in Austria“ (since 1995; edition of each 2000 to 6000)

- Teaching materials for the educational principle „intercultural learning“ for the subjects German and Mathematics.
- Schoolbooks for German as Second Language instruction - as well as for mother tongue instruction for all students with other first languages (extra-limitation within the Schoolbook-activity)
- Magazines „TRIO. Lesen und Lernen in drei Sprachen“ („Trio. Reading and Learning in Three Languages“). Edition of 50.000, used in primary schools, lower secondary as well as in out-of-school youth-work with the Federal Ministry for Internal Affairs.

Professional guidance and consultation of schools in the areas of cultural and linguistic diversity

- Strengthening individual schools (Schulstandorte) by networking and monitored school development on the topics multilingualism and migration (among others in the frame of the OECD- project „Innovative Learning Environments“, since 2008)
- Support of school networks about multilingualism and migration (since 2008): Neue Mittelschule (34.400 students)
- Developing specific co-operations with multipliers and pedagogical colleges (since 1992, with pedagogical colleges since 2007)

Timeframe:

Ongoing since the early 1990s, enforced since 2007.

2. Title of the measure

Professionalization of teachers, school leaders, school authorities

Objective

Professionalization of nursery school teachers and school teachers, headmasters and school authorities (Multilingualism, German as a Second Language and „intercultural learning“ as targeted focus areas of training, further training and advanced training), targeted measures to strengthen the share of bilingual teachers with migration background

Target group

Teachers, Headmasters and school authorities

Brief description of the measure

Professionalization in teacher training at the level of early childhood education and care (ECEC)

- Co-operation of federal educational establishments (in German “Bundesbildungsanstalten fuer Kindergartenpaedagogik BAKIP) and teacher training institutions (since 2008/09)
- Specific training courses for administrative management personnel, early language support, leisure education at teacher training institutions (since 2008/09)
- Focus areas in teacher training, vocational and continued training Realization of the basic module „Teaching in linguistically and culturally heterogeneous classrooms“ in the scope of initial training (strengthened focus since 2008)
- Co-operation of teacher training colleges and universities concerning advanced and further training (since 1992; intensified since 2007): „German as a second language“ and „Intercultural learning“ as focuses in advanced and further training.
- Qualification of mother tongue teachers (further training since 1992)
- Teachers' further training in interreligious and intercultural dialogue (in co-operation with teacher training institutions in Upper Austria)
- Websites www.sprachensteckbriefe.at and www.buch-mehrsprachig.at as support for teachers

Professionalization of school leaders and school authorities

- Leadership Academy (since 2004): Migration and multilingualism as elective subjects
- Development of specific information and training concepts for school leaders and school authorities (since 2011)
- Specific measures in the training of school leaders and school inspectors in the areas of diversity management, intercultural education, early language support and leisure education (since 2008/09)
- (Furthering gender and diversity competencies, equality of men and women, gender-studies and gender sensitive didactics in higher education legislation)
- Gender and diversity management are defined as necessary qualifications for tenders for school leaders and heads of departments of federal school (Bundesschulen) since 2009. Since 2010 model seminars for school leaders and the lower school management are additionally offered and criteria are being developed.

- Train-the-trainer- measures for teachers at teacher training institutions in the area of gender and diversity- competences (since 2010)
- The site „Gender+Education“ <http://www.gender.schule.at/> offers background information, teaching materials, advice- and further training offers to the topic of migration

Winning teachers with migration background for teacher training

- Targeted measures to strengthen the share of bi- or multilingual teachers: Development of concepts in close cooperation with teacher training institutions (since 2007)
- Information about pedagogic professions in specific media, which are aimed at targeting the group of „New Austrians“ (since 2009)

Timeframe

Continuous since the 1990s, intensified since 2008

3.Title of the measure

Supporting parents with migration background

Objective

Intensify the dialogue with parents and migrant-communities

Traget group

Parents with migration background

Brief description of the measure

- Intensify the dialogue with parents and migrant-communities
- Co-operation with school consultancy services for migrants in all provinces (since the 1990s)
- Workshops for parental representatives with migration backgrounds (since 2008)
- Targeted information offers (e.g. Project „Parent-DVD. Meeting Point School. A guidance for parents in different languages“ since 2008)
- Information- and networking events (since 2009/10)
- Different measures of consultation and information of parents with and without migration background as partners in education, e.g. www.elter-nalsbildungspartner.ning.com
- Study session „Diversity as a Chance - Intercultural Learning for Parents“ in cooperation with the Federal Ministry of Economy, Family and Youth

Timeframe

Since the 1990ies, intensified since 2007

4. Title of the measure

Initiatives in adult education for migrants

Objective

New framework of support federal government - Provinces

Professionalization of coaches

Migrants in adult education

Target group

Adults with migration background

Brief description of the measure

- New framework of support federal government - Provinces: Implementation of an overall concept of basic education and of the acquisition of basic skills for migrants in cooperation of the federal government and the provinces (since 2011)
- Implementation of an overall concept to catch up on missed out educational qualifications in cooperation of the federal government and the provinces since 2011
- Professionalization of coaches: Measures for the qualification and advanced training of coaches in adult education in the areas of basic skills, literacy and mathematics (already ongoing)
- Migrants in adult education: Supporting the collaboration of persons with migration backgrounds as coaches in adult education
- Network learning centres for migrants for the development of easily accessible, qualitative offers for migrants (already ongoing)
- Enhancement of easily accessible information and education offers in adult education for migrants (ongoing)

Timeframe

Ongoing

5. Title of the measure

Public sensitisation for the topics Multilingualism, Interculturality and Integration

Objective

Strengthening multilingualism through networking initiatives on the european level, through national sensitisation campaigns as well as information and networking with NGOs and migrant associations.

Target group

Social majority and migrants

Brief description of the measure

- Sensitisation initiative:
 - School-action „Interculturality and multilingualism - a chance!“ (since 2006; during the school year 2010/11 10.000 students): www.projekte-interkulturell.at
 - Initiative: White Feather: www.gemeinsam-gegen-gewalt.at
 - Fairness Award 2011: www.fairnessaward.at
 - Authorised person in charge of Gender Mainstreaming at teacher training colleges and at New Middle Schools
 - Work on sensitisation on the topic „Students with migration background“ in the context of Gender Days (since 2009)
- Professional support of intercultural initiatives:
 - Project „Vielfalter“: www.vielfalter.org
 - Scholarship „START“, Vienna: www.start-stipendium.at
 - Association „Integration and Economics“ (since 2007): www.vwifi.at
- Strengthening multilingualism through networking initiatives at the european level
 - Day of Languages (since 2001)
 - European certification of innovative language projects (since 1997)
 - European Language Portfolio (ELP already in use at the lower secondary level and for young adults; ELP for primary school since 2010 in the attachment of the schoolbook list)
- Information and networking with NGOs and migrant associations with the aim to illustrate the meaning of education for the the social integration process

- Educational and vocational orientation of adolescents: basics for the further development of measures: secondary analysis to the topics “School - Migration - Gender” and to the dimensions: educational behaviour, school success and school achievements, factors that influence the educational behaviour, respectively the school success.

Timeframe

Ongoing since 1997

2. BELGIUM

Date

2012-07-10;12:14:38

1.) Title

Equal Educational Opportunities Decree - by the Flemish government

“

1.) Goals of the measure

To ensure equal opportunities for all pupils by. 1. ensuring the right to enrol your child in the school of your own free choice, 2. to set up local consultancy bodies to help implement the measures taken in the EEO-decree, 3. to provide a coherent and integrated package of measures and resources for schools to support pupils with diverse disadvantaged backgrounds.

“

1.) Group for which the measure is designed

This decree is primarily focused at underprivileged individuals and social groups. with a specific focus on the intersection of low socio-economic status groups and ethnic minorities.

1.) Content of the measure - activities

primarily ensuring equal rights and providing (financial) resources for schools

1.) length

started in 2002. with no specific end date

“

1.) scope (how many schools/teachers are involved)

all over Flanders

1.) budget

.

1.) starting date

2002

1.) closing date

no specific end date

"

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

1) schools have to register their pupils according to specific criteria (speaking a non-Dutch language at home, and having a disadvantaged socio-economic status). This registration is sometimes problematic and in some cases abuse is reported by minority parents. One of the corner stones of the decree is that parents and pupils have the right to enrol in the school of their choice. Yet, in practice different processes - some instigated by parents, others by schools - make clear that this choice is often limited for disadvantaged groups and families. 2) Schools receive more financial resources according to the amount of 'disadvantaged' pupils. The resources can also be focused on employing teachers to focus primarily on the 'at-risk' pupils.

"

1.) Have effects been investigated, if yes, how and what are the effects?

It is very difficult to measure success as the reality in society and therefore also in the schools constantly changes. The aim is to ensure equal rights for all, yet social stratification and reproduction of inequality is still pervasive in the Flemish educational system. Vulnerable groups and pupils are overrepresented in the technical and vocational tracks, have more grade retention and leave education more without a degree.

2.) Is the practice a national project, regional project or a local project?

2

3.) Structural or incidental measure

1

5.) Is the practice a national project, regional project or a local project?

-1

6.) Structural or incidental measure

-1

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

The Flemish government organizes 'Reception classes for non-Dutch speaking new comers' for those pupils with low proficiency in Dutch. Yet, in terms

of professional capacity research shows that teacher training programs still lack this focus on dealing with pupils with a diversity of backgrounds and migration histories.

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

The concept of 'Broad School' initiated by the Flemish Government, which seeks to incorporate different domains and fields into the 'learning environment' of pupils. A focus is placed on health, physical and psychological security, competence development, social participation and preparation for the future. Although focused on all pupils, issues of diversity are also included in this project. The professional capacity of school personnel is also taken into consideration when developing skills of all partners involved.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

Extra funding is necessary to encourage schools to embrace the changing demographic dynamics in broader society. However, more often than not measures are designed to integrated diversity in such a way that recognition and appreciation of difference is sometimes forgotten.

10.) What are current national plans?

The primary plan is to ensure sufficient funding for schools to build up professional capacity able to deal with pupils and parents from diverse backgrounds.

Name

Noel Clycq

Country

Belgium

Additional information:

Het Gelijke Onderwijskansen (GOK) decreet zorgt ervoor dat scholen extra middelen krijgen afhankelijk van het aantal leerlingen dat aan de GOK-indicatoren beantwoordt. Die middelen kunnen ingezet worden om specifieke leerkrachten meer uren voor deze leerlingen vrij te maken.

Tegelijkertijd wordt er ook meer aandacht besteed aan nieuwe werkvormen die leerkrachten zich eigen maken om op die manier in te spelen op de diversifiëring van hun leerlingenpopulatie (zoals het werken met verschillende groepjes in de klas die andere opdrachten krijgen, klassen niet meer enkel op basis van leeftijd samenstellen maar over leerjaren heen klassen of jongeren hergroeperen). Tot voor kort ondersteunde het Steunpunt GOK onderwijspersoneel tijdens hun dagelijks werk, onder andere door die vernieuwende werkvormen te ontwikkelen (<http://www.steunpuntgok.be>). Daarnaast wordt er ondersteuning geboden door externe partners die gespecialiseerd zijn in het omgaan met diversiteit in de klas en in het bijzonder met het omgaan met meertaligheid.

Al deze input heeft als doel de professionalisering van onderwijspersoneel te verhogen, in het bijzonder bij het omgaan met jongeren met een immigratieachtergrond en sociaal kwetsbare groepen.

Additional information:

(from Payoke)

Date

2012-07-12;15:58:15

1.) Title

Reception Classes

1.) Goals of the measure

Offers classes for non-Dutch speaking newcomers in the Flemish education system. The pupils attending receive intensive instructions in Dutch in order to enable them to follow mainstream teaching.

1.) Group for which the measure is designed

Newcomers

1.) Content of the measure - activities

Vary from the education provider

1.) length

1 year

1.) scope (how many schools/teachers are involved)

To facilitate the assimilation of newcomers (immigrants' children)

1.) budget

N/A

1.) starting date

1991

1.) closing date

Continuous

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

N/A

1.) Have effects been investigated, if yes, how and what are the effects?

