



SIRIUS 2.0 Policy Network on Migrant Education
Policy Conference

**Sustainable and Impactful Policy Change
for Inclusive Education for Migrants**

REPORT

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AGENDA

10th of February from 9 am to 1 pm CET (hybrid)

- 08.30 Registration
- 09.10 Welcome and Opening by Sevak Khatcharyan, Co-chair of SIRIUS Board
- 09.20 The Panel **“How do we create a sustainable and Impactful Policy Change for Inclusive Education for Migrants?”**
- * **MEP Salima Yenbou** (Group of the Greens/European Free Alliance, France)
 - * **Bistra Ivanova** (Co-founder and Chairperson, Multi Kulti Collective, Bulgaria)
 - * **Gyula Cserey** (Head of Unit Strategy and Investments, DG EAC, Belgium)
 - * **Angelika Aroni** (Head of the Unit for Integration and Support of UAMs, Ministry of Migration and Asylum, Greece)
- moderated by **Mialy Dermish** (Executive Director, Sirius Policy Network on Migrant Education, Belgium)
- 10.30 Coffee Break and navigate to sessions
- 10.45 Module 1 Parallel interactive sessions
- * ***Multi-stakeholder meetings - impact and sustainability*** led by Kidist Teklemariam with examples from Farafina Institute, Germany and University of Montpellier III, France
 - * ***Peer Learning - how can the EU foster practice learning across countries?*** led by RISBO, Netherlands with New Communities Partnership, Ireland
 - * ***Innovative and inspiring funding - how can cities make a difference in migrant education?*** led by Miquel Àngel Essomba, Universitat Autònoma de Barcelona, Spain with SuperAccio and Council of City of Barcelona
- 11.30 Coffee Break and new groups creation
- 11.45 Module 2 Parallel interactive sessions
- * ***Multi-stakeholder meetings - impact and sustainability*** led by Kidist Teklemariam with examples from Farafina Institute, Germany and Educational Research Institute, Slovenia
 - * ***Peer Learning - how can the EU foster practice learning across countries?*** led by RISBO, Netherlands with example from Nektaria Palaiologou, Hellenic Open University, Greece
 - * ***How, what and why of undertaking national educational research to inform inclusive education for migrants - SIRIUS Watch*** led by Loes Van der Graff, PPMI, Lithuania with example from Multi Kulti Collective, Bulgaria
- 12.30 Navigate back to main room
- 12.40 Closing of event with Co-chair of SIRIUS Board by Tomislav Tudjman and Isabelle Chopin Director of Migration Policy Group
- 13.00 End of the conference



Priorities, policy messages and implications SIRIUS 2.0

Below please find a number of priorities identified for moving forward for migrant education in Europe over the next few years accompanied by some policy implications and suggestions for practices to institute.

Feel free to contact mialy@sirius-network.org for more information.

Systemic Data Collection

Finding - The “increase in diversity in classrooms and increase in awareness on the specific needs and challenges faced by migrant children over the past years has not led to increased monitoring and data collection on migrant children in schools.” SIRIUS Watch 2021. There is an overwhelming need for systematic data collection from Ministries of Education in order to better disaggregate and understand the experiences of students with a migrant background. Only with this data collection are we able to accurately respond to a continually evolving situation.

National Policy level Implications - Instituting collection and anonymisation of migrant-related data on students as they enter school will build a stronger understanding of needs. Data should be integrated into national Education Management Informations Systems (EMIS) and accessible at local and school levels.

Digitalisation

Finding - Students with a migrant background are more at risk of educational failure in an increasingly digital educational world if basic areas continue to be ignored. “Children with less material resources (e.g. laptops, internet connections), lower digital skills, or less parental support do not benefit from the opportunities provided by ICT tools in education to the same extent as other children who do possess such resources. Migrant children are often over-represented in this group.” SIRIUS Watch 2021


National Policy level Implications - Family and parental support initiatives need to be made available at schools (decentralised options with quality school leadership or partnership with local cities or governmental authorities) so parents can access and learn about technologies and how to use them. This also includes language and educational culture classes or peer learning opportunities to increase understanding of the social and educational context of learning and learning digitally.

