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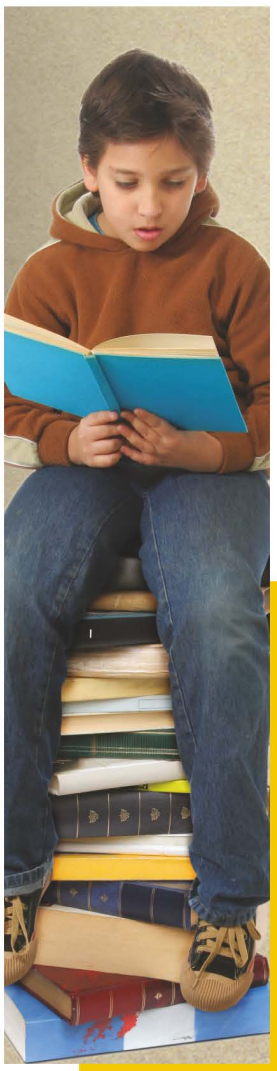

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RESEARCH FOR CULT COMMITTEE – MIGRANT EDUCATION: MONITORING AND ASSESSMENT

STUDY

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CULTURE AND EDUCATION

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STUDY

This document was requested by the European Parliament's Committee on Culture and Education.

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Abstract

This is a first attempt to explore the monitoring and assessment of migrant education (MAME) in EU countries. A review of literature indicated the main dimensions of MAME, and these have shaped a questionnaire completed by national experts of 27 EU countries. The country reports reveal that little has been done to monitor and assess migrant education, but that most countries already have an enabling infrastructure.

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CONTENTS

LIST OF TABLES

LIST OF FIGURES

EXECUTIVE SUMMARY

This study is an initial attempt to map the status of MAME at the state level in Europe. As the report shows, most EU countries have developed, to a greater or lesser extent, educational policies for immigrant children. Yet, this has not yet been accompanied by a comprehensive system of monitoring and assessment. Some countries have made greater efforts than others, in accordance with the relative size of their foreign-born population and, to a lesser extent, the level of integration policies in the realm of education.

MAIN RESULTS

- Steps towards monitoring and evaluation of migrant education have been taken in EU Member States - in some more than others - but there is nowhere a comprehensive system of monitoring and assessment.
- Most Member States have developed, to some degree, educational policies for migrant children. The challenges in creating a system to monitor and evaluate the results of these policies should not be underestimated.
- Some Member States have gone further than others, related to the importance of the foreign-born population and, to a lesser extent, to the level of integration policies in the realm of education.
- It is significant that most of the countries in the sample have already developed systems for monitoring and evaluating their own educational system in general. This means that a structure exists, in which the monitoring and evaluation of migrant education could be incorporated.
- Many Member States have decentralised responsibility for education which, taken together with the principle of autonomy in education, means that the comprehensiveness of the results and conclusions of the study can only be qualified.

By way of conclusion, we summarize the main results around four main areas of concern: the objective behind the actual monitoring and assessment, the conceptualisation of "migrant" and its implications for monitoring and assessment, what is actually monitored and assessed, and how and where these monitoring and assessment systems should be implemented.

POLICY RECOMMENDATIONS

- The EC should build an agreement between the Member States on a common framework so that monitoring and assessment processes are comparable and cooperation reinforced.
- The EC should adopt an agenda to promote the monitoring and assessment of policies regarding students with a migrant background within Member States.
- The Eurydice agency should monitor the EU strategy to promote monitoring and assessment.
- The Erasmus+ programme should promote an extension of Key Action 3 for a specific plan on peer-review programmes between Member States that includes monitoring and assessment of policies.
- The EC should introduce a specific item in its budget to fund Member States that wish to improve their mechanisms of monitoring and assessment policies related to the education of students with a migrant background.
- The EC should announce a call for research initiatives aimed at filling in the gap on certain topics regarding monitoring and assessing policies addressed at students with a migrant background.

The study also identified actions within the scope of Member States which are noted here:

- Migration policy processes should be based on research evidence.
- Monitoring and assessment processes should be focused on systemic processes that restrict the achievement of migrants in schools.
- In the case of the evaluation of this individual achievement, affirmative action should be discounted.
- In general, Member States should be aware of the diversity of migrants regarding their ethnic background.
- Monitoring and assessment provide knowledge of the current state of policy implementation.
- Member States are responsible for monitoring and assessing policies on migrant education.
- Monitoring and assessment processes should be in the hands of independent researchers, so as to ensure transparency and accountability.
- Member States, through monitoring and assessment, can become aware of the sustainability of good practices for educating students with a migrant background in schools.
- Member States should adopt an intercultural approach when implementing monitoring and assessment processes, since a monocultural approach may introduce a bias that cannot reflect the heterogeneity of the population.
- Member States should promote multi-level monitoring and assessment processes at a national, sub-national and local scale.
- Member States should introduce a collaborative framework rather than a competitive one among schools when monitoring the introduction of innovative practices on migrant education.

BACKGROUND

Several reports and studies (EC, 2012; OECD, 2006, 2009 and 2012a and Eurostat, 2014) confirm that significant obstacles still exist in the educational pathways of children with a migrant background in the educational systems of the EU Member States. According to Eurydice (2004), monitoring has an important role in reaching European benchmarks on the education and training of young people with a migrant background. For instance, "the European Monitoring Centre on Racism and Xenophobia […], focused its activities in 2003 and 2004 on the discrimination experienced by immigrants in the field of education" (Eurydice, 2004: 13).

On the other hand, Eurydice (2009) pointed out that in some regions, monitoring of the current practices is carried out at school level. Comparative analysis reveals a lack of policy monitoring data (EC, 2013b).

In light of this situation, the European Parliament decided to commission this study in order to offer an overview of the most recent approaches to monitoring and assessing immigrant children educational policies (MAME) in Europe. By acknowledging that little effort has been made in this direction, this study may represent a first step for the introduction of MAME onto the political agenda of the European Union.

METHOD

A review of the literature revealed the main dimensions in which educational policies concerning immigrant children are to be assessed and monitored. These revolve around the gathering of information and how impact and outcomes are measured. Several reports have

highlighted the importance of mainstreaming monitoring and evaluation, from the first steps in policy design and implementation.

A questionnaire for national experts (see Appendix) was designed, based on the literature review. This contains questions devoted to contextualising each country, offering an overview of the governance of educational policies for immigrant children, and finally to help comprehend the main actions implemented by countries in order to monitor and evaluate such policies at the state level. The questionnaire was implemented by national experts in 27 EU countries. Country reports include summaries of the questionnaires, and offer specific examples of monitoring and evaluating practices.

1. INTRODUCTION

The education of children with a migrant background is an issue that has been on the EU agenda in recent decades. Since the Council Directive 77/486/EEC on the education of the children of migrant workers was published in 1977, the EU has taken significant steps to promote the integration of migrant children. Nevertheless, the current situation on the review and monitoring of migrant education in the EU requires further efforts and research.

The Common Basic Principles (CBP), adopted in 2004, constitute an initial step towards establishing a coherent European framework for the integration of third-country nationals. According to the thirteenth CBP, efforts in education are critical for preparing immigrants, and particularly their descendants, to be more successful and more active participants in society[1]. Concerning monitoring and assessment, the eleventh CBP[2] state the importance of setting indicators, goals, evaluation mechanisms and benchmarking in order to measure and compare progress, monitor trends and developments. Subsequently, in September 2005, the European Commission (EC) issued a Commission communication on legal migration and integration of non-EU nationals at EU level in order to implement the CBP[3].

Nevertheless, the EC Green Paper (2008) highlighted the educational disadvantages of children from a migrant background compared to their native peers. In addition, the document confirmed that setting up educational policies is a Member State responsibility.

In 2009, in its resolution of 2 April[4], the European Parliament (EP) called for increasing efforts in education due to the growing number of children with a migrant background in various Member states. Moreover, the EP urged the EC to report regularly on the progress made in the integration of migrant children into the school systems of the Member States. Regarding monitoring and assessment, the EP resolution encourages the Commission to undertake ongoing monitoring of all measures taken in the Member States that tend towards curtailing or abolishing the rights acquired, in order to safeguard the educational rights of third-country students. Apart from this, a public consultation held by the EC in several countries revealed that the common policy responses of the national education systems focus on language acquisition, intercultural education in schools and improving teacher education. In the same year, the Council conclusions of 26 November 2009 on the education of children with a migrant background[5] reaffirmed the importance of education for the integration of people with a migrant background into European societies at all stages of education. In addition, the Council urged the strengthening of the cooperation between international organisations that work in that field. Subsequently, in April 2010, the Zaragoza Ministerial Conference reasserted that education plays a pivotal role in the integration process of children with a migrant background.

Despite these achievements, several reports and studies (EC, 2012; OECD, 2006, 2009 and 2012a and Eurostat, 2014) confirm that significant obstacles still exist in the educational pathways of children with a migrant background in the educational systems of the EU Member States. According to Eurydice (2004), monitoring has an important role in achieving the European benchmarks on the education and training of young people with a migrant background. For instance, "the European Monitoring Centre on Racism and Xenophobia […]

[1] http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/jha/82745.pdf
[2] "Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective".
[3] http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:l14502
[4] OJ C 137E , 27.5.2010, p. 1–5.
[5] http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:301:0005:0008:EN:PDF

focused its activities in 2003 and 2004 on the discrimination experienced by immigrants in the field of education" (Eurydice, 2004: 13). Meanwhile, Eurydice (2009) pointed out that in some regions, monitoring of the current practices is carried out at the school level. Nonetheless, comparative analyses reveal a lack of policy monitoring data (EC, 2013b).

> *Insufficient monitoring of education support policies is a common problem in EU countries researched. Migrant students who are receiving additional support are not usually tracked after they enter mainstream education, which makes it difficult to assess the effectiveness of the support provided* (EC, 2013b: 47).

In light of this situation, the European Parliament decided to commission this study in order to offer an overview of the most recent approaches to monitoring and assessing immigrant children educational policies (MAME) in Europe. By acknowledging that little effort has been made in this direction, the study may represent a first step towards the introduction of MAME onto the political agenda of the EU and Member States. To do so, this study has drawn on information from national experts from most EU countries. The national experts have been responsible for implementing a questionnaire designed to determine to what extent monitoring and assessment of such policies is carried out.

This report is structured as follows: first, there is an overview of the most recent literature, with a final suggestion on the dimensions that an analysis of MAME might incorporate. Next, the general results are presented, followed by insights into country practices regarding monitoring and evaluating immigrant children educational policies. Finally, in the conclusions, a list of policy recommendations is offered. Detailed information on the specific country reports can be found in the Appendix. For ease of reading, references are included at the end of each corresponding section.

2. BACKGROUND

This section reviews the literature that, since 2005, has contributed to the examination of immigrant education policies. The starting point of this study is the observation that while the education and performance of children with an immigrant background has been on the EU agenda for several decades (see, for example, Council Directive 77/486/EEC on this matter, issued in 1977), there is still a need to develop shared tools across Europe to assess and monitor the aforementioned policies. In this respect, the first step is to explore what contributions have been made to date in order to design such tools. The study reviews 24 academic and 26 policy documents.

It is important to note that any policy-making process, regardless of its specific field, involves several stages. These stages range from 'deciding on making a decision' to the maintenance, succession or termination of policy. This last step is taken once the evaluation of the policy has been carried out. The scope of this review is concerned with this particular step, and therefore does not deal with other aspects of policy-making such as agenda-setting, decision-making processes, the setting of objectives and priorities or implementation (for an overview of the different approaches to analysing public policies on education from a global perspective, see Yang 2014).

There are different ways of evaluating educational policies in general, and still more when these are focused on education for children with an immigrant background. The aim of this review is, firstly, to focus on one of the main benchmarks for evaluating education policy in general, which is the assessment of children's performance. Examination of this point has revealed that there is a high degree of inequality in the results of immigrant children when compared to natives. The second section attempts to explain this. In the third section, the focus will be placed on specific policies concerning immigrant children common to most EU countries; as the study notes, a public consultation led by the EC in several countries revealed that the common policy responses of the national education systems focus on language acquisition, intercultural education in schools and improving teacher education. These three main dimensions led the search for the relevant literature. The fourth section reviews policy evaluation, with a particular focus on experimental studies, which (it has been argued) seem to be the most effective way for evaluating such policies. The conclusions suggest certain dimensions for analysing policy monitoring and evaluation.

2.1 Assessing children's performance and explaining differences in attainment

Children's performance is often assessed by means of objective test-based knowledge and competence measurement when entering kindergarten, primary and secondary school, and when leaving these institutions. These tests tend to cover proficiency in the local language, but also main school competencies (literacy, mathematics and science – see the Programme for International Student Assessment (PISA)[6], the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Literacy Study (PIRLS)[7]). They provide information that is important for science, but also important for tailoring and adapting programmes for the furtherance of migrants (see, for example, Klauer & Phye, 2008).

