

SIRIUS

WP 1 – Country Review

Comparative analysis on policy implementation by
national educational agents and other stakeholders

Perceptions of the national approach to educating children with a migrant background

- On culture and philosophy of approach:
 - Intercultural approach, at least in theory
 - **Challenges: lack of well-elaborated national approach to intercultural education**; segregation of native and migrant students in schools; concentration of migrants in underperforming schools
- On thematic focus:
 - Acquisition of host country language
 - **Teacher training in intercultural competences and language teaching: Often a challenge due to lack of large-scale nationally targeted approach**
- Structure, financing and strategy:
 - Government financial allocations very influential (extra personnel, lessons, material for support of migrant children)

Primary perceived challenges in implementation of national approach

- **Insufficient language support due to lack of finances and skilled teachers**
- Missing national strategy for intercultural education
- Segregation of students
- Impact of financial crisis: particularly in Italy, Lithuania, Latvia, Spain (Catalonia), Greece

General quality of school systems

- Quality of education
 - Unequal access to higher education for students of migrant background
 - Government financial support and targeted allocation of resources essential for quality education
- Progressing through school
 - Several school systems entail problems for migrant students due to: the placement in lower tracks due to language deficits which do not correspond to their actual level of competences, early decisions within tracking systems, the lack of flexibility to move between education pathways, and access restrictions
- School segregation
 - Challenge in many countries, perceived as main obstacle to successful intercultural education

The way forward

- ✓ **Teacher training: necessary to improve qualifications, especially regarding intercultural education, diversity and language**
- ✓ **School regulation and organisation: improve frameworks of allocating students to schools according to their real competencies, inclusion of intercultural education, cooperation between schools**

General quality of school systems—Need for learning & for exchange of experience

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

Diversity in schools

- **Overall challenge is the lack of an overreaching national approach towards diversity**
- **Teachers are also perceived as not being sufficiently prepared for teaching children with a migrant background**
- Discrimination appears as a problem in some countries









































The way forward

- ✓ **There is a need for learning from each other and for exchanging experiences**
- ✓ **Implement a diversity approach and teacher training (especially well structured, pre-service training)**
- ✓ **Involvement of migrant parents in schooling issues of their children and the communication between teachers and migrant parents**

Diversity in schools - Challenges

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

Diversity in schools – Need for learning & for exchange of experience

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

Targeted measures for migrant students

- Need for intensified, structured, and efficiently targeted measures for educational support and personalised learning of students of migrant background who are underperforming
 - In **Estonia**, schools receive extra funding from the Ministry of Education and Research for Estonian language teaching of migrant children; individualised curriculum; accelerated integration into regular classrooms with assistant teachers to facilitate the process
- Importance of language acquisition
- Deficiency with regards to partnering schools with migrant communities and communicating with migrant parents
 - **Belgium (Flanders)** has a “Pupil Guidance Centre”, which supports the communication with migrant families and the translation of important documents
 - In **Lithuania** the communication with parents of returning Lithuanian students is enhanced through electronic diaries where parents can follow their children’s progress.

The way forward

- ✓ **Improve teaching methods and teacher training**

Questions

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

Thank you!