Increase of national funding and relationships with hardware and software providers and investment in wifi in rural and underserved zones to ensure each school and family is able to access the digital opportunities.

Decentralisation of hardware funding to schools so they can access the funds they need to serve the families they work with.

Finding – The private sector has an increasing role to play in the context of digitalisation “migrant children use technology more for educational than other purposes in comparison to their native colleagues” SIRIUS Watch 2021. However educational technology companies have limited understanding of the needs of migrant students.

National Policy level Implications - Government must take on the responsibility of linking up



educational tech companies acting in their national landscapes with data that reflects migrant educational needs and realities and incentivise them to serve this (and other) underserved populations.

Addressing Teacher recruitment, training, support, attrition

Finding - Although there has been an increase in recognition and employment of policies around teacher training for diversity, and improvement in availability of curriculum and pedagogy around inclusion in the classroom, there is still much work to do around supporting and improving the teacher workforce. There are still a limited number of teachers from a migrant background. Pathways to teaching can be blocked by national knowledge-based requirements around language, historical or geography. In addition national diplomas are not fully or even partly recognised in many EU systems. Migrant professionals and teachers from other countries bring intercultural, linguistic and many other benefits to our national education systems and provide experienced and educated professionals that can be deployed in the teacher workforce quickly.

National Policy level Implications - Creating flexible pathways to teaching which recognise skills and diplomas in qualified teachers and professionals with a migrant background AND include support to migrant teachers into finding employment.

Policy recommendations, guidance and staff to support schools in supporting these new teachers. (Peer professional counselling, understanding additional needs of new migrant teachers etc) to ensure the employment is sustainable. Policies which stream experienced teachers with strong backgrounds in diversity and inclusion towards schools where this is most needed.

Housing, segregation, local level action

Finding - Of the 7 key areas identified in the SIRIUS Clear Agenda on Migrant Education, eliminating school segregation has had the least progress. Housing and local level policy has a significant on placement of migrants in schools and causes ‘ghetto-isation’ in many of our European cities. Yet cities can also play a significant role in transforming the nature of our inclusion process. The City Council of Barcelona has partnered with educational researchers, local NGOs and service-providers to understand the needs of the local communities and developed an inclusive process in providing a range of services to students and families with a migrant background including improving access to higher education and working with highly marginalized unaccompanied minors.

National Policy level Implications - Develop inclusive mechanisms of dialogue, research and policy-making at the local-level to understand how city-level funding can be most impactful. Work across city sectors to understand how housing, education and health can better address needs of migrant populations together.

Covid 19, widening gaps in education and resilience and investment for families

Finding - “During COVID-19, UNICEF noted that many migrant children may have already suffered from gaps in their learning progress and are more likely to fall behind even further.” SIRIUS Watch 2021. In addition to the developments related to the digital education, covid 19 also impacted the daily experience of many families due to deepening economic security.



Increased parental stress and inability of parental involvement has been noted in many marginalised communities, including migrant students. These factors have a negative impact on students learning and well-being and this should be addressed at school-level.

National Policy level Implications - Increased decentralisation or decisions and funding opportunities for schools to undertake after-school activities or link with non-formal centres to ensure more wrap-around care for students who may need this in terms of homework support, extra-curricular activities, access to supportive and available adults.

Family and parental support initiatives need to be made available at schools (decentralised options with quality school leadership or partnership with local cities or governmental authorities) – These support initiatives can utilise already existing school resources (other families, peers, parents.)

Less focus on narrow academic outcomes, instead replacing this with development and focus on executive function skills that are developed throughout the life-course and within social environments (including school and the classroom). Research shows that these skills have “predict later-life outcomes with the same, or greater, strength as measures of cognition” (<https://www.oecd.org/education/cei/Fostering-and-Measuring-Skills-Improving-Cognitive-and-Non-Cognitive-Skills-to-Promote-Lifetime-Success.pdf>)

Fostering whole school approaches and whole community so peer relationships and networks can build up organically and individuals or families are less likely to be ‘left behind’.