[6] https://www.oecd.org/pisa/
[7] http://timssandpirls.bc.edu/index.html

The periodic publication of the results of PISA (OECD 2016) often raises concerns from the different countries in which it is implemented. Discussions on the performance and effectiveness of education policies are ongoing around Europe (Schlicht, Stadelmann-Steffen, and Freitag 2010). As some of their critics note, the comparison of educational systems through rankings and their interpretation are guiding national school policies in a normative fashion, thus turning mutual learning and policy transfer into, rather, policy borrowing (Bulle 2011). However, it has triggered a lively debate over issues affecting education policies, including one of the main objectives of such policy; namely, overcoming social inequality. One of the features of PISA is that it is supposedly not linked to the school curriculum, and instead aims at assessing whether pupils have acquired knowledge applicable to 'real-life situations' by the end of their compulsory education. In parallel, other kinds of assessments have been used in educational research, such as children's performance in maths. The TIMSS states that mathematics, due to the high similarities between the curricula in the different education systems, is an acceptable benchmark for assessing children's performance in education (for an applied example, see Hyde, Fennema, and Lamon 1990). Another source of cross-national assessment is the PIRLS. However, the PIRLS and the TIMSS do not include all EU countries, and thus PISA remains the sole tool available for cross-national and longitudinal comparisons.

The educational achievement of children with an immigrant background has received attention. Most scholars have used the differentials in educational attainment with the native majority group as an indicator to highlight educational inequalities (Fernández Reino, 2013). In fact, most research shows that there are important differences in the educational achievements of children with an immigrant background and natives, and the reduction of said differences is specifically one of the main aims of educational policies targeting this minority. Literature has widely focused on individual characteristics. For example, the origin of immigrant children appears to be relevant in the literature when attempting to explain educational inequalities (Carabanya, 2011). Some authors show that not only different origin countries, but also destination countries have different effects on educational inequality (see, for example, Levels and Dronkers 2008; Levels, Dronkers and Kraaykamp 2008). For example, recent findings suggest that educational inequalities can be fully explained by the social background (that is, parental occupation, education and income) in certain groups, mostly of European ancestry. However, among the so-called visible minorities, educational differences persist after taking into account socioeconomic background (Heath and Brinbaum 2007). Other individual factors that shed light on educational inequalities include religion, language spoken at home, and age of enrolment (Rindermann and Thompson 2016). Even so, it seems that despite an overall agreement on the importance of micro-level factors related to socio-economic background in explaining educational inequalities, these alone cannot fully account for children's achievement.

2.2 Macro-level factors: education policy and children's educational achievements and inequality

In this context, macro-level aspects require further exploration. It has been argued that education policy should have a modulating effect on the relationship between social background and educational success (Solga 2005 cited in Schlicht et al. 2010). In this respect, the literature has generally suggested the importance of analysing national educational policies in order to understand the performance of children with an immigrant background (Dronkers and Heus 2011). The availability of preschool education, all-day school tradition, tracking during secondary education, average class size and education expenditure all seem to have a slight effect on educational inequalities (Schlicht, Stadelmann-Steffen, and Freitag 2010). Other factors such as school autonomy, economic development and proportion of immigrants have also been shown to have an effect

(Rindermann and Thompson 2016). Moreover, research has explored the way in which other macro factors, namely the degree of stratification in the educational system, the overall quality of the school system, educational expenditure, the social compositions of immigrant populations and their integration strategies, and national immigration policies are all relevant factors for explaining immigrant students' academic achievement (see for example the work of Dronkers, Velden and Dunne, 2012, which analyses the effects of educational systems). In their longitudinal study, Riederer and Verwiebe (2015) reported two findings that are relevant to this review. First, despite the initially negative effects of a stratified educational system, such effects decrease over time. In this sense, many countries with stratified systems have introduced educational policies targeting the special needs of children of immigrants. Examples of this can be found in the case of Germany, where reforms related to the development of full-time schools, the diagnosis of language skills and language support programmes were introduced (Barz 2011 cited in Riederer and Verwiebe 2015). Similarly, Belgian schools introduced extra teaching periods to address immigrant students' special demands and increased expenditure devoted to schools with strong presence of ethnic minorities (Geyer 2009). In light of the findings, one might suggest that the introduction of such specific policies decreases the negative effects of school stratification over time on children with an immigrant background. The second group of findings relates to the overall quality of the school systems, which has a demonstrably significant effect on immigrant students (as first suggested as a causal mechanism by Levels et al. 2008). Measures considered for the quality of a school include actions to assist in developing basic skills, increasing teaching hours devoted to key competences and improving the student-teacher ratio.

As authors suggest, public policy often needs some time to show its effectiveness, as its measures do not necessarily affect students' achievement immediately (Riederer and Verwiebe 2015). In this respect, despite the abovementioned critiques that the PISA might raise, it remains a useful tool for assessing students' performance longitudinally, and thus for considering the mid- and long-term impacts of educational policies on children with an immigrant background. Moreover, it seems that the formal implementation of a policy may not lead to the intended equality-fostering outcome, and more research is needed that focuses in more detail on the design of education policy in a comparative perspective (Schlicht, Stadelmann-Steffen and Freitag 2010). Finally, more research is necessary in order to include specific policies targeting children with an immigrant background as an independent variable that influences their achievements.

2.3 Migrant education: specific policies and its assessment

The previous section has shown how multiple factors affect the educational performance of children of an immigrant background. Most of them relate to individual characteristics, such as cultural and socioeconomic background, while others relate to the educational system in general. Results indicate that specific policies help to decrease inequalities in relation to natives' achievements. As mentioned above, these policies have been grouped into language acquisition, intercultural education in schools and improving teacher education. This section goes beyond children's achievements and enters the realm of assessing the policies. As we have seen, most of the academic literature focuses on assessing the general achievement of children of immigrants, and comparing it to the native population. Other work focusing on specific policies tends to be context-oriented (that is, an overall evaluation of a particular state or region) and following qualitative inquiry, very often in an inductive manner (see for example Garreta Bochaca 2011). In sum, the following picture emerges:

Firstly, the assessment of educational policies targeting immigrant children is carried out by three main actors: researchers, think-tanks and public bodies/governments.

Secondly, this assessment tends to be oriented towards children's performance, in many cases using internationally comparable standardised tests, such as PISA. Once it is found that certain policies help to improve inequalities between natives and children of an immigrant background, research focuses on the process and establishes certain indicators that could be used as assessment tools for policy-making.

Thirdly, such assessments tend to be carried out in a sporadic manner, and few longitudinal studies exist, especially at the national, regional and local levels.

This section aims to summarise the different dimensions that are central to contributors in the debate on education for immigrant children, be they academics or stakeholders. It starts by highlighting the main aspects that have been proposed for implementation, following the OECD's review (OECD 2015a) of the Nusche study on *What works in immigrant education* (2009). Policies are divided into three main areas: language, teaching training and school capacity, in addition to parental involvement. Examples of assessments are also included.

2.4 Language training

As we have already noted, language is crucial for supporting children's performance in the educational system. Most EU countries implement specific language training in their educational systems. The OECD places emphasis on the need for additional language training, using the PISA exams to compare immigrant children's performance to that of the established population. Other indicators suggest the importance of the availability and duration of additional language training courses across all levels for immigrant children. Specific practices that prove to be more effective include early language intervention, the integration of language and content learning, parents' involvement, assessments of individual needs and training for teachers (OECD 2010).

Finally, research has also shown that programmes that delay the incorporation of immigrant children into the mainstream course until they can manage the language are not effective, and can lead to stigmatisation (Karsten 2006), and that this is a measure that should be discouraged. Nevertheless, the existence of transitional classes (in which language learning is at the core, though combined with regular teaching) has shown to have a positive effect on immigrant children's performance (Heckmann, 2008).

The Eurydice network assesses the existence of language programmes and the moment at which these are available, on a scale ranging from: no language support measures, only for children 3 years and over, and across the entire phase of early childhood education and care. Going beyond the mere existence of such programmes, the literature also suggests the implementation of specific interventions, such as the teaching of origin languages. Other measures for assessing the immigrant children's language standards are the implementation of periodic standardised tests with different objectives, ranging from diagnosis before starting school and identifying special needs to follow-up tests for assessing children's language levels.

2.5 Teacher training and support, raising school capacity

Teachers have a great influence on children's performance. Indeed, it has been shown that teachers' expectations have a strong effect, and that such expectations are partially formed on the basis of ethnicity (Schofield 2006). Moreover, research has tended to highlight that rather than class size, the quality of the teachers is more important (Payne 2008). Policy reports suggest several measures to support teachers: from diagnostic tools to assess children's linguistic capacities and needs, to specific training.

Diversity training, intercultural pedagogy and language development are considered necessary measures integrating the whole school professional development programmes (OECD 2015). It has been suggested that the training programmes should include diversity on a transversal basis, rather than limiting it to specific modules. The latter approach has been considered less effective (Severiens 2014). An additional problem is that quality teachers tend to choose to work in schools with lower proportions of children with an immigrant background (Karsten 2006). In addition to training, measures to attract such teachers to schools in need might include additional funds for substantially higher salaries, or better working conditions (OECD 2015). It has been suggested that the absence of contents related to minorities on school curricula may seriously harm the self-image of minority group children, negatively affecting their performance (Heckmann 2008). The absence/presence of minority teachers in schools is also an important factor. In fact, increasing the share of minority and immigrant teachers may have a positive influence on immigrant students' learning experiences and sense of belonging (OECD 2015). Measures to increase said share may include targeted advertising, mentoring schemes and the setting of recruitment targets.

The SIRIUS network specifically researched the capacity of schools to increase migrant children's achievement. This network implemented surveys, peer reviews and discussion groups with teachers from immigrant backgrounds (Severiens 2014). In turn, the OECD promotes the Teaching and Learning International Survey (TALIS)[8], which to a certain extent measures teaching capacity.

2.6 Parents involvement

As explained in previous sections, a wide branch of literature aiming at explaining educational inequalities and performance of immigrant children places the focus on their socioeconomic background. This obliges policy-makers to include specific support for families (Eurydice 2009). Moreover, immigrant families' knowledge of the education system tends to be limited, thus undermining parents' ability to supervise, for example, children's homework. Often, even school segregation can be explained by immigrant parents' lack of information (Rothstein 2013). Thus it is important to ensure that immigrants receive full information about the education system. The OECD suggests encouraging immigrant parents to enrol their children in early childhood education, something that they happen to do less often than natives (2015). Moreover, it has been suggested that fostering parents' participation, which in turn involves them in academic support, is positively related to children's achievement (Schofield, 2006, Severiens 2014); at the same time, it helps to integrate the parents themselves[9]. The OECD suggests various measures to increase parents' involvement (OECD 2014).

2.7 Monitoring policies

Monitoring the quality and the impact of educational policies is not (as this study demonstrates) an extended practice. In this respect, the OECD points out that monitoring processes tend to focus more on compliance with regulations than on the quality of service delivery, or on assessing how well children's needs are being identified and met (OECD 2015b). At the research level, mention has been made of how little information is produced based on the monitoring and assessment of educational policies (Driessen and Dekkers 2007).

[8] https://www.oecd.org/edu/school/talis.htm

[9] For the purposes of this study, we leave aside discussions that touch upon other aspects of research on immigrant children education. In this sense; we acknowledge that parental involvement and integration are subject to discussion in terms of the direction of causality.

2.8 Gathering information

Gathering periodic information is crucial to understand how policies are working. Moreover, it helps to provide knowledge to stakeholders about the performance of policies and to detect areas in which there is room for improvement. At the same time, it increases schools' accountability by also keeping parents informed about their children's performance.

'Pre' policy tests: The objective of these tests is, firstly, to detect children's main needs before they enter specific programmes, and thus to determine the initial level of the matter under scrutiny. This type of test is frequently highlighted in policies related to language acquisition.

Continuous assessment of children: Periodic implementation of assessment tests, sometimes combined with the gathering of information on children's family environment in order to provide general data at the meso- and macro-level (OECD 2015b). Most countries include the periodic assessment of children with at least one of the following objectives: making decisions about retaining or promoting students, and monitoring the progress of schools through time (OECD 2015c).

Broader educational data: In addition to children's assessment, it is important to provide information at the school level so that feedback can be given not only to students, but also teachers, principals and policy-makers. This data is often centralised in national or regional agencies.

Contextual information: In addition to concrete policies, as suggested in the first part of this review, there are important variables that affect the educational achievement of the children of immigrants, sometimes interacting with targeted policies, some of which were mentioned previously (degree of stratification in the educational system, the overall quality of the school system, educational expenditure, the social compositions of immigrant populations and their integration strategies, and national immigration policies). In this sense, it is important to gather information on the socioeconomic context, and on schools and school system factors that have proved to be relevant, such as the level of school segregation (see for example, the case of Sweden in Ch. 6 Björklund et al. 2005), class sizes, number of in-school hours (Heckmann, 2008) or tracking systems.

Qualitative case studies: In many cases, specific programmes are assessed by means of qualitative case studies, thus providing particular information on the given programme. Such studies often involve observation, focus groups and interviews (see, for an example, White, Lewis, and Fletcher-Campbell 2006).