N/A

2.) Is the practice a national project, regional project or a a local project?

2

3.) Structural or incidental measure

1

4.) Title

Equal Educational Opportunities Policy

4.) Goals of the measure

Addresses disadvantaged pupils at large and it aims at avoiding stigmatization based on an ethno-cultural background.

4.) Group for which the measure is designed

Minority Pupils

4.) Content of the measure - activities

Vary from the education provider

4.) length

1 to 3 years

4.) scope (how many schools/teachers are involved)

This policy established a principal right of pupils and parents to be enrolled in the school of their choice. irrespective of descent. origin. religion. sex. nationality. ethnicity or color of skin provided that the general admission requirements are met.

4.) budget

N/A

4.) starting date

1991

4.) closing date

Continuous

"

4.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

Legality of residence is no admission criterion and enrolment cannot be refused on the grounds that the pupil or parents are found to be irregular residents. The schools are free to allocate extra teaching periods according to pupils' specific situation but within the following schemes: a) prevention and remedying of development and learning advantages. b) language skills education. c) intercultural education. d) progression and orientation. e) socio-emotional development and f) pupil and parent participation. Schools may also choose between three clusters: a) remedying of developmental and learning disadvantages and realization of learning gains. b) enhancing pupils' language skills and c) enhancing a positive self-image and social competence among pupils. The 'equal educational opportunities policy' allows for organizing minority language teaching. Two possibilities exist: 20 prc. of available lessons are used for teaching in another language (supportive model) or up to 50 prc. of available lessons are used for teaching in another language (bi-cultural model). Parents' consultation and written consent of the pupil to attend these courses are required. however. Teachers are recruited by the embassies of the respective states and also paid by them.

"

4.) Have effects been investigated, if yes, how and what are the effects?

N/A

5.) Is the practice a national project, regional project or a a local project?

2

6.) Structural or incidental measure

1

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

There are many policies put in place by the Flemish government designed to improve the educational position of minority children and migrants. The fact that the Flemish education system does not impose a curriculum for teachers, it allows for much flexibility depending on who compounds the classroom and tailor it towards that. So for example, there are policies that allow for a culturally sensitive curriculum. Sensibility and awareness of others as well as rejecting exclusion or discrimination on the basis of ethnical, religious or cultural background is taught, inter alia, at primary and secondary level in the context of citizenship education, but also in some other of the attainment targets and developmental objectives, like social skills, learning to learn, etc.

II

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

The policy measures put in place by the Flemish government help to overcome inequalities and promote social cohesion. As mentioned above, in general terms the equal educational opportunities decree safeguards the fundamental right to enroll at the school and location of choice, regardless of color, nationality or ethnic origin, religion or gender. Foreign mother tongue newcomers can attend a reception class and are also given extra support during a follow-up year. In addition, disadvantaged pupils, migrant pupils and pupils from ethnic cultural minorities may be prioritized at the time of registration. Schools which welcome a minimum number of these groups of pupils can bank on extra support within the framework of the equal educational opportunities policy. Furthermore, the adoption of multiculturalism in school curriculum is another way of supporting migrant and/or minority children. In the Flemish community, importance is placed on intercultural education, which emphasizes students' ability to deal with other cultures in a respectful way, as well as to recognize and appreciate diversity. The objectives are set out in the so-called "Cross-subject End Terms" which set minimal targets for schools and instructors to achieve. In the area of cultural diversity, these end terms include: "pupils are able to show tolerance with regard to differences in gender, color and ethnicity, pupils are able to elaborate on human rights, using examples from the human rights charters, pupils are able to illustrate that various social and cultural groups have other values and norms, and pupils learn how to be respectful of the singularity and specific lifestyle of people from other cultures. Intercultural education is promoted by the departments of Culture and Education and is also a requirement in many of the Flemish community's provincial and municipal laws. Last but not least important to mention is the edu-

cational priority policy which tackles learning delays amongst migrant children and aims at fostering integration of deprived ethnic minority pupils.

"

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

Also discussed in 3A.

"

10.) What are current national plans?

The national plans vary depending on the region or community. There are three communities: the Flemish, French and German speaking communities. Their policies on migrant and minority children are distinct however, the one listed below are found at a national level at all three communities. Equal Educational Opportunity Policy (GOK) Integrated Education (GON) Inclusive Education (ION)

"

10.) What are current local plans?

Mentioned throughout questions 1. 2. 3 & 4.

10.) How do you explain these developments? (or lack of developments?)

There are a lot of improvements that have been made and the Flemish education system has been recently re-organized to include special emphasis on individual pupils and to provide each one with the education that corresponds best to his/her capacities or interests. Ever since the beginning, one of the greatest developments has been the introduction and adaption of the equal educational opportunity policy.

Name

Payoke

Country

Belgium

3. CROATIA

Date

2012-07-11;16:02:22

1.) Title

Reading and writing comprehension and proficiency of Roma pupils

1.) Goals of the measure

The primary school „Ban Josip Jelačić,“ is running the project aimed at the raising of reading and writing comprehension and proficiency of its Roma pupils.

1.) Group for which the measure is designed

24 Roma students from grades 1 to 8 and their parents

1.) Content of the measure - activities

Program has been planned as extracurricular activity with Roma children conducted after regular school hours twice a week . Parallel to that series of workshops for their parents have been planned in order to enhance parents support to children school attendance and school learning.

1.) length

4 months (35 to 40 hours in total)

1.) scope (how many schools/teachers are involved)

1 school. principal. 7 teachers. (2 subject teachers. 2 classroom teachers. school pedagogue. physics teacher. Roma assistant)

1.) budget

2000 EUR

1.) starting date

2010

1.) closing date

2011

"

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

The school has agreed to use the methodology of the International teaching leadership project in order to implement their educational program for Roma pupils and their parents. The International leadership project (ITL) is using the approach of school developmental action planning in order to empower school teachers to systematically plan, conduct and monitor their activities. ITL project is based on four workshops organized around the topics: development of action plan, development of leadership competences, using evidence to develop project and monitor the progress, dissemination of the results across the school and role of portfolio. ITL workshops have been carried out with five teachers and school pedagogue. Each workshop lasted 2.5 hours. At the first session the teachers got acquainted with the basic concepts of action plan development and leadership skills. At the second workshop they have developed and presented their action plan worked out in pairs.

" "

1.) Have effects been investigated, if yes, how and what are the effects?

Two classroom teachers developed their action plans for the work with younger students. Based on collected evidence they modified original plan and individualized it since all students do not have the same level of proficiency in Croatian language. So one of them started teaching „basics,, and the other developed lessons for more advanced pupils. The two subject teachers in grades 5 to 8th developed a program for older students based on the concepts of functional literacy and life skills oriented interpersonal communication, including basics of IT literacy. The school pedagogue and a physics teacher are consulting literature and different sources for parent workshops. They are also working with Roma volunteer assistants who were their former students.

"

2.) Is the practice a national project, regional project or a a local project?

3

3.) Structural or incidental measure

2

5.) Is the practice a national project, regional project or a a local project?

-1

6.) Structural or incidental measure

-1

"

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

The Republic of Croatia has not adopted any policy related to improving educational status of migrants yet. But in March 2012 the Conference Integration policies and practices – inclusion of asylum seekers and aliens under subsidiary protection in the Croatian society was held in the Croatian Parliament. The aim of this Conference was to encourage the development of integration policies of the Ministries and other government bodies. The Conference was divided into two parts: integration – current and future challenges, where the importance of the introduction of Croatian society with diversities creating positive atmosphere reducing xenophobic and other types of attacks on foreigners was outlined. The Croatian society must be receptive to refugees, asylum seekers and migrants, and must enable their full integration into society. Job of Croatian country is huge, and it is expected a better coordination and a clear roll of the ministries in the integration of the migrants, asylum seekers and refugees in the Croatian society. There were imposed recommendations for the design of the integration policies in 4 areas: education, employment, health and housing solutions. These policies are not developed on any plan, and the result of that is low quality and unsafe life for the migrants, asylum seekers and refugees in the Croatian society. There are lots of problems that migrants, refugees and asylum seekers are faced with. But solutions are apparent in coordinated, clearly shaped and process-oriented integration. Second part of the Conference. Education of the asylum seekers and aliens under subsidiary protection, was focused on the importance of the education as a key of the integration. Effective and successful educational process needs to be inclusive, interactive and based on the intercultural values. When designing an appropriate system, the focus needs to be on the 3 equally important areas: interaction of children of the refugees, asylum seekers and migrants and interculturalism in schools, language courses for adults and availability of tertiary education for refugees, asylum seekers and migrants which inevitably involves some knowledge of previous qualifications of the person. It was pointed out that the Ministry of Science, Education and Sports needs to take a stronger role in the education of refugees, migrants, and asylum seekers, and learning Croatian language as a first step in the integration. The priority of the Ministry needs to be recognition of diplomas and schooling of migrants, refugees and asylum seekers, enabling pupils rights, accommodations in student homes, and enabling support in learning and integration. The only existing policy that deals with the integration of the migrants and asylum seekers, was created in 2011 by the Institute for International Relations. It was published in the framework of the TRAIN program titled:

Welcome? Challenges of integrating asylum migrants in Croatia. Integration of national minorities in the Croatian education system is legally regulated. In 2000 the Law on Education in language and script of national minorities was adopted, by which national minorities have right on education on their language and script in accordance with the Constitution and this law. The Education in the language and script of national minorities takes place in preschool facilities, primary and secondary schools, and in other school facilities, as well as in other forms of education (seminars, summer and winter schools etc.). School facility with classes held in language and script of the national minorities can be established for smaller number of pupils than predicted for the beginning of work for that particular facility. If there are no conditions for the establishment of schools, education of national minorities takes place in classrooms or in educational group organized in the school facility with classes held in language and script of national minorities, or in school facility with classes in Croatian language and script. Educational curriculum in language and script of the national minorities contains general part, and the part that contains subjects closely related to special characteristics of national minorities (mother language, literature, geography, history, and culture of the national minorities). Related to the educational staff, the Law dictates: majority of members of the governing bodies of the school, teaching the language and script of the national minorities, are coming from the minority. For school principal, the person coming from minority can be elected, or person who is not the minority, if he/she completely knows the language and script of the national minority. Ministry of Science, Education and Sports is obligated to provide required number of advisors and school supervisors from the minority, or the advisors and school supervisors that know the language and script of the national minorities. Education of teachers takes place in higher education facilities but if not possible, education must be provided in another way. That is the only existing Law in Croatia that regulates questions of the minority education. The only program targeted on the specific minority is National program for Roma, adopted in 2003. The aim of this Program is taking measures to provide better quality of life for Roma, and their inclusion into society. One of points of the Program is related to the education with the fundamental aim: education of the Roma children in terms of ensuring equal opportunities, non-discrimination, non-segregation, combating social marginalization and promoting social integration of Roma. However, due to insufficient knowledge of the Croatian language, socially and financially deprived environment, and lots of other reasons, not all Roma children are often included in the educational system.