Increased discrimination and racism after Covid-19

Finding - In some cases the increased presence of Covid-19 in certain communities fed into existing discrimination and racism causing children from a migrant background to be discriminated against and bullied at school. The ‘BLM’ movement throughout this period has also highlighted the issue of systemic racism felt and experienced by many students with a migrant background. Highlighted in our Policy Conference Panel by MEP Salima Yenbou and also raised by several of our partners including Farafna Institute (Germany) who undertook advocacy action at a local political level. It must not be ignored that anti-racism work is needed at all levels to ensure that students with a migrant background are granted equal access and quality education as native students.

National Policy level Implications - Policy implications are similar to those mentioned above including: systematic collection of data on students with a migrant background systematic collection of data on incidents of discrimination and bullying at school level encouragement of inclusive policy-making forums at a local level so that lived experiences of migrant students are heard and integrated into change actions at local and school level working across city and policy silos so that housing, education, health and social services are integrated and increased polarisation and separation does not occur.

Sharing good practices of official school complaint mechanisms and capacity building initiatives for school leadership, teachers, parents, families and students



Overall note on Inclusive Education

We, SIRIUS strongly believes that the success of creating inclusive education as a key to establishing inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice. The move towards inclusion is a gradual one that should be based on clearly articulated principles that address

system-wide development and multi-sectoral approaches involving all levels of society. The barriers to inclusion can be reduced through active collaboration

between policy-makers, education personnel and other stakeholders, including the active involvement of members of the local community, such as political and religious leaders, local education officials and the media.

Some important steps include:

- Carrying out local situation analyses on the scope of the issue, available resources and their utilization in support of inclusion and inclusive education Mobilizing opinion on the right to education for everybody
- Building consensus around the concepts of inclusive and quality education Supporting local capacity-building to promote development towards inclusive education
- Developing ways to measure the impact of inclusive and quality education
- Developing school- and community-based mechanisms to identify children not in school and find ways to help them enter school and remain there.



NOTES FROM THE MODULES



Module 1: Multi-stakeholder meetings - impact and sustainability

Claudia – Farafina Institute (Germany)

Sirius National activities 2012-2014 (throwback of how the national activities developed)

- Focus group discussions: it started with setting up the needs of each country towards migrants education
- National round tables
- National debates and regional roundtables: identified topics to be discussed in the countries

Sirius 2.0 (2018 – 2022) National round tables goals

- Foster the networking and cooperation among national policymakers, researchers, practitioners and migrant led organisations that all deal with migrant education issues
- Accelerate process of mutual learning and exchange of experience on the national level
- Create strategic and policy documents that provide the basis for future activities, policies and practices

Setting the stage workshops

- follow-up on activities and developments of the past stage
- potentials and options for greater contribution of migrant's organisations to the design, e Implementation and evaluation of migrant education policies

Change workshops

- finding strategies to translate research and policies into practical to in the areas identified for the follow up in the Setting up the stage workshops

Practice workshops

- improve the efficiency of migrant education policy implementation
- demonstrate good practice examples of implementation evidence based migrant education policies (where research findings were used for the designs and continuous improvement of practice)

Consolidation workshops

- strengthen national cooperation on migrants and refugee education
- develop and disseminate a strategy on how to consolidate multi-stakeholder cooperation and continue the process of mutual learning and sharing information

Work on anti-racism in Germany in the past 3 years

Process of working on the “Discrimination in schools” within 3 years

2019: *“Discrimination in schools - a civil sorcery strategy workshops”*

- cooperation with Life e.V. in Berlin - Germany-wide the first independent contact point for discrimination in schools and academic consultant
- attendance of civil society actors, migrant-led organisations, and policy makers from different federal states who are involved in discrimination activities regarding education

- assessment of data on discrimination in schools, challenges and current activities (e.g. complaint structures) in different regions (Example of findings: a lot of times it has been the teachers who foster the discrimination in schools rather than the students themselves)
- joint decisions on needs for changes and action points

2020: Joining efforts against discrimination in schools - 2nd strategy workshop

- cooperation with Life e.V. Berlin and academic consultant
- attendance of civil society actors, migrant led organisations and local policy makers from different federal states who are involved in anti-discrimination activities regarding education
- follow up on the action points of the first strategy workshop
- Decisions to:
 - o compose a statement on discrimination in schools and needs for policy and practice changes. Formation of the working group to work on the statement
 - o organise a conference with civil society actors and policy makers to discuss the identified needs for policy and practice changes. Formation of a working group

2021: process of the composition of the Statement against discrimination in schools

1. First draft of the statement by academic consultant (Jens Schneider), Life e.V. and Farafina Institute
2. Review of the draft by the working group
3. Revision of the draft based on feedback and discussion of new draft with the working group
4. Consultation process: selection of relevant organisations (migrant and ethnic-minority-led or LGBTQI) to review the draft, working group members send out the draft to selected organisations and the organisations send reviewed draft back
5. Revision of the draft based on the consultation process and the finalization after discussion in working groups
6. Collection of the first signatories among a wide range of civil society actors, NGOs, school-based actors, and individuals
7. Final editing and publication of the statement (including the list of first signatories); collections of more signatures through website (around 200 so far)
8. Sending of statement to education ministries (January 2022)

2022 (January): Dissemination of the statement against discrimination in schools

- Cooperation with Life e.V. Berlin and academic consultant
- Attendance of civil society actors, migrant-led organisations and local policy-makers from different federal states, mainly signatories of the statement
- Conclusion on further actions:
 - o Initiate an online expert exchange on selected topics of anti-discrimination and structures for schools
 - o Organize a discussion with the education ministries on the content of the statement
 - o Organize a larger conference
 - o Initiate a multi-national exchange of experience and practices on anti-discrimination measures, policies and structures for schools



Nathalie Auger – University of Montpellier (France)

Multi-stakeholders meetings – impact and sustainability

Needs identified in France regarding education and migration

- Needs: education in different spaces and time (schools, families, associations, NGOs, sports and arts activities, libraries, museums and etc.)
- Need of links between spaces and time
- Valorization of what is learned whatever the place or time
- Reinforce cohesion between what is learned in different places (schools + NGO help for homework, sports at school and in associations or in family activities)
- Reinforce competences, create educational pathways
- Valorise informal and non-formal skills

How to consolidate unformal, non-formal and formal education successful inclusive education in France? – we work for educational reciprocity, each one having to bring to the others. The teachers are taught how to use resources with the kids native languages to learn French.

Impact

- During our 4 NRTs
- Create links between different stakeholders, NGOs, schools, parents, cultural centers at our regional level (national participants, NGOs, policy makers)
- Created a website to identify one another: siriusfrance.jimdofree.com

Structure of the organization in France: the figure of the flower where in the centre are the kids and the petals represent the different actors and different structures present. (towards a bouquet of learning territories). In every city or region different actors are identified for the petals of the flower.

Sustainability

- NRTs: give space to talk between schools and NGOs while involving parents as well
- The implementation of pluricategorical actions (creating micro projects linking different types of education, including students, NGO and teachers in charge of migrant kids)

Organising multistakeholders trainings

- Being trained out of your comfort zone (when NGOs offer trainings they invite the teachers and vice versa)
- Interculturality
- Professional decentralization
- See oneself and migrant young people as a whole

The parents are an active actor in the educational process. Some of them don't even know how to read or write in their own language, so the materials on the website are also in audio format made with the voices of their own kids.

Including students from different domains: teaching French as a second language master degree about immigration teaching languages and creating links.