2.9 Impact, outcomes and processes

The current state of the art as presented in the literature suggests that there are two main ways to evaluate the impact of educational policies, none of them considered fully satisfactory. The implementation of (inter)nationally standardised tests on literacy, maths and science (and especially systems such as the PISA ones) have been widely used. When gathering longitudinal data on country characteristics by means of quantitative techniques, researchers may try to see what the effect of a given educational policy is. For example, one may want to test whether the number of in-school hours has an effect on children's performance. Problems related to endogeneity[10] and selection (typical for this type of

[10] Endogeneity occurs when the direction of a causal relation between two factors is not clear. For example, let's take political participation and wellbeing. One could argue that voting increases wellbeing, but at the same time, we can say that wellbeing determines our willing to participate in elections.

research) add to the confusion, for instance, of not being able to distinguish between teaching hours and leisure / extra-curricular hours, and the effects of hours remain thus inconclusive. Moreover, unmeasured variables, and their effect over time, may also affect the outcomes of the research. It has been suggested that experimental studies may be more useful to assess whether a given policy works or not (Alegre 2015). One is able to measure less biased relationships between the programme and its outcome when data are collected from both a school where a given policy is implemented and a school where this policy has not been carried out. The problem with experiments is that they often lack representativeness (Nusche 2009) unless experiments and quasi experiments are implemented in various contexts at the same time. Either way, the impact of educational policy tends to be evaluated by looking at students' results of tests (on maths, literacy, science, or language).

There exist some intermediate parameters that are incorporated in policy evaluation. An example of this is the set of policies aimed at supporting teachers. As explained, a problem of high-quality teachers is that these tend to teach in schools with fewer disadvantaged students. The literature had suggested providing financial incentives in order to attract/retain these teachers in schools. Programmes like this have been implemented in the USA, and their evaluation looked at three aspects: first, the ratio of retention of teachers after two years in the programme, second, whether the incorporation of such teachers in school involved any organisational change, and finally the impact on children's performance in terms of academic results. This policy was conceived as an experiment implemented in 115 schools in seven states of the US, and monitored by the Department of Education of the country (see Glazerman et al. 2013).

Another example of evaluation based on experiments involves another policy dimension highlighted above: parental involvement. Simple programmes consisting in offering more information to parents were judged to be successful on retaining students at risk of abandonment (and at the same time improving their results) (Goux, Gurgand, and Maurin 2013).

A major problem highlighted by the literature on impact evaluation is the fact that it is not always clear what impact or outcome is to be expected from a given policy. In this sense, authors have suggested to include the system of evaluation in the very design of the policy in order to help policy makers determine what the outcomes should be expected (Casado and Todeschini 2013; Karsten 2006). Moving beyond outcomes and impact, other aspects of policy evaluation such as cost and implementation monitoring have been highlighted by research as a deficiency in both policy making and published research. Karsten (2006) compared five countries' implementing policies for disadvantaged children and in most of the programmes analysed this was one of the conclusions.

Nevertheless, the OECD reports increasing efforts by countries to use different evaluation and assessment tools to inform the steering of school and education systems. In sum, next to the traditional student-centered assessments, internal and external evaluations of schools led by national agencies have been introduced. Schools also try to self-evaluate through students' assessment and teachers' self-appraisals (OECD 2015c). Such evaluations do not specifically target policies for immigrant children, but should serve as a guide for designing policy evaluation.

The main dimensions that the OECD (2015c) has identified imply two levels: the national (understood as State or regional level in the case of federal or decentralised States) and the school level, where the former is envisaged to give shape to evaluation and monitoring, and the latter to implement it. The following table summarises the activities.

Table 1. Monitoring and evaluating educational policies

DIMENSION	NATIONAL LEVEL	SCHOOL LEVEL
Governance and monitoring	Institutionalisation of central agency Setting guidelines for monitoring • Periodicity • Standards of data collection	Data collection
Evaluation	Setting of general guidelines for evaluation • Types of evaluation • Periodicity External evaluation of schools	Internal evaluation External evaluation (by private auditors)
Outcomes	Setting of general standards for assessment National level assessment implementation	In school assessment

Source: based on data from the OECD (2015c)

2.10 Conclusion

This review of the literature has revealed several aspects of the topic of immigrant children's education. First, a vast majority of published research focuses on describing and, even more so, on trying to explain educational performance and inequalities in comparison to a 'white majority'. It is important to notice that this type of research places a great deal of importance on the socioeconomic and cultural background when explaining inequalities. Educational policies rarely appear as independent variables. When they do, they often appear as the 'education system' and other general concepts. Academic research specifically focusing on educational policies tends to link these to the main outcome, which in the vast majority of times is mainly students' achievement as a result of skills and literacy tests[11]. This type of research provides useful knowledge about the position of migrant students with respect to their native peers, and helps to plan programmes to reduce a potential gap. Minor qualitative research is able to detect other outcomes of policies. Briefing and recommendation studies (such as OECD reports) tend to focus on analysing what kind of policies should be implemented in order to help children to improve their performance (again, based on test results), and even in policy reports, the aspect of policy evaluation seems to be given much less importance.

Several voices have been raised in favour of the implementation of evaluation and monitoring systems, as very often policies are implemented without knowing to what extent these are properly implemented and what their results are. When considering a reflection on this aspect, several dimensions should be addressed:

1) The inclusion of evaluation and monitoring at the policy design level.

2) Who evaluates and monitors: which levels of policy-making are involved in evaluation and monitoring (school, district, region, state, and public vs. external evaluation), the existence of coordination mechanisms among stakeholders. The existence of regional or national agencies.

[11] Meaning that only test results are looked at, and that other research, such as qualitative research, can offer different insights by focusing in other outcomes of the policies that cannot be grasped by means of the results of a test.

3) How assessment and monitoring is organised: to what extent this activity is institutionalised and standardised by means of the publication of several guidelines / law regulating such implementation.

4) What is assessed and monitored: what types of outcomes are examined, and whether systems for gathering unexpected outcomes are implemented. Information about the type of data and information (quantitative, qualitative) that is collected, how it is collected (surveys, tests, focus groups), and to what extent this is systematised and subsumed into wider databases, i.e. to what extent data is standardised and comparable.

5) Temporality: Frequency of evaluations and time spans.

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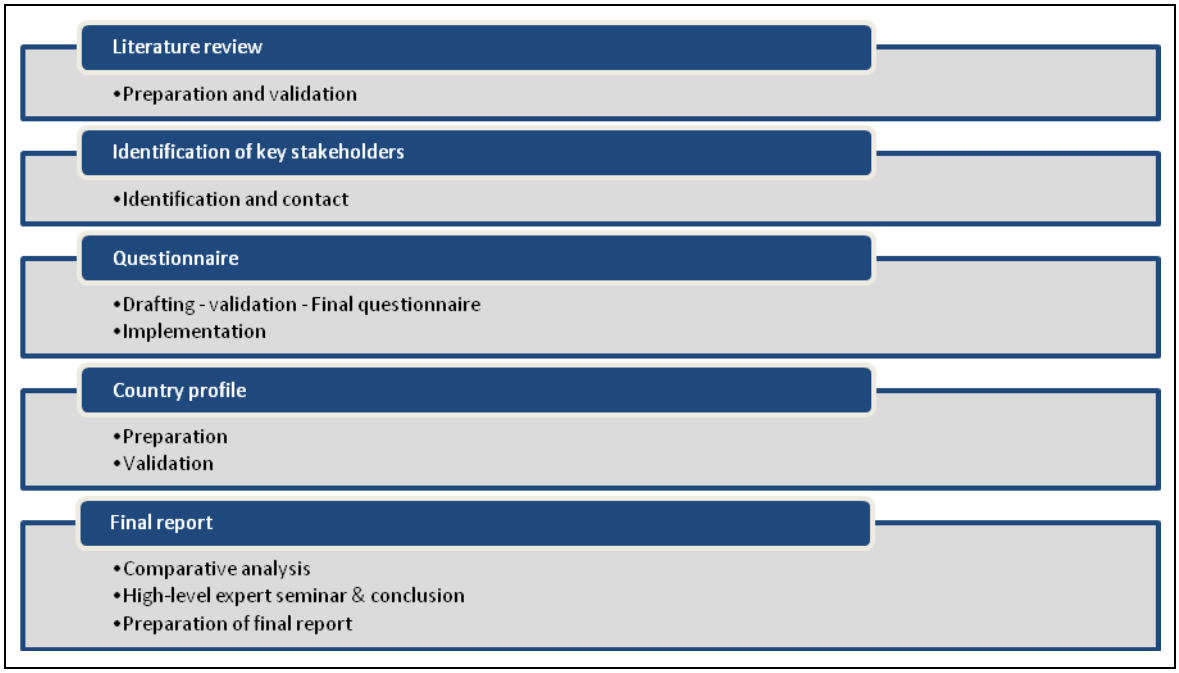
3. METHODOLOGY

This study has been developed on the basis of a schema, introduced from the outset, which involves 10 consecutive actions. Figure 1 summarises the different phases of the study. In a first phase, the literature review (included in the previous section) was carried out by the coordination team (CT). Once completed, the review was sent to the high-level experts (HLE) for their perusal and validation. Based on said document, a draft questionnaire was created and sent to both the high-level experts and the national experts (NE). The latter were asked to read it, make suggestions and at the same time identify the key stakeholders who might help by answering the questions in an interview. After comments were received, the coordination team adjusted the questionnaire and sent the final version to the national experts for its implementation.

Figure 1. Phases of the study



Source: produced by the authors

The final version of the questionnaire was used by each national experts to hold interviews with at least one stakeholder; these being, in most cases, civil servants at the respective education ministries. The coordination team produced a report for each country, which was sent back to the national expert for its validation. Once the different country reports had been approved, the comparative analysis phase started. The coordination team has prepared a MAME table aimed at summarising the current status of each country. The final draft report was presented at a high-level experts' seminar held in Barcelona, where comments were made on its contents, and conclusions and policy recommendations were drafted.

3.1 Premises and common standards

Arguably, a study on the monitoring and assessment of migrant education raises questions such as: what is a migrant (or immigrant children, as used in this study)? What are immigrant children educational policies? And what form should the main standards for evaluation take? It is important to specify what this study does (and does not do) at a conceptual level, and also with regard to its objectives.

As stated in the introduction, this study aims to map out what is being done in Europe with regard to monitoring and assessment of migrant education. In this sense, the questions of what educational policies should look like, or how monitoring and assessment should be carried out, go beyond the scope of the study. Yet, for the sake of clarification, common functional definitions of immigrant children and educational policies have been set.

Immigrant children are defined as those within the age of compulsory education and with at least one immigrant parent, regardless of whether the former were born in the receiving country or in the country of origin. This definition leaves out children from other minorities that in some cases could be also included as targets in certain educational policies. Despite the fact that this could be problematic in a study addressing issues directly related to the population of compulsory education age (e.g. assessing individual educational outcomes, measuring the gap between natives and immigrant children, etc.), for the purposes of this study, this is not the case. However, it is acknowledged that the definition of immigrant children in this study has normative implications related to the scope of policies themselves as well as the way that minority is defined in different contexts. This is further addressed in the concluding discussion.

With regards to educational policies concerning immigrant children, as stated in the introduction, the focus is placed on three different types of policies: language support and learning; support and training for teachers, and parental involvement. These are the three most common groups of policies implemented by Member States, as acknowledged by the cited literature in the previous section.

Finally, concerning our object of interest, monitoring and assessment, the study uses the dimensions included in Table 1, based on contributions by the OECD on evaluation systems for general educational policy. In this sense, there are three main dimensions of interest:

Governance

Some problems regarding evaluation and monitoring highlighted by the literature are linked to its governance. In order for policy-makers to decide on the results, there is a need for the implementation of standards of evaluations and for the existence of coordinated systems. According to the OECD, it is important to include monitoring and evaluation as principles from the very beginning (that is, in policy documents or laws), together with the creation of a central agency in charge of at least coordinating and channelling information, and which acts as a point of reference on the issue for the actors involved. This could be paired with the existence of general common guidelines for monitoring and assessment in order to facilitate comparability between schools / regions.

Monitoring

What data is collected, and how often it is collected are the main issues to consider. In this sense, a given state can decide to collect comprehensive data from all students, thus helping to inform policy-making and targeting solutions, or to focus on specific aspects. Besides, this can be done continuously, periodically (e.g. once a year) or only when a particular necessity occurs.

Evaluation

There are many ways in which evaluation – at both the individual and general level – can be carried out. One can look at the level of standardisation, which will facilitate comparability between schools, and pupils. In some cases where it is actually implemented, evaluation is carried out by public agencies, while in others it is the school that self-evaluates and reports to the public authorities. In other cases, the state can commission specific studies to other institutions (such as universities of think-tanks) and in others all systems are combined.

Moreover, this can be implemented when a specific need occurs, or on a periodic basis. At both the general and the individual level, it is also important to know what is actually being evaluated. Outcomes are one of the main parameters for evaluation; for students, these are the results of tests, while in the case of policies, other issues (such as the number of school dropouts) could also be considered as such. In addition to this, other issues such as the process of implementation can be addressed.