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

In general area of professional capacity Croatia doesn't have elaborated policy measures for integration support of migrants in the educational system. There have been adopted some general measures of the minorities integration in the educational system: - In 2008 the Law on the Education in the primary and secondary schools (last amended in 2012). - In 2002 the Constitutional Law on National Minorities (last amended in 2010). - In 2011 the National curriculum framework Constitutional Law on National Minorities provides realization of specific rights and freedom for minorities members such as: using their own language and script in private and public life. knowledge and use of symbols. cultural autonomy. right to profess their faith. participation of minority members in public life. and management of local affairs through Council and representatives of national minorities. education on the their language and script. and all other rights which are listed in the Law on Education in Language and Script of National Minorities The Law on Education in Primary and Secondary Schools regulates following. Pupils sense of national belonging and preservation of historical and cultural heritage and national identity. Minority pupils can be burned with a higher daily. weekly or annual hours. During appointment of school board members in schools where education on minority language and script is present. there will be provided proportional representation of ethnic minorities and its proportionate share of pupils from national minorities in the total number of pupils in schools. School facilities where Croatian language and script is spoken/written. will enable learning the language and script of minorities for their pupils. according to educational program established by the competent central government bodies with insurance of funding from the state budget. It is also regulated that higher education facilities organize schooling programs for teachers and professors for performing education in language and script of national minorities. In the National curriculum framework. national minorities are mentioned only in two segments: in the principles of the National curriculum framework –equality of education opportunity for all – every child and every pupil has right on their own maximum educational development, equality of educational opportunities is based on social equality, education and schooling cannot be a privilege of minority nor can it be reduced to differences – ethnic. gender or other socially determined. In the chapter VIII titled Educational areas of general education. and compulsory secondary education it is written that languages of the national minorities like native language will be developed using the same methodology.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

by Croatia entering the EU in 2013. we will have lots of different obligations to develop policy measures regarding the migrant children. At the moment we do have different policy measures regarding education for national minorities (as described in the questionnaire) but still missing educational policies regarding the education of migrants. Therefor the MoE is supporting this project that could ensure concrete policy measures and recommendations.

"

10.) What are current national plans?

Action plan that was defined by the National Strategy for Roma Inclusion determines following areas of Roma inclusion: education. health care. social care. social and cultural life. employment and economy. nature protection. housing and environment planning. Education area regarding Roma inclusion is divided into these units: preschool education and upbringing. elementary education. high school education. academic education. education of adults. non formal education. In a 2005 – 2015 time period. the aim is to include all Roma children in the elementary school system. To achieve this goal some measures were defined and can be grouped into three big categories. depending upon whom they are for. Some of them are directed towards Roma. some are directed towards schools and some both to schools and Roma. Developing trust between school and Roma. and mixing Roma pupils with non Roma pupils in the same class are basic measures directed towards Roma. Individual approach towards Roma pupils. implementing Roma educational topics into school curriculum. and extended staying for Roma pupils in schools are measures directed towards schools. According to Croatian Ministry of Science. Education and Sport. several laws define educational rights for national minorities in Croatia. These laws are: Constitution of Republic of Croatia. Constitutional Law on National Minorities. Law on Education in language and script of national minorities. and the education is held in one of three different models. Education is held in the language of minority. and pupils have to learn other topics regarding national minority. This system of education is defined by model A. Model B states that education is held bilingually. Social sciences are being taught in Croatian language. while social sciences are being taught in the language of minority. According to the C model. lessons are held in Croatian. with additional two to five hours a week dedicated towards acquiring national minority language and culture. In these additional weekly hours pupils are taught about minority language and literature. geography. history. music and arts. Action plan

for implementation of Constitutional law of national minorities rights for 2011 – 2013 period. was published by Governments National minority office. Purpose of the action plan is full application of article 11. of Constitutional Law on National Minorities. and consistant application of Law on Education in language and script of national minorities. Some measures stated by the action plan are: education of the teachers who educate pupils in the national minority language and script. round tables regarding education in national minority language and script. organization of expert debates on the issue of national culture and identity topics that might be implemented into school curriculums.

“ ”

10.) What are current local plans?

National minorities are unequally distributed in Republic of Croatia. Majority of Roma people are located in county of Međimurje in which most documents and plans that describe their inclusion in educational system on the local level can be found. Between September 2011. and June 2012. a project called From preschool to full integration was carried out in county of Međimurje. Target group were preschool Roma children. and the project was conducted in preschools that had Roma pupils. Due to the insufficient knowledge of Croatian language Roma children showed after the educational programme had finished. additional aims were set: clearer role of Roma school assistant as well as further development of knowledge and skills of preschool teachers and other professional staff. Entire project value was 353 780. 00 €. Croatian Ministry of Science, Education and Sport. county of Međimurje and Roma Educational Fund conducted the project. Roma Educational Fund's headquarters is located in Budapest with offices throught Eastern and Southeastern European countries. particularly ones with high presence of Roma national minority (Albania. Kosovo. Macedonia. Serbia. Bosnia and Hercegovina. Croatia. Hungary. Slovakia. Czech Republic. Bulgaria. Romania). Roma Educational Fund's mission and ultimate goal is to close the gap in educational outcomes between Roma and non-Roma. Elementary school Pri-bislavec. in county of Međimurje. defined Roma Culture as an obligatory educational topic for the teachers. professional staff. and Roma school assistants. This topic is defined by schools's Annual plan and programme 2011./2012. According to the elementary school Krušanec's Annual plan and programme 2011./2012. each year there is an increase of Roma pupils. who are attending school from first to eighth grade. and have additional Croatian language lessons. In Annual plan and programme 2011./2012. for Orehovica elementary school. educational topics directed towards teachers regarding Roma people were not found and the

same comment refers to Kuršanec elementary school. In both of these schools Roma pupils make about 50 prc. of total pupils.

“ ”

10.) How do you explain these developments? (or lack of developments?)

All examples described so far depict the situation in few Međimurje county's elementary schools. A survey called Parent and pupil involvement in school activities: the perspective of national minorities in Croatia was conducted within a regional project Advancing the Participation and Representation of Ethnic Minority Groups in Education. The project, as well as the survey, for whom the data were collected from October 2009.. until February 2010.. in five Croatian secondary schools, were financed by the European Union. The research aim was to explore how minority parents and pupils were involved in school activities and the data were collected among Albanian, Bosnian, Czech, Macedonian, Roma and Serbian minorities who attended Croatian schools. Because of large number of Czech pupils, B model of education for minorities was used in one school only. Regular school programme was performed in other schools, because different national minorities attended the same school. Attitude of schools toward national minorities was questioned in the research. Schools dominantly have neutral attitude towards national minorities, and majority of pupils consider this attitude acceptable. In schools where fostering minority culture is neglected, many parents are reluctant to initiate the conversation about this topic. On the other hand, in most schools there is no systematic school policy encouraging the exercise of minority rights. Considering this problem, following recommendations can be made: school initiated consultations with pupils and parents regarding to how they would like their minority cultures to be nurtured in school, democratising school culture so that the exercise of educational rights is not seen as an imposition. Parents and pupils should be informed about their rights and responsibilities both in person and in written form, with special emphasis on the rights of minority groups. Minority parents and pupils should be consulted about which specific rights they would like to exercise. This shows the school's interest to meet the wishes of minority groups as opposed to leaving the initiative solely to the minority groups themselves. This is especially important in communities where minorities are not significantly represented.

“ ”

Name

Eli Pijaca Plavsic

Country

Croatia

4. ESTONIA

Date

2012-09-20;10:18:34

1.) Title

Series of teachers' trainings in the field of immigrant education

1.) Goals of the measure

The series of teachers' trainings begun in 2006 and they were coordinated by Estonian Integration and Migration Foundation. The main goal of this project was to raise the awareness of Estonian teachers about the educational needs of new immigrant children.

1.) Group for which the measure is designed

Schoolteachers, who have to educate children with an immigrant background.

1.) Content of the measure - activities

The contents of the training courses have been different depending on the year and current need. In the first years of the training sessions there were quite many study visits to the countries which were major migration destinations and had prior experience in teaching children with a different cultural background. In the later years, local knowledge has grown and more of the trainings have taken place in Estonia with local trainers (practitioners, lecturers from universities, state officials, legal experts). The trainings have been thorough, covering subjects from ground theory of multicultural education to very practical skills such as how to communicate with foreign parents. Some of the themes that have been covered are for instance Estonian legislation in the area of immigrant education, Estonian position on multicultural education, communication with a parent and colleagues. In the later part of the training courses the subjects get more specific – for instance how to structure a language lesson, educational counseling etc.

1.) length

There are 5-8 training cycles in one year or 1.5 years lasting a few days.

1.) scope (how many schools/teachers are involved)

An average of 50 teachers per training period (per 1-1.5 yrs)

1.) budget

The budget for the training sessions varies depending on the number of participants, volume and nature of the training and source of financing. Per person it is around 430 – 575 € in a year. It is important to note that teachers' trainings are not financed from one source, but they have varied during the years. Some contributors have been European Refugee Fund (ERF), European Fund for the Integration of third-country nationals (EIF) and Estonian Ministry of Education.

1.) starting date

2006

1.) closing date

Ongoing activity

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

It seems that the training courses have been very successful thanks to the good timing of the training program and well-defined target group. The trainings were on time in a sense that from the beginning of the program, the number of children with a migrant background has significantly increased in Estonian schools as a result of surge in job mobility within EU. The teachers, who were faced with a changed learning environment in the beginning of a school year, found the training to be essential for teaching children with no prior experience in Estonian. The program had a well-defined target group and the training courses were offered to schools which, according to Estonian Educational Information Database, had new immigrant children among their pupils.

1.) Have effects been investigated, if yes, how and what are the effects?

As these activities have been financed from different sources, there has been no formal assessment of the impact of training. All the participants have submitted thorough self-assessments or activity reports of the training, which are analyzed in Estonian Integration and Migration Foundation. The outcomes have been used to plan next year's activities. As the training is specifically targeted to teachers with a real necessity for the training in this field, their feedback has been very positive, according to the organizers.

2.) Is the practice a national project, regional project or a local project?

1

3.) Structural or incidental measure

1

5.) Is the practice a national project, regional project or a a local project?

-1

6.) Structural or incidental measure

-1

"

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

New migrant children are a relatively new phenomenon in Estonian schools. The first attempts to raise the professional capacity of teachers in this field were made in 2003. Thanks to the grant received from European Refugee Fund (ERF), a document called "Children of new migrants in Estonian schools. Principles of education policy and educational management" (2004) was composed by the Ministry of Education and group of experts. This set of principles was aimed above all to politicians, state and local government education officials and school directors and was followed by a series of training seminars for local government officials. Those activities were shortly followed by the publication of the very first Estonian language textbook (2004), which was intended for new immigrant pupils, who have had no prior experience with Estonian. Along with the textbook, a handbook "New Immigrants in our Society and Education System" (2004) was issued. This was a compilation of articles, which gave an overview of different approaches to immigration in EU, Estonian national language policy and theoretical conceptions of involvement of the parents of new immigrant children to the education, cross-cultural differences, adaption of new immigrants to the local culture and school etc. The book was mainly targeted at raising awareness of schools about new immigrant children's educational needs. In the context of raising professional capacity of schools, the next important step was to launch a series of teachers training program in 2006. As this is found to be the 'best practice' in the field of raising professional capacity of schools, it will be explained further under the second point. A more recent addition is the webpage www.teretere.eu which is intended both for new immigrants as well as to their teachers. For the schools it serves as a methodological support center where they can find important studies, articles, teaching materials and legislation about this matter. In 2012 a handbook for educators and school management was issued „Teaching in language other than the students' native language" (http://www.meis.ee/library?book_id=252). Based on the local knowledge, the handbook shares best practices of Estonian schools, tackles everyday school-level problems and offers practical solutions.

"

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

One measure which was not intended specifically for supporting migrant children, but is important in this matter as well is the formal adoption of content and language integrated learning (CLIL) conception in 2008. Language immersion classes have been working in some of Estonia's Russian schools for 12 years and the outcomes are highly successful. The extended theoretical basis of this was introduced in 2008 together with a publishing of CLIL handbook which was continued by series of training courses for teachers. The CLIL conception was included in the formal teachers training programs in the universities. Although those measures were accepted to raise the professional capacity of teachers in teaching Estonian to Russian-speaking pupils, it is in the same way beneficial in teaching new migrant children.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

(see 3a)

10.) What are current national plans?

National plans in the area of professional capacity focused on improving the educational position of children with a migrant background are quite uncertain at the moment. The Ministry of Education has been planning a centralization of programs concerning teachers training, which may mean, that the coordination of current activities may be moved from Estonian Integration and Migration Foundation to a different institution. Next activities depend also on the possible financing mechanisms. The government is currently laying out plans how to make the best use of EU structural funds during the period 2014-2020. Topics such as immigrant education, which is not a government priority, depend heavily on external funding. In 2013 a three-year longitudinal study ends on the academic achievement of migrant pupils which will be an important basis for planning next activities.

