

SIRIUS

WP 1 – National Round Tables

Comparative Report on National Round Tables within the SIRIUS Network

Draft version January 2014

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1 Structure of the report

The reports is structured by two main chapters: The first chapter provides and overview of the National Round Tables (NRT) regarding their topics, the profiles and numbers of participants, the structure and different parts of the events (presentations, working groups etc.), and the main conclusions.

The second chapter takes a closer look at the content of the NRTs – the discussed issues and respective recommendations and challenges. An attempt was made to organize the content chapter in a similar manner as was done for the chapter on “Perceptions on the implementation of the Council conclusions on the education of children with a migrant background” of the Report on National Policy Implementation Processes”¹, which is based on a synthesis of Focus Group discussions in the members states of the SIRIUS Network, in order to enable a comparison between the arguments of both events.

2 Structure of the National Round Tables

The bases for the report are the National Round Table Reports of twelve countries: Croatia, Cyprus, Estonia, Flanders, Germany, Hungary, Latvia, Lithuania, the Netherlands, Norway, Portugal, and Spain. National Round Tables were held in these countries between May and December 2013.

The numbers of participants ranged from 20 up to 78. It was desirable that the event would be organized in cooperation with the national or regional Ministries of Education (MoEs) in order to strengthen their involvement and the cooperation within the SIRIUS Network and on the national level. Some countries faced challenges in the cooperation with the MoEs in this regard. However, in five countries the NRT was organized as a cooperative activity between the MoE and the SIRIUS partner (Estonia, Flanders, Germany, Latvia, and Norway). However, MoEs and other local and state authorities were among the participants at eight NRTs, which indicates their interest and will of involvement in the discussed issues in the field of migrant education². Other groups of participants, which were represented at nearly all NRTs included NGOs and other civil society actors, Universities and research institutions, teachers and schools.

Most countries choose to conduct their NRT on the general topic of “Education of children with a migrant background” in their national context, whereby focusing on issues which are of particular relevance in their countries and were identified as such in the Focus Group discussions of 2012 (Croatia, Latvia, Lithuania, Hungary, Norway, Portugal, Spain). Two countries chose the issue of “Language diversity and second language teaching” as their leading issue for the NRT (Cyprus and Estonia). One country focused its NRT on “Teacher training with regard to equal education opportunities for children and youth with a migrant background” (Germany). The issue of Early School Leaving (ESL) was recognized and discussed at all NRTs, but two countries focused their NRT particular on that issue (Flanders and the Netherlands).

All NRTs were conducted as one-day events with presentations of experts and discussions among all participants (group discussions, working groups, plenum discussions).

Table 1 provides an overview of the NRTs of each country.

¹ <http://www.sirius-migrationeducation.org/?portfolio=report-on-national-policy-implementation-processes>

² Of four National Round Tables there was no information provided on the profile of the participants.

Table 1: Overview of National Round Tables 2013, by countries

Overview of the National Round Table in Croatia

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Croatian National Round Table: "Education of children with migrant background" Zagreb, 3rd October 2013	Forum for Freedom in Education (University /Research)	Ministries: 2	<u>1.Part:</u> Theoretical presentation <u>2.Part:</u> Presentation of good practice examples <u>3.Part:</u> Workshops on school/local community as the carrier of interculturality, learning Croatian as foreign lang; development of teachers competences for work with children with migrant background	1) Faculty of Philosophy & Social Sciences	Frameworks for inclusion of migrant students in language edu. /1		1) Ensuring systematic education of teachers within the school 2) Collaboration and support between schools and parents 3) Raising awareness of interculturality among teachers and students 4) Production of leaflets and flowcharts, both for parents and schools 5) Establishing mobile teams for providing support in education and youth work.
		Local/ state Authorities: 3		2) Forum f. Freedom in Edu.	Results of national research /1		
		NGOs & Other civil society Actors: 13		3) Ministry of Edu., Science & Sport	Edu. of migrants within the inclusive edu. policy; regulations aimed at the edu. of students with insufficient knowledge in Croatian/2		
		University/ Research institutions: 11		4) Governments Office for Human Rights & Rights of National Minorities	Action plan for the removal of obstacles in achieving rights of immigrant integr./1		
		Teachers/ Schools: 30		5) National Agency for Edu.	Projects on education of Cr. as a foreign lang.; development of personal, profes., social and organis. competences of teachers/2		
		Total No. of Participants: 78		6) Center for Peace Studies (CMS)	Support and protection of asylum seekers/1		
				7) EDU Centar	Importance of civic edu. in the context of migrant edu./1		
				8) Elementary school	Impact of projects introduced in present. 5) on target groups; description of project on integration in multicultural environment/2		

Overview of the National Round Table in Cyprus

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Cyprus National Round Table: "Managing language diversity and second language teaching in the Cyprus Educational System" Nicosia, 18th October 2013	Cyprus Pedagogical Institute (CPI) and the Aristotle University of Thessaloniki	Local/ state Authorities: 4	<u>1.Part:</u> Presentation of educational context & preliminary discussion <u>2.Part:</u> Presentation of the program of the University of Thessaloniki and its practical application <u>3.Part:</u> Process of "compare and contrast" to create a framework for managing language diversity	1) In service Teacher Training Department of Cyprus Pedagogical Institute	Presentation of the SIRIUS network and introduction / 1		1) Second language learning is of national benefit 2) The key issue of education of students with migrant background is teacher training 3) The school achieves its aims, if teachers are working and cooperating efficiently, respectfully and are interested in their professional development.
		NGOs & Other civil society Actors: 0 (but points of view were sent)		2) Cyprus Pedagogical Institute	Situation on language diversity and second language education/2		
		University/ Research institutions: 6		3) Secondary School in Nicosia	Presentation of concrete experiences regarding the implementation of the proposed measures / 1		
		Teachers/ Schools: 10		4) Cyprus Pedagogical Institute	Chairing of discussion on the lack of information on implemented policies and the need for a holistic approach on the issue as well as the need for differentiation regarding regulations and teacher training /0		
		Total No. of Participants: <u>20</u>		5) Aristotle University Thessaloniki	Presentation of the program "Integration of migrant and foreign students" with a theoretical focus / 1		
				6) Secondary and Primary school teachers from Thessaloniki	Examples of advantages of program introduced in presentation 5) for the enhancement of learning of students and of professional development of teacher training / 2		

Overview of the National Round Table in Estonia

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Estonian National Round Table: "Students with different mother tongue in Estonian schools: attention, awareness and support at school level" Tallinn, 26th September 2013	Praxis: Center for Policy Studies in cooperation with the Estonian Ministry of Education	<i>Only data on speakers</i>	Presentations and fruitful dialogue between participants	1) University of Tallinn	Presentation of results from longitudinal studies on students with different mother tongue and school effectiveness in Estonia / 1		
				2) MindPark Estonia (Research Institute)	Presentation of the most recent research on new migrant students in Estonia / 1		
				3) Estonian Ministry of Education and Research	Presentation of the state of the art and current policy perspectives related to students with a migration background / 1		
				4) European Forum for Migration Studies (efms)	Presentation of the SIRIUS network and comparative results / 1		

Overview of the National Round Table in Flanders

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
National Round Table on the prevention of Early School Leaving for pupils with a migrant background 4th October 2013	Vlor - Flemish Education Council in cooperation with the Center for Migration and Intercultural Studies of the University of Antwerp and Payoke	Local/ state Authorities: 2	1.Part: Welcome and introduction 2.Part: Thematic discussion tables 3.Part: Lunch 4.Part: Level discussion tables 5.Part: Conclusions 6.Part: Reflections by the Minister 7.Part: Reception	1) Centre for Migr. and Intercult. Studies; NGOs: 'Jong'; community work Lampeke' and child work 'Fabota' Expertise Network Teacher Training Antwerp	Identity development / 15	Information of parents, good educated teachers, enhanced networks and individual support leading were main themes which aim at a rather individual support than at a reduction of segregation in the school environment.	A lot of proposals and their possible implementation on the school, class, local, regional as well as the level of the Flemish Community were discussed. The NRT proposals are not limited to the policy domain of education. Participants have also formulated cross-sectoral proposals (welfare, work,...), based on the vision that early school leaving is not only the responsibility of education, but of the whole Flemish Community and the federal government.
		NGOs & Other civil society Actors: 9		2) Interculturalism, Migr. and Minorities Research Centre; 'De Buurt' (Primary School); International Committee; IQRA-project of the Federation of Moroccan Associations	Supporting networks / 19		
		University/ Research institutions: 5		3) Steupunt University Ghent; Forum drop out prevention; Teacher coachwork	Teachers who make the difference / 8		
		Teachers/ Schools: 2		4) Faculty of Sociology University Ghent; Umbrella of the free centers for pupils guidance; General education policy, City of Antwerp	Study choice processes / 12		
		Total No. of Participants: 64		5) Second Chance Education; Training Centers for youngsters Arktos; Flemish employment service	The attractiveness and dynamism of alternative learning pathways / 17		

Overview of the National Round Table in Germany

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
German National Round Table: "Teacher training with regard to equal education opportunities for children and youth with a migrant background" Berlin, 2nd December 2013	Federal Ministry for Education and Research in cooperation with the efms (european forum for migration studies)	Ministries: 2	<u>1.Part:</u> Opening and Welcoming	1) Federal Ministry for Education and Research	Opening and welcoming speech /1	1) Introduction of different approaches/initiatives in the fields of teacher training and teacher in-service training 2) Teachers with a migrant background: Relevance and networks 3) Discrimination of teachers and pupils with a migrant background 4) Different school systems in European Countries 5) Language support ("German as second language")	1) The issue of teacher training has gained relevance on the national level through the "Quality Offensive of teacher training" of the MoE and has been an issue between the Laender. 2) It is essential to strengthen aspects of diversity, second language teaching, and teacher expectations in teacher training. 3) Although teacher in-service training is obligatory, its implementation is not sufficient. 4) The networking initiatives of teachers with a migrant background are remarkable. 5) Discrimination of teachers, pupils and parents with a migrant background is an issue in schools. So far, an independent office for respective complaints is not existent; its necessity is stressed out. 6) The suitability of the national school system is a precondition for equal educational chances. Remarkable differences exist among European countries, with the German
		Local/ state Authorities: 4	<u>2.Part:</u> Presentation of the SIRIUS Network	2) efms (european forum for migration studies)	Introduction of the SIRIUS Network / 1		
		NGOs & Other civil society Actors: 8	<u>3.Part:</u> Presentations and subsequent discussions	3) Federal Ministry for Education and Research	Presentation of the "Quality Offensive of teacher training" / 1		
		University/ Research institutions: 7	<u>4.Part:</u> Discussion	4) Referent for intercultural affairs for the Senator of Education and Science in Bremen and rapporteur on migration issues for the Standing Conference of the Ministers of Education and Cultural Affairs	"Pedagogical professionalism in migration society" / 1		
		Teachers/ Schools: 3	<u>5.Part:</u> Lunch	5) University of Cologne	"Professionalization of prospective teachers for intercultural and linguistic education at the University of Cologne" / 1		
		Total No. of Participants: 24	<u>6.Part:</u> Presentations and subsequent discussions	6) Institute for Migration Research and Intercultural Studies and Association for intercultural education and communication (verikom)	"Early school leaving or university degree? Scientific findings about the impact of educational institutions on educational achievements and implications for teacher training" / 1		
			<u>7.Part:</u> Coffee break	7) Network of teachers with a migrant background of Nordrhein-Westfalia	„Project of Teachers with a Migrant Background- A possible bridgehead and engine of an intercultural opening in the school system“ / 1		
			<u>8.Part:</u> Presentations and subsequent discussions				
				<u>9.Part:</u> Concluding discussion			

				8) Head of the unit for teacher training of the Senate Administration for Education, Youth and Science	„Training within and for the immigration society- What is Berlin doing for teacher training?“ / 1		system containing considerable challenges.
				9) Foundation Polytechnische Gesellschaft Frankfurt a.M.	„Good practice of teacher in-service training and the impacts on the policy level- The Diesterweg-School Workshop“/1		
				10) Special consultant for intercultural education and migration at Niedersächsischen Ministry of Education and Cultural Affairs and Member of the intercultural working group of teacher trainers of the federal states	„Intercultural opening of schools in the migrant society as a contribution for education equality and participation“ / 1		

Overview of the National Round Table in Hungary

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Hungarian National Round Table Pécs, 27th September 2013		<i>Only data on speakers</i> NGOs & Other civil society Actors: 2 University/ Research institutions: 7 Teachers/ Schools: 2	1. Part: Registration 2. Part: Opening 3. Part: Presentations and questions 4. Part: Evaluation and Sum-up, Lunch 5. Part: Presentations and Questions 6. Part: Round Table Civil scientific policy brief 7. Part: Evaluation and closing thoughts	1) Hungarian Association for Migrants	<i>Communities:</i> Learners in the Hungarian education system with migrant background / 1		Within the context of equity in the school system, proposals should address the question of how to achieve this equity through a comprehensive approach: structural developments (cooperation, autonomy, monitoring, mentoring); collaboration btwn research and TT; understanding the importance of inclusion and equity; de-segregation --> not that much about language acquisition.
				2) Primary School of Darány	<i>Educational Institutions:</i> Micro-regional education system development and involvement of parents in schools (Inclusive System of Education, ISE) / 1		
				3) University of Szeged	<i>Educational System:</i> Good practices for de-segregation on whole city level / 1		
				4) Dr. Anikó Orbán (Institution unknown)	<i>Legality:</i> The legal environment of Equity Efforts in Hungary and the human rights aspects / 1		
				5) University of Pécs	<i>Equity:</i> Understanding the importance of inclusion and equity issues from the aspect of quality education / 1		
				6) University of Pécs	<i>Efficiency:</i> Importance of dialogue among communities and education institutions / 1		
				7) University of Pécs	<i>Understanding:</i> Understanding differences - Importance of neurodiversity issues / 1		
				8) Eötvös Lóránd University Budapest	<i>Intercultural Competences:</i> An intercultural competence model from the Pestalozzi Network of the Council of Europe / 1		
				9) University of Pécs	<i>Task for democracy:</i> Transversal Skills, Attitudes and Knowledge for democracy - a competence based model of Pestalozzi Network / 1		

Overview of the National Round Table in Latvia

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Latvian National Round Table "WE only, no THEY in school" Riga, 14th May 2013	Global Development Institute in collaboration with the Ministry of Education and Science	Ministries: 2	1) Analysis of situation in Latvia – statistics, research results, overview on educational needs of immigrants and solutions provided by the Government 2) Learn about the ESL among children/ youngsters with immigrant background and find the ways to resolve the problem 3) Discuss solutions and necessary changes in education policy on access to and quality of education for children with immigrant origin	3 groups with different recommendations (due to lack of space only 5):			
		Local/ state Authorities: 6		1st group	1) Precise and correct definition of responsibilities of institutions involved in immigrant education and their coordinate actions 2) Facilitation of self-initiative at all levels 3) Need of assessment of immigrant families 4) Education of public 5) Program “Mates for mates” (self-help and support program)		
		NGOs & Other civil society Actors: 5		2nd group	1) Engagement and motivation of parents, their participation 2) Study materials (also about everyday needs/ problems of newcomers) 3) Consulting center for teachers 4) Development of educational system considering immi. needs. 5) Facilitation of volunteer/ teacher assistant work		
		University/ Research institutions: 6		3rd group	1) Start with the pre-school (integration projects) 2) Teachers’ practical training within continuing education 3) Joint projects with people from different countries of origin 4) Revision of the content of education – intercultural education 5) Solutions of problems of immigrant children from the experience of Latvian emigrant children.		
Teachers/ Schools: 3							
Total No. of Participants: <u>22</u>							

Overview of the National Round Table in Lithuania

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Lithuanian National Round Table "Migrants' integration in education - challenges and possible solutions Vilnius, 14th of June 2013	Lithuanian National Round Table "migrants' integration in education - challenges and possible solutions Vilnius, 14th of June 2013	Ministries: 11		Institute for Ethnic Studies and Secondary Education division, MoE	Overview of the overall immigrant situation in Lithuania and challenges for integration of immigrant children / 2	All participants have emphasized the necessity of system change to develop inclusive edu. in Lithuania; educational and immigration stakeholders did not undermine the role of targeted measures to improve integration into edu.; the improvement of data collection for ident.of target groups was also mentioned; it was recommended to enhance receiving schools and improve teacher training	
		Local/ state Authorities: 6		Public Policy and Management Institute	Findings of the SIRIUS network and other international studies on immigrant education / 1		
		NGOs & Other civil society Actors: 1		Vytautas the Great University and Public Policy and Management Institute	Introduction of on-going Lithuanian projects attempting to improve situation of immigrants in Lithuania / 1		
		University/ Research institutions: 6					
		Teachers/ Schools: 4					
Total No. of Participants: <u>28</u>							

Overview of the National Round Table in the Netherlands

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions		
				Speaker	Topic & No. of Speakers				
Dutch National Round Table: “An opportunity to discuss on Early School Leaving policies and exchange of good practices” The Hague, 4th December 2013	Dutch Ministry of Education in cooperation with the Knowledge Center for Mixed Schools	Ministries:	5	1) Opening and welcome 2) Presentations 3) Discussion in three groups 4) Exchange of results from the group discussions	1) Ministry of Education	Welcoming and explaining of the interest of the MoE in the meeting; Introduction of the Dutch policy on ESL		<p><u>1st group:</u> Since teachers play a central role in preventing ESL, teachers training on diversity must be improved; also stronger cooperation with parents is recommended.</p> <p><u>2nd group:</u> No consensus whether it is desirable to have policies for specific migrant groups regarding ESL; mention of difficulties in the transfer of experiences; need to pay further attention on transition phase.</p> <p><u>3rd group:</u> Involvement of parents to tackle ESL; enhance teachers sensitivity for diversity; recognition of best practice examples</p>	
		Local/ state Authorities:	4		2) National Knowledge Centre for Mixed Schools				Introduction of SIRIUS
		NGOs & Other civil society Actors:	10		3) Facts and figures of the Dutch policy, (MoE)				What do we know about students with a migrant background and ESL?
		University/ Research institutions:	2		4) Erasmus University Rotterdam, SIRIUS				Reflection from a researchers point of view
		Teachers/ Schools:	3		5) Ministry of Education and professionals from good practices in the cities of Hertogenbosch, Gouda and Schiedam				Practice – what works, for whom and why?
		Total No. of Participants:	<u>24</u>		6) Erasmus University Rotterdam				Reflection from a researchers point of view

Overview of the National Round Table in Norway

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
<p>Norwegian National Round Table: "Policies and Practices for Enhancing Educational Provisions for children and young people with a migrant background"</p> <p>Oslo, 15th October 2013</p>	<p>Norwegian Ministry of Education and Research (MOE), the Norwegian Directorate for Education and Training, Østfold University College and the National Centre for Multicultural Education (NAFO)</p>	<p>Total No. of Participants: <u>20</u></p>		1) SIRIUS Coordinator	Presentation of the SIRIUS network and how to do policy implementation / 1	<p>1) Problems on policy implementation 2) ESL and migrant education 3) Potential good policies</p>	<p>If the parents are given information and training to understand the Norwegian educational system, and what opportunities there are, they will be able to help their children make good and deliberate choices for their future. Contact has to be established between the vocational students with a minority background and business and industry to pave the way for apprenticeships. It is important to do more and broader research on what kind of practice is good and should be implemented in the classroom. In teacher education, researchers and policymakers have to collaborate on the implementation. A good and sustainable teacher education presupposes this implementation of good practice.</p>
				2) Norwegian Ministry of Education and Research	Presentation of the current situation on education of immigrant children in Norway, "minority students in the Norwegian society" / 1		
				3) The Nordic Institute for Studies in Innovation, Research and Education (NIFU)	Presentation of a study about drop out and completion / 1		
				4) OT coordinator, Akershus county	"High school drop-outs with minority background" / 1		
				5) Senior Advisor, The County Governor of Finnmark	"Policies and Practices for Enhancing Educational Provisions for people with a migrant background" / 1		
				6) Municipality of Larvik	"Kombinasjonsklassen (the Combination Class)" / 1		
				7) Municipality of Trondheim	"Policies and practices for Enchanting? Educational provisions for children and young people with immigrant background" / 1		
				8) Hedmark University College, Hamar	University introduced a masters program for teachers in Adaptive education and presentation of research in this field / 1		

Overview of the National Round Table in Portugal

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Portuguese National Round Table: "Education of Immigrant Children and Young People" 26th July 2013	Organized by the two Portuguese partners of SIRIUS Network: FPCEUP/CIE – Centre for Research and Intervention in Education and Programa Escolhas (Choices Programme)					1) Perspectives on current policies for inclusion/integration in what concerns minorities and migrants 2) Role and responsibilities of organizations, namely schools, in promoting inclusion through the development of projects and practices 3) Specificities and competencies that professionals working with migrants and minorities need to have	

Overview of the National Round Table in Spain

Title	Host	Participants (Institutions represented)	Structure	Presentations/Proposals		Main issues	Main conclusions
				Speaker	Topic & No. of Speakers		
Spanish National Round Table Madrid 2013			Each topic was presented by a participant of the Round Table. This guest presented the main challenges of the issues and the possible alternatives for action, followed by a debate and group discussion.		1) Policies of access to education / 1 2) Policies for dropout prevention in the educational system / 1 3) Policies for the integration of migrants' families / 1 4) Policies for the implementation of educational improvements in the learning conditions for migrant students / 1		<i>Main conclusions according to the 4 topics:</i> 1) Ghettoization processes because schools can choose who they take > work with migrant families to tackle the disequilibrium of the percentage of immigrant students in neighbourhoods. 2) Analysis and recognition of best practice examples on a cooperation with a whole community in order to give a support network for families. 3) The lack of financial means has decreased the quality of attending to diversity in schools >work with youngster on non-cognitive skills 4) Improvements of the educational system should take into account the whole population, so that the quality improvement has an impact on the whole edu. community

3 Content of the National Round Tables

The analysis of the content of the NRTs aimed at enabling a comparison of the issues with those identified in the Focus Group (FG) discussions which took place in the SIRIUS countries in 2012. A main focus of these FG discussions was on the implementation of the Council conclusions on the education of children with a migrant background, which were adopted by the Council of the European Union at the 2978th Education, Youth and Culture Council meeting in Brussels, in November 2009. These Conclusions are based on previous decisions (e.g. Decision No 1720/2006 of the European Parliament and of the Council of 15 November 2006 establishing an action programme in the field of lifelong learning), principles (e.g. the common basic principles for immigrant integration policy in the European Union) and conclusions (e.g. the conclusions of the Council and of the Representatives of the Governments of the Member States, meeting within the Council of 21 November 2008 on preparing young people for the 21st century), as well as on the European Commission's Green Paper entitled 'Migration and Mobility: challenges and opportunities for EU education systems'³.

The FG discussions identified experiences, challenges and further needs in the implementation of these commitments which were taken by each Member State. The NRTs took the identified issues as a starting point for a more intensified and focused discussion. The respective arguments and issues are organized in line with the FG report by the following categories: 'General quality of the school system', 'Diversity in school', 'Targeted measures for migrant pupils', and 'Governance and mainstreaming'. Due to the high relevance of the topic, 'Quality of teachers, including migrant & foreign-trained teachers, teacher training' was here analyzed in a separate category, whereas it was one of the aspects of the 'General quality of the school system' in the FG report.

The overview of each country is introduced by remarks on the goals and context of the NRT (where this information was available in the NRT report), and by additional information on the background of the NRT approach (where information was available). The overview closes with conclusions and recommendations as well as with remarks on a comparison of the issues covered in the FG report with those discussed at the NRT.

Table 2 provides an overview of the above aspects by countries.

³ Council of the European Union, November, 2009:
http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/111482.pdf

Table 3: Content of National Round Tables, by countries

Croatia

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
	<p>Within the context of EU accession, Croatia will transform from a transition to a destination country. Therefore there is a certain lack in the experience with migrant education.</p> <p>Implementation of a New Migration Action Policy 2013-2015 for Integration of foreigners into Croatian society.</p>

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p>The biggest challenge in terms of intercultural education and respecting diversity will come with the full implementation of the National Framework Curricula and with the introduction to the Citizenship Education Curricula.</p> <p>Raising intercultural awareness among teachers and students.</p>		<p><u>Recommendation</u>: development of intercultural education curriculum that is fully implemented in all schools in Croatia.</p> <p><u>Recommendation</u>: ensure the continuous acquisition of civic and social competences in the regular elementary and secondary education system.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Challenges</u>: need for an appropriate system, the focus needs to be on 3 equally important areas: interaction of children of 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 the necessity of some knowledge of previous qualifications of the person.</p>	<p>Since Croatia isn't a migration country, yet there are none or unreliable data and a lack of experience.</p> <p>No statistics about ESL.</p>		<p><u>Recommendation</u>: to ensure the production of materials on basic information on education and the upbringing system.</p>	<p><u>Lack</u>: Lack of language programs prevents migrants from attending school.</p> <p><u>Recommendation</u>: to coordinate the inclusion of asylum seekers, immigrants under subsidiary protection, returnees and foreigners into the educational system in order to facilitate the learning of Croatian language.</p>	<p>Members of national minorities have the right to education in their mother tongue at all levels of education.</p>	<p><u>Best Practice</u>: language classes for parents have a great effect on increasing the attendance of pupils in school.</p>

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p><u>Recommendation</u>: to establish mobile teams to provide support for education and youth work.</p>		<p><u>Recommendation</u>: enhance collaboration and support between schools.</p> <p>Currently looking out for potential new partnerships: schools with migrant children, Institute for migration in</p>

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
	Building teachers and future teachers competencies and skills in the area of learning Croatian as a second language.	Existing plan to establish teacher assistants, but limited resources and financial crisis.

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
			<u>Recommendation</u> : more funds for different projects should be available.

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p><u>Recommendation</u>: development of strategic and systematic approach and policies should be fostered in regard to the situation of Croatia as a destination country.</p> <p><u>Recommendation</u>: the focus needs to be on the interaction of children of refugees, asylum seekers and migrants, interculturalism in schools, language courses for adults and availability of tertiary education for people with migrant background which involves the provision of some knowledge of previous qualifications of the person.</p>	<p>In regard to the general quality of the school system, the NRT repeated the issue of access difficulties of asylum seekers to tertiary education.</p> <p>Furthermore, issues of teacher training towards intercultural education skills, the introduction of teacher assistants and the need to raise awareness of diversity issues had been identified in the FG and were discussed at the NRT.</p> <p>The FG report identified the involvement and integration of parents as a challenge and need, whereas the NRT presented a good practice example for the cooperation with migrant parents.</p>

National Round Table Issues

Cyprus

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
Managing language diversity and second language teaching. Opportunity of bringing together the experience of implementing different measures regarding migrants in primary and secondary school.	Certain actions are existent, but intercultural education policy needs to be implemented. Actions for systematic language support are unsatisfactory.

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Recommendation</u>: use examples of good practice in schools from the Thessaloniki University program and approach education holistically and intercultural. Aim at enhancing all structures and regulations in schools regarding the social and educational integration of migrants.</p> <p><u>Challenge</u>: certain actions are existent, but intercultural education policy needs to be implemented. A decision was made regarding the cooperation of stakeholders concerning management of language diversity.</p>		<p><u>Recommendation</u>: language policy and policy on intercultural education in schools need to be supported by the educational system and should not depend on parents' and teachers' good will.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Recommendation</u>: suggestion to implement a three-phase system for migrant pupils (reception-, transition- and induction phase).</p> <p><u>Challenge</u>: lack of cooperation between departments of education and between local authorities and ministry of education.</p> <p><u>Challenge</u>: difficulties in changing school regulations so they can cover a reception, a transit and an induction phase.</p> <p><u>Recommendation</u>: teacher training opportunities should be provided for specific schools with high percentages of students with migration background.</p>	<p><u>Recommendation</u>: need for redefining (in a positive sense) students who are speakers of other languages.</p>	Importance to upgrade vocational education.		<p>Policies should not only address language competencies and should be a part of a holistic approach in a long term perspective.</p> <p>Tendency to apply a pull-out system for students learning Greek as a second language in both primary and secondary education > need for a differentiation of learners who are 7 years old and those who are 16.</p> <p><u>Challenge</u>: actions for systematic language support are unsatisfactory.</p> <p><u>Recommendation</u>: make use of project work and drama education for enabling second language.</p>	<p><u>Experience</u>: existence of structures for language teaching.</p>	

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant	Targeted support for	Networks respectively (school-) partnerships with other schools, research
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background	special needs	institutes, other organizations or communities	
Lack of information on policies and practices implemented in different sectors of education in Cyprus and the need for a holistic and continuing approach on the issues.			
Quality of teachers, including migrant & foreign-trained teachers, teacher training			
Challenges	Measures/ Recommendations	Experiences	
Teacher training opportunities for specific schools with high percentages of students with migrant background. Lack of cooperation between language teachers and teachers in the classroom. Lack of teacher training personnel with specialized experience and studies. Need for developing intercultural competencies.	Consideration of the fact that learners of Greek as a second language are a heterogeneous group as of their age. Teachers training needs to prepare for different groups of learners, in a mixed classroom due to a pull-out system.	Existing structures for language teaching as a national strength. Ability to plan measures, teacher training etc. before the school year starts.	
Governance and Mainstreaming			
Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
Additional remarks			
Final conclusions and recommendations		Issues of the Focus Group Report that were taken up again during the NRT 2013	
Conclusions of the NRT: Second language learning is of national benefit. The key issue of education of students with migrant background is teacher training. The school achieves its aims, if teachers are working and cooperating efficiently, respectfully and showing interest in their professional development.		Focus Group was not conducted in 2012.	

National Round Table Issues

Estonia

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
The aim was to provide an overview of migrant students' situation; to discuss methods to improve school professionals' awareness/ ability to work with migrant students; and to find out about currently missing components concerning these issues	<p>(1) Important to distinguish the following migrant background groups in the context of current and future educational needs: students with ethnic Russian background (Russian-speaking minority, about 26% of students); new immigrant students (about 0.1% of students) and returnees (former residents returning to Estonia).</p> <p>(2) Estonia has rather extensive experience in implementing education policies in the situation where approximately 20% of the students' mother tongue or language spoken at home (mostly Russian) is other than the official language (Estonian).</p> <p>(3) There are notable differences between schools regarding their approach on teaching.</p> <p>(4) The current teacher training model does not include a systematic preparation for working with migrant students. Need for a strategic agreement between all levels.</p> <p>(5) The state has chosen to support an inclusive approach to migrant education. It provides a framework for migrant education granting a considerable amount of independence to the school level for decision making on the choice of support mechanisms for migrant students.</p>

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p>Inclusive approach to migrant education. A different mother tongue from Estonian is regarded as an educational special need. The students whose mother tongue is not Estonian are required to fit into the established system. On the one hand, it has a symbolic meaning, stating that a migrant child should get special attention and support.</p> <p><u>Recommendation:</u> enhancement of teachers' competencies for not only focusing on special education needs in terms of language acquisition and migrant background, but also on individual differences among students which can be typologized according to intellectual, personality and educational characteristics.</p> <p><u>Challenge:</u> the main disadvantage is that institutions and teachers are used to a rather homogeneous group of students in terms of cultural and linguistic background.</p>		<p>The national curriculum states an important principle – an individual curriculum must be applied to the extent that is appropriate for the student's needs. This measure is widely used in the schools. The Estonian national curriculum is flexible, enabling and strongly encouraging the use of an individual approach and compile a curriculum that takes into account and is appropriate for the students' individual needs.</p> <p><u>Challenge:</u> creating a multicultural setting is not perceived as a strong professional development need among teachers or school management.</p> <p><u>Recommendation:</u> it is crucial to pay attention to teacher professional development in terms of shaping an awareness of the importance of a knowledge-based teaching and learning process, which is currently one of the shortcomings in (initial) teacher education. The presently incoherent teacher in-service training hinders the shaping of such an attitude as well as the strengthening of a research-based approach. In order to successfully support migrant students, school professionals need to be competent not only in understanding and paying attention to special education needs in terms of language acquisition and migrant background, but also in responding to individual differences among students.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
There are notable differences between schools on their approach for teaching, starting from schools with extensive	<u>Challenge:</u> Insufficient data on migrant students does not allow a clear		<u>Recommendation:</u> It is important to ensure the availability of	When students with migrant background arrive, they get	Education at preschool and basic level is available in Estonian and Russian, but also in English and Finnish in a	Policy direction: One of the priorities

<p>experience that have been successful in the application of various measures in order to address the needs of migrant students, up to schools that lack resources and competencies to provide appropriate education and assistance to migrant students.</p> <p>Currently, all targeted measures addressing students with a migrant background are determined by schools. Therefore, a range and quality of support mechanisms depends on a particular school and on the competencies of their staff.</p> <p>Necessity to cooperate on all levels - school professionals, schools, local governments in order to establish higher quality in support for students with migrant background.</p> <p><u>Recommendation:</u> all general education institutions have to have operational strategies for teaching students with various language and cultural backgrounds.</p>	<p>overview on the number of students with migrant background in Estonia who would need targeted measures. A national database enables schools to enter information on students who have arrived in Estonia within the last 3 years.</p> <p>Research (Kasemets et al., 2013) shows that the data on new immigrant students in the database may include a wider group of students and not only those who meet the definition above. In other words, the data may include students who typically require support for adaptation and language learning but who are not new immigrants by the definition.</p>		<p>publications, various methodological and informational support materials for teachers and other school professionals on migrant education. Moreover, the materials should be accompanied with the appropriate training and support in implementing the methodologies. In order to successfully support migrant students, school professionals need to be competent not only in understanding and paying attention to special education needs in terms of language acquisition and migrant background, but also to individual differences among students.</p>	<p>additional support to learn the language. Schools are eligible to receive (extra) funding from the state to teach migrant children the Estonian language for additional 4 lessons per week. The state has enabled flexibility and freedom of choice on how to allocate this funding at a school level, e.g. present language learning does not necessarily take place in a special language class, but can be integrated into the teaching of other subjects. The goal, which is expected to be achieved in schools, is that all students learn the Estonian language.</p>	<p>few educational institutions.</p> <p><u>Challenge:</u> all the schools in Estonia have to follow the Estonian national curricula, regardless of the language of instruction > free choice of schools whether to teach Estonian as mother or second language.</p> <p>In basic schools, the owner of the school (mostly the local government) is free to choose the language of instruction. This kind of situation is quite unique compared to the countries in Western Europe. It is possible to a certain degree (also in Estonian-medium schools) to create a school where the language of instruction differs from the official one and, at the same time, students have the right to study their mother tongue as an optional subject in Estonian-medium school or in schools with a language of instruction different than the student's mother tongue.</p>	<p>and focus areas for the Estonian Ministry of Education and Research during the coming period: To increase parental and community (including local government) involvement.</p>
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Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p><u>Experience:</u> the main advantage is that the state provides a framework for migrant education enabling a considerable amount of independence on the school level for decision making on the choice of support mechanisms for migrant students.</p> <p>There are few schools with a relatively large migrant student population in Estonia; these schools have successful experience in the application of various measures in order to address the needs of migrant students.</p> <p><u>Recommendation:</u> to teach migrant children the Estonian language for additional 4 lessons per week (flexible use for other support), individual curriculum, and customized exams.</p> <p><u>Challenge:</u> in a situation where the number of students with diverse cultural and linguistic background is growing, not all institutions and school professionals are ready and prepared to support students from migrant background.</p> <p><u>Challenge:</u> there are notable differences between schools on their approach for teaching students with a migrant background.</p> <p><u>Challenge:</u> many schools lack resources and competencies to provide appropriate education and assistance to migrant students.</p>		<p><u>Challenge:</u> need to foster the exchange of information between researchers and school professionals to be able to implement research findings.</p> <p><u>Recommendation:</u> experienced schools can design a teacher training model to provide support for colleagues.</p> <p><u>Experience:</u> teacher networks in Estonia are active and their potential for identifying in-service education and training needs, organizing training sessions as well as providing training sessions can be developed.</p>

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<p>Need of systematic central regulation of teacher in-service training and coherent approach to ensure quality, effectiveness and efficiency.</p> <p>The current teacher training model (pre+ in-service training) does not include a systematic preparation for working with migrant students.</p> <p>Even though the in-service training participation rate among school professionals is high, the quality of acquisition and application of competencies is uncertain and the teacher in-service training system is not well structures and regulated.</p> <p>Schools appear to perceive that a small number of migrant students is not an argument for teachers to participate in respective in-service training sessions.</p>	<p>If the number of migrants is to increase in the coming years as expected, Estonian schools must develop their competencies of teaching in diverse classrooms and increase their readiness, e.g. their operational strategies, for teaching students with various linguistic and cultural backgrounds.</p> <p>Teacher in-service training can be improved in a variety of ways, which include, inter alia, increased coherence between the role of teacher in-service training and pre-service training curriculum.</p> <p>In-service training for school professionals should support teachers´ and school principals´ mutual learning and cooperation between educational institutions.</p> <p>It is important to have an opportunity to provide trainings based on the needs of the target groups.</p>	<p>Current teacher training provides teachers with inclusive learning competencies (Trasberg, 2013), but does not prepare them to work in a culturally and linguistically diverse classroom.</p>

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an ‘integrated approach’)	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
			<p>In a current situation where the state has chosen to support an inclusive approach to migrant education, the funding arrangements should be reconsidered as they lack flexibility and appear to favor schools with large migrant populations > Recommendation: supplementary funding should not be heavily dependent on the migrant student number but has to consider the minimal educational needs of migrant student populations as well as the individual needs of a student.</p>

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p>As schools have been provided (by the state) with independence and flexibility to make decisions, their competence level to ensure quality by making decisions about school leadership and teacher training should be strengthened.</p> <p>In order to provide migrant students with high quality educational opportunities and implement a comprehensive support system, there is a clear need for a strategic agreement between all levels - school professionals, schools, local governments, countries – that involves the activities, roles and responsibilities of all parties.</p> <p>Moreover, a strategic plan for in-service training among school professionals has to be coherent and outline how different levels (e.g. school professionals, local governments, countries) engage and what their activities, roles and responsibilities are. Without this kind of strategic approach, the solutions related to migrant education and in-service training for school professionals will remain unsystematic.</p>	<p>All issues that emerged in the FG Report as challenges and needs for learning and experience were taken up at the NRT:</p> <p>A first field of issues dealt with the quality of teachers, their teaching methods and training. The NRT discussed measures that need to be taken to compensate lacks and put a special emphasis on the diversity aspect.</p> <p>Secondly, the NRT mentioned the lack of experiences of many schools concerning the handling of multicultural classes.</p> <p>A third field was the need for an increase of the involvement of parents.</p> <p>Finally, another concern of the NRT related to the issue of Estonian as a second language and it's intensive support, often in an integrative manner.</p>

National Round Table Issues Flanders

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
In the context of ESL: identity development; supporting networks; teachers who make the difference; study choice processes; the attractiveness and dynamism of alternative learning pathways.	

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
Suggestion to give teachers insights in the ways of living and the identity development of their pupils.		<u>Recommendation:</u> as part of the current implementation of new projects concerning the development of study materials: work with teachers and parents to get them acquainted with the materials.

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Challenge:</u> need for flexible learning pathways (identity dev.).</p> <p>Proposal: foster a secondary education system with fewer barriers between educational pathways (at the structural level) and more possibilities to postpone an irreversible choice for a pathway.</p> <p><u>Recommendation:</u> creation of strong and supportive learning environments.</p>		Need to revalue vocational education as part of the identity development; enhance the possibilities for second chance education and tertiary education.		There is a strong focus on language support regarding language of the host region.	There is virtually no support for the mother tongue. The support that used to be there was almost completely phased out in recent years.	<p>Wish to enhance collaboration between schools and parents.</p> <p>Intention to enhance networks between parents with and without migrant background.</p> <p>Suggestion to intensify the involvement of parents in their children's school life.</p>

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p>Need for structural enhancement of the means for supplementary education in the language and the culture of the country of origin.</p> <p><u>Recommendation:</u> provide continuous support for informed and motivated choices of pathways throughout the school career, and not only at pivotal moments; provide individual guidance for pupils with migration background by mentors.</p> <p><u>Recommendation:</u> foster structural cooperation in supplementary education outside the school and by the community in learning about the language and the culture of the country of origin (at the structural level)</p>	<p><u>Recommendation:</u> enhance the possibilities for pupils who left school early to obtain a qualification anyway (at the structural level).</p> <p><u>Recommendation:</u> continuous support of informed and motivated choice of pathways throughout the school career, and not only at pivotal moments (at the individual level).</p>	<p><u>Recommendation:</u> elaboration of more networking and cooperation between schools, social organizations, civil society and organizations from ethnical and cultural minorities > mobilize civil society capital (at the institutional level).</p> <p><u>Recommendation:</u> elaboration of more networking between schools (institutional level).</p> <p><u>Recommendation:</u> facilitation of networking between parents with and without a migrant background (institutional level).</p>

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<p><u>Proposal:</u> teacher training and a continuous professional development for teachers with a lot of attention on dealing with diversity and communication (at the structural level).</p> <p><u>Recommendation:</u> find teachers with an open and reflective basic attitude towards learning about diversity > work intensively on the attitude.</p>	<p>Acquire and increase competencies of teachers regarding guidance of pupils during choice processes.</p> <p><u>Recommendation:</u> use more interactive didactics during teacher training and provide initial guidance for new teachers.</p>	

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p>Within the context of ESL, 5 subjects were discussed theoretically and practically in different working groups: information of parents, well educated teachers, enhanced networks and individual support. The discussion focused rather at the goal of individual support than a reduction of segregation in the school environment.</p> <p>A lot of proposals and their possible implementation on the school and class, the local and regional as well as the level of the Flemish Community were discussed. The NRT proposals are not limited to the policy domain of education. Participants also formulated cross-sectoral proposals (welfare, work,...), based on the vision that early school leaving is not only the responsibility of education, but of the whole Flemish Community and the federal government.</p>	<p>The NRT was held under the topic of ESL. The discussion contained several overlappings with the FG. The NRT discussed again the challenges that come with the "waterfall system" and gave several recommendations to tackle the problem and its consequences.</p> <p>The individual guidance and counseling of the students played an important role in both events and is examined more precisely under "supplementary measures for pupils with a migrant background" in this chart.</p> <p>Teacher training was one of the subjects discussed at the NRT and provided new aspects and further recommendations towards attitudes of professionals and an enhanced teacher formation.</p> <p>Similar to the FG, the NRT identified the need to work closely together with parents and involve them further in their children's education.</p> <p>Moreover, the NRT repeated the need for a stronger support in mother tongue education.</p>

National Round Table Issues Germany

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
Teacher training with regard to equal education opportunities for children and youth with a migrant background	Teacher training was identified as a crucial issue in view of high and increasing diversity in schools in Germany. Teacher training should aim at enabling teachers for responding to the needs within cultural and linguistic heterogeneous school classes. The NRT Germany aimed at including different perspectives on this issue: practice, science and policy, and at discussing relevant aspects of teacher training in respect to the "Quality offensive of teacher training" of the Federal Ministry of Education and Research.

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p>There are different initiatives in Germany regarding diversity. Some of them were represented during the NRT, e.g. Quality Offensive of Teacher Training of the Federal Ministry of Education and Research which includes a progress in teacher training regarding heterogeneity and inclusion.</p> <p>Existing Networks of teachers with a Migrant Background (e.g. "Network of teaching staff with a migrant background" (LmZ), "Intercultural working group of teacher trainers of the federal states" (INKA)). Some questions arose: How can networks like these be integrated into the existing system? Are these networks really necessary? And are the intercultural skills of teachers with a migrant background always high?</p> <p>Discrimination of migrant pupils and "teacher expectancy": The issue of "teacher expectancy" was discussed and illustrated by a video clip. Teachers have lower expectations of pupils with a migrant background, which influences their educational achievements negatively. Migrant students are sometimes discriminated against in school. An independent office for complaints is called for in this regard.</p>		E.g. in Bremen, the curriculum was reviewed and changed for the inclusion of aspects of diversity. In addition each school in Bremen appointed a language advisor.

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
A comparative study (TIES- Study: The Integration of the European Second Generation of 2008) analyzed educational achievements of				Most of the projects and initiatives introduced (e.g. "DaZNet", "Umbrüche		The German school system assumes that parents have to take a central role in the education of their children.

<p>second generation Turkish migrants. Compared to 15 other European states Germany performs the worst in the range of "University degree". Among the reason for this are the German school system and the early differentiation of school forms. Another reason could be the advisory practice in the German school system where advisors would tend to recommend to students to leave the school and do a vocational training, rather than to aim at the next higher degree, as would be the advisory practice in other countries. Therefore, special attention should be paid to advisory practices in schools.</p>				<p>gestalten") are focusing on language support (German as a second- and educational language). Other school systems in Europe are starting earlier with language support as compared to Germany, which could also be a reason for the results of the TIES- Study (see Quality of school system and access to education).</p>	<p>This is considered as a major challenge for parents with low language skills. Therefore, schools should not consider parents as tutors but should ensure that they are well informed and integrated.</p>
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Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p>MiCoach-Project at the University of Bremen in which migrants are supporting migrants. At the University of Cologne teacher training students are receiving a systematic preparation through different modules in respect to heterogeneity. The Diesterweg-Scholarship provides scholarships for migrants with good performance potential to support their talents and educational careers.</p>		

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<p>The coverage of the topics of intercultural skills, diversity, heterogeneity and inclusion in teacher training is not satisfactory. The financing, offers, implementation and suitability of teacher in-service training, including but not limited to the above topics, is not satisfactory. Discrimination of teachers with a migrant background was one of the discussion's key topics. Although it is proclaimed that teachers with a migrant background are desirable, in practice, many schools are not prepared for a diverse body of teachers. Therefore, diversity aspects should be a part of school inspections.</p>	<p><u>Recommendation:</u> Improve the coverage of topics of intercultural skills, diversity, heterogeneity and inclusion in teacher training. Improve the financing, implementation, and suitability for the target group of teacher in-service measures. Regarding the Discrimination of teachers with a migrant background it was recommended to establish an independent Complaints Office.</p>	<p>The practice shows that it is primarily the teacher's attitude and not the teacher's qualification that is crucial for dealing with diversity in the classroom. The Diesterweg-Schoolworkshop is a good practice example for teacher in-service training. The "Quality Offensive of Teacher Training" of the federal and Laender ministries is a large step towards future improvements in teacher training and in the cooperation between the federal and the Laender school administrations. Several networks of teachers with a migrant background exist and contribute to a stronger representation and qualification of this group. Several Laender and single universities have taken steps towards improvements of teacher training and the ways of dealing with diversity.</p>

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
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			Additional educational support is normally very costly and not affordable for everybody, this is not the case in some other countries, e.g. Sweden.
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Additional remarks			
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Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p>The topic of teacher training became an issue of high political relevance through the "Quality Offensive of Teacher Training". This initiative also contributes to improved cooperation between the federation and the Laender as well as the Laender amongst each other.</p> <p>Aspects of diversity, interculturality, and German as a second language need to be covered more sufficiently in teacher training and teacher in-service training. The offers, implementation and financing of the latter should be improved.</p> <p>An independent Complaints Office should be established for teachers and students with a migrant background to report cases of discrimination. Discrimination in the school should be more thematised and more awareness should be aroused for the effects of teacher expectations on students' performance.</p> <p>Teachers with a migrant background are organized in different networks and contribute through these to their own representation and qualification.</p> <p>The suitability of a school system is a major precondition of equal educational chances. The German system faces some challenges in this regard.</p>	<p>By focusing on teacher training, the German NRT picked up one of the topics which were identified in the FG analysis in different contexts as a "need for learning and for more experience". Concerning the improvement of teacher training, several ideas, projects, approaches and measures were presented during the NRT.</p> <p>Both documents mention the challenge of the provision of equal access to high-quality education esp. for migrants, as well as the problem of the early decisions within the tracking system which cause disadvantages for migrant students.</p> <p>In line with the FG report citing "experiences" in the field of targeted measures for pupils with special needs, some good-practice examples were mentioned in the NRT.</p> <p>Parental involvement was considered as a challenge in the FG. Similarly, the issue was (partly controversial) discussed at the NRT as a challenge. There was agreement in both events that parents should be more informed about the educational system and challenges in the education process.</p>

National Round Table Issues Hungary

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
In the context of equity, segregation, education system analysis: How can quality education, equity and equal access be achieved?	Strong parallels between migrants and Roma (indigene) students - advocacy and lobbying have to be done for both.

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Challenge</u>: problem of segregation: Roma students and those with a MBG are sent to special schools/ classes.</p> <p><u>Recommendation</u>: dealing with differences/ mutual understanding/ understanding the importance of inclusion and equity in the school system (scientific and social-psychological approaches). Discussion about teaching democracy > provide teachers with an open attitude, skills, knowledge.</p>	<p><u>Challenge</u>: despite the educational law of 2013 that aimed at increasing equity: segregation in schools is huge especially for Roma or students with migrant background.</p> <p><u>Challenge</u>: segregation of students with migrant background, especially Roma, due to them attending special schools and living in segregated communities.</p>	<p><u>Experience</u>: Inclusive System of Education (ISE) model is a system-wide model for creating de-segregative conditions and for enhancing the inclusiveness of educational practice from public education system level to classroom practice level. This model was established and developed between 2003 and 2013 in Hungary.</p> <p>Inclusiveness refers here to the inclusion of every single participant of the learning processes in the public education system > successful outcomes: In 2013 half of the institutions of the Hungarian public education system (approximately 1600 institutions) were participating.</p> <p><u>Challenge</u>: The new educational policy of the Hungarian government has ignored the ISE and the evidences and stopped the support of these institutions in 2013.</p> <p><u>Challenge</u>: there was a support system for Roma learners which has been ignored since 2013.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Challenge</u>: there is no quality assurance system in general that would enable controlling the quality of the school system and its approaches. There is only an obligatory school type which does not provide high-quality. Some of the children with migrant background have no access to early childhood education.</p> <p>Need for more autonomy in public schools for creating pedagogical programs.</p> <p>Need for long lasting subsidiary and differentiated support for schools with a w functioning monitoring system.</p> <p>Need for education system development and intercultural structural approaches: cooperative structures as opportunities for inclusion on all</p>			<p>There was a policy in the case of Roma families which has been ignored since 2010.</p>	<p>The focus on Hungarian as a Foreign Language is considered as a trend towards assimilation (Study about teachers' opinion).</p> <p>In the case of the Roma community it is not relevant. For learners with migrant background</p>	<p>There is an opportunity to teach Romanes and Beas in primary schools but there is no Romanes and Beas language teacher training at universities.</p> <p>Roma learners can learn their languages</p>	

levels. Need for individualization, cooperation, horizontal learning and authentic assessment. <u>Challenge</u> : the evidences show that the selectiveness and segregation within the Hungarian public education system leads to the low achievement in education of Roma and migrants.				there is no policy.	in their schools if the school is able to find language teachers.	
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Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
	<u>Challenge</u> : there was a policy focusing on disadvantaged and Roma learners, not on migrants, but it has been ignored since 2010. There is no policy but a reinforced compensatory frame-work of understanding of the issue.	Partnering of schools with migrant communities and communication with migrant parents appears only in civic initiatives.

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
	Enhance collaboration in research, development, training and practice in teacher training and dislodging the academic hierarchy.	There are some universities where intercultural competences of teachers are in the focus. There are civic based teacher training centers and workshops with good practices and models

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
There is an opportunity to apply for extra-support but this is not a policy.	Finding that obligatory interventions like transparency and monitoring are crucial for desegregation. <u>Challenge</u> : competence based evaluation system can help to follow the aspect of the achievement of the learners with socially disadvantaged background – but there are no evaluations on the policy level.		

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
Within the context of equity in the school system, proposals should address the question of how to achieve this equity through a comprehensive approach: structural developments (cooperation, autonomy, monitoring, mentoring); collaboration between research and teacher training; understanding the importance of inclusion and equity; de-segregation --> not that much about language acquisition.	There was no FG in 2012.

National Round Table Issues

Latvia

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
There is the need to examine and analyze processes of integration within the education system, to look at best practices, problems and opportunities to eliminate ESL among migrant children and youngsters	The main problem is that there is a lot of experience with ethnic minorities and bilingual education for them, but a lack of experience with students from third countries (who compose approx. 1% of the total population).

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Experience:</u> inclusive education; > systemic change is needed, but ad hoc strategies designed for migrant pupils presented by schools are an asset. Recommendation: Ministry of Education emphasizes the implementation of similar programs for kindergarden.</p> <p><u>Recommendation:</u> intercultural education should contain both – the content to learn for mainstream population and the content of culture in Latvia (for newcomers). Experience: some NGOs already have developed good materials for both purposes</p> <p><u>Challenge:</u> lack of political will to mainstream the approach in general education system. <u>Challenge:</u> need for drawing attention to intercultural education in the higher education system.</p>	The first principle of the Latvian Language Agency's current activities is to not separate migrant children education from the general educational system	<p><u>Challenge:</u> Enhance understanding that quality education includes bilingual, intercultural, inclusive education.</p> <p><u>Recommendation:</u> Agency for Latvian Language recommends a whole school approach (cooperation with extended school teams, including parents and local community members) to enhance inclusive education.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Challenge:</u> in spite of the existence of available education programs in 7 languages, parents who want their children to attend a school with Latvian language of instruction face difficulties in finding a school with the necessary competencies (second language teaching, assistant teachers). <u>Challenge:</u> According to the perception of national policy makers, the number of migrant children is too small to introduce systemic measures and changes. Need for precise and correct definition of the responsibilities of institutions involved in migrant education. Main focus of Latvian Language Agency's current activities is on accessibility and quality of education for migrant pupils.</p>	Lack of accurate data		The current situation is not sustainable, since parents can choose a school for their children without recommendations from the municipality. This should be changed since not all schools have the capabilities to teach migrant children.			<p><u>Suggestion:</u> foster dialogue between schools and parents with migration background to explain curriculum, activities and provide support (ESL). <u>Recommendation:</u> work with migrant parents, because they often take their children out of school > <u>Suggestion:</u> establish legal provision to prevent such situations (ESL).</p>

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
Necessity to develop and introduce new educational study programs for monolingual schools which schools will implement as supportive measures; Emphasize of the significance of peer support in the acquisition of different languages and cultures. Discussion of the status quo: bilingual education system is an advantage, but lack of sufficient third language support; lack of adaptation classes.		Experience: a principle of Latvian Language Agency's current activities is the involvement of people with migrant background in the elaboration of study materials and involvement of municipalities and NGO's. Latvian language agency tries to foster cooperation between "open minded" and "conservative" schools to tackle negative attitude and stereotypical thinking (ESL). Recommendation: realize joint projects with people from different countries of origin.

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
Finding that young teachers are more open and prepared for intercultural teaching - elderly teachers usually are more resistant. Pre-primary school teachers are more motivated for learning about diversity than others.	Establish intercultural trainings for teachers. Establish a consulting center for teachers. Recommendation: establish courses for improvement of teacher's foreign language skills.	

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
	In the field of targeted measures for migrant pupils, the FG found that schools are not prepared for students from other countries than those speaking Russian, whereas the NRT identified the bilingual education system as an advantage, but identified a lack of sufficient third language support.

National Round Table Issues Lithuania

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
<p>The goal was to identify the current situation of education of migrant children, to examine the policy implementation problems and gaps in policy making and to explore potential strategies for the integration of migrant children in the Lithuanian education system. Basis for the discussion was the overview of the overall migrant situation in Lithuania and challenges for integration of migrant children. A brief discussion of ESL took place.</p>	<p>The number of migrants in Lithuania is relatively low - foreigners only constitute 1% of the Lithuanian population. Nevertheless Lithuania has a lot of experience with minority groups and provides profound measures for this situation. Experience on this issue can be enhanced and used as a solid base for migrant education.</p>

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Challenge:</u> stakeholders have emphasized the necessity of system change to strengthen inclusive education in Lithuania because migrant education is an integral part of general education.</p> <p><u>Challenge:</u> bilingual schools mostly favor the integration of migrant children of the same minority groups, while facing serious challenges in accommodating the needs of migrant children with different ethnic profiles (e.g. Chinese, Syrians, Turks, etc.)</p> <p><u>Experience:</u> recently schools started focusing on intercultural education and diversity shifting from the one-way strategy > Inclusion of multicultural education into the curriculum.</p>	<p>The Lithuanian education system does not support segregation - there are no separate schools or classes for immigrant children. This favors diversity and inclusion. There has been a visible shift from a one-way approach to a multicultural curriculum in recent years (Education plan 2013-2014 has been modified according to EU recommendations).</p>	<p><u>Challenge:</u> Strict and ineffective immigration policy that creates barriers for parents to bring their children into school - education is none of the primary needs, according to the opinion of immigrant parents.</p> <p>Identifying groups at risk of early dropout and developing early warning systems for pupils at risk, absenteeism data collection (ESL).</p> <p><u>Challenges:</u> availability of learning materials and translations is extensive but mostly for minority groups, a few textbooks were created for migrants. Gap in multicultural education training for teachers.</p> <p><u>Challenge:</u> there is a lack of innovative teaching methods.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Challenge:</u> all the participants emphasized the necessity of system change in terms of the consideration of working with diverse migrant children, rather than with certain minority groups, within the curriculum and teacher training, in order to strengthen inclusive education.</p> <p><u>Challenge:</u> only incidental migrant enrollment at school. In most cases immigrant children are enrolled in those schools that are already</p>	<p><u>Challenge:</u> schools mostly do not collect any statistics on ethnic profiles of students they have > however, there is no desegregation on the ethnic profile of students who do not attend classes or leave school early, as the % of migrant children is very low. Since 2010, the National Information System on Children's Absenteeism</p>			<p><u>Experience:</u> According to the new law on education (2011), all bilingual students receive the same amount of hours of Lithuanian language as native students (before there were less hours of Lithuanian in bilingual schools). In addition, immigrant children</p>	<p><u>Challenge:</u> mother tongue instruction: only available in minority schools but theoretically</p>	<p><u>Experience:</u> there is a positive attitude toward parental involvement into the school life (Law on Education, art. 47); individual</p>

<p>experienced in working with diverse students (e.g. minority children). Lithuania is still falling behind in participation in early childhood education according to the ET2020 benchmark with only 72% of children between 3-6 years old being enrolled in pre-primary schools. Schools mentioned that the major reason why immigrant students leave the school is that their family is leaving from Lithuania, rather than educational challenges. <u>Challenge:</u> the system does not create barriers as such, parents simply are not provided with sufficient information. In addition, parents face numerous administrative barriers in obtaining residence permit and finding housing and work; therefore, they just do not think about education for their children at this point.</p>	<p>and Pupils' Truancy collects data on absenteeism of all students. Since 2012 data is exchanged between information systems of other agencies (social welfare, internal affairs, and health care). Differentiation between not-learning pupils and non-attending pupils (ESL). <u>Challenge:</u> the absence of proper monitoring and statistical data is an obstacle for an objective assessment of the migrant situation and for the planning of appropriate activities for their support > currently the data collection system is being updated to assess the situation of migrant children at schools.</p>			<p>can receive additional instruction of Lithuanian after classes, if requested. Availability of learning materials and translations is huge. <u>Challenge:</u> this measure (mother tongue instruction) is available only for representatives of minority groups. 2013-2014 education plan (Minister of Edu.) foresees provision of additional Lithuanian language instruction for students from minority and migrant background. <u>Challenge:</u> lack of Lithuanian as second language training for teachers.</p>	<p>can be done in any school.</p>	<p>schools are quite successful in engaging both native and migrant parents into school activities.</p>
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Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
	<p>Mention of the aspect of women's social vulnerability and its influence on children. <u>Experiences:</u> According to the law on the average minimum childcare (LT, 2010), Lithuania has set up six centers for the socialization of children with severe behavioral problems where a qualified educational assistance and other services to help them make positive changes in behavior and develop moral values and social skills is provided. There are also a number of national projects aimed at the creation of a safe school environment (e.g. "Zippy's Friends", "Second step", etc.). The projects aimed at prevention of sexual abuse and conflict and provided a non-formal education program. There is also a special Roma integration into Lithuanian society plan for 2012-2014.</p>	<p><u>Suggestion:</u> create a school network for cooperation on migrant education topics under the auspices of the Education Development Centre in order to create a data base for teachers who can share their good practices on working with children from migrant families, updatable for everybody.</p>

Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<p>Lack of attention to teacher's qualifications. There is a gap in multicultural education and Lithuanian as second language training for teachers. There is a lack of seminars where practitioners could meet and share their best experience on how to work with migrant children, which methods are useful, etc. Measures like mobile classes are practiced very seldom and teachers are trying to solve the situation on their own.</p>	<p>At the moment only scarce incidental teacher seminars/workshops (often financed by EU).</p>	<p>Improving teacher's knowledge to work with children that need additional language support, this may solve the problem of incidental migrant enrollment at school > Vytautas the Great University is now developing a new model (Lithuanistic model) for education, to create a handbook for teachers including materials, practices, guidelines for teacher of Lithuanian as a foreign language > teachers can apply.</p>

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
There are a couple of immigrant information centers that provide consultation and different cultural activities for immigrants. However, most of the time adult immigrants or university level students participate in these activities.			<u>Challenge</u> : insufficient funding e.g. for mobile classes as expenses are really high > measures for migrant students in particular are rather scarce at the moment .

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p><u>Discussion of the following issues:</u> General policies that help to prevent ESL in Lithuania are addressing the following areas: School networks and cooperation; Inclusion of multicultural education into the curriculum; Improving data collection system; Improving teacher's preparation and knowledge to work with children that need additional language support; Language support for children with a different mother tongue; increasing flexibility and permeability of educational pathways; Early Childhood Education and Care (ECEC). <u>Potential good practices on policy implementation about migrant education:</u> Improving teachers' preparation and knowledge to work with children that need additional language support; Inclusion of multicultural education into the curriculum; Improving data collection systems ; Schools network and cooperation.</p>	<p><u>General quality of the school system</u> FG 2012: Teachers are not always prepared to meet the needs of immigrant students (as in some schools the incidence of immigrant students is very low. NRT 2013: Challenge: only incidental migrant enrollment at school. In most cases immigrant children are enrolled in those schools that are already experienced in working with diverse students (e.g. minority children). <u>Teacher Training</u> FG 2012: No structured training in intercultural and bilingual teaching. No migrant and foreign trained teachers in Lithuanian schools, only in minority schools. No universal teacher training for intercultural skills. NRT 2013: Lack of attention to teacher's qualifications. There is a gap in multicultural education and Lithuanian as second language training for teachers. There is a lack of seminars where practitioners could meet and share their good practices on how to work with migrant children, which methods are useful, etc <u>Quality of the school system (2013) & Diversity in School (2012)</u> FG 2012: Curriculum provides flexibility for meeting immigrants' needs NRT 2013: all the participants emphasized the necessity of system change in terms of attention to the curriculum and teacher training to work with diverse migrant children, rather than with certain minority groups, in order to strengthen inclusive education. <u>Language support</u> FG 2012: Need for personalized language support. NRT 2013: lack of Lithuanian as second language training for teachers. <u>Governance and Mainstreaming (2012)& Quality of data and assessment of migrant pupils competences (2013)</u> FG 2012: On the national level monitoring and analysis of immigrant situation is very underdeveloped. NRT 2013: the absence of proper monitoring and statistical data is an obstacle for an objective assessment of the migrant situation and for the planning of appropriate activities for their support > currently the data collection system is being updated to assess the situation of migrant children at schools.</p>

National Round Table Issues

The Netherlands

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
Early School Leaving (ESL)	The last years there has been an influx of new groups of migrants in the Netherlands, especially from the new EU members in Eastern and Middle Europe. This is a new challenge for educators in dealing with cultural and ethnic differences.

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Challenge:</u> Ethnicity seems to be sort of a fetish in the Netherlands. On the one hand the Dutch try to get rid of stigma, on the other they are not able to let it go. It still is a sensitive issue. It would be wiser to look at it in a more matter-of-fact like manner. For instance with ESL there is a need to identify, if ethnicity is a factor; and when it is, a focus must be put on the activities on when and where ethnicity exactly is of importance.</p> <p><u>Recommendation:</u> link ethnicity with factors at the other levels, meso and macro level, for instance when there is an investigation of patterns of behavior of specific groups regarding ESL in big cities.</p> <p><u>Recommendation:</u> need to discuss the meso level: how are students with a migrant background welcomed? How do teachers deal with "differences" in class?</p> <p><u>Challenge:</u> in rural parts of the country ethnic differences are still more important than in the cities. For instance in the region of Ede student behavior is sometimes misinterpreted due to deficient knowledge of soft cultural rules of behavior (from both sides). Open communication is a key to improvement.</p> <p><u>Recommendation:</u> In the case of ESL the social-economic status is significant, not ethnicity. It appears as inappropriate to keep on talking about ethnic backgrounds in the cases of students from the third generation who are living in the Netherlands.</p>	<p><u>Recommendation:</u> based on the example of Schiedam: support for students with risk of ESL within schools, not in separate rooms</p>	

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Experience:</u> At the national level there is a general ESL policy. At the regional and local level, however, schools and cities have room to develop more specific policies within the national policy framework.</p> <p>There are long-term performance agreements between schools,</p>	<p><u>Experience:</u> In the Netherlands ESL is well researched. The research focus is mostly on the</p>	<p><u>Challenge:</u> the schools for upper secondary (vocational) education have large numbers of students, whereas students at risk need small</p>	<p><u>Experience:</u> Organization for students in vocational education</p>			<p><u>Experience:</u> Minority organization FORUM, stimulates</p>

<p>municipalities and national government.</p> <p><u>Challenge:</u> Many children with a migrant background have a language deficit when they start Dutch primary school (and the fact that migrant children and non-migrant children often visit different types of preschool facilities increases the language gap).</p> <p><u>Challenge:</u> early selection in secondary education. At the age of twelve the choice for lower secondary education has to be made.</p> <p><u>Challenge:</u> Students with a migrant background are as much overrepresented in the lower streams as students with learning difficulties, which enhances risks of dropouts.</p> <p><u>Challenge:</u> while students in the higher streams stay in the same school until their exams, students in the lower streams change schools at the age of sixteen. This is a risk moment in the school career in itself.</p> <p><u>Challenge:</u> dilemma of transition phase: future teachers should know about the students' weaknesses and get informed by the former teachers, but also students should get the opportunity of a non-biased "fresh start".</p> <p><u>Experience:</u> There are experiences with what is called a 'warm transition' of information between the two schools to solve this dilemma.</p> <p><u>Recommendation:</u> an example to tackle the issue of the difficulties in the transition phase might be the new possibilities to send students away from schools of lower vocational training, especially since it is unclear where they should go to.</p>	<p>individual level and individual characteristics of early school leavers.</p> <p><u>Challenge:</u> Little attention is paid to the meso- and macro level. At the meso level activities within the school and the classroom are important.</p>	<p>scale schools with personal attention.</p> <p><u>Challenge:</u> finding enough good trainee posts in vocational education is a problem. In general, finding a post is the responsibility of the students. Schools have a list of qualified posts, but informal networks are important to get a post.</p> <p><u>Challenge:</u> one reason for drop out of school is that pupils don't know about their career perspectives.</p> <p><u>Recommendation:</u> enhance career guidance and dialogue with students and their parents.</p>	<p>(JOB) provides a helpdesk and also explains to students that schools get no fine for early school leavers but a bonus for every graduating student.</p>		<p>parent involvement until the end of primary education.</p> <p><u>Recommendation:</u> in as far as school success is a shared responsibility of schools, students and parents, there is a need to take the role of each of them seriously by focusing on communication and motivation.</p>
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Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p><u>Experience:</u> 3 good practice examples from different cities:</p> <p>Den Bosch: Roma students with a high absenteeism/ ESL rate were treated strictly with a focus on direct response to absenteeism like other students > ESL reduced;</p> <p>Gouda: city with a large Moroccan background: registration of absenteeism/ESL and special advisors for minority groups > decrease of ESL</p> <p>Schiedam: implementation of a combination of programs to support students with multiple problems, especially young mothers. A network team of professionals is available for this integrated way. The students of the program sit together in special classes within a regular school. There is day care for the babies and psychological support for the mothers.</p> <p><u>Recommendations:</u> based on the example of Schiedam: contact with parents is only helpful in case of a good relation between them and their children; integrated approach towards education and the need in other areas of life;</p>	<p><u>Experience:</u> At the national level there is a general ESL policy >no special treatment for specific target groups. At the regional and local level, schools and cities have room to develop more specific policies within the national policy framework. This approach allows for tailored solutions to local problems and for specific local groups of students, e.g. students with a (specific) migrant background.</p> <p>There are long-term performance agreements between schools, municipalities and the national government.</p> <p><u>Experience:</u> When an analysis of local facts and figures calls for action towards specific groups, extra national budget is possible. Examples are programs for Roma</p>	<p><u>Experience:</u> The Minority organization FORUM is involved in ESL in different ways:</p> <ol style="list-style-type: none"> 1. Stimulating parent involvement from preschool until the end of primary education; 2. Addressing the problems of the transition between primary and secondary education, involving schools and parents, and organizing extra lessons for students; 3. Helping students in vocational education to prepare for the labor market, for instance in finding trainee posts. <p><u>Challenge:</u> Preventing and combating ESL demands the cooperation of all actors involved.</p>

support for students with risk of ESL within schools, not in separate rooms. Challenge: the merry-go-round of projects is a problem. It is difficult to transfer experiences and knowledge from one project to another or to bring continuity into a program (instead of subsidizing new projects).	students, Moroccan students or young mothers. A contested question remaining was whether there should be specific policies for minority groups regarding ESL.	In the current period of decreasing budgets and student numbers this becomes more difficult.
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Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
The initial training and further training need to be more focused on specific expertise, for instance on dealing with cultural differences in the classroom and school. In bigger cities the problem is smaller than elsewhere.	Since teachers may choose to work at the school of their preference, good teachers stay in better performing schools, but are needed in more "problematic" schools: the balance between micro freedom of choice for teachers and the macro wish for the best support needs further attention. Minority background of teachers and the wish that school teams mirror the diversity of society: important for identification processes of students, role models are a key factor in what students expect for themselves. Knowledge of professionals working to prevent ESL needs to be shared and made available for municipalities, schools and social work. Teachers play a central role in preventing ESL. Part of the initial and further training of teachers should be to learn to deal with diversity, since they need to address cultural differences among students. Schools and parents play an important role and should share a responsibility for the pupils' talents and their school success.	

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
In 2006 a policy program to prevent and combat early school leaving started (called 'Aanval op Schooluitval').	Experience: since 2009 a digital absence portal is in use, and monthly reports help actors to identify local and regional problems and take appropriate action. Experience: the example of the city of Den Bosch shows the importance of transparent and consistent policy development and implementation.		Challenge: temporary budget for projects to combat and prevent ESL create a dilemma. With the budget there is room to experiment and to develop good practices. But when the budget stops, often the practice needs to stop also because there is no alternative budget > merry-go-round of projects and dissemination of good practices is difficult.

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
The main goal of the NRT was to evaluate the results of (the implementation of) the Dutch policy on early school leaving especially for students with a migrant background. The goal was realized through exchange and dialogue between policy, practice and research.	<u>General quality of school system</u> FG 2012 and NRT 2013: Challenges: Early far-reaching decisions in school career is a disadvantage for immigrants because the choice for secondary education is made at the age of 12, so migrant pupils don't have enough time to catch up on language and other skills. <u>Diversity in school</u> FG 2012: No diversity policy at local or school level. <u>Diversity in school system (2012) & Quality of teachers... (2013)</u> FG 2012: Including diversity into school-life. Better teacher training and empowerment regarding cultural understanding NRT 2013: Initial training and further training need to be more focused on specific expertise, e.g. on dealing with cultural differences in the classroom and school. <u>Involvement of parents</u> FG 2012: Involvement of diverse groups of parents needed. NRT 2013: Experience: Minority organization FORUM stimulates parent involvement until the end of primary education. <u>Targeted measures for migrant pupils (2012) & Quality of teachers... (2013)</u> FG 2012: Personalised learning and individualized support: depends on school and teacher

NRT 2013: Teachers play a central role in preventing ESL. Part of the initial and further training of teachers should be to learn to deal with diversity. Schools and parents play an important role and should share a responsibility for the pupils' talents and their school success.

ESL

FG 2012: early tracking leads to segregation: longer transition period and later selection would improve the situation; transition from primary to secondary education is generally known as a risk moment; migrant students are over- represented among the group of pupils leaving school early.

NRT 2013: Details contained in different aspects above.

National Round Table Issues

Norway

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
Policies and Practices for Enhancing Educational Provisions for children and young people with a migrant background	

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Challenge</u>: formulation of the need to consider diversity and bilingualism as resources.</p> <p><u>Good Practice</u>: intercultural education, "Flexible-Identity"-Course in the combination class Larvik.</p>		<p><u>Challenge</u>: lack of role models for immigrant pupils (according to Whyn Lam, Akershus county, role models are of high importance to give advice etc.) - there are only few teachers with minority background.</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<p><u>Experience</u>: Good Practice: structural combination of municipality's and county's responsibility in combination class Larvik.</p> <p>Need to review the contents and organization of the training programs for the newly arrived students.</p>	<p><u>Recommendation</u>: schools should map migrant students' competence before they enter school in order to offer special language learning.</p>	<p><u>Recommendation</u>: establish contact between vocational students with a minority background and business/ industry to pave way for apprenticeships.</p>	<p><u>Recommendation</u>: inform pupils at the lower secondary level about upper secondary school, because students have to know the educational opportunities in upper secondary education.</p> <p><u>Experience</u>: initiative of Municipality Trondheim: provision of information about secondary and higher education for bilingual teachers to impart to parents: more students will make the right choice.</p>	<p><u>Experience</u>: Inspections of the County Governor of Finnmark (also situation of many Norwegian regions): students receive special Norwegian language training.</p> <p><u>Experience</u>: Education Act says that people with migrant background may have special needs for language learning.</p>	<p><u>Challenge</u>: Inspections of the County Governor of Finnmark: most of the students with migration background don't get mother tongue or bilingual education because of a lack of competent teachers > students were not able to complete upper secondary education.</p>	<p><u>Experience</u>: MiR (mirnett.org) is an organization that works with empowering parents to be more active participants in their children's life, attending meetings at schools and giving their children good advice.</p>

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p><u>Experience</u>: established in 2013: some upper secondary schools have a one year introduction course for migrant students. The purpose is to make the students more</p>	<p><u>Recommendation</u>: to stop the drop out it is important to focus the school attendance of</p>	<p>Cooperation of MiR (empowerment of parents) with a Countywide service, which gives advice and helps</p>

<p>prepared to make the right choice about the study programs, and to give them more knowledge about basic issues.</p> <p><u>Good Practice</u> County of Larvik: helps students (16-20 yrs) with lack of Norwegian language to enter high school > structural combination of municipality's and county's responsibility; location tailored for the needs of youngsters; secure and well-guided environment; well educated and specialized teachers (language training and intercultural skills); "Flexible Identity"-Course.</p> <p><u>Good Practice</u> Municipality Trondheim: 5 reception schools for newly arrived migrant children; Norwegian and bilingual/ mother tongue education; bilingual teachers; monitoring by the Early Childhood and Education Office.</p>	<p>newly arrived migrant youth, To do this, parents have to support them better in their choices and give them advice. This requires more knowledge among parents. Education Act says that people with migrant background may have special needs for language learning, this includes Norwegian language, mother tongue instructions and bilingual education</p>	<p>kids in High school to prevent drop out.</p>
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Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<p>Lack of role models for immigrant pupils (according to Why Lam, Akershus county, role models are of high importance to give advice etc.) - there are few teachers with minority background.</p>	<p>More and broader research on teaching methods needed. Need for collaboration of researchers and policymakers in the field of teacher training. Establish education for bilingual teachers, and set standards for their Norwegian language skills.</p>	<p>Hedmark University College introduced a masters program for teachers in adaptive education.</p>

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues

Additional remarks

Final conclusions and recommendations	Subjects of the Focus Group Report that were taken up again during the NRT 2013
<p>Focus on integration of migrant students to enable them fair education possibilities. Also focus on holistic approach on education.</p>	<p>No Focus Group was conducted in 2012.</p>

National Round Table Issues Portugal

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
<p>Main issues were: Perspectives on current policies of inclusion/ integration concerning minorities and migrants; role and responsibilities of schools in promoting inclusion through the development of projects and practices; specificities and competencies necessary for professionals who are working with migrants.</p>	<p>Young people with a migration background in Portugal are not at greater risk of Early School Leaving than their native peers; this states a positive example in Europe. Portugal is a recent receiving country; in the past decades there was a change in the pattern of countries of origin. The focus of the NRT was in line with the focus of the Education Research and Intervention Centre (CIEE-FPCEUP): Citizenship, Diversity, Equality of Opportunities and Inequalities in social and educational contexts, as well as Early School Leaving (ESL). Perceptions on the main problems on policy implementation about migrant education are inter alia social and educational integration/ inclusion of migrant/ minority young people. Some concerns on the structural level have been changed in time, many measures have been introduced. In view of the above-mentioned problems, the integration of students coming from Africa (former Portuguese colonies) raises new questions within Higher Education. The lack of knowledge about cultural diversity, not only as far as it concerns "new migrants" (eastern countries, Brazil) and "old migrants" (from Africa), but also ethnic minorities like Roma, is still not overcome.</p>

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<p><u>Challenges</u> on policy implementation: Some school initiatives don't have the support of the Ministry of Education and little autonomy to develop ideas on interculturality because of a lack of awareness of the challenges that come along with diversity (Arnot, David & Weiner, 1999). The latest political decisions concerning education policies are giving less and less space to Civic and Citizenship Education (including issues of migrants, minorities, discrimination etc.). <u>Recommendation</u>: working at school level in a more integrated way regarding subjects like discrimination, integration and inclusion. <u>Experience</u>: PIDOP project (FP7 funded project involving 8 countries): producing knowledge on participation, ethnic minorities, migrants and young people. This project aims at understanding participation constraints and opportunities mainly among young people to create knowledge that could influence European policies. Research acknowledges that young people need to be involved in high quality experiences of civic participation to become politically involved in the future (Fernandes-Jesus et al. 2012). <u>Experience</u>: the Escolhe Vilar project (a project of the Choices Program) deals with the intercultural framework of projects and of integrating different cultural groups. Working with cultural diversity enables professionals to acquire competencies of "sensitivity". <u>Experience</u>: SOS Against Racism Foundation is working mainly at the policy level and is part of the European Network Against Racism. It evaluates the work in schools on issues of migration, discrimination and inclusion.</p>	<p>The Portuguese integration system of migrant children provides that they are included in regular classes in schools.</p>	<p><u>Challenges</u>: schools in a social milieu with ethnic and migrant diversity face challenges on the macro level (migrant policies and their impacts on families), on the meso level (school curriculum and pupils relation to knowledge) and on the micro level (classroom and pedagogical strategies).</p>

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils	Quality of vocational education	Quality and accessibility of	Language support in general and language of receiving country	Language support mother	Involvement of parents

	competences		information		tongue	
<p><u>Problem:</u> “Tradition” prevails in teacher’s initial training: inappropriate to respond to diverse classes; Teachers’ placement based on random variables and temporary placement – not always the necessary teachers in the right places; Training deficits at private universities;</p> <p>Excessive teaching time with demanding curriculums doesn’t allow intercultural issues to be discussed in the classes</p> <p><u>Challenge:</u> Teachers’ training, the establishment of permanent teachers in schools and students’ curriculum adaptations to intercultural issues is of high relevance to open up the school system and provide more teaching quality.</p> <p>The Portuguese Constitution establishes education as one of the fundamental rights with a universal character: “Everyone has the right to education with a guarantee to the right of opportunities to access school and have success”. However, bureaucratic barriers related to the missing cooperation between the origin country and host country hinders the process.</p> <p>The Portuguese system has tried to develop an intercultural global strategy on education by a well defined legislative framework and by policies, in particular giving ACIDI responsibilities in intercultural matters on education. The definition of PII - Plan for the Integration of Immigrants has specific measures for developing intercultural education within schools.</p>	<p>There is a need for more evidence data, comparison, evaluation, and dissemination of good practices.</p>	<p><u>Challenge:</u> Intercultural training for Teachers. Vocational training should be more effective by providing more interest areas for students and by linking these with the employment market.</p>	<p>Important to ensure the production of materials for the education system.</p>	<p><u>Challenge:</u> structural changes needed concerning bilingual education, although the school system provides extra support for learning Portuguese and other subjects.</p> <p><u>Experience:</u> some research and intervention projects have been implemented mainly with a focus on bilingual education. Project from 1985 in Cova da Moura from a Cape Verde association promoted language as a mean to teach other subjects > these projects influenced the whole community due to their "multilingual awareness".</p> <p>Recommendation: Apply such projects in the curriculum for transporting the overall philosophy that all languages in school must be integrated, since they represent cultural identities.</p>	<p>Teaching the mother tongue is rarely implemented. Legislation provides for mother tongue teaching, but implementation varies, with no uniformization of the procedures.</p>	<p>Policies should have an important impact on an effective communication between migrant organizations, schools and local communities. There is a need to create effective partnerships and links between these levels. Migrant associations are crucial resources and have an important role of mediation within schools and with the local communities. Partnerships and networking are crucial to open up schools to interculturality. Partnerships must be strategically established with local power structures, such as Municipalities, Parish Councils, NGOs, Migrant Organizations, etc.</p>

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<p><u>Recommendation:</u> participation in after school programs play a significant role in promoting school engagement and decreasing dropout and ESL.</p> <p><u>Experiences:</u> several projects are dedicated to the Roma community, which had serious problems concerning integration and inclusion. In the past decades changes were made and the relationship with schools and the openness of the Roma community improved.</p>	<p><u>Experience:</u> Project of the City Hall initiative to ameliorate the situation of Roma children</p> <p><u>Experience:</u> Portugal is one of very few European countries where a single public body takes responsibility for policies on intercultural dialogue. The High Commissioner on Immigration and Intercultural Dialogue in cooperation with the European Commission launched the "Choices Program" which is currently in its 5th generation, developing 110 local projects all over the country. The high dissemination of the projects reveals the capacity to analyze contemporary social problems, mainly related to the financial crisis.</p>	<p><u>Good practice:</u> networking: Concerning ESL, better results are achieved through the cooperation of schools, City Halls and other local organizations. Knowing and understanding migrants and minority communities' characteristics helps to answer special needs and to improve school attendance.</p> <p><u>Experience:</u> Project TemRede (financed by Portuguese Foundation for Science and Technology) discusses networking practices between schools and local authorities in order to find out about the impact on school success.</p>

<u>Challenge</u> : there are still societal reservations towards the Roma community.	One work line of the Program is to improve networks with schools; another focus is decreasing ESL in socially deprived communities.	
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Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
<u>Challenge</u> : the articulation and dissemination about goods practices and experiences at schools; teacher's formation and trainings for challenges regarding inclusion and diversity.	Acquire and increase competencies of teachers regarding guidance of pupils during choice processes. <u>Recommendation</u> : use more interactive didactics during teacher training and provide initial guidance for new teachers.	

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
<u>Recommendation</u> : cultural capital is a dimension which plays an important role in the context of participation, besides the ethnic and migrant factor, this means that work needs to be done in the context of empowering people, changing curricula etc. <u>Recommendation</u> : migration policies cannot be separated from education policies, since children with a migrant background need a solid surrounding to be successful in school. Such a surrounding depends directly on migration policy.	<u>Challenge</u> : difficult to evaluate the impact of Community projects. For the evaluation of good practice examples it is considered easier to speak with the participants to prove the relevance. <u>Recommendation</u> : debate over the level of responsibility demanded from the school. For several reasons, schools aren't concerned with diversity in a critical way. At the political level there is the predominant opinion that social change will follow a legislative change. But how, if schools aren't prepared?	In the plan for immigrants' integration, the relevance and the focus in education is visible in different measures, e.g. teacher training, the integration of school mediators, dissemination of best practices and information in schools (Mendes 2012). <u>Challenges</u> on policy implementation: Usually public institutions' discourses are aligned with European discourse. But other institutions have different perspectives concerning central governing issues. As far as it concerns civic participation of minority group associations, there is a gap between the law and reality, because of several constraints and lack of opportunities, especially in education. (Young) people with a minority background claim that they are only "citizens in the making", even if they are politically correct "integrated".	<u>Recommendation</u> : migration policies cannot be separated from education policies, since children with a migrant background need a solid surrounding to be successful in school.

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
<p>Since participants were representing different communities and regions, the NRT gave a broader perspective about the diversity of problems, different strengths could be found as well. Multiculturalism was defined from different perspectives.</p> <p>This confrontation of diverse concepts turned out to be relevant to describe and analyze practices in schools and projects to find out, if they are inclusive or just means that reproduce inequality.</p> <p>There was agreement on the need to overcome situations that lead to exclusion, like questions of legalization, access to education, caring of migrants that were born in Portugal. Working with families and follow children's pathways requires multidisciplinary teams and sharing of information/ networking.</p> <p>Two main issues of the debate: education of culture and language, which means that the discussion is not just about migrants' education, but also related to social change, necessary to deal with the difference > So far it seems like society often expects minorities or migrants to change alone.</p> <p>Furthermore, an ethnic discussion is still needed.</p>	There was no Focus Group in 2012.

National Round Table Issues Spain

Overview

Goal and context of the NRT	Background information necessary for NRT approaches
The discussion of the Round Table focused on the following issues: policies of access to education, policies for dropout prevention in the educational system, policies for the integration of migrants' families, and policies for the implementation of educational improvement in the learning conditions for migrant students.	

Diversity in School

Approach to diversity (e.g. intercultural education, image of migrant students)	School segregation	Quality of the curriculum, its relevance for all pupils and accounting for migrant pupils' specific needs and different backgrounds in teaching methods and materials
<u>Recommendation</u> : do not name students of migrant origin "immigrants", but "newcomer students".	<u>Challenge</u> : implementation of policies that seek to promote access, retention and maintenance for people with sufficient economic and social resources results in gaps that are increasingly more difficult to correct in the lower social classes.	<u>Recommendation</u> : enhance non-cognitive skills in the curriculum to foster self-esteem. <u>Challenge</u> : teachers tend to use common stereotypes, showing even some sort of rejection towards newcomers students > teacher training should emphasize the development of positive attitudes towards diversity. <u>Challenge</u> : Increase the presence of teachers with a migrant background.

General quality of the school system

Quality of school system and access to education	Quality of data and assessment of migrant pupils competences	Quality of vocational education	Quality and accessibility of information	Language support in general and language of receiving country	Language support mother tongue	Involvement of parents
<u>Challenge</u> : Start of school outside of a stipulated time frame causes difficulties, since currently parents have to request a place for their children > disequilibrium between schools and ghettoization, because schools often refuse migrant children. <u>Challenge</u> : as part of economic cuttings: abolishment of expert teams that located available school places for students of late access to education. <u>Challenge</u> : rebuild administrative structures that allow for an equitable and consistent distribution of the migrant student population in all schools. <u>Challenge</u> : better and equitable distribution of public resources by educational committees in the city councils.						<u>Recommendation</u> : appropriate integration of parents; provide them with necessary information

Targeted measures for migrant pupils

Supplementary measures for pupils with a migrant background	Targeted support for special needs	Networks respectively (school-) partnerships with other schools, research institutes, other organizations or communities
<u>Recommendation</u> : create mediation teams in schools for the work with migrant families. In Madrid	<u>Challenge</u> : since immigrant	<u>Experience</u> : Best practice in Rivas Vaciamadrid:

the experience of one Secondary School (IES Madrid Sur) shows that school mediation programs are having success helping groups to detect various problems among the students > should be expanded on the whole school community. Current reduction in scholarships and access to educational materials makes the schools supply what is lacking > insecurity results in discrimination.	students receive little attention/ help, inequalities are maintained in schools. <u>Recommendation:</u> enhance teachers training on diversity.	collaboration of local authority with other associations, e.g. for mothers and parents of school children (AMPAs) > prevention of dropout/ ESL.
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Quality of teachers, including migrant & foreign-trained teachers, teacher training

Challenges	Measures/ Recommendations	Experiences
Discussion about the importance of increasing the quality of the training formation > prepare teachers to deal with different educational problems. Reduction of teachers results in lack of competences and trainings.		

Governance and Mainstreaming

Addressing of migrant students in many areas of life and not just in school (e.g. an 'integrated approach')	Monitoring of school performance and educational achievements by specific groups/ Monitoring of projects	Interaction of political and society actors	Financial issues
<u>Recommendation:</u> provide support and assistance to students for the proper management of their free time, including summer.			<u>Challenges:</u> as part of economic cuttings: abolishment of expert teams that located available school places for students of late access to education. Current reduction in scholarships and access to educational materials makes the schools supply what is lacking > insecurity results in discrimination.

Additional remarks

Final conclusions and recommendations	Issues of the Focus Group Report that were taken up again during the NRT 2013
	One of the issues of the NRT was the omnipresent lack of financial support, which was discussed more profoundly with several consequences. Additionally, the ghettoization was again a main subject at the NRT, which was mentioned before in the FG Report in regard to school segregation. The extensive need for teacher training and intercultural competence was revisited again, as well as the need for a change in teaching methods. In line with the statement of the FG Report that the image of immigrant students is a problem instead of a contribution, it seems that the NRT cites this fact as a reason to recommend to call immigrant students "newcomer students", to prevent them from discrimination.



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