3.2 Experts' questionnaire

The experts' questionnaire was designed in order to gather general information about these three dimensions. For the dimension of evaluation, it was deemed important to separate the individual and the general level to enable experts to examine each of the level specificities in greater depth. The questionnaire was structured into three main parts (see Appendix of this study):
Appendix A: Basic information for the country profile: The aim of this section is to offer a statistical profile of each country with regards to the children of immigrants and the country's demographic profile, together with any available data on internationally-standardised tests, such as, in most cases, the OECD's PISA.

Appendix B: Overall information on MAME: This section tackles governance and includes general questions about the country's organisation, with the aim of describing each institutional environment and the policies implemented for immigrant children's education.

Appendix C: Access, participation and learning outcomes: This section includes questions addressing the ways in which educational policies for immigrant children are monitored and assessed. Questions aimed at gathering best practices are also introduced in order to provide examples in different country contexts.

Table 2. Specific questions summary

GOVERNANCE	Demographic information
	Internationally-standardised tests results
	Distribution of powers and institutionalisation
	Educational policies
MONITORING	Who is in charge
	How data is collected
	Data collected
	Frequency
	Objectives
	Accessibility
INDIVIDUALS' ASSESSMENT	Standardisation
	Level of assessment
	Frequency
	Objectives
	Who is in charge
GENERAL ASSESSMENT	How?
	Frequency
	Data collected
	Accessibility
	Experiments
BEST PRACTICES	Successful policy
	Successful monitoring/ assessment

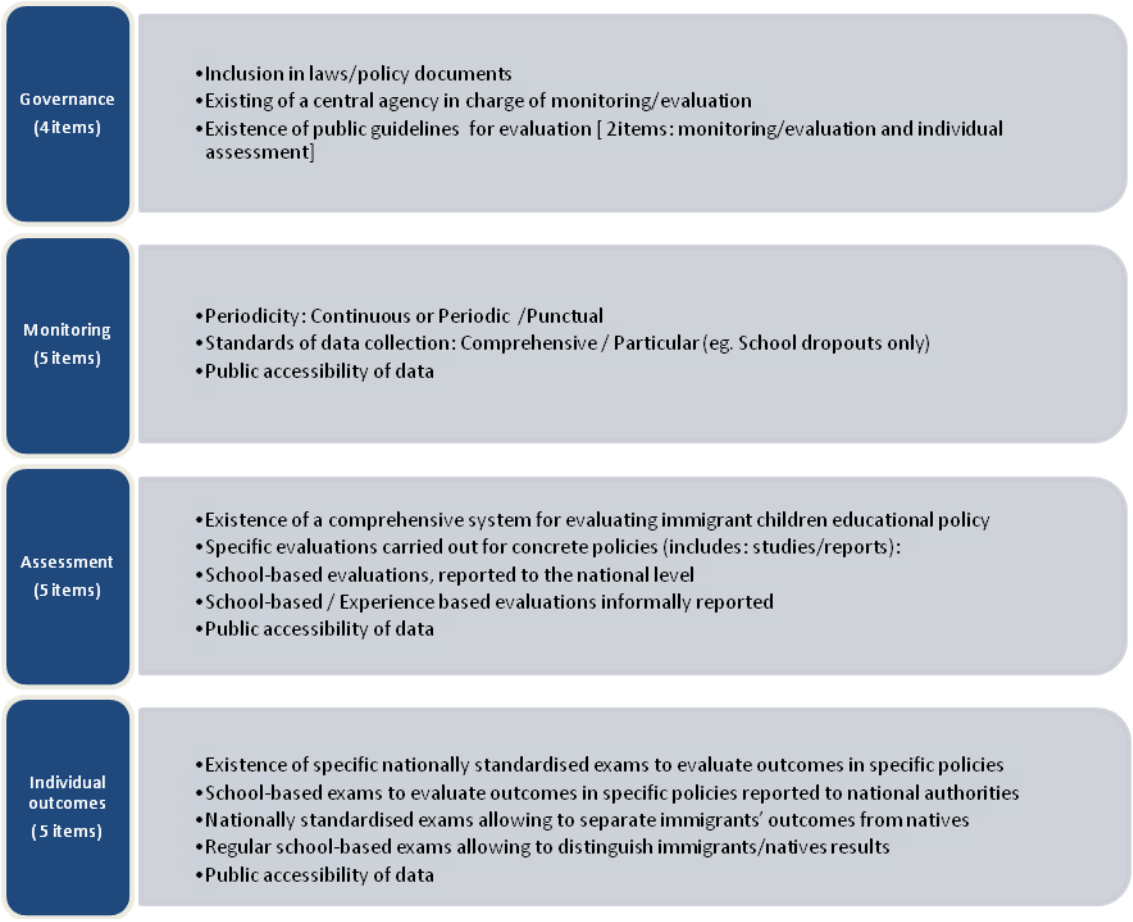
Source: produced by the authors

3.3 Data reading and reporting

The questionnaires implemented served as the basis for the drafting of the country reports. In order to facilitate comparability, each report is structured in the same way: after a summary, general information about the country is provided in terms of demographic information, students' outcomes according to internationally-standardised tests, distribution of powers regarding immigrant children educational policies and the institutionalisation of MAME (if any). The second section presents the country's system of monitoring and evaluation (at the general level, and at the individual level, separately). Finally, where necessary, best practices are described.

In order to summarise and offer a general picture of all countries, a table of items was created, as described in Figure 2.

Figure 2. MAME Summary contents



Source: produced by the authors

The main objective of the table is to summarise each country report in order to offer a general overview. It contains the main dimensions of the questionnaire. The objective of the table is not evaluative but descriptive.

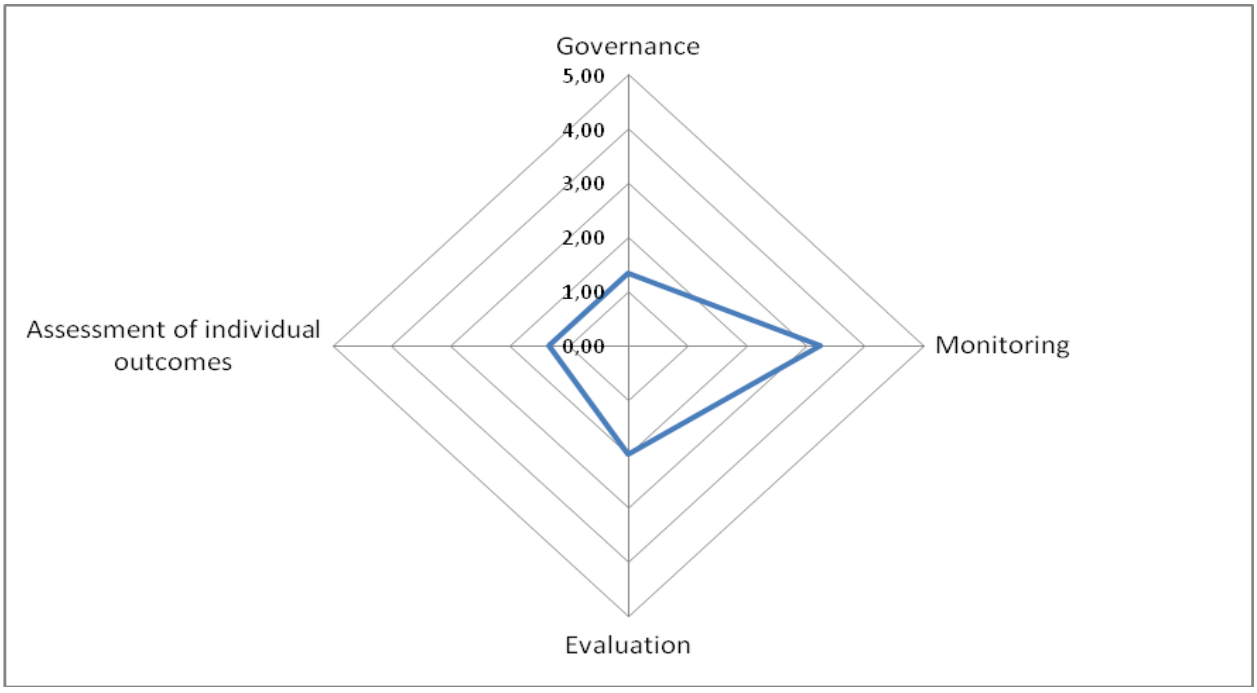
4. SUMMARY OF REPORTS

The results of the questionnaire reveal that more could be done with regard to monitoring and assessment of migrant education. Notwithstanding, most countries already possess policy structures that could bring about rapid improvement. This section starts by summarising the quantitative information, subsequently proceeding to an in-depth examination of the different dimensions of MAME (See Appendix for details on the methodology).

The table on the last page (Appendix E: *MAME items per country and dimension*) lists the information by country and item. The table shows whether or not each country includes the items in the columns. The final column adds up all the existing items and illustrates the totals (full circle when more than 90% of items are present, a circle three-quarters full for between 70-90%, half full for 50%, a quarter-full for more than 20%, and an empty circle for less than 20%).

As we can see, only Sweden and Ireland have more than 90% of the items (see Appendix E), while five countries have less than 20% of the items (Bulgaria, Croatia, Hungary, Luxembourg and Slovakia). On average, the country sample includes around half of the items counted. Figure 3 below brings together the various items in the different dimensions, with individual assessments and general evaluation of the educational policies being split for greater clarity.

Figure 3. MAME items per dimensions. Sample average



Source: produced by the authors

In general, countries tend to implement less than half of the aspects within each dimension. On average, it is in the dimension of monitoring for which the greatest efforts have been made, while scores tend to be lower for policy evaluation.

4.1 Migrant children educational policies

Apart from certain exceptions that can be explained by the virtual absence of immigrants, most countries in the sample have taken steps to implement migrant children educational policies. These are organised around two main areas of concern: language learning and support for teachers.

Most countries provide language courses specially designed for migrant children. These take place, in most cases, at the stage when the children first enter the school system, and in the form of extra school hours, while in other cases children are withdrawn from certain class periods (see, for example, the case of Spain, or the case of Ireland, where schools use both methods). Furthermore, some countries also offer teaching in the mother tongue (see, for example, the case of the Netherlands). Some Eastern countries, such as Latvia, offer bilingual schooling for national minorities (e.g. Russian). In other cases, when children show language deficits, limited grading or exams provided in the mother tongue are facilitated (see, for example, the case of Slovenia).

Support for teachers takes place in the form of intercultural training. This form of support is less commonly implemented by the countries in the sample. This is particularly due to the fact that intercultural training is often decentralised, producing as a result some degree of heterogeneity within countries. Most of this support, however, is provided in the form of materials and guidelines, rather than actual courses. In some cases, teachers can receive second language training (see, for example, the case of Sweden).

Finally, and despite the importance that research has placed on parental involvement, few countries have implemented policies in this direction. Some countries provide language courses for parents, although in most cases these are embedded within general integration policy, rather than educational or school policy. In this respect, Ireland's project is worthy of mention.

Ireland's Pathways Parental Leadership

This project consists of a toolkit that is comprised of a wide range of suggestions. Their aim is to encourage migrant parents' involvement in their children's school life, on the consideration of the degree to which increased parental participation impacts on school policy and facilitates greater integration of migrant students. It considered programmes already existing around the world and developed strategies to influence policies and procedures within Ireland's primary and secondary education system. It is up to each school to decide whether and to what extent to apply it.

The first part of the toolkit focuses on creating a welcoming ethos in your school, in which parents are part of the school community and join the school in welcoming others. It provides suggestions for facilitating parents' access to information about the school system. The second part focuses on various levels of parental involvement. It starts with parental involvement at home and moves on to look at how schools can get parents through the schools' doors and encourage them to become involved in the school itself. The toolkit concludes with a series of appendices, which provide more details on some of the integration services mentioned throughout the main work. There are also examples of best practices from schools across the globe and a table of contents for the DVD that comes with the toolkit. However, this project has not been evaluated.

See the Ireland report for references.

4.2 Governance

The dimension of governance represents an attempt to determine to what extent an institutional structure exists which fosters the monitoring and assessment of migrant educational policy. In this respect, three issues were considered: the inclusion of monitoring and assessment as a principle that guides laws and policy documents, the existence of a central (or decentralised) agency in charge of centralising monitoring and assessment processes; and the existence of common guidelines for implementing monitoring and assessment.

The monitoring and assessment of migrant educational policy does not feature much in the laws or policy documents in the country sample. Indeed, it is only included in the cases of Germany, Ireland, Romania, Sweden and Luxembourg. In the case of Ireland, the state's intercultural education strategy 2010-2015 makes explicit reference to the need to promote and evaluate data gathering and monitoring 'so that policy- and decision-making is evidence-based'. Unfortunately, the monitoring of the implementation of the intercultural education strategy was impacted by the austerity measures caused by the economic downturn. The Integration Unit within departments was disbanded and staff re-assigned.

Most countries have public bodies responsible for ensuring the quality of the educational system. In this sense, such bodies have the capacity to integrate MAME into their competencies. In practice, their activity is more focused on monitoring and gathering data rather than on carrying out evaluations.