10.) What are current local plans?

As the local governments in Estonia are very small, there are no local plans regarding professional capacity

10.) How do you explain these developments? (or lack of developments?)

(see 4a)

11.) If you have any further remarks in this area, please state below:

Dear Sabine & Tom. Here are the Estonian answers. Sorry about the huge delay. but as we have very few experts in this area. it took time to have them interviewed. The information is based on a interview with an employee of Estonian Integration and Migration Foundation who deals with matters concerning education of immigrant children and some thematic documents. The focus of this information is on new immigrant children. We do have a large share of ethnic Russians who arrived here between 1945-1989. as I have maybe explained before. but their education is a very different topic and less comparable to other EU countries. Kind regards. Mihkel

"

Name

Mihkel Nestor

Country

Estonia

5. GERMANY

Date

2012-08-08;10:12:07

1.) Title

Mercator Institute for Language Training and German as a Second Language (Mercator-Institute für Sprachtraining und Deutsch als Zweitsprache)

"

1.) Goals of the measure

- Language training and German as a second language will be firmly anchored in teacher training courses. To this end, the Institute will develop a support and council programme for federal states that wish to adapt their teacher training to the requirements of linguistically heterogeneous classes. - Research deficits in the area of language tuition and German as a second language will be eliminated by launching a support programme and generating incentives for the formation of networks. - Personnel with skills in the area of "language training and German as a second language" will be trained in practical and theoretical teaching at schools and universities. Programmes will be developed together with additional partners (e.g. University of Cologne) aimed at training university graduates and teaching staff. - In the long term, the programme aims at ensuring that pupils requiring additional language tuition obtain the help they need in the German education system. By providing qualified and scientifically-sound language tuition at schools, it is hoped that fewer pupils will slip through the educational net due to an insufficient command of German.

" "

1.) Group for which the measure is designed

- Advise politics and educational administration on linguistic education in a qualitative way. - Support federal states in strengthening language skills in teacher training courses. - Promote and integrate national research in this field. - Initiate and support qualification measures for stakeholders in language teaching.

" "

1.) Content of the measure - activities

- Design and promote a support programme and incentives for a systematically and sustainable anchoring of language teaching and German as second language

in the teacher training courses - Install a practical research promotion programme for ambitious scientists - Support, develop and integrate initiatives to qualify excellent-trained persons for language teaching courses - Prepare teachers throughout Germany to teach pupils with a need for language support - Establish vocational education and training for teachers to teach essential knowledge and skills for teaching in linguistically heterogeneous school classes - Advise politics and educational administrations on linguistic education in a qualitative way, support federal states in strengthening language skills in teacher training courses, promote and integrate national research in this field and initiate and support qualification measures for key stakeholders in language teaching

"

1.) length

unlimited

1.) scope (how many schools/teachers are involved)

N/A

1.) budget

about 13 Mio € for 5 years

1.) starting date

04.06.2012

1.) closing date

open

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

N/A

1.) Have effects been investigated, if yes, how and what are the effects?

No

2.) Is the practice a national project, regional project or a local project?

1

3.) Structural or incidental measure

1

4.) Title

Network – Teachers With A Migration Background (Netzwerk – Lehrkräfte mit Zuwanderungsgeschichte)

"

4.) Goals of the measure

The three main goals are: „Acquire potentials“. „accompany teacher education“ and „shape personnel development“. That means in particular - to encourage young people with a migration background (especially pupils) to become teachers by giving them a role model of a successful educational biography. - to support student teachers as well as teacher trainees with a migration background. - to foster exchanges between network members. - to promote professional development of the network members. - to inform the public about the role of teachers with a migration background in schools in North-Rhine Westphalia - to connect and to cooperate with migrant organisations. the Parent's Network of North-Rhine Westphalia. foundations and universities

„ „

4.) Group for which the measure is designed

- The network consists of teachers with a migration background. - Student teachers and teacher trainees with a migration background are supported with mentoring and scholarships - Young people (especially pupils) with a migration background are encouraged to become teachers themselves

„ „

4.) Content of the measure - activities

- Lectures and workshops are given - Inform the public about the network and the role of teachers with a migration background in schools - Promote the teaching profession - Regular meetings are arranged to foster exchanges between the network members - Advanced trainings are offered to promote the professional development of the network members - Sponsorships and practical trainings are offered to support students and trainees with a migration background - Meeting places (such as projects. workshops or forums) are created to foster exchanges of all parties involved (members. partners. supporters and target groups)

„

4.) length

unlimited

4.) scope (how many schools/teachers are involved)

>400 members

4.) budget

there is no fixed budget: members work on a voluntary basis, individual projects are funded through partners and sponsors

4.) starting date

November 2007

4.) closing date

open

"

4.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

1) Strategy and decisions - Strong identification of the members with the network through common goals. pooling of resources. confident dealing with the own biography of migration - Benefits: High external and internal interest to foster the intercultural dimension of education in Germany - Constant evaluation and improvement of network activities Social and organisational development/ operational management and range of technical know-how - Process focused management: In her/his role as a network-facilitator the intermediary professional „Landeskoordination“ (coordinator on the Laender-level) - creates personal and organisational acceptance as well as confidence through authenticity - contributes her/his knowledge and experience to strategic planning - Marketing: Intense and extensive public relations and communication work, the aspect of authenticity is emphasised in the visual communications strategy Information and communication: - Information: Information paths are transparent. unbureaucratic and personal, a monthly newsletter is sent to network members and partners. More information is provided on the web page of the RAA (Regionale Arbeitsstellen zur Förderung von Kindern und Jugendlichen aus Zuwandererfamilien) - Informal communication is important for the development of voluntary structures as members in a non-hierarchic network can participate directly in processes (bottom-up) 2) Teachers with a migration background often are particularly motivated to advocate integration and education policy issues.

" "

4.) Have effects been investigated, if yes, how and what are the effects?

- The network has gained appreciable momentum and efficiency. Empirical values and the state of data show a positive development. - Meanwhile networks for teachers with a migrant background emerge nationwide. In this regard expert advice is offered by NRW.

"

5.) Is the practice a national project, regional project or a a local project?

2

6.) Structural or incidental measure

1

"

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

- Personnel education and further education - Support of the linguistic and diagnostic competence of teachers and students - Development of 'German as a second language' and 'German as a foreign language' courses at university (educating future teachers more effectively and prepare them better for teaching (migrant) pupils) - Raise the percentage of teachers, educators, social workers and course instructors with a migrant background (provide role models for other migrants) - Support of networks for teachers, educators and social workers (teachers can interchange experiences, problems, materials etc. as a kind of further training or awareness raising) - Improvement and networking of integration and promotion opportunities - Cooperation of schools, extracurricular events, youth welfare, youth migrant services, municipality, economy and other civil society actors The federal and state governments share these ambitions and also non-government organisations collaborate in the implementation. The basis for these ambitions are a Qualification Initiative for Germany (QID), the joint declaration of the 'Conference of Ministers of Culture and Education' and the 'Organisation of People with a Migrant Background' as a dialogue between education policies and migrant organisations, the National Pact for Training and Young Skilled Staff.

" "

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

- Identify and dismantle legal obstacles in the access to educational options - Improvement of the situation of children and young people without legal residence to participate in education - Review and simplify regulations concerning the employment of foreign graduates with German university degrees (more workplaces for foreign graduates – role model) - Increasing the parents' work and activating the potential of support of migrant organisations - Intercultural openness of all institutions in the education system: key prerequisite for greater educational opportunities, intercultural organisational development, encouraging intercultural exchanges, creation of an environment free of discrimination in all educational spheres - Improvement of the individual learning ability in

the transition from pre-primary to primary school. - Central position of early language acquisition (improvement of educational opportunities for migrants e.g. gymnasium. university). - Support the research in language training and linguistic assessment to implement pre-school language training - Significantly reduce the rate of early school leavers with a migrant background. - Improve qualification requirements for a successful transfer into vocational training. - Increase the rate of young people with a migrant background leaving school with an advanced technical college certificate or higher education entrance qualification significantly. - Reduce the number of young adults without completed vocational training - Raise the performance level of young people with a migrant background to the average of all pupils through: - expanding the possibilities to support individuals in school classes - reduce the class sizes or raise the teaching staff or the support of teachers by social workers - Raise the successful graduation from vocational trainings of young people with a migrant background - Raise the percentage of university graduates with a migrant background - Strengthen the participation of migrants in the area of further education. Orientate further training offers to the demands of the target groups and develop information and consultation offers as well as funding instruments to meet the demands. - Ensure continuous language education - Integration courses - Development of a learning portal for improving the knowledge of German - Improve the scientific bases for political decisions and management in education (improved scientific bases – well-considered decisions – stronger impact of political decisions) Intensify the cooperation of the federal and state governments in the range of educational monitoring and educational research (standardised promotion of education in the Germany). - Further development and monitoring of educational standards Quality assurance and development in the educational system The federal and state governments share these ambitions and also non-government organisations collaborate in the implementation. The basis for these ambitions are a Qualification Initiative for Germany (QID), the joint declaration of the ‘Conference of Ministers of Culture and Education’ and the ‘Organisation of People with a Migrant Background’ as a dialogue between education policies and migrant organisations, the National Pact for Training and Young Skilled Staff.

“ ”

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

- Performances and the ability to integrate strengthen social cohesion and the participation in economic competitiveness - Counteract skills shortage of the de-

mographic change with passing a law to improve the recognition of foreign professional qualifications and degrees - Role model for other migrants

" "

10.) What are current national plans?

One of the most important developments in this field is the fact that Bund and Laender have set common strategic and operational objectives. The cooperation of these two levels (federal and Laender) has evolved for the first time in the last 5-10 years. It is of great importance, as the Laender are responsible for many of the thematic areas that are crucial in terms of integration. These developments make it difficult to separate national and local plans. Current plans and targets contain: - Optimise framework conditions for equal opportunities for participation and for equitable access to education and general development of values - Achieve transitions between different levels of the education system and to secure connections in the education system, increase transfer opportunities in the education system - Increase individual support, to recognise and support potentials of children and young people with a migrant background - Continue quality assurance and development of differentiated educational research, further develop the reporting of education in Germany - Paradigm change: away from time-limited projects - towards regular offers - Engage more migrants as nursery teachers and school teachers as well as at the police, the fire brigade and the administration. They are renowned as important bridge builders between cultures. Migrants are addressed directly by job advertisements and trainings organised by personnel decision makers - Introduce a right of residence for well integrated foreign youths - Qualification Initiative for Germany: to stronger focus educational opportunities on differentiated educational needs, on more prevention and on greater permeability between educational pathways

"

10.) What are current local plans?

see above

"

10.) How do you explain these developments? (or lack of developments?)

There have been two incidents/findings, which might have caused or encouraged the development of a closer cooperation of Bund and Länder, as well as the stronger focus on the education of migrant children and youths: PISA and IGLU/PIRLS 2006. The results of the surveys had been published in the end of 2007. They showed slight improvements compared to the years before. However, they

also pointed out continuing problems, which have to be solved: ,□ High heterogeneity of achievements: Germany is still one of the countries with the highest differences between strong and weak pupils ,□ Germany is the country with the largest migration-related differences. These mainly appear in the group of young people in the so called second generation. Response of the domestic politics on PISA/IGLU ,□ Basically the competence for general education and thereby for schooling lies with the federal states. ,□ However. Art. 91b(2)GG authorises Bund and Laender to collaborate on the basis of agreements for the purpose of monitoring the performance of the education system in international comparison. as well as of educational reporting and joint recommendations regarding this matter. □, Hence. as a reaction to PISA and IGLU collaboration becomes constitutional within the scope of the school system. ,□ A corresponding administrating agreement has entered into force with effect from January 1st 2007. ,□ Subsequent joint publications and projects: ,□ “Results of PIRLS/IGLU 2006-I and PISA 2006-I: Joint recommendations of the Education Ministers' Conference and the Ministry of Education and Research” (March 6th 2008) ,□ Qualification Initiative for Germany (2008) ,□ National Integration Plan (2009) ,□ Bund-Laender-Working Group Integration through Education (2011) ,□ National Plan of Action for Integration (2012) Incidents at the Rütli-School The staff of teachers at the Rütli secondary school wrote a letter to the Berlin Senator for Education in March 2006. demanding the school to be closed down. as they were no longer able to deal with the violence of their pupils (267 at that time). This incidence led to a great domestic debate with a high public interest about the German school system. violence at schools and the integration of migrant children. These events might also have influenced the collaboration of Bund and Laender. ,□ as they clearly illustrated the need of action. ,□ as they led to an increased pressure caused by the strong media presence and the high public interest. as well as due to the controversial domestic debates. Perspective: The development of joint collaboration seems to proceed. Recently also municipal authorities. associations and (migrant) organisations have been involved in important decision-making processes. (Dialogue Forum on the development of the National Plan of Action for Integration)

“

11.) If you have any further remarks in this area, please state below:

A third Good Practice case could not be entered in this form and will be sent by email.

Name

Claudia Köhler. european forum for migration studies (efms)

Additional information:

1. Good practices: Please describe policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children that may be described as good practices (in terms of innovative character, or in terms of effects).

Good practice nr 3:

Title: Student Campus ‚More Migrants as Teachers‘; an initiative of the ZEIT-Foundation Ebelin and Gerd Bucerius

Goals of the measure:

- to raise interest of young people with a migrant background in becoming teachers
- bring (school) graduates and experts together
- give an insight into teacher training and professional practice
- provide information about studies and profession profiles
- Answering the question: “Does the teacher profession fit me?” through role-plays
- practical school experience

Group for which the measure is designed:

This orientation seminar on teacher training and teaching careers is aimed at school pupils with migrant backgrounds, who are entitled to take up university studies.

Is the practice a national project, regional project or a a local project? national

Content of the measure:**Activities:**

Four-day compact seminar with a complete program; Lecturers from the fields of economics and schooling provide impulses; high-quality and practice-oriented information about the decision of choosing the right study subject; small-group work; discussions, individual consultation on teacher training; meeting educationalists, teachers and headmasters; work shadowing in a school; cultural and recreational activities

length: 4 days

scope (how many schools/teachers are involved): limited number of participants (about 30 participants); student campus took place in 11 cities up to now

budget: -

starting date: 2008

closing date: -

Structural or incidental measure: structural

Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other):

-

Have effects been investigated, if yes, how and what are the effects?

-

Additional information:

339th plenary session of the Standing Conference of Ministers of Education and Cultural Affairs for the Länder in the Federal Republic of Germany (KMK)

18th/19th October 2012

- Topic: Annual dialogue of the KMK with leading representatives of the migrant associations about the implementation of agreements made/entered into in 2007 within the joint declaration "Integration als Chance- gemeinsam für mehr Chancengleichheit" ("Integration as an Opportunity – United/Together for more equal opportunities")
- Participants:
 - State secretary Quennet-Thielen (BMBF)
 - Ministers of culture, education and science
 - Representatives of the migrant associations
- 4 main agreements/goals:
 - Parents with a migration background should be more involved in order to increase their participation in school committees. Target indicators are to be set.
 - Therefore a joint declaration of the migrant associations and the KMK on "parental involvement" is to be prepared in 2013.
 - By improving the status of the teaching profession in the public perception, the proportion of teachers with a migrant background is

aimed to be significantly increased. The association “Turkish Community” will conduct a conference on this topic in cooperation with the organisation „Turkish Teacher Associations“ in April 2013.

- Another goal is to further facilitate multilingualism. The language of origin should be accepted as a language of education and as a prerequisite for the cultural identity.
- The attendance of all pupils in biology, sports and swimming lessons regardless of their religion is aimed to be enforced with as little exceptions as possible. Respective cloths are available to be supplied.

6. GREECE

Focus: Second language learning

Targeted policy measures: Greece: There are several measures that have been taken. At the initial training level beginning in the late-1990s, many university teacher education departments have instituted courses on the teaching of Greek as a Second Language with several also including courses on bilingualism and bilingual education. There is a long standing national programme entitled: 'Education of Immigrant & Repatriate Students' which has under its aegis the in-service training, reinforcement and support of regular teachers in the teaching of Greek as a Second Language as well as summer classes. There is another program entitled: 'Intercultural Education Activities in the Secondary Education by strengthening transnational cooperation'. The specific action provides focused teacher training for reception classes and supplementary tutorial classes for Greek as a Second language. Another is the 'Program for the education of minority children in Thrace 2010-13' which began in 1997 and currently in its fourth phase. It provides for the training of pre-school, primary and secondary educators, in order to familiarize them with educational material that have been produced in previous phases of the program and methods of teaching Greek as a foreign / second language as well as the successful management of cultural diversity of students. It also provides for Turkish language courses for teachers of elementary and secondary education, in order to assist their students and comprehend their needs and difficulties. A fourth programme providing a targeted policy measure is entitled: INTER-TIE (INTEgrated Training System for Trainer in Intercultural Education), which aims to increase the sensitization of primary and secondary educators on issues of intercultural communication and integration of immigrant students. Among its activities is the production of teaching materials suitable for teachers as well as training sessions and seminars for teachers in intercultural issues and management minority student population.

Good Practice: Greece: 'Polydromo' ["Many Roads"] promotes practices that include the establishment of an inter-university team, with a special interest in issues of language and bilingualism, as well as parents and other citizens interested in the aspects of bilingualism and multiculturalism in education and society. The main goal of this is to inform and raise awareness among teachers and parents on issues of bilingualism and multicultural dimension of education. Among its

activities are: Creating a website to inform parents and teachers and organizing training seminars for teachers and parents.

The Laboratory of Studies on Emigrant Hellenism and Cross-cultural Education (EMAEΔE) at the University of Ioannina, Department of Primary Education functions as a nationally authorized university research laboratory which is located in North Western Greece. A good practice is its symbiotic relationship with the National Pagoniou Center for Children's Welfare (a residential center to provide for the care and education of refugee children who were identified by social services as being in need of specialized educational services and a support infrastructure). Student teachers are sent on a residential internship to the Center and observe and conduct their student teaching within the local two-room primary school's classes. They serve as study mentors and tutors to the residents so as to help them prepare for their assignments for the next school day.

Expertise centers

Target policy measures: Greece: In 1996 the Greek state set up the Institute for the Cross-Cultural Education of Foreigners and Repatriated Greeks (I.P.O.D.E.), which formed the official counseling body of the Ministry of National Education on cross-cultural education issues. Foremost among its goals were the promotion of Greek language and culture. Among its tasks was the design of curricula, teaching materials and teacher and stakeholder training. Due to the economic crisis the decision to close the Institute was taken in 2011 and it was formally closed in 2012 and its functions transferred to the General Secretariat for Intercultural Education in the Ministry of Education.

The Laboratory of Studies on Emigrant Hellenism and Cross-cultural Education (EMAEΔE) at the University of Ioannina, Department of Primary Education functions as a nationally authorized university research. In brief its aims are the research and promotion of education of Greeks of the Diaspora and the emigrant Greeks as well as cross-cultural education which includes seminars for the teaching of Greek as a Second and Foreign Language.

Initiated in 2008, the 'Hellenic Observatory for Intercultural Education', with focus on the cultural pluralism of the Greek society, aspires to contribute to the strengthening of intercultural dialogue, the expansion of research in the field of intercultural education and the introduction and support of innovations at school. The Observatory constitutes a collective effort of researchers, educators and administrators across Greece. It is a scientific association, which was established at the initiative of a research group of the Aristotle University of Thessaloniki. It

organizes special events, conferences and seminars for the purpose of developing communication networks of educators, administrators and community members, cooperating with observatories, associations and international organisations working on relevant topics as well as recording of good practices regarding intercultural education and their dissemination in schools, providing experts to conduct workshop seminars and the formation of school networks (preschools, primary, secondary schools and university) in order to exchange experiences and apply innovations with the aim of improving their educational work.

Good practice: Greece: The University of Western Macedonia in North Western Greece has instituted a voluntary teaching practice programme in conjunction with local primary schools which have high immigrant student enrollment where graduates of the university work with the selected schools in providing among other things Greek as a Second Language teaching support for the in-school staff.

School projects

Good practice: Greece: Reception classes for non-Greek speaking newcomers. During their first two years in Greece, pupils in schools with a sufficient number of similar students follow a pull-out program in Greek language instruction in order to enable them to follow mainstream teaching. An effort is made to staff these classes with teachers who have had training in the teaching of Greek as a Second Language and/or to attend specialized seminars.

Focus: Teaching and learning environment

General policy measures: Greece: has implemented a series of policy measures on school development and teacher training that aim to develop teaching skills, specifically to meet the needs of heterogeneous classrooms. Among which are new teaching methods with a focus on diathematic (cross-thematic) teaching and project work. Regional and local seminar workshops for teachers have been held on the particulars of the new approaches. This raises awareness among teachers regarding the needs of students with different social, cultural and linguistic backgrounds.

Targeted policy measure: Greece: In 1996 the Ministry for National Education and Religious Matters established schools designed to meet the educational needs of social groups with a particular social, cultural or religious identity by adopting “cross-cultural” education. The aim of cross-cultural education has been

“to set up and run primary and secondary classes that provide education to young people with a specific educational, social or cultural identity”. To date, a total of 26 cross-cultural schools have been set up throughout Greece. These schools are intended to “guarantee equality of opportunity to every student in the country, while [implementing] cutting-edge approaches to teaching and learning...”. Educators in these schools “receive special training, and are selected on the basis of their knowledge on the subject of cross-cultural education and teaching Greek as a second or foreign language”. However, due to the ongoing economic crisis their continued operation is coming into question.

Targeted policy measure: Greece: The nationwide programme entitled: ‘Education of Immigrant & Repatriate Students’ has among its activities the: a) Support and enhancement of Reception Classes and Supplementary Tutorial Classes on operation and function issues as well as to research the students language needs and conduct internal evaluation of these classes; b) Development and cultivation of intercultural communication at school level through the development and application of intercultural activities; enhancement of school library and the development of antiracist guide-material in schools with migrant populations.; and c) Reinforcement of students’ mother tongue by organizing meetings with NGOs and other institutions in order to research the linguistic and educational needs of the students and choose the appropriate educational staff and material as well as the designing and development of the linguistic material and teaching plans; pilot implementation of the material and evaluation. The program entitled: ‘Intercultural Education Activities in the Secondary Education by strengthening transnational cooperation’ among its activities are the: the implementation of educational, intercultural activities in secondary schools. These actions specifically relate to a) the functioning of Reception Classes and Reinforcement Tutorial Classes, b) implementation of Educational Priority Zones for students from vulnerable social groups (foreigners, Repatriated, Roma, and Muslim) and c) strengthening international co-educational Greek schools with schools in the countries of origin of foreign and repatriated students. A third programme is entitled: INTER-TIE (INTEgrated Training System for Trainer in Intercultural Education), which aims to increase the sensitization of primary and secondary educators on issues of intercultural communication and integration of immigrant students. Among its activities is the production of teaching materials suitable for teachers as well as training sessions and seminars for teachers in intercultural issues and management minority student population. A fourth program developed by General Secretariat for Youth entitled: ‘Project IRIS: Fighting stereotypes and discrimination’ (PROGRESS 2007-2013). It seeks to com-

bat social discrimination, stereotypes and prejudices that relate to young people and to involve them directly. It seeks to strengthen and reinforce the fight against racial and social discrimination, focusing on changing the general attitude of the population through the media, awakening and awareness of citizens, mostly students and young people about the rights of socially vulnerable as well as culturally diverse groups. It includes: Training Seminars and workshops concerning issues of discrimination and social exclusion for teachers, school counselors and parents in order to tackle discrimination and prejudice in schools (e.g. experiential exercise with students of different nationalities through an activity named 'imaginary journey know their rights') as well as the development of an educational tutorial/ guide for teachers and educators with best practices and actions of non-formal education against discrimination in schools and a brochure/leaflet for students to eliminate discrimination and racism entitled "We say NO to discrimination in school" in five languages (Greek, Albanian, Bulgarian, Russian and Arabic).

Targeted policy measure: Greece: NEW SCHOOL (The school of 21st Century) – The transition: Culture and inclusion of social groups at risk into elementary education ». (2010-2012). Implemented by a Special Service Implementation of Educational Actions of the Ministry of Education. The basic aim of this project, concerning the new educational measure of the New School, is the implementation of the basic principles and philosophy of the New School at the elementary education level. While in its specific aims is the effective integration of all students in the educational system, it makes specific reference to especially focusing on the social groups at risk (immigrants, Roma and Muslim students). In its activities are the: Enhancement and full-staffing of All-day elementary schools with educators skilled and qualified in music, arts and theater education. Specifically 1.748 educators, acquiring these skills, were staffed in the school period 2010-2011 as well as the enhancement and full-staffing of Reception Classes and Supplementary tutorial classes with expert teachers.

Good practice: Greece: A good practice is found in EUMOF "European Mobility folktales" which focuses on the development of a collection of folktales, educational material and related pedagogical strategies that strengthen intercultural education and inclusion practices, promoting the mobility of people, stories, languages, ideas and good educational practices and provide teachers in the 5 participating countries with training to provide educational strategies and material that will enable them to promote amongst their students an awareness of the importance of cultural and linguistic diversity within Europe and of the need to combat racism, prejudice and xenophobia.

The project "I rely on my feet" (Argolida, Peloponnesos) is a good practice and is a ready-designed educational material that includes material suitable for student population. The program includes activities that can be applied to all students of upper primary school classes. It seeks to promote: Integration and inclusion of all students in the classroom, especially immigrants and minorities' students as well as to promote cooperation between foreign and native students and creating a favorable and positive climate.

The 132nd Elementary School of Athens can be considered an example of good practice in undertaking initiatives and carrying out interventions that might assist the socially sensitive groups of students towards their learning. It is deemed a good practice example, because of the holistic and participatory approach of long duration that is held, which is characterized by team spirit, organizing way of thinking, strong determination, flexibility and effectiveness of all the school actors (head-teacher, teaching staff, students, parents) and the local community in general. It espouses a holistically effective framework might be a source of inspiration and support for the teaching community in general. It implements Greek as a Second Language courses for immigrant parents, provides space for the teaching of the children's mother tongue and has support services for the children.

The University of Western Macedonia in North Western Greece has instituted a voluntary teaching practice programme in conjunction with local primary schools which have high immigrant student enrollment where graduates of the university work with the selected schools in providing among other things support and encouragement in the use of the children's mother tongue.

Focus: Parents and community (extra-curricular activities)

Targeted policy measure: Greece: The nationwide programme entitled: 'Education of Immigrant & Repatriate Students' has among its activities the action directly related to supporting and enhancing the School-family-community connection. It fosters the support and cooperation with immigrants' students' families through the development of weekly after-school 'counseling and discussion' sessions with immigrant children's parents, provides for the possibility of mobile units to travel to hard-to-reach or homebound parents. It also provides for the development of cooperation and teamwork between school, immigrant communities, non-governmental organizations (NGOs) and for the hiring of a bilingual intercultural facilitator. The program entitled "Program for the education of minority children in Thrace 2010-13" has among its activities the aim of developing

and fostering the connection between family and school as well as to support to families to enhance the school performance of their children and Greek lessons for parents of minority students.

Good Practice: Greece: 'Polydromo' ["Many Roads"] promotes practices that include the establishment of an inter-university team, with a special interest in issues of language and bilingualism, as well as parents and other citizens interested in the aspects of bilingualism and multiculturalism in education and society. The main goal of this is to inform and raise awareness among teachers and parents on issues of bilingualism and multicultural dimension of education. Among its activities are: Creating a website to inform parents and teachers, publishing a magazine and organizing training seminars for teachers and parents.

Focus: School leaders

Targeted policy measure: In Greece the program "Education of Roma children" which includes activities that seek to sensitize teachers, headmasters, school counselors through various forms of training interventions. A long-term goal is to build a team that will act as multipliers in the educational community and the local community in order to eliminate prejudice and negative discrimination for the target group.

Multifocal programs

Targeted policy measures: Greece: The Greek educational system and specifically the formal school curriculums which were reformed in 2003 include direct and indirect references to the recognition and support of multilingualism and multiculturalism and the school textbooks now also include references to the culturally diverse. Many of the aforementioned programmes outlined in the other categories are multifocal programs all targeting the provision of activities and actions directed towards the integration and inclusion of immigrant, minority and migrant students and the professional capacity building of the stakeholders. These include: 'Education of Immigrant & Repatriate Students'; "NEW SCHOOL (The school of 21st Century) – The transition: Culture and inclusion of social groups at risk into elementary education "(2010-2012); "Program for the education of minority children in Thrace 2010-13"; INTER-TIE (INTEgrated Training System for Trainer in Intercultural Education); 'Intercultural Education Activities in the Secondary Education by strengthening transnational cooperation' and others.

In terms of Roma children, special preparatory programmes are applied. Special classes are set up which are attended by Roma children of various ages, until they can be integrated into public schools. At the same time, the attendance of Roma children is facilitated by the use of a special card of attendance whereby Roma children are accepted in any school with this card when they have to move to other regions due to their family working conditions. A Joint Ministerial Decree by the Ministers of Economy and Finance, National Education and Labour and Social Security established financial assistance to low income Roma families that enroll their children in compulsory education.

Increasing and strengthening the migrant teaching force

General policy measure: Greece: All persons seeking a teaching position in Greek public and private schools must have graduated from either a Greek university or similarly credentialed institutions of higher education abroad. All graduates seeking licensure must hold such a degree and then sit for and pass National Teacher's Examinations. Those persons with a degree from a foreign university must have their higher education degree recognized by the Greek State and where the degree program abroad differs from that of Greece are requested to attend and successfully pass specific Greek university courses. The academic recognition agency is the Hellenic National Academic Recognition Information Center (**Hellenic NARIC**) (**ΔΟΑΤΑΠ - ΔΙΕΠΙΣΤΗΜΟΝΙΚΟΣ ΟΡΓΑΝΙΣΜΟΣ ΑΝΑΓΝΩΡΙΣΗΣ ΤΙΤΛΩΝ ΑΚΑΔΗΜΑΪΚΩΝ ΚΑΙ ΠΛΗΡΟΦΟΡΗΣΗΣ**). While providing the wherewithal for Greek nationals to have their foreign university degree's recognized, it also provides the opportunity for non-Greek nationals and by extension immigrants, to have their foreign academic credentials recognized and thereby be eligible to take the National Teacher's Examination and ultimately be eligible to teach.

Over the last ten years the number of foreign born migrant students residing as well as those born in Greece has increased as they graduate upper secondary school and sit for the national university entry examinations. The exact number is not known as they do not constitute a separate statistical category.

Targeted policy measure: Greek Law provides for a special quota of 0.5 % for the admission of minority students (Muslim Minorities of Thrace) to Greek higher education institutions. When the new Law was put into force in the academic year 1996-1997, 70 minority students out of 84 candidates were admitted to higher education institutions. In the academic year 1997-1998 the number increased to

114 students while during the year 1998-1999, 112 students were admitted. The Ministry of Education has also initiated the procedure for the integration of the Special Pedagogical Academy of Thessaloniki – from which the teachers employed in the minority schools graduate - into the University Education system. The number of Muslim Minority students entering and completing Greek university teacher education programs has also increased.

Plans and policy development

Prior to the advent of the current economic crisis, various policy plans were in discussion related to among other things, the teacher qualifications, training, and evaluation. Aside from the policies targeting minorities as well as the general policies that also serve minority students mentioned earlier, there are no new policy plans under development. This in large part is a consequence of the current and protracted economic crisis and the necessary as well as onerous fiscal cutbacks and redundancy reduction efforts on the part of the state (school building closure, school consolidations, thousands of teacher retirements and a single digit annual teacher hiring figure, school program funding cutbacks, etc.). Projects utilizing National Structural Fund mechanisms continue to be sought to support ongoing professional capacity building efforts for teachers and stakeholders working in the areas related to intercultural and migrant children's education.

7. LATVIA

Date

2012-07-03;11:02:52

1.) Title

Bilingual education

1.) Goals of the measure

In Latvia, where most new migrant families come from the same countries as the existing Russian-speaking minority, minority and migrant children can attend schools with bilingual education, where their mother tongue is used as one of the languages of instruction (together with the state language, Latvian). The goal of the measure at political level differs from pedagogical level (the measure emerged as a political compromise, and was initially intended as a transition measure for schools with Russian language of instruction, but became a permanent feature of the education system, and owing to the work of professionals in teacher training and curriculum development, became a vehicle of improving professional quality of schools).

1.) Group for which the measure is designed

Students, whose mother tongue (Russian, Ukrainian, Polish) differs from the majority language.

1.) Content of the measure - activities

Teacher training (inservice), curriculum and textbook development (the same curriculum as in majority schools, but delivered in two languages)

1.) length

bilingual education has been gradually introduced since 1998, and

1.) scope (how many schools/teachers are involved)

170 schools, exact number of teachers unknown

1.) budget

Because of the political reasons of introduction of bilingual education, it was supported, in 1996-2006, by the European Commission, UNDP and a number of other donors, the total budget of introducing bilingual education during that period was about 6 million EUR. Currently, some support for further development

of teaching aids and teacher training comes from government budget and from the European Social Fund.

1.) starting date

1998

1.) closing date

the measure is ongoing. no closing date planned

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

1) The adopted models of bilingual education ensure the preservation of mother tongue and a successful acquisition of majority language. without lagging behind in terms of academic achievement. This is achieved by the right type of bilingual programmes. 2) most staff implementing bilingual programmes have been through in-service training about methods of bilingual education. and many have attended intercultural education training.

1.) Have effects been investigated, if yes, how and what are the effects?

Results of national tests (at the end of the last year of upper secondary school) show that students in schools implementing bilingual education as a rule have the same average level of academic attainment as students in mainstream schools (studying usually in their mother tongue). Majority language proficiency among students of bilingual programmes is usually high. and mother tongue proficiency is also high.

2.) Is the practice a national project, regional project or a a local project?

1

3.) Structural or incidental measure

1

5.) Is the practice a national project, regional project or a a local project?

-1

6.) Structural or incidental measure

-1

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

Until recently. no structural measures of this type were in evidence in Latvia.

However, since 2010, the Latvian language agency (under the Ministry of Education) has been developing teaching aids and other forms of support for teachers to work with students without any previous knowledge of Latvian or Russian. So far, it is too early to judge about the effectiveness of these measures. The Law on Education was changed in 2010 to guarantee access to free public education to all children under 18, including migrants with temporary residence permit and asylum seekers and illegal migrants as long as they are in the Latvian territory.

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

Teacher evaluation that has been gradually introduced since 2010 (as part of a European Social Fund project, which has covered about 1/3 of all teachers in Latvia to date) should increase teachers' awareness of the fundamentals of quality teaching - e.g. assessing the learning needs of all students in the classroom, making sure that all students follow the pace of the teaching, etc.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

Teacher evaluation includes an important element of reflection on how the teacher identifies the learning needs of the students and works with those. Also the in-class observation by peers or senior teachers from other schools (part of the teacher evaluation procedure) includes assessment criteria related to the learning environment in the classroom. Improving the learning environment and increasing the teachers' awareness of learners' individual needs should have beneficial effect also on the learning of migrant and minority children.

10.) What are current national plans?

There is no special national plan in Latvia for improving the educational position of children with migration background.

10.) What are current local plans?

Riga City Integration Strategy does not have new migrants as a special target group, however, students with migrant background may benefit from some measures suggested in it (e.g. more resources for language teaching, teachers' assistants where possible).

10.) How do you explain these developments? (or lack of developments?)

There is little inward migration in Latvia currently. The presence of second- and third- generation migrants from Soviet republics is long acknowledged in the education system by the presence of bilingual programmes in primary and secondary

schools. Currently there is no political will for a new strategy aimed specifically at improving the education situation of migrants.

Name

Maria Golubeva

Country

Latvia

8. LITHUANIA

Date

2012-07-12;15:15:50

1.) Title

Training of teachers working in schools that provide education in national minority languages

1.) Goals of the measure

The measure is implemented in the framework of the new law on Education (17 March 2011. No XI-1281. Available at: http://www3.lrs.lt/pls/inter3/dokpaies-ka.showdoc_l?p_id=407836). Under the law minority schools in Lithuania are to increase the hours of Lithuanian language teaching and introduce several subjects (history of Lithuania. geography and civil education) in Lithuanian language. Given the fact that teachers working in minority schools are of minority background themselves, they might not have a required level of Lithuanian language (3d level (the highest) is required). Therefore. within this measure the teachers are provided additional in-service training to improve the knowledge of Lithuanian language to be able to teach it as a second language to minority children or give instructions of other subjects in Lithuanian language.

1.) Group for which the measure is designed

Minority teachers working in the minority schools

1.) Content of the measure - activities

Training for teachers in Lithuanian language. upgrade of qualifications of geography and history teachers

1.) length

continuous

1.) scope (how many schools/teachers are involved)

all minority schools (55 polish schools. 36 Russian schools. 1 Belarussian school)

1.) budget

within national budget, exact amount is not available

1.) starting date

the law entered into force on 1st of September 2011, since that time all bilingual schools had to introduce additional hours of Lithuanian language. and lessons on history and culture in Lithuanian. However. not all teachers possessed sufficient qualifications for such a change. Therefore. the actual implementation was postponed to September 2012 and teachers received intensive training and qualifications upgrade during the gap year

1.) closing date

still going on

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

the national scale of the measure allows providing full coverage and creating equal opportunities for minority children along with native Lithuanians (especially in entering higher education institutions).

1.) Have effects been investigated, if yes, how and what are the effects?

The effects have not been investigated yet. First trained teachers will start working in the following September only.

2.) Is the practice a national project, regional project or a local project?

1

3.) Structural or incidental measure

1

4.) Title

My student is a foreigner („Mano mokinys – užsienietis“)

„

4.) Goals of the measure

The project was implemented under the Ministry of Social Protection. The goal was to increase awareness of teachers about diversity and to assist in working with foreign students. According to local surveys 4/10 teachers do not have experience at all in working with immigrant students. 45 prc. of the respondents see immigrant students as a challenge and only 5 prc. as a new opportunity (Available at: <http://portalas.emokykla.lt/naujienos/Puslapiai/Naujiena7058.aspx>).

„

4.) Group for which the measure is designed

Teachers working with immigrants or repatriated children

4.) Content of the measure - activities

Discussion network with teachers, sharing experience and practices, courses and seminars for teachers

4.) length

1 year

4.) scope (how many schools/teachers are involved)

394 teachers out of 21 schools

4.) budget

within national budget (exact amount is not available)

4.) starting date

2011

4.) closing date

18 May 2012

4.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

The participation was voluntary, however. still the seminars showed quite a high turnover.

4.) Have effects been investigated, if yes, how and what are the effects?

There was no official investigation taking place, however. the responses of participating teachers were positive mentioning that their knowledge and competences have increased.

5.) Is the practice a national project, regional project or a local project?

1

6.) Structural or incidental measure

2

"

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

There are only scarce measures in the area of professional capacity specifically designed to benefit migrant children (besides good practice mechanisms mentioned in the previous section). As migration rate in Lithuania is still very low. the major focus of education policies is on minority education. Lithuanian

government aims to design a good quality bilingual education in the country – this was basically the reason for amending the current Law on Education (17 March 2011. No XI-1281). The general aim is to improve opportunities of minority children in societal integration by more intensive learning of Lithuanian language and culture. This broad measure includes reforms of minority school education and development of teachers' capacities in minority schools. Lithuanian education centre together with the Ministry of education organize courses of Lithuanian language for minority teachers and improvements of qualifications in history, geography for those subject teachers. However, often such a policy is criticized for being one way measure, aiming at intensive integration of minorities into the society, without paying a proper attention to intercultural education of native students. Measures designed for migrant students in particular are rather scarce and incidental at the moment (basically, because there were not huge inflows of migrants to the country, because of restrictive immigration policies and national composition of migrants entering the country). MIPEx data also confirms that some development in teacher training (intercultural education and addressing migrant' needs) are taking place, but they are very recent.

“ ”

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

General policy measures include in-service and pre-service training for teachers with the purposes of improvements of their qualifications. Basically it takes form of lectures and discussions where teachers can share their experience as well. There are over 40 thousand teachers in Lithuania (in academic year 2009-2010 the total number of teachers, including vocational school teachers, was 43.710). During an academic year, teachers have to allocate five days for the improvement of their skills. Every municipality has a teacher education centre, in which teachers can upgrade their qualifications. These services are also provided by various private institutions. There is a system implemented for the teacher performance appraisal. The Regulations of the Teacher Performance Appraisal specify four teacher qualification categories: teacher, senior teacher, teacher-supervisor, and teacher-expert. Since 2010, students who enter pedagogical studies have to take a motivation test. The motivation test enables the institutions to select the most motivated students. Future pedagogues with the best achievement results receive an incentive - an additional target grant of 400 litas (approx. 115 euros). Education programmes for teachers include courses

on intercultural education and diversity. There are also educational programmes for minority language teachers.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

Minority and migrant children along with the rest of students would benefit from higher quality and better prepared teachers.

"

10.) What are current national plans?

The national plan is to develop an adequate system of bilingual education and prepare teachers to work and contribute effectively to such a system. As there is an increasing inflow of migrants to the country, the Ministries organize a number of seminars to prepare teachers to meet foreign students' needs. MoE is now implementing a programme for teachers dealing with foreigners. The project encompasses a number of lectures for teachers.

"

10.) What are current local plans?

The Lithuanian system is centralized to a great extent, and schools follow the national guidelines and policies.

"

10.) How do you explain these developments? (or lack of developments?)

The focus of the national government on minority education is explained by the large shares of Russian and Polish minorities in Lithuania. The low educational attainment of minority children and "separation" of education within the country (separation of Russian and Polish schools from Lithuanian ones) led to the adoption of new Law on Education which emphasizes the importance of intensive Lithuanian language and culture teaching in minority schools. The lack of measures tackling migrants is explained: 1) by relatively small numbers of migrants in the country, 2) by ethnic composition of migrants – they are mostly coming from Russian speaking countries and join ethnic minority's schools, which in turn does not create an acute problem of placing and integrating them.

"

11.) If you have any further remarks in this area, please state below:

Lithuania is a not experience country in terms of accommodating migrants, therefore, all the policies are rather pilot and have not been investigated thoroughly yet.

Name

Public Policy and Management Institute

Country

Lithuania

9. THE NETHERLANDS

SIRIUS network on migrant education

Questionnaire Working Package 2

Final version

July 25/ August 24, 2012

Guido Walraven **)

1. Good practice

Please describe policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children that may be described as good practices (in terms of innovative character, or in terms of effects).

The good practice is the training for professionals working in early childhood education, a program called 'Vversterk' in Dutch. (There is an English language brochure about the program: J. Aarssen, Vversterk: Strengthening Early Childhood Education and Care. Utrecht: Sardes.)

Goals of the measure

'Vversterk' is a national program to enhance the quality of early childhood education by giving training and support to professionals.

Group for which the measure is designed

The target groups are professionals with a direct or indirect link to early childhood education. The core target groups are the ones with a direct link: playgroup workers, nursery nurses, teachers in groups 1 and 2 of primary education (for students aged 4 and 5). There are special modules for the professionals with an indirect link to early childhood education: teachers in special education, managers in organizations for early childhood education. Information is available for local policymakers and training staff for professionals in playgroups, nurseries, education.

Additional target groups are teachers and curriculum developers at teacher colleges and vocational colleges.

Is the practice a national project, regional project or a local project?

National

Content of the measure:

- Activities

For professionals with a direct link to early childhood education:

- Basic training (of 8 modules)
- Advanced training (of 8 modules; participants select five modules).

For professionals with an indirect link to early childhood education:

- Module for teachers in special education and nurseries for disabled children
- 2 modules for managers.

- Length

A module is 4 hours.

- Scope (how many schools/teachers are involved)

2006 – 2010 12.509 professionals in early childhood education were trained. From the start of 2010 until the Spring of 2011 another 2962 professionals did the basic training (77% from nurseries, 17% from playgroups, 6% from primary schools; all together from 832 organizations). The 8 modules were attended by 5698 professionals. The two modules that were most popular were social-emotional child development (23%) and language (20%).

The total amount of professionals in early childhood education is estimated at 70.000. For the years 2010 – 2014 professionals with an indirect link to early childhood education were added to the target groups.

- Budget

2010 – 2014 almost 30 billion euros

- Starting date/ closing date

After a period of preparation the program started in 2006 for a period of 4 years and in 2010 another period of 4 years was added.

Structural or incidental measure

Structural

Critical success factors

Evaluation of the effects is planned for 2013. However, people from the program team mentioned some factors in terms of:

1) conditions

- Continuous and long term support.
- Development of the programs in co-operation with the professionals in the field.
- Financial compensation for replacement of professionals during training of the other professionals.
- Support from management at local level.
- Legislative support and compulsory training.
- Development of a national quality framework for the inspection of ECEC (Inspectorate of education, 2008).

2) quality of staff

- Experienced trainers for the target group.
- Being able to adapt to the level of the professionals being trained.
- Coaching on the job.
- Being able to mediate in different views on education and development for younger children (debate about playing or learning).
- Experts in language and general development of younger children.

3) other

--

Have effects been investigated, if yes, how and what are the effects?

Evaluation of the effects is planned for 2013, reports are expected for 2014.

There are reports on the background of the professionals attending the trainings, however. The most recent one is: P. Muller and O. Abell, Bereikanalyse Vversterk 3: Tussenrapportage 1 -- voorjaar 2010, najaar 2010, voorjaar 2011. Utrecht: Sardes, augustus 2011.

2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

In the Netherlands there are no policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children, since the current policies tend to be 'color blind' (see question/answer 3). So in the initial training of teachers for primary or secondary education there are in general no specific measures. As far as the supply for further

professional training or the in-service training provision is concerned, there are a number of courses and trainings. However, most of them are small scale and somewhat ad hoc. Two exceptions are the training for professionals working in early childhood education and the training for teachers working in preparatory classes. Both are focused on general language skills in Dutch, and we know the vast majority of the target population has a migrant background, so eventually both trainings affect for the most part students with migrant backgrounds.

3. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

Policy measures in the general domain of professional capacity

For professional teachers there is an annual budget for in-service training. Schools and school boards can choose their own focus for in-service training and make that focus and other choices part of their (obligatory) plans for professionalization.

The fact that priority policies are ‘color blind’ does not necessarily mean that schools and school boards cannot choose teaching for diversity as one of their focus points. Especially schools with substantial groups of students with migrant backgrounds might consider to make such a choice, e.g. because they experience the role of cultural and ethnic diversity in their everyday classroom practice. Or because there is external pressure to make such a choice, e.g. suggestions from the Inspectorate.

The general area of professional capacity is often framed in terms of the model of effective schools and effective school improvement. Most recently, Hargreaves and Fullan (2012) have developed the concept of ‘professional capital’ to describe what is necessary in that area. Effective teaching for the whole profession is a product of three kinds of capital, human, social and decisional, amplifying each other. The emphasis in the Netherlands is currently mostly on human capital.

Educational priority policy

The current situation is that at the policy level the Netherlands makes no distinction between students based on ethnicity (additional funding in schools is based on the educational level of the parents). The national educational priority policy included criteria of ethnicity for decades. From August 2006 onwards, however, only the socio-economic status (SES) of the parents (in terms of their

level of education) was taken into account. Therefore the priority policy is now 'color blind'.

An important element in the educational priority policy is the system whereby the resources allocated to a school are determined on the basis of the SES composition of the school population. That weighing system has attracted quite some international attention.

Currently around 730 billion euros a year are spent on the educational priority policy. About 35% is distributed based on the educational level of the parents, 20% is distributed based on a characterization of the neighborhood of a school as a problem area, and about 45% goes to the local government for early childhood education (in the pre-school and early school years).

The weighing system described here is in place for primary education; in secondary education there is a system to allocate resources that works along similar policy lines.

Apart from schools, playgroups (for ages 2,5-4 year) are actively involved in the implementation of early childhood programs.

Other relevant policy elements

In line with the effective school model the OECD (Quality and Equity, 2012) has identified some major policy elements for migrant education. These are:

- Eliminate system level obstacles to equity
 - Eliminate grade repetition
 - Postpone tracking to upper secondary
 - Manage school choice to avoid inequities
 - Make funding responsible to needs
 - Design equivalent upper secondary pathways
- Support low performing disadvantaged schools
 - Strong school leadership
 - Supportive school climate
 - Quality teaching
 - Effective classroom strategies
 - Parental and community engagement
- Invest early and through upper secondary

In the Spotlight Report: the Netherlands (OECD: 2012 pp 8-9) the current situation regarding those policy elements is summarized as follows:

Grade repetition. When looking at the cumulative percentage of grade repetition, PISA 2009 shows that 27% of Dutch students indicated that they have repeated at least one school year by the time they reach 15 years old [Figure 2.1], which is above the OECD average of 13%. Grade repetition is often ineffective in raising educational outcomes and can contribute to dropout. Reducing grade repetition implies developing effective alternative strategies, implementing policies aiming at culture change in schools and classrooms as well as supporting and improving teachers' skills to teach in classrooms with more diverse attainment levels and respond to individual weak performance early on.

Student selection. Students are tracked when they are 12 years-old, earlier than in many other OECD countries [Table 2.2]. Tracking should be postponed to upper secondary education since early selection hinders equity without necessarily enhancing overall student performance. Currently, the Netherlands provides options to students to change tracks and there is relative mobility between options. Additional alternatives can be suppressing low level tracks and providing high curricular standards in all tracks.

School choice. The Netherlands is one of the OECD countries with the highest levels of school choice. There are different efforts to desegregate schools to ensure a more even distribution of students from diverse backgrounds, including school choice procedures such as experiments with central subscription systems and the introduction of double waiting lists, pilots and more information to parents. This is supplemented with funding for disadvantaged schools, reviewed below.

Education funding. The Netherlands has school formula funding that includes additional weights for disadvantaged students. Taking into account the different instructional costs of students is key to ensure that schools receive sufficient funding to support disadvantaged students.

Upper secondary completion. Successful completion of upper secondary programs is similar to the OECD average. Since wrong educational choices account for a large number of dropouts, providing more guidance to help students make better-informed choices could increase completion rates. In addition, making academic and vocational tracks equivalent by improving the quality of vocational education and training and smoothing transitions throughout the different levels of education are avenues to completion.

Low performing disadvantaged schools. In the Netherlands, a higher proportion of disadvantaged students attend schools with students from better-off backgrounds than the OECD average [Figure 3.4]. Improving education in disadvantaged schools can mitigate the impact of disadvantaged student background and reduce school failure. To do this, policy makers need to help disadvantaged schools by developing and supporting specialized school leadership, fostering positive and supportive school environments, training, recruiting and retaining quality teachers with incentives for these schools, ensuring effective learning strategies and linking them to parents and communities.

Schools, parents and communities. Recent initiatives have taken place in the Netherlands to increase parental engagement in the education of their children, particularly in the case of migrant families. Also, community schools have been created to integrate out-of-school services, such as childcare, health and welfare services, sports and cultural institutions. This is particularly beneficial for disadvantaged students in order to provide them with an out-of-school environment more conducive to learning.

3. B. what basis do you think the policy measure will support migrant or minority children?

International comparative reports on migrant education show, that students with migrant backgrounds in the Netherlands perform rather well academically. The question is, however, to what extent the implemented policy measures are effective; in other words to what extent the effects that evaluation research shows can be attributed to the implemented measures.

Another question is where there is room for improvement of the (implementation of the) policy measures. For instance the weighing system has been in place for several decades and has been evaluated many times. We therefore know the extra money for students at risk need to be earmarked and schools should be held accountable for the designated budgets. If and when the earmarked budgets are spent with the focus on the educational targets and by using programs and methods that are both sensible to diversity as well as evaluated, then the weighing system can make a difference for students at risk. So we know much about the conditions for success of the weighing system. We also know it is difficult for schools to fulfill those conditions. The national government is currently exploring options for improvement of the system (see question/answer 4) and some of the conditions for implementation are taken into account during the exploration.

4. Please describe the current situation regarding policy development in the area of professional capacity focused on improving the educational position of children with a migrant background.

What are current national plans?

In a recent Letter to the Parliament (June 1, 2012), the Minister of Education discusses the state of affairs regarding the national educational priority policy. There currently is a debate on whether or not it is wise to take the cultural factor into account (again). The minister has asked a research institution to explore the knowledge base on that point and to come up with options for measures. She wants a type of budgeting that assures the money is going where it is needed.

The quality of school leaders and teachers is currently being improved, she states.

As far as educational results are concerned, she uses a narrow definition of 'quality', congruent with the 'back to basics' approach with a focus on language and arithmetic. The hypothesis of her policy is that improvement of that (narrow) quality will 'in the end' be helpful for all students, and therefore no specific measures for students with migrant backgrounds are needed. Although few would doubt that improvement on language and arithmetic might 'in the end' help all students, some experts doubt that no specific measures for students with migrant backgrounds are needed.

Nevertheless the minister recently agreed with the branch organization of school boards in primary education to give attention to the social-emotional development of students, which is part of a broader definition of 'quality'.

What are current local plans?

The local government and all the school boards are obliged to discuss a Local Educational Agenda every year. Some points on the agenda are obligatory, for instance combating segregation and promoting integration. Others are advised by the national government.

Local plans vary according to the political color of the local government coalition and the consensus among the local school boards to take action on specific points on the agenda. In many cities a 'back to basics' trend is visible: a focus on general (and narrowly defined) quality and no room for specific measures for migrant students. Sometimes the generic approach has important effects for migrant students, for instance when measures are implemented to decrease the number of

‘weak performing schools’, since schools with substantial groups of students with migrant backgrounds are over-represented among schools that are given the label ‘weak performing’ by the national inspectorate of education.

How do you explain these developments? (or lack of developments?)

The Dutch political situation is characterized by coalition governments, both at the national and the local levels. It is a matter of political priority to put migrant education higher on the agenda. Centre – left wing coalitions tend to put migrant education higher on the agenda than centre – right wing coalitions.

Some (English language) literature

Background report Migrant Education (SCP report on the Netherlands)

<http://www.oecd.org/dataoecd/8/21/42485352.pdf>

Closing the Gap

http://www.oecd.org/document/53/0,3746,en_2649_39263231_44870901_1_1_1_1,00.html

Review Netherlands

<http://www.oecd.org/dataoecd/19/22/44612239.pdf>

Pointers for policy

<http://www.oecd.org/dataoecd/33/20/45053539.pdf>

Teaching for diversity

http://www.oecd.org/document/38/0,3746,en_21571361_49995565_44572006_1_1_1_1,00.html

Cultural contrasts

<http://www.movisie.nl/smartsite.dws?ch=def&id=116428>

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10. ROMANIA

Date

2012-08-09;17:42:30

1.) Title

ROMA CAPACITY BUILDING IN EDUCATION

1.) Goals of the measure

To help support those elements of education which are specific to this ethnicity. such as their language. culture and history. not only for this minority but for sharing with the majority society as well. To build capacity within the Roma community itself in education. To support the professional development of Roma teachers and their involvement in the education of Roma students. To fill the gaps in existing educational materials in Romania involving Roma. for both majority and minority pupils. To provide a model for older dropouts to gain an elementary education and to receive job training.

1.) Group for which the measure is designed

Roma ethnic minority

1.) Content of the measure - activities

This was not one program. but rather was made up of different components. namely a) support for Roma teachers. b) educational materials development. and c) vocational training for older dropouts.

1.) scope (how many schools/teachers are involved)

teachers from 75 schools, 350 students in second chance program

1.) budget

approx 600.000USD

1.) starting date

1999

1.) closing date

2002

1.) Critical success factors (in terms of 1) conditions, 2) quality of staff or 3) other)

- legal framework (provided by Romanian MoE based on formal agreement)
- teaching staff quality and commitment, involvement of school mediators specialized in working with Roma people, - funds

1.) Have effects been investigated, if yes, how and what are the effects?

There was an impact study concluded in 2003. Based on the conclusion, the project was taken over by Romanian MoE and scaled up at national level. It was continued since 2009 using pre-accession funds (PHARE projects). World Bank and Council of Europe financial support. Currently the program is functioning in all regions of Romania and is included, as a major priority, in the Law of Education.

2.) Is the practice a national project, regional project or a local project?

1

3.) Structural or incidental measure

1

5.) Is the practice a national project, regional project or a local project?

-1

6.) Structural or incidental measure

-1

7.) 2. Please describe in general terms: the policy measures in the area of professional capacity specifically designed to improve the educational position of migrant or minority children in your country.

Except the general strategies for professional development of teachers and/or school staff, there is no special provision on building school (and teacher capacity) to develop a high quality educational offer for immigrant children. There is a clear legal and curriculum framework for offering mother tongue classes, special courses on history and civilization of ethnic minorities, textbooks and support materials were produced and translated for ethnic minorities' students. In the last decade, there were national and local strategies and programs for promoting multicultural and intercultural education and for Romanian language teaching (approaching Romanian as modern/foreign language). Still, for primary and secondary education, these developments are focused, as mentioned, on national ethnic minorities without especially considering immigrant students. Except the provisions in the Law of Education stipulating the right of immigrant students to follow one school year for learning Romanian language, there is no curriculum or teaching support specifically designed to improve the educational position of migrant children.

8.) 3A. Please describe in general terms: the policy measures in the general area of professional capacity that may support migrant or minority children as well.

The Law of education (2011) promotes a set of general principles that guarantee (among other) “cultural identity for all Romanian citizens and intercultural dialogue”. “rights to those belonging to national minorities. the right to keep. develop and express their ethnical. cultural. language and religious identity”. These are meant to create the general frame for educational policies that support minority children and may support migrant children as well. In this respect. as previously mentioned. mother tongue education is strongly supported as well as minority or multicultural educational institutions and schools. Teacher training programs. curricular provision. textbooks and support materials are available for minority students in minority languages. With respect to immigrant students. according to “Migrant Integration Policy Index III” 2011. Romania is scored at 20 (unfavorable) – “school does not operate as a motor for integration of immigrant students”.

9.) 3B. On what basis do you think the policy measure will support migrant or minority children?

Most of the considerable developments (in terms of legislation. strategies and programs) in the area of ethnic minority education could be rather easily adapted for immigrant children/students. Still. there is a real need to further invest in education for “small ethnic minorities” as well in teacher initial and continuous professional development.

10.) What are current national plans?

No national plans identified.

10.) What are current local plans?

There are few local projects targeting mostly adult education (especially counseling and Romanian language teaching) and integration on labor market. No specific programs or projects for students in general or secondary education.

10.) How do you explain these developments? (or lack of developments?)

Immigration phenomenon is just emerging in Romania if we consider the statistics provided by the Romanian Office for Immigration. According to the statistic bulletin for the first semester of 2012. 57.660 legal immigrants were registered (57.259 from non-EU countries and 401 from EU countries). Out of those. only 2.165 are school age (students in primary and secondary education) and 9.419 are higher education students. So. this might be one of the reasons

why there is still a weak development in the area of educational plans and strategies for migrant children.

11.) If you have any further remarks in this area, please state below:

In the general strategies of Romanian MoE there are areas of actions targeting schools and teachers working in communities with ethnic minorities. Among those, the most important are the national and local projects and programs targeting Roma minority developed in the last 15 years. There are very few initiatives targeting especially minorities and almost no initiatives (as mentioned before) targeting children with migrant background.

Name

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Country

Romania



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