Sustainability

- Other learning territory to our large region Occitanie, including Toulouse through Toulouse Casnav (Regional structure for the schooling newly arrived children) and a teacher from high school who proposes interesting creative project to welcome and work with NAMs

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- Being able to provide a theoretical and pragmatic model to implement learning territories in France (and maybe a valuable model in Europe)

Q&A

Q1 to Natalie: Could we create the multistakeholder training in state of having teachers doing trainings, other stakeholders doing trainings and asking teachers to come. Maybe we should create a training that involved policy and training and have content that accommodates both. I think it is a great idea with great potential

A1 Natalie: I completely agree. Sometimes its very hard to find the place to gather the people and do the trainings. Maybe SIRIUS can help us in doing this.

Q2: Is this a model you're suggesting for France and you are not in collaboration with the minister? It is really important to clarify who are the official stakeholders in each country. For example, in Greece the policies about migrant education are coming from the minister of education which means that they are official policies. And policies coming from NGOs are a different situation. How we are going to fill in the gap and find the synergies between. How we are going to create policies for migrant people if we don't involve all people in the same way and giving them the voice.

A2: Of course it is a bottom-up model and we have contacted the ministry and for now it is a flower model that we are trying to involved the institutions more.

Q3 Sara to Claudia: Could you elaborate about the content of the statement and what was the main issues inside of the statement?

A3: I had a slide with the main recommendations, but I haven't talked about them much.



Module 1: Peer Learning - how can the EU foster practice learning across countries?

Start – 11:08

Overview of past PLAs

- Aims to:
 - Identify good practices through mutual learning and innovating
 - Consider what works and why, and why in this specific context
 - Stimulate innovation
- Hosts of PLAs can decide what subject they want to focus on
 - After it ends two participants from the PLA make the report of what was discussed
 - Every PLA has a few dissemination partners
- They have hosted a lot of PLA's that all focused on different migrant education topics
 - They have done them in person, online and hybrid
 - PLA in Portugal, visiting countries Ireland and UK: Reinforcing all key competences for migrant pupils through non-formal education
 - PLA in Germany, visiting countries Lithuania and the Netherlands: Evaluation of teaching all key competences for newcomer pupils
 - PLA in Croatia, visiting countries Greece and Portugal: Embracing differences through intercultural education and volunteering
 - PLA in Ireland, visiting countries Estonia and Sweden: Delivering Equality of Opportunity in Schools (DEIS) and Home School Community Liaison Scheme (HCLS)
 - PLA in the Netherlands, visiting countries France and Slovenia: Multilingualism in education
 - PLA in Spain, visiting countries Finland and Italy: Mentoring programs, social cohesion and educational success
 - PLA in Greece, visiting countries Norway and Bulgaria: Intercultural schools and ZEP reception classes

Main conclusions from their experiences

- The sharing of practices is very beneficial to create new ideas
- The combination of different host and visiting partner countries was able to generate interesting topics


- It provided intrinsic motivation
- In person PLAs are more valuable because it improves the conversation
- However online PLAs are more efficient
- Struggles that they have faced:
 - Hosting a PLA is more difficult with more people, especially during a pandemic
 - Different report writers had difficulty hitting the same high quality demanded of the report
 - Because of the variety of different partner organizations
 - Difficult to keep the conversation going after the report is made

Story of practice Ireland – Sevak Khachatryan


- Visiting Portugal was amazing because they Irish were able to learn about the policy and people of Portugal
 - However, this worked both ways, they both learn from each other
- There was a very high rate of collaboration
- It proved very interesting to compare countries
 - Often organizations (schools) in different countries implement the same policy but in a slightly different way
- Sevak recommends a more fluid conversation during PLA's instead of strict questions
 - Because with the strict questions they had to ask time management was difficult
- Having both time to interview each other, but also see it in practice is recommend
- It is a distinct advantage for countries to visit a PLA before hosting one
 - A PLA can be challenging to organize for a country doing it the first time

Future of PLA's

- A brainstorm was conducted via the program MIRO, where everyone could write ideas on sticky notes on a 'whiteboard'
 - The following ideas are the literal answers participants gave
- *Ideas for future topics and locations*
 - The role of the parents in various educational systems
 - Sport programs for newcomers
 - Italy, we have different centers for reception and integration. It is interesting the topic of the local hosting communities, they help to create binds and connections and sense of belongings
- *Requirements for optimal peer learning*
 - Preparation
 - Good presenters
 - Pre-meeting and follow up

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- Divide the time
 - Time during PLA for interview and visiting program
 - Work with subgroups for interviewers
 - Use item list rather than questionnaire
 - Good time management
 - Dissemination
 - Dissemination: we need more partners to help
PLA in Barcelona NEPC produced 6 different articles and posts but not even SIRIUS shared them
 - How to discuss results: are reports shared? Can you understand when you haven't joined the PLA
 - *Participants other suggestions for future PLA's*
 - Follow up visits
 - Visualize results (usually they are quite long)
 - Maybe by working with blog? Short videos?
 - More PLAs, great occasion for knowing each other

End – 11:42



Module 1: Innovative and inspiring funding - how can cities make a difference in migrant education?

Miguel Essomba – University of Barcelona (Spain)

Cities are an important space for developing relationships and inclusion of refugees and migrants. Cities have international people, this has to be taken into account. Policies translate into reality. This is the case in Barcelona.

Inclusion education policies: there is a convergence between European policies and state and regional policies.

What makes Barcelona different from other Spanish cities? Not much

There are partnerships between various agencies. It is not enough to look only at administrative aspects. Civic orgs and universities all have a role to play, together.

Stakeholders each have a role and work together.

Administration provides regulation and resources. The people there are experts and have an important role to play

University plays a huge role in terms of knowledge. Professors also practice on the field next to teaching. We do the thinking, doing and providing

Social entities. Their role is to implement policies but aren't passive. They also participate in the defining of policies. They bring so much more than other stakeholders. This transversal collaboration is crucial and is a sign of quality of our city. The projects allows us to ensure our objectives and their implementation.

Pilar Leonart Forradellas, Barcelona City Council (Spain)

Our hands on approach is typical from Barcelona culture. Transversal collaboration is crucial. Example: Important to understand education public policy. We work with them and for them. Evaluation is also important, all stakeholders need to be involved. It is complex but crucial. The collaboration needs to be tangible.


Key question: when we work, have we left someone behind? People can forget this. Inclusion of everyone is key. Education is a process of opportunities for everyone. We try to build bridges and we all learn from our collaboration. Politicians also have an important role. There are often resources but a political mandate brings problematic time limitations. Young people are the protagonists and are also at the table.

Project Prometheus: get young people with problematic situations to remain going to school. This requires social feedback. Administration provides a working framework.

200 people went to university and 16 graduated. This would not have happened without our work. We make sure the education is of a high quality, particularly for vulnerable young people. We provide money to realise our projects.

Poorer neighbourhoods are hard to work with. We also work with other administrations and each have their own work.

To conclude, this union has allowed us to change the role of schools. They are not only centres



of education, but also centres of community. There is exchange of cultures. This required changing infrastructure.

Zuhir Zammouri - NGO Superacciò, Barcelona (Spain)

We work in social action dealing with non-accompanied migrants: work with young people who have repeatedly failed. We started 9 years ago. We looked at what their environments where.

Despite being a city of opportunities, Barcelona has many young people living on the streets who have fallen through the net and are socially excluded.

The holistic approach is how different entities work together. We do this in a systematic way. We need to give these people a work plan and training. But the social acceptance side is also importance. We need to provide them opportunities and a pathway and perspective.

Often they have no papers, are afraid and face many hurdles. The administration need to ask them: what do you need.

They are cut-off because of language. We provide apprenticeships. The pandemic actually gave us new resources! It reshaped our project. We have 40 people and we could help our target audience.

Problems: mental health and drug-related issues. Crucial to focus on the user and his needs. And change policies to that.

Example: South Maroccans are different from North Maroccans, this has to be kept in mind.

To conclude: We must not be afraid to be bold and go for ambitious projects. Our various entities each have our own objectives but we work together.

Gender is also an aspect that is important.

Sara Vilà - NGO Superacciò, Barcelona (Spain)

We need a daily reflection of our work.

Our objective: include excluded young people, migrants or not. They are often minors, non-accompanied. They have nowhere else to go. They need to be included also in education, getting a degree or a certification.

They can have mental, drugs or physical problems, therefor they are not ready to immediately get a job. We provide sports, but also psychological assistance.

Not only administration but also private companies, who also have a role to do.

They provide money but also other resources. Again, a holistic approach with all kind of 3 stakeholders.

Questions and reaction times

Prometheus Project: how is administration support them? Money, psychological help, education to young people?

Answer: we check what the needs are, and we have support program. We also see how they can progress before, during and after education. We have -Whatsapp groups to be all connected

It seems a completely new approach: How did it start? How was this change made?

Answer this started in the 90's. Barcelona city realised Education has also a societal and



community role next to educative roles. This is where various entities have collaborated.

Practice: how does the admin provide assistance? Working groups? Strategies?

Answer : we work with the pedagogical council, services and institutions. Constant collaboration with the stakeholders. This is how we achieved this collaboration.

Concrete example: supporting teachers. The Picasso museum for example contact schools. Through art, they will work on maths and social studies. So, school-museum relationship is supported by the administration.



Module 2: Multi-stakeholder meetings - impact and sustainability

Sabina Autor, Educational Research Institute (Slovenia)

We aimed at new education and integration policies

Multilingualism is key. This allows us to help migrant-background students.

Role of local community and Strategies to encourage migrant parents into education: Slovenian public education is very good and there are very good projects with migrant education. There is also a crucial role for cultural mediators and school intercultural multipliers.

Janja Žmavc, Educational Research Institute (Slovenia)

Multilingual and multicultural friendly school environments

Use of multipliers in schools for migrant children

Systemic support of migrant parents

There is already a wide diversity of dialogues in Slovenia alone.

Schools can include Multicultural and Multicultural (MM) in their annual plans. Regular funding for multipliers to achieve our goals.

We created special working groups within parents councils to integrate migrant parents.

We also oriented communication on workshops for local parents (from Slovenian) to enlighten them about the importance of intercultural competences and migration issues

Claudia Koehler, Farafina Institute (Germany)

In Germany, we focused on the topic of discrimination since 2019: Collaboration for Life NGO who addresses discrimination within German schools and an academic consultant (Jens Schneider)

Collaboration with civil society actors, migrant -led organisations and local states administrations from every German state.

Assessment and oversight from discrimination within schools.

For example, discrimination also comes from teachers, so there is need for an independent watchdog concerning this issue.

2020: we developed strategy workshops Created working groups for specific topics

2021: developing our statement about discrimination. Consulted stakeholders, created a report of our finding, gathered signatories and the statement with signatures and reports were sent to the various education ministries. No answer so far

2022: We want to initiate an online exchange with experts Organise a discussion with education ministries Initiate a multi-national exchange about measures, policies and structures. We are hoping for a EU Project that we applied for.

Kidist Teklemariam, Leeds Beckett University (UK)

To conclude, we saw great and very inspiring work, but there is still work to do as there remains many hurdles with regards to discrimination and giving opportunities to migrants in terms of



education and inclusion.

Discussion:


Sevak: In Ireland we hope we can do more. We decided to review the topics we addressed and selected the more relevant topics (multilingualism for example).

Janja reaction to Sevak's feedback: the NRT was so important for Slovenia because it was the first time such diverse actors met. It was a very dynamic interaction. We managed to disseminate our findings to other projects that were related to migration

Kidist: every country has their own approach depending on the national context. Some countries are struggling to achieve our goals. Mental health of refugee is very problematic due to the heavy struggles of the migrant's experience. Racism and discrimination remains highly problematic in certain countries. Every country have implemented their own best practices and experiences. It is crucial to share this and make our work sustainable.

Janja reaction: It is crucial to have Sirius to make sure practices from every country are not lost. In Slovenian we believe it is very important to have an umbrella authority of bringing our people together

Claudia reaction: I agree. It is impressive to have met so many stakeholders and build our project despite funding restrictions.



Module 2: How, what and why of undertaking national educational research to inform inclusive education for migrants- SIRIUS Watch

Start – 12:00

- The purpose of watch is to provide evidence and data and trends in migrant education and create policy recommendation by using literature reviews and data from partners all around the EU
- There are 3 ways they impact policy with the watch report:
 - The report, executive summaries and infographics they share with partners
 - They use the results from the reports in other Sirius activities
 - They disseminate the findings outside of Sirius
- Sirius watch is often presented in a national round table Sirius
 - This has proven to be very effective


Story of practice Bulgaria

- Language can also be a barrier for disseminating reports in Bulgaria because not everyone speaks English
- Experiences regarding the watch report on prior learning
 - Report gives the perspective in many EU countries to government
 - Most EU countries there is guidance on how to educate migrant students in regular schools
 - Then the government said on the spot how to create this guidance
 - Role of UNHCR is very important as well
 - This created concrete and fast results unprecedented
 - Multistakeholder approach created more actionable language making it more accessible to policy makers
- Experiences regarding the watch report that has not even been published yet on digitalization and education
 - The report was brought up at a Bulgarian national round table
 - One of the recommendations in the report was to develop links with the tech community
 - Later she was notified that one of the participants had connections with tech community
 - They immediately but her in touch and created a useful connection

Story of practice in other places

Watch partners:

- It is quite challenging to present the watch report to the policy makers and

- 
- spark interest
 - Government is busy with the Covid-19 pandemic and is not seeing the big picture
 - They push the migrant issue further on the agenda
 - At times it can be frustrating that there may be a data set to give valuable information but there is no funding to commit the time to look at it
 - Researchers are not given enough financial support
 - One of the issues with visibility of Sirius is that we only talk amongst ourselves
 - The reports need to be brought amongst a broader audience
 - Sirius should build more bridges to policy makers
 - It is very important to have 1 or 2 good individuals in an organization/state that support you, instead of befriending the whole organization
 - The personal element is key, success lies in the interpersonal connection
 - In Iceland (not a Sirius partner state) it is easy to create policy for ordinary people
 - Government has meetings with ordinary people and they use the ideas that come from those meetings to actually create policy
 - It would be easier to influence policy makers in Iceland
 - One Sirius report for the entirety of EU is not as relevant as it could be because of the differences between countries
 - This makes it less applicable to the specific situations of the different states

Non watch partners:

- More publicity for Watch is important
 - This can for example be created through launch events for watch reports
 - These reports need to be picked up by newspapers
- More visibility can also improve and influence peer learning between countries
- Participant found the infographics very useful to communicate complex messages in a simple way
- It would be good to share the report with not only partner states, but also with non partner states
 - This could create geographic diversification of the project

End – 12:37



Module 2: Peer Learning - how can the EU foster practice learning across countries?

- Short overview of PLAs of SIRIUS 2.0
- Main conclusions
- Stories of practice
- Activity in the room

PLAs

- Each year 1 PLA (except 2020)
- Identifying good practices
- Mutual learning innovating (receiving feedback, foster innovation in host and learning countries)
- Dissemination (policy recommendations and educational practices)
- Reports

Peer learning activities 4 years

2018 Portugal

2019 Croatia

2020 Netherlands (online)

2021 Spain and Greece

- Getting to learn how the program work in different countries context

Conclusions:

- The different partners could sign to different activities which was very helpful
- Difficult to coordinate a PLA in a large group
- Positive experience in the hosting -visiting partners collaboration
- Not easy writing a PLA report with all scientific requirements
- Difficult to disseminate findings

Stories of practice: Greece

- When the countries have a common approach it's easier to collaborate
- To have a holistic approach to be more inclusive and effective