Moreover, there are cases where one single agency is in charge of evaluation and quality assurance for the educational system, whereas in other cases a constellation of organisms is put into place, depending on the subject. This is the case, for example, in Austria, where four ministries collaborate and complement each other in order to shape immigrant children educational policy. However, the Ministry of Education (BMBF) is the main player in developing such policy. The BIFIE is a federal institute acting on behalf of the BMBF to ensure school development and sustainability, while focusing mainly on teaching principles for individual development. As an institute, the BIFIE is responsible for collecting data for the BMBF for specific purposes only. In 2013, the office *Schulqualität Allgemeinbildung* – Quality in General Education (SQA) was set up; this office is located in the BMBF (https://www.bmbf.gv.at/schulen/schubf/se/sqa.html) and was devised to cover the areas of quality control, assurance and development. The SQA is not responsible for evaluation, but instead supports monitoring. It helps to establish a collaborative interaction at all levels of the school system, and to improve learning and teaching conditions in mainstream schools. Among other topics, migration can be chosen as an objective for school development. Finally, it is worth mentioning Austria's Federal Centre for Interculturality, Migration and Plurilingualism (BIMM) as a best-practice example of supporting the ministerial work of coordination and monitoring of the implementation of new curricula regarding immigration.

Table 3. Governance items per country

COUNTRY SAMPLE	GOVERNANCE			
	POLITICAL PRINCIPLE	INSTITUTION	GUIDELINES	
	Inclusion in policy/legal documents	Central/ regional agency	Guidelines for monitoring	Guidelines for evaluation and assessment
Austria	✗	✓	✓	✓
Bulgaria	✗	✗	✗	✗
Croatia	✗	✗	✗	✗
Cyprus	✗	✓	✓	✗
Czech Republic	✗	✓	✗	✗
Denmark	✗	✓	✗	✗
Estonia	✗	✓	✗	✓
Finland	✗	✓	✗	✓
France	✗	✓	✗	✓
Germany	✓	✓	✗	✗
Greece	✗	✓	✓	✓
Hungary	✗	✗	✗	✗
Italy	✗	✓	✗	✗
Ireland	✗	✓	✓	✓
Latvia	✗	✗	✗	✗
Lithuania	✗	✓	✓	✗
Luxembourg	✓	✗	✗	✗
Malta	✗	✓	✗	✗
Netherlands	✗	✓	✗	✗
Poland	✗	✗	✗	✗
Portugal	✓	✓	✗	✗
Romania	✓	✗	✗	✗
Spain	✗	✓	✗	✗
Slovakia	✗	✗	✗	✗
Slovenia	✗	✗	✗	✗
Sweden	✓	✓	✓	✓
United Kingdom	✗	✗	✗	✓
Country sample	◔	◕	◔	◔

Source: produced by the authors

Austria's Federal Center for Interculturality, Migration and Plurilingualism

BIMM (*Bundeszentrum Interkulturalität, Migration, Mehrsprachigkeit,* http://bimm.at), which was established in 2013, serves as a support system for teacher education, and cooperates with universities[12] in the field of migration. Supervised by the BMBF, its main role is to provide support in content-based and strategic development, as well as by coordinating further development in the areas mentioned above. It currently plays a role in monitoring the implementation of the new curricula for teacher training with regard to migration; it also sets initiatives to foster greater intercultural openness in teacher education, and helps to collect best-practice examples for common use.

The BIMM functions as a network of experts professionally based in different university teacher colleges throughout Austria. These experts work on common projects, materials, conferences and courses that support the development of appropriate educational measures, in order to foster the implementation of BIMM topics in teacher education at the federal and regional level. In turn, the BIMM board works in close cooperation with the BMBF; it acts as an advisory centre and submits an annual planning report aimed at supporting the strategic orientation of the ministry in the fields of education and language policy (solely for the BIMM areas of expertise).

The BIMM has built up a federal network of teacher training colleges in which a wide range of bodies can participate, including universities, post-secondary education institutions, ministries, educational authorities, schools, kindergartens, non-governmental organisations, associations, language competence centres, religious communities, international cooperation partners, regional governmental boards, municipalities and other federal centres.

The federal centre aims at embedding the following cross-curricular areas into teacher education: diversity, equal opportunity, and plurilingual and intercultural education in the context of migration. It fosters the development of appropriate didactic approaches and their implementation into the educational system among all teachers. It deals with structural challenges at different levels and with strategic questions related to the dissemination of good practices for quality education. To that end, the BIMM works to pool human resources, competences and know-how into a team composed of members of different teacher training colleges all over Austria.

Current priorities:

The BIMM working plan reflects the strategic fields of action in teacher education: Initial teaching, continuing and further education, research, counselling and school development. For all these fields it sets actions and measures to support quality development and quality assurance relating to education in general and immigrant children education in particular:

· Fostering communication and cooperation between teacher training colleges.

· Setting new inputs and disseminating innovative approaches.

· Initiating and supporting appropriate projects.

· Promoting sustainability.

Some examples of current working packages:

· Developing a homepage featuring services for experts, teachers and student teachers: creating a learning platform with teaching materials.

· Research project (analysis of new curricula).

[12] In Austria, universities are supervised by the Federal Ministry of Science, Research and Economy *(BMWFW, Bundesministerium für Wissenschaft, Forschung und Wirtschaft).* Although teacher training colleges share the same curricula as universities, they are supervised by two different ministries. This makes cooperation indispensable. http://www.bmwfw.gv.at/Seiten/default.aspx

· Organising conferences, collecting relevant information, announcing symposiums.

· Courses for qualifying teachers in the field (see PFL-Lehrgang Sprachliche Bildung im Kontext von Mehrsprachigkeit, Appendix B, 6).

Furthermore, BIMM helps to disseminate the European recommendations for language policy in Austria through the following institutions:

· Austrian Language Competence Centre (*ÖSZ, Österreichisches Sprachkompetenzzentrum*): http://www.oesz.at/OESZNEU/main_00.php

· Austrian Language Committee (*ÖSKO, Österreichisches Sprachenkomitee*): http://www.oesz.at/oesko_domain/home.php

· ECML, European Centre for Modern Languages of the Council of Europe, based in Graz, Austria: *http://www.ecml.at*

Meanwhile, there is the case of Estonia, which possesses an External Evaluation Department that is embedded in the Ministry of Education. This department centralises the data collected by schools. Despite the existence of this structure, the monitoring and evaluation process is rather general, but the capability of focusing on a specific topic exists if necessity occurs. This means that the External Evaluation Department of the Ministry consults with the General Education Department to choose the schools to be monitored during that specific year. For example, in 2015 it was decided that the focus of assessment should be on schools with a considerable number of students with a migrant background. The External Evaluation Department may decide to focus on specific schools based on an acute need, for example if a serious complaint is made about the management of a school.

With regard to the existence of guidelines for monitoring and assessing immigrant children educational policies, these tend to be embedded within more general policy documents. One example is the case of the Institute of Educational Policy in Greece, which has issued some general guidelines for the teachers of Reception Classes (1999) and for the inclusion of repatriated / immigrant students in their schools (1999). Moreover, the Institute of Education Policy has an Observatory which is responsible for monitoring the phenomenon of Educational Dropout and tackling early school leaving for all students (not only immigrant students). Its duty is to monitor the problem, to collect dropout data and to make suggestions to the Ministry of Education, Research and Religious Affairs.

4.3 Monitoring

Monitoring is the dimension in which the greatest efforts have been made. When observing the country reports in detail, one can find that many countries are suitably prepared for collecting this specific data.

Table 4. Monitoring items per country

COUNTRY SAMPLE	MONITORING				
	PERIODICITY		COMPREHENSIVENESS		
	Continuous / Periodic monitoring	Occasional monitoring	Comprehensive	Concrete	Public accessibility
Austria	✓	✓	✗	✓	✓
Bulgaria	✓	✗	✗	✓	✗
Croatia	✗	✗	✗	✗	✗
Cyprus	✓	✓	✓	✓	✗
Czech Republic	✓	✓	✗	✓	✓
Denmark	✓	✓	✗	✓	✓
Estonia	✗	✓	✓	✓	✓
Finland	✗	✗	✗	✓	✗
France	✓	✓	✓	✓	✓
Germany	✓	✓	✗	✓	✓
Greece	✓	✓	✗	✓	✓
Hungary	✗	✓	✗	✓	✗
Italy	✓	✓	✓	✓	✓
Ireland	✓	✓	✓	✓	✓
Latvia	✓	✓	✗	✓	✓
Lithuania	✗	✓	✗	✓	✗
Luxembourg	✗	✗	✗	✓	✗
Malta	✓	✓	✗	✓	✗
Netherlands	✓	✓	✗	✓	✓
Poland	✓	✓	✗	✓	✗
Portugal	✓	✗	✓	✗	✓
Romania	✓	✓	✗	✓	✓
Spain	✓	✓	✗	✓	✓
Slovakia	✗	✗	✗	✗	✗
Slovenia	✓	✓	✗	✓	✓
Sweden	✓	✓	✗	✓	✓
United Kingdom	✓	✗	✗	✓	✓
Country sample	◕	●	◔	●	◑

Source: produced by the authors

Examples include the aforementioned case of Estonia, as well as countries such as the Czech Republic or Germany, which collect specific data such as dropouts for the former, and access for the latter. This ability to gather contextual and specific data from immigrant children at school could pave the way toward more detailed monitoring. There are also countries in

which no specific monitoring for immigrant children is carried out. One example is Finland; despite possessing an effective statistics department with links to the board of education (which centralises most information about educational statistics, and is of public access), no data about immigrant children can be retrieved. At the other extreme there is the case of France, which has a monitoring system that can be considered as a best practice. Notably, most of the countries in the sample make their data available to the public (within the limits of legislation on data protection).

Students' panels as a monitoring tool in France

For the past 40 years, the *Direction de l'évaluation, de la prospective et de la performance* (DEPP) has created students' panels which help to study the progress and performance levels of student cohorts throughout their schooling. Eight students' panels have been created so far (three panels of first degree students (1978, 1997 and 2011) and five panels of secondary students (1973, 1980, 1989, 1995 and 2007). The 1995 panel, for example, consists of all children born on the 17th of a month who started sixth grade in a public or private college in metropolitan France (17,800 students). As for the 2007 panel, it includes 35,000 students who entered sixth grade for the first time in a public or private college in metropolitan France or the overseas departments (DOM). Sampling was carried out by means of a weighted randomised procedure to constitute a sample that represents a faithful photograph of all pupils starting in September 2007. The information collected at the time of the sample enrolment includes all the key information on the family environment and a reconstruction of the pupils' elementary education. The process also collects information on the families, which provides environmental information of students and their past; information is also collected on the degree of involvement of parents in monitoring their children's schooling and learning aspirations.

The information collected in the 1998 survey with families makes it possible to isolate immigrant parents in the 1995 panel. It highlights three situations:

- Immigrant families, i.e. families in which both parents (or one parent in the case of a single parent family) are immigrants;

- Mixed families - those in which one parent is an immigrant;

- Non-immigrant families – those in which neither parent is an immigrant.

This first cohort tracking experience was instructive in many respects. It highlighted the fact that the UPE2A13 classes represent a way for first migrant students to attend school quickly. They also encounter many problems during their schooling: school delays, dropouts, guidance UPI14, etc. Their schooling is described as an "obstacle race". However, some students do achieve great success. This population (admittedly an extreme minority within the school) illustrates the difficult and necessary changes which the education system is facing. Tackling public "specific" school education helps in developing strategies that demonstrate its adaptability. At the same time, classes for non-francophone students also show that a gap has opened up in the single model of schooling. See France's country report for sources and references.

Other good practices can be found in countries where special attention is focused on a particular issue, such as school dropouts or access to education. This is the case, for example, of Germany, where the data is continuously updated in the cities of Bremen and Köln.

[13] UPE2A: Unités pédagogiques pour élèves allophones arrivants (Pedagogical units for just arrived non-French speaking students)

[14] UPI: Unités pédagogiques d'intégration (Pedagogical units for integration)

Germany's continuous data update

Bremen and Köln have been described, in Germany, as examples (even case studies) in terms of data gathering for monitoring development in the school environment. Specifically, Bremen has been acknowledged as an example as to how data gathering can improve the school environment for migrant populations, and also predict future needs. Furthermore, the data collected facilitates not only a chronologically-situated analysis of the migrant situation in schools, but also its evolution through time and space in a given school or a specific area/neighbourhood.

In accordance with the procedures in both these cities, data are not gathered just once a year, and they are calculated from the moment children enter the school system or change school. Both cities opted for a continuous data update. For example, in Bremen, it is possible to compare the evolution with regard to the entrance of new immigrants, each month, into each branch of the school system (primary and secondary levels, as well as professional schools). Furthermore, the data gathered make it possible to determine the distribution of migrants according to nationality/origin throughout the different types of schools, and to map the mother tongues (future heritage languages in the linguistic school environment) they bring with them. The continuous monitoring of students' entrance into the school system and its dynamics is so rigorous that patterns of linguistic needs can be devised: for example, it helped to determine that children could be integrated into the "normal" school system and curriculum after 6 months of preparatory classes (this rhythm is slower for secondary students, because the preparatory classes have a one-year duration) and that there is a tendency for children to abandon professional school even during preparatory classes (perhaps because of the age of the new entrants, who are not subjected to compulsory schooling). Thus, Bremen clearly established detailed, regular and comprehensive monitoring as a key feature to cope with and predict the needs of students, teachers and schools.

See Germany's country report for sources and references.

Finally, it is worth highlighting Austria's language support tool, which helps teachers to improve their language support skills and at the same time to monitor children's language skills.

Austria's language support – USB-DaZ

On behalf of the ministry (BMBF), the Centre for Language Level Diagnostics (Sprachstandsdiagnostikzentrum), based at the University of Vienna, has developed a tool for observing the language skills of children with German as a second language. The observation of languages skills is a very demanding task, especially in multilingual schools. This observation tool, called "USB-DaZ" (Unterrichtsbegleitende Sprachstandsbeobachtung – Deutsch als Zweitsprache = Language Level Observation Accompanying Teaching – German as a Second Language), was published in 2014. It is suitable for children from around 6 to 12 years old, is grounded on a scientific basis and has been designed and piloted by experts.

It has been proved that language and learning are inextricably intertwined (i.e. Vygotsky 1934) and that a sufficient mastery of the language of instruction is a determinant for success at school. Consequently, basic knowledge of language acquisition and diagnostics are a precondition for effective language support, especially in the context of second language acquisition. Teachers can use the USB-DaZ regularly to observe children's language learning processes and to adapt their teaching materials and methods to language needs. The tool can be very useful in language support lessons for children with an external and regular status at primary and lower secondary level.

Nevertheless, the implementation of the USB-DaZ requires supporting measures:

In cooperation with the regional school boards, universities and teacher training colleges, the BMBF proposed a workshop series within the framework of teacher further education. On behalf of the BMBF, BIFIE is currently preparing examples of teaching materials for language support, which should facilitate the work of teachers (https://www.bifie.at/node/3305).

4.4 Evaluation

This study considered the suitability of splitting the assessment dimension into evaluation of the policy itself, and individual assessment of students' outcomes. The various country reports revealed that more is being done at the individual level than at the policy level.

Table 5. Assessment of individual outcomes items per country

COUNTRY SAMPLE	ASSESSMENT OF INDIVIDUAL OUTCOMES				
	TYPE OF EVALUATION				
	Existence of specific nationally standardized exams to evaluate outcomes in specific policies	School-based exams to evaluate outcomes in specific policies reported to national authorities	Nationally standardized exams in which immigrants' outcomes can be separated from natives'	Regular school-based exams allowing to distinguish results	Public accessibility of data
Austria	✗	✗	✓	✓	✗
Bulgaria	✗	✗	✗	✗	✗
Croatia	✗	✗	✗	✓	✗
Cyprus	✗	✗	✓	✓	✗
Czech Republic	✗	✗	✓	✗	✗
Denmark	✗	✗	✗	✓	✗
Estonia	✗	✗	✗	✓	✗
Finland	✓	✓	✓	✓	✗
France	✓	✓	✓	✓	✗
Germany	✗	✗	✗	✓	✗
Greece	✗	✗	✗	✓	✗
Hungary	✗	✗	✗	✗	✗
Italy	✗	✗	✗	✓	✗
Ireland	✗	✗	✗	✓	✗
Latvia	✗	✗	✗	✗	✗
Lithuania	✗	✗	✓	✓	✗
Luxembourg	✗	✗	✗	✗	✗
Malta	✓	✓	✓	✓	✗
Netherlands	✗	✗	✓	✓	✗
Poland	✗	✗	✗	✗	✗
Portugal	✗	✗	✓	✗	✗
Romania	✗	✗	✓	✓	✗
Spain	✗	✗	✗	✓	✗
Slovakia	✗	✗	✗	✗	✗
Slovenia	✗	✗	✗	✓	✗
Sweden	✓	✓	✓	✓	✗
United Kingdom	✗	✗	✓	✓	✓
Country sample	◔	◔	◑	◕	○

Source: produced by the authors

Participation in the PISA programme was not taken into consideration, for it is not a country-specific measure, but a programme designed by the OECD. However, its importance and utility for a consideration of the whole education system, and for measuring the gap between immigrant children and natives must undoubtedly be borne in mind as a tool for the participating countries. More information on this aspect can be found in each of the country reports.

Table 6. Evaluation items per country

COUNTRY SAMPLE	EVALUATION				
	TYPE OF EVALUATION				
	Existence of a comprehensive system of MEMA	Specific evaluations carried out for concrete policies (general level)	School-based evaluations, reported to the national level	School-based / Experience based evaluations informally reported	Public accessibility
Austria	✗	✗	✗	✓	✓
Bulgaria	✗	✗	✗	✗	✗
Croatia	✗	✗	✗	✗	✗
Cyprus	✗	✓	✓	✓	✗
Czech Republic	✗	✗	✗	✗	✗
Denmark	✗	✗	✗	✗	✗
Estonia	✗	✗	✓	✓	✓
Finland	✗	✗	✗	✓	✗
France	✗	✓	✓	✓	✓
Germany	✗	✗	✓	✓	✗
Greece	✗	✓	✓	✓	✗
Hungary	✗	✗	✗	✗	✗
Italy	✗	✓	✓	✓	✓
Ireland	✗	✓	✓	✓	✓
Latvia	✗	✓	✓	✓	✗
Lithuania	✗	✗	✗	✗	✗
Luxembourg	✗	✗	✗	✗	✗
Malta	✗	✓	✓	✓	✗
Netherlands	✗	✓	✓	✓	✓
Poland	✗	✗	✗	✗	✗
Portugal	✗	✓	✓	✗	✓
Romania	✗	✗	✗	✗	✗
Spain	✗	✓	✓	✓	✓
Slovakia	✗	✗	✗	✓	✗
Slovenia	✗	✓	✓	✓	✓
Sweden	✗	✓	✓	✓	✓
United Kingdom	✗	✗	✓	✗	✓
Country sample	○	◑	◑	◕	◑

Source: produced by the authors

At the policy evaluation level, none of the countries investigated have developed a comprehensive MAME system. This may largely depend on the design of the educational system and, in some cases, on policy principles that hinder the existence of a centralised, comprehensive system. This is, for example, the case in Finland, where the level of autonomy of schools obstructs their external evaluation. Many country reports reveal that schools self-evaluate, and in some cases, results are informally communicated to higher education authorities. Countries such as Spain, Sweden and Ireland include specific studies that in some cases incorporate policy evaluations of immigrant children educational policies. The Netherlands' policy to reduce the dropout rate exemplifies a policy where processes, accountability and outcomes are included in its design.

The Netherlands' policy to reduce the drop-out rate

One example of best practice in the Netherlands is the policy on reducing the dropout rate. This policy was not directly created with immigrants in mind; however, because a large group of early school leavers are from an immigrant background, the reduction of the school dropout rate has an important positive effect on immigrants' school progress. In line with the Lisbon Agenda, set by the European Council in the year 2000, the Dutch government formulated an ambitious decentralised plan to reduce the numbers of early school-leavers. The government invests between 330 and 110 million Euros annually.

The programme is very successful: while in 2002 there were 71,000 early-school leavers (5.5%), in 2010 this was reduced to 39,115 (3.2%), and in 2015 reduced further to 25,622 (1.8%).

A Ministry of Education task force on early school-leaving created 39 regional dropout authorities (RMC) in 2002. At that time, each of the RMC regions could take different actions towards policy goal-setting.

To formulate a decentralised policy, the Ministry of Education outlined covenants. A covenant is a written agreement between the Ministry, the RMC and the schools. Examples of interventions in the covenants include: broader flexibility in changing educational tracks, enhanced absence registration, and intensified counselling for students.

The policy is accommodated by financial incentives for schools and 'accountability' measures such as naming high-performing schools and regions and shaming poor-performing regions and schools.

There are 10 dropout prevention measures that are summarised by De Witte & Cabus (2013: 159):

Measure	Implementation
1. Reporting truants	Reporting and tackling truancy at a very early stage.
2. Changing subject	A tailored track for students who choose a wrong subject or who prefer another subject.
3. Guidance towards the students' optimal track or profession	Work placement, writing a letter of application, apprenticeship programs, and creating a portfolio.
4. Apprenticeship	Coordination with local private firms and advanced apprenticeship programs for students who prefer to do manual jobs.
5. Mentoring and coaching	Students are matched with a coach from public or private organizations.
6. Care and advisory team	Coordination of student care by social workers, youth assistance, school attendance officers, health services and police.
7. Smoothing the transition from the pre-vocational level to the vocational level	Intake talks at the vocational school, providing more information on the educational tracks, and checking whether the students effectively enroll at and start in the new vocational school.
8. Extended school	Add more sports and culture to schools in order to make school more attractive.
9. Dual track	Offering the possibility for dropout students to re-enter education by a tailored educational track.
10. Frequent intakes	Increasing the number of moments that students may enter secondary education.

This policy is aimed at reducing early school dropout. In this sense, a target for reduction is set every year and the final figures are the ones that are used to evaluate whether the aforementioned practices are successful or not. Monitoring is thus reduced to counting the number of school leavers. No assessment of any other impacts of the practices is carried out. See the Netherlands report for sources and references.

Finally, with regard to assessing immigrant children's outcomes, in most countries we can basically find nationally-standardised exams that target all students in general, without specifically addressing immigrant children. In this respect, most countries leave the regular examination of students to the school, and the examinations are used to decide whether or not the student must repeat the academic year. States also run nationally standardised tests, but the results are not often used to assess immigrant children's performance in particular (see for example the report on Bulgaria). Finally, the international tests, such as PISA, PIRLS and TIMSS, are used by all countries under scrutiny in order to have an idea of the children's performance.

In some countries the state provides the option of examining pupils in their mother tongue, which makes it possible to differentiate their outcomes if the respective ministry deems it convenient. Moreover, in some cases, specific exams are prepared to assess students' language level. This is the case in France, Austria and Malta. The initiative introduced by the latter country deserves special attention as a potential best practice.

Malta's Online Assessment tool

The aim of the C.C.O.As.T (Core Competences Online Assessment Tool) is to develop what are defined as core competencies; this online assessment tool ascertains aspects of the literacy and language needs of learners in Maltese and English.

The tool helps educators to monitor progress with regard to both initial and on-going assessment of literacy and to inform their teaching, thanks to assessments generated by the learner's activity on the tool.

In what may be considered a world first, through a co-funded EU project financed under the General Programme Solidarity & Management of Migration Flows, the Maltese government has started trials of online computerised testing of literacy skills that not only identifies skill levels but also probable underlying causes of literacy difficulties. Speed of testing is further enhanced by the use of tablets which make the assessment much more efficient and less time-consuming. In fact, a considerable number of students in Maltese classrooms have been assessed using tablets. The commitment to the policy of One-Tablet-per-Child has resulted in a completely new approach to assessment in Malta. The Profiler, developed by Do-IT Solutions, examines cognitive deficits to help build an appropriate intervention strategy. The system was developed to assess the classroom languages, English and Maltese, and will be used to support third country nationals throughout Malta after this pilot phase. The first level of teacher training has just begun.

The profiler combines the latest in terms of cognitive testing, artificial intelligence and software development to deliver assessment and reporting in real time, using the tablet or a computer for student data collection. After the assessment, the profiler provides individual data for each child, bands results at individual, group or school level for easier evaluation, and generates an individual/group report on request.

See Malta's country report for sources and references.

4.5 Trends

The following table summarises the findings and highlights practices in each dimension.

Table 7. Trends in MAME for the 27 countries sample

	GENERAL TREND	SPECIFIC PRACTICES	EXAMPLES IN COUNTRY REPORTS
Governance	Ministry in charge of Education School autonomy principle	Specialised bodies in charge of: - Drafting guidelines - Coordinating tasks - Implementing monitoring and assessments	Austria's BIMM Italy's INVALSI Ireland's Inspectorate
Monitoring	General monitoring of all children, sometimes including country of origin	Specific targeted monitoring for a policy purpose Continuous monitoring (specific and general)	Specific: Netherland's school dropout policy Continuous: France's panel
Assessment	General exams Internationally standardised tests	Comprehensive policy evaluation Specific evaluations Specific exams Continuous assessment	Netherland's anti-dropout policy Ireland's use of professional researchers for evaluation France's language exams. Malta's C.C.O.As.T (Core Competences Online Assessment Tool)

Source: produced by the authors

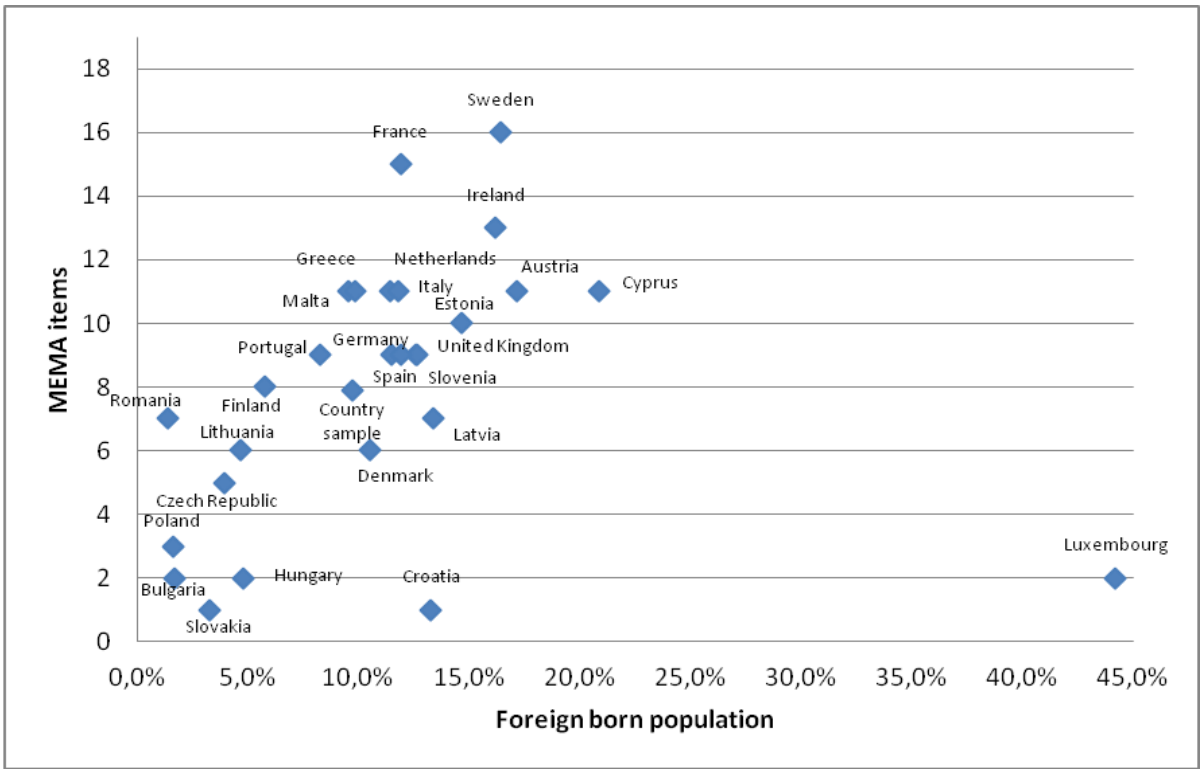
4.6 MAME in context

The aim of this study is not to explain the variations between countries in terms of the extent to which immigrant children educational policies are monitored and assessed. However, it is important to contextualise the MAME items and to highlight factors that are important for understanding countries' specificities.

One relevant factor that varies greatly between EU countries is their immigration profile. We find immigration countries, which have a positive immigration rate and higher percentages of residents born abroad. In turn, these can be divided into old (such as France and the Netherlands) and new immigration countries (such as Italy and Spain), which started receiving immigration in recent decades at a rapid pace. The relative importance of immigration in a given country has a clear influence on governmental decisions on integration policy implementation, and more specifically, on immigrant children. Figure 4 shows the tendency towards increasing efforts on monitoring and assessment paired with higher levels of immigration in the country sample, while Figure 5 links the latter to the MIPEX[15] score on education.

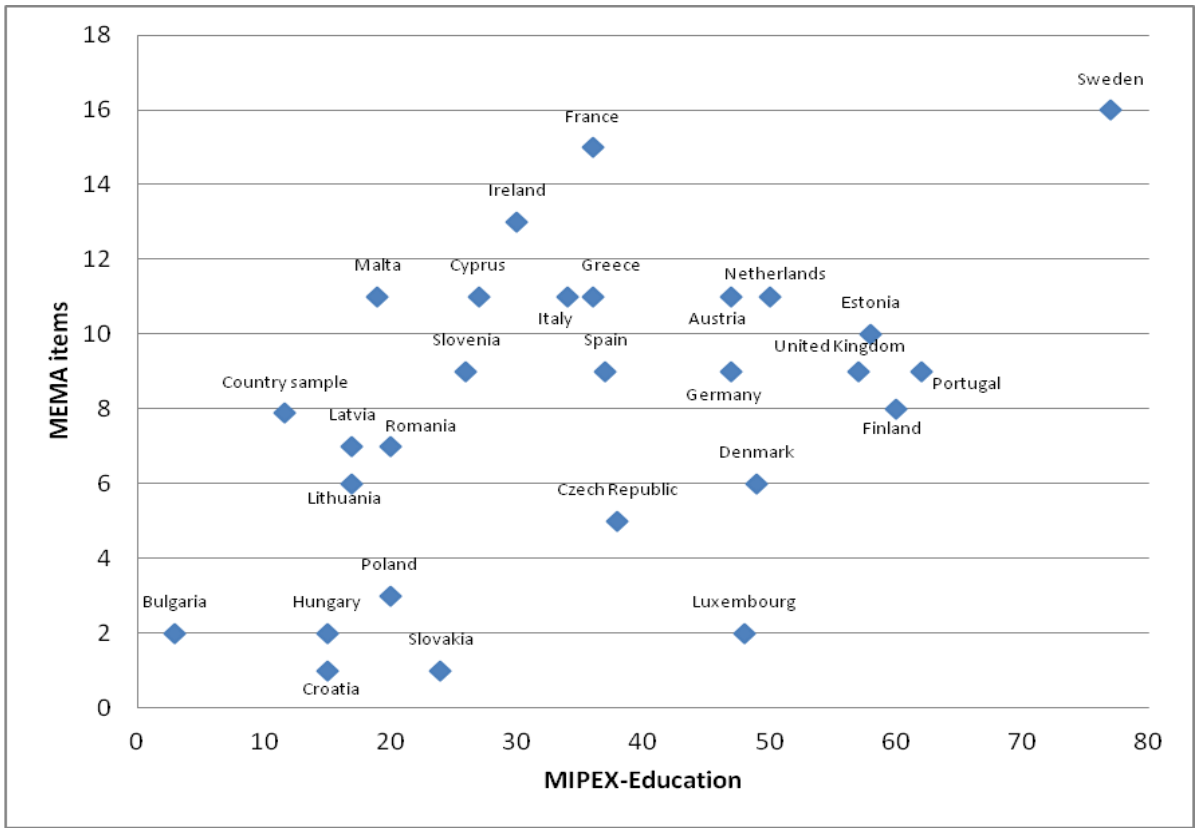
[15] The MIPEX (Migrant Integration Policy Index) is a tool used to measure integration policies in several countries in eight policy areas (labour market mobility, education, political participation, access to nationality, family reunion, health, permanent residence, anti-discrimination). See http://www.mipex.eu

Figure 4. MAME items and percentage of immigration



Source: produced by the authors and using Eurostat 2015 (migr_pop4ctb)

Figure 5. MAME items and Education score for MIPEX 2015



Source: produced by the authors and using MIPEX (2015)

Since this study has focused on state-level policies, attention must be paid to the way in which educational systems are put in place in the different counties. In this respect, two aspects deserve to be highlighted.

Firstly, in many of the sample countries, mechanisms of territorial decentralisation of powers have been implemented. This is the case, for example, in Spain, where the regions (autonomous communities) have assumed high levels of responsibility with regard to education and immigrant integration. Thus, each region is responsible for designing and implementing its own immigrant children educational policies. Secondly, the principle of school autonomy adds to the state's difficulty in monitoring and assessing immigrant children educational policy. This is the case, for example, in the Netherlands and Finland (see country reports). Thus, the current results can only be considered as an initial exploration, and the particular power divisions and organisation of the different countries should be taken into account in further explorations of MAME.

To conclude, the different country reports have shown that while the current educational systems do not include comprehensive systems for monitoring and evaluating immigrant educational policies, most of them already have an established infrastructure that could incorporate the matter into its functioning. Indeed, the reports show that some countries gather data related to immigrant children (such as number of immigrant children per classroom), but do not analyse them. Others report that they have the capacity to focus on the issue, but they have not done so yet.

5. EVIDENCE FROM OVERSEAS

Based on secondary data analysis, this section explores some practices common in Anglo-Saxon immigration countries. Unlike most European countries, the US, Canada, Australia and New Zealand can be considered 'countries of immigration' (Robinson & Akther, 2014) and are presumed to have more experience of immigrant education. The analysis of their policies regarding this issue may offer an insight to European countries.

5.1 Immigrant children educational performance

The PISA results indicate two interesting outcomes. First, as in most European countries, immigrant children in the US tend to perform below their native peers at the PISA tests. Second, this is not the case for Canada, Australia and New Zealand. The tables 8 and 9 below shows the PISA results for the four countries separated by natives and immigrants (first and second generations).

Table 8. PISA 2012: Mathematics Performance for natives (born in the test country with parents born in the test country), second-generation immigrants (born in the country with foreign-born parents) and first generation immigrants (born in a foreign country)

	NON-IMMIGRANT		SECOND-GENERATION		FIRST-GENERATION	
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.
Australia	502	(1,5)	537	(5,2)	516	(3,7)
Canada	522	(1,8)	513	(4,6)	527	(5,2)
New Zealand	502	(2,7)	489	(6,9)	507	(5,3)
OECD average (25)	501	(0,5)	465	(1,6)	453	(1,5)
United States	486	(3,6)	478	(6,5)	463	(9,0)

Source: OECD, PISA 2012 Database

Table 9. PISA 2012: Reading Performance for natives (born in the test country with parents born in the test country), second-generation immigrants (born in the country with foreign-born parents) and first generation immigrants (born in a foreign country)

	NON-IMMIGRANT		SECOND-GENERATION		FIRST-GENERATION	
	Mean score	S.E.	Mean score	S.E.	Mean score	S.E.
Australia	511	(1,6)	538	(4,4)	520	(3,8)
Canada	526	(2,0)	527	(4,1)	530	(5,2)
New Zealand	518	(2,9)	496	(8,2)	509	(4,9)
OECD average (25)	504	(0,6)	473	(1,7)	452	(1,7)
United States	502	(3,9)	502	(4,7)	480	(9,6)

Source: OECD, PISA 2012 Database

For the three first countries we can see, both in Maths and Reading, the first generation immigrants tend to perform at very similar levels to their native peers (Nusche, 2009). It has been suggested that this might be due to Australia, Canada and New Zealand having a point system of selection of immigrants, which is supposed to lead to a higher skilled mix of immigrants (Robinson & Akther, 2014).[16]

Except for New Zealand, these countries share a federal structure of governments, which decentralise to the federal units most educational responsibilities.

5.2 MAME in the United States, Australia, New Zealand and Canada

The US Office of Migrant Education (OME) was set to provide financial support to programmes aimed at improving the educational opportunities and academic success of migrant children. This is done by means of grant programming, and the administration of special initiatives. More concretely, the Migrant Education Programme (MEP) provides formula grants to State educational agencies (SEAs) to establish or improve programs of education for migrant children. The overarching purpose of the MEP is to ensure that children of migrant workers have access to and benefit from the same free, appropriate public education, including public preschool education, provided to other children. To achieve this purpose, MEP funds help state and local educational agencies to remove barriers to the school enrolment, attendance, and achievement of migrant children.

This program is evaluated by means of children's performance. The performance reporting has been established through a collaborative process that involves different stakeholders, thus consisting of a best practice.

The US MEP Performance Reporting

The Government Performance and Results Act (GPRA) of 1993 was enacted by Congress to provide for the establishment of strategic planning and performance measurement in the Federal Government (made up of an annual performance plan and an annual performance report).

In December 2010, the Office of Migrant Education initiated a collaborative process, in order to develop a focused set of new Migrant Education Program GPRAs that align closely with the program goal. The office consulted with the Data Quality Initiative, the Migrant Education Program Coordination Workgroup, the Interstate Migrant Education Council, and the National Association of State Directors of Migrant Education during this collaborative process, which concluded with four Migrant Education Program GPRAs in December 2012.

The new Migrant Education Program (MEP) GPRAs for 2013 are:

- The percentage of MEP students that scored at or above proficient on their state's annual Reading/Language Arts assessments in grades 3-8.
- The percentage of MEP students that scored at or above proficient on their state's annual Mathematics assessments in grades 3-8.
- The percentage of MEP students who were enrolled in grades 7-12, and graduated or were promoted to the next grade level.
- The percentage of MEP students who entered 11th grade that had received full credit for Algebra I.

With regards to monitoring, as well as in other European countries, this is mainstreamed by the Statistics office of the US Department of Education. General Sociodemographic data, together with data related to graduation & drop-out rates, proficiency in core subjects, & educational attainment is collected for all students across the 50 US States. The US data is

[16] This aspect has also been subject to discussion. For more on the point system and skills, see (Borjas, 1991)

publicly available and enables longitudinal and comparative analysis that goes way beyond what most statistics sites allow for.[17]

New Zealand, Australia and Canada all have a point system for the selection of immigrants and their immigrant children show an insignificant learning gap in relation to the native peers in the PISA. These three countries have in common a strong multicultural focus with regards to immigrant integration policy, and a very similar score at the MIPEX in the area of education. Indeed, MIPEX experts have ranked these countries, together as the Nordic ones, as having best practices to address the new needs and opportunities that immigrant students bring to schools.

Aspects such as targeted support and diversity policies have been valued by the MIPEX, as well as intercultural education. We would like to highlight the Australian National Assessment Program. Despite the fact that it does not specifically target immigrant students, it offers information that is valuable for policy makers in this regard.

The Australian National Assessment Program (NAP)

The NAP provides a wealth of data and information that are used by schools, government and education authorities to inform decisions about the education of young Australians. This is implemented by the Australian Curriculum, Assessment and Reporting Authority (ACRA), an independent statutory authority.

The NAP assesses a random sample of schools at years 3, 5, 7 and 9 of education. The results allow analysis by gender, indigenous status, language background, parental occupation, parental education, and geolocation (metropolitan, provincial, remote and very remote) at each year level and for each domain of the test. Thus, although immigrants are not included as a retrievable variable, the language background can be used as a proxy for it.

Among the subjects tested by the NAP, such as Maths and Literacy, assessment on Civics and Citizenship is highlighted. Civics and Citizenship is a compulsory course in all curricula that, among other aspects, aims at mainstreaming diversity and provide intercultural understanding among pupils.

The NAP is publicly available and published every year in the Australian Department of Education's website. More information: http://www.nap.edu.au/home

In New Zealand, the Education Review Service (ERO) evaluates and reports on the education and care of children and young people in early childhood services and schools. Its functioning is worth being considered a good practice.

[17] Visit: http://www2.ed.gov/rschstat/catalog/index.html

Comprehensive MAME system in New Zealand

ERO carries out several different types of reviews and evaluations - education reviews, homeschool reviews, cluster reviews of education institutions and services, contract evaluations and national evaluations on education topics. Immigrant children are mainstreamed in this system.

ECE centers and schools are evaluated in the framework of previously set guidelines and standards. All evaluations are publicly available along with an annual report of the ERO's performance. Along with this, the ERO is in a continuous dynamic of feedback and improvement. For example, the last annual report exemplifies in a paragraph what has been done for students with accelerated learning needs:

In the last year ERO revised its approach to reviewing primary schools to emphasize the focus on equity and excellence. Our first evaluative question is: "How effectively does this school respond to Māori children whose learning and achievement needs acceleration?" We do this because research shows that schools that accelerate achievement for the Māori generally do so for all. Acceleration is about students making more than one year's progress over a year. Our evaluation also asks about other children whose learning needs to be accelerated and we report on the overall conditions that lead to quality learning outcomes for all children. We completed 135 reviews in primary schools under the revised approach in 2015/2016 and we will be extending this approach to intermediate and secondary schools in the next two years.

In New Zealand there is a special concern with regard to Pacific learners, who have shown participation and outcome results below the averages for the rest of students. In this sense, the ERO included 'Success for Pacific students' as one of the ongoing national evaluation topics since 2011, and has completed three evaluation reports. The latest, Improving Education Outcomes for Pacific Learners published in 2012, identifies good practice and makes strong recommendations for improvement.

More on the ERO: http://www.ero.govt.nz

More on the Pacific learners' evaluations: www.ero.govt.nz/National-Reports/Improving-Education-Outcomes-for-Pacific-Learners-May-2012

This comprehensive evaluation is of course supported by a monitoring system. All necessary indicators of the educational system are collected by means of two projects: the *National Education Monitoring Programme* (1995-2010) and the *National Monitoring Study of Student Achievement* (since 2012). With all the data collected, the NMSSA also issues specific reports on the Maori and the Pacific people, regarded as groups with need of accelerated learning.[18]

With regards to Canada, there is no federal department of education and no national system of education. Instead, each province and territory has its own system of education. The educational systems are generally similar across Canada with some variations between provinces and territories. At the State level, we find an interesting monitoring initiative. The so-called *Pan-Canadian Education Indicators Program* (PCEIP) is a joint initiative between Statistics Canada and the Council of Ministers of Education, Canada (CMEC), which provides a statistical portrait of the elementary, secondary and postsecondary education systems. Despite the fact that the PCEIP offers sociodemographic data of Canadian pupils, including their cultural background, this data cannot be used to filter other indicators such as attainment or educational outcomes. With regards to individual assessments, the Council of Ministers must rely on their participation at the OECD, thus using the PISA outcomes if there is a need for information on immigrant children at the state-wide level.

[18] For more information on these studies see: for the 1995-2010 program: http://nemp.otago.ac.nz/ for the 2012-ongoing program: http://nmssa.otago.ac.nz/reports/index.htm

CMEC is involved in the design, implementation, and analysis of the Pan-Canadian Assessment Program (PCAP) which is a series of cyclical tests of the achievement of Grade 8/Secondary Two (in Quebec) students in mathematics, reading, and science administered in Canadian provinces and territories. PCAP, which replaces an earlier assessment called the Student Achievement Indicators Program (SAIP), is coordinated by CMEC and has been administered every three years since 2007. The PCAP is accompanied by contextual questionnaires that include questions about immigration status, therefore allowing for further analyses.

5.3 MAME compared to the country sample

Despite presenting some interesting practices, we can see that these four old immigration countries have mainstreamed immigration educational policies into the broader immigration system. The US, Canada, Australia and New Zealand practices with regard to MAME are similar in terms of orientations to what we have shown for the European countries.

As in European countries, general systems for monitoring are implemented, and these sometimes enable the retrieval of specific data related to immigrant children. Assessment is also implemented for all children at different levels of their educational careers, and, again, in some cases it is possible to analyse the data per origin.

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6. DISCUSSION

This study is an initial attempt to map the status of MAME at the state level in Europe. As the report shows, most EU countries have developed, to a greater or lesser extent, educational policies for immigrant children. Yet, this has not yet been accompanied by a comprehensive system of monitoring and assessment. Some countries have made greater efforts than others, in accordance with the relative size of their foreign-born population and, to a lesser extent, the level of integration policies in the realm of education.

By way of conclusion, this study will discuss four main areas of concern. Firstly, we examine the objective behind the actual monitoring and assessment. Secondly, we turn our attention to the conceptualisation of "migrant" and its implications for monitoring and assessment, and thirdly, we examine what is actually monitored and assessed. Finally we discuss how and where these monitoring and assessment systems should be implemented.

6.1 The aim of monitoring and assessment

The first point regarding this question is the concept of **policy** itself. We have found a wide variety of conceptualisations across the EU in that area. Whereas some countries identify policy and **legislation**, others understand policy as a set of **actions** to transform a social reality. To clarify this, it is essential to make a distinction regarding the process:

- Policy creation – legislation
- Policy implementation – programme
- Policy assessment – accountability
- Policy improvement – innovation

With regard to monitoring and assessment, this encompasses the four dimensions.

Disadvantage and **inequality** are precisely the main challenges when implementing monitoring and assessment processes. However, we should not forget that most of the EU countries set up these processes for the purpose of **control** rather than **improvement**. In most cases, neither reforms nor structural changes are implemented once the outcomes of an evaluation process suggest further steps.

The results of this study also suggest that the idea of monitoring and assessment is based on a **reactive** approach instead of a **proactive** one. The higher the percentage of migrant students in a given country, the likelier that processes of monitoring and assessment on educational policies addressed to migrants are planned and implemented.

In any case, the **usability** of assessment appears to be unclear for most of the EU Member States. There is a lack of data about the processes of feedback to the system once the evaluation has been completed.

6.2 The diversity of subjects behind the category of "migrants" as well as the diversity of political responses

This study assumes concepts that are subject to debate. The idea of immigrant children is restricted to children in **compulsory education** age, and with at least one immigrant parent. However, the object of study (educational policies for their support) may have targets that differ.

For instance, in terms of country, such policies may be designed not because of "**immigrant children**" but because of children coming from **national minorities** with structural disadvantages (in several cases, this may refer to the Roma community). A common framework of reference for the whole EU would be extremely helpful to avoid confusion and facilitate comparison.

Another noteworthy factor is the lack of **comparative systems** at an EU scale for comparing the school performance of migrant students from a similar background in different countries.

As for political responses, certain regional trends can be detected. **Western** countries tend to develop a larger number of and more comprehensive monitoring and assessment policies than **Eastern** countries do. Arguably, the percentage of migrants, as well as a rooted cultural tradition of welcoming migration, may explain this. In terms of management, Nordic countries tend to run monitoring and assessment by means of **private** contracts, whereas in Mediterranean countries monitoring and assessment is run by **public** bodies.

6.3 The contents and methods of monitoring and assessing educational policies addressed to migrants

As mentioned in the first subsection, assessment tends to be focused on children's **performance**, in many cases using internationally comparable standardised tests (e.g. PISA), and such assessments tend to be carried out sporadically, and few longitudinal studies exist, especially at the national, regional and local levels. Furthermore, these studies are focused on ethnic background, despite the fact that migration is not a risk factor in itself – it becomes a risk factor when combined with other factors.

This study reveals an assumption by most EU Member States that **public policies** may impact on **individual characteristics**. This can be seen from the fact that the main specific policies that are implemented in most states with the aim of decreasing inequalities are organised around three blocks: **language** acquisition, **intercultural** education in schools and improving **teacher** education.

The study also shows that **quantitative** methods for assessment are prominent, while **qualitative** approaches tend to be ignored. This is so despite the valuable contribution they might afford in terms of transformation at a local scale. Therefore, a **mixed-**method approach is necessary in the monitoring and evaluation educational policy for immigrant children, since it combines quantitative operations with qualitative action research processes to introduce effective improvements.

Finally, the importance placed on the different **dimensions** of assessment varies from one Member State to another. Results are taken into consideration in most of the cases, while outcomes and impacts receive less attention.

6.4 The governance of monitoring and assessment

It is important to note that most of the countries in the sample have already developed systems for monitoring and evaluating their own educational system in general, thus making it possible to **incorporate** immigrant children educational policies into their structures. Furthermore, the fact that many of the countries have decentralised competencies over education, together with the principle of **autonomy** in education, must be observed as factors that bias the results reported in this study.

In terms of governance, it is also important to note the insufficient integration between research and policy design and implementation. The gap between **research** and **policy** turns monitoring and assessment processes into an opportunity to reduce said gap, as both researchers and policy-makers need each other in order to monitor and assess the system. Common fora for both policy-makers and researchers, including civil society as a third actor, all become mechanisms to explore. The SIRIUS policy network is a good example of that.

This gap is also reproduced within the system. **Teachers'** participation in monitoring and assessment is absent in most of the cases, and we can observe a gap between the assessment that takes place in **schools** and the assessment done by the **administration**. While schools and teachers concentrate most of their efforts on assessment to improve the achievement of migrant students, administration is mostly oriented towards data collection implemented by external agents.

Thirdly, three main actors carry out the assessment of educational policies targeting immigrant children: researchers, think-tanks, and public bodies/governments. However, we should note the trend to **privatise** monitoring and assessment processes by EU Member States. Indeed, this option has advantages in terms of **efficiency**, but we should be aware of the risks regarding **efficacy**.

Finally, we would emphasise that further research is needed at a sub-national and **local** level, where real policies take place and might have a deep impact. However, there is a general tendency to focus monitoring and assessment at a **national** scale, which means that important data are missing, and some political responses cannot be fully analysed.

7. POLICY RECOMMENDATIONS

7.1 Recommendations addressed to the EU bodies

1) The EC should build an agreement between the Member States on a common framework so that monitoring and assessment processes are comparable and cooperation reinforced. This common framework should include the definition of migrant student, the content of monitoring and assessment processes and the values that should be associated with same, such as inclusion, equity and social cohesion.

2) The EC should adopt an agenda on how to promote monitoring and assessment processes in policies devoted to students with a migrant background among Member States.

3) The Eurydice agency should monitor the EU strategy to promote monitoring and assessment. Member States should receive explicit support from this agency to set up a national plan for this objective.

4) The Erasmus+ programme should promote an extension of Key Action 3[19] for a specific plan on peer-review programmes between Member States that includes monitoring and assessment of policies.

5) The EC should introduce a specific item in its budget to fund Member States that wish to improve their mechanisms of monitoring and assessment policies related to the education of students with a migrant background.

6) The EC should announce a call for research initiatives aimed at filling in the gap on certain topics regarding monitoring and assessing policies addressed at students with a migrant background.

7.2 Policy recommendations to the Member States

The study also identified actions within the scope of Member States which are noted here:

1) Migration policy processes should be based on research evidence. Member States must ensure that the data obtained from assessment and monitoring is made accessible to researchers.

2) Monitoring and assessment processes should be focused on systemic processes that interfere in migrants' school achievement. Member States should prioritise the analysis of obstacles within the school system rather than the individual achievement of students with a migrant background.

3) In the case of the evaluation of this individual achievement, affirmative action should be discarded. It should be based on a general framework for the whole system, and not on a specific one for these minority students. Out-of-school factors should also be included when evaluating this achievement.

[19] Key Action 3 provides grants for a wide variety of actions aimed at stimulating innovative policy development, policy dialogue and implementation, and the exchange of knowledge in the fields of education, training and youth. The majority of them are managed by the EACEA. Most of the actions under KA3 are managed outside the annual general call for proposals. (SOURCE: https://eacea.ec.europa.eu/erasmus-plus/actions/key-action-3-support-for-policy-reform_en)

4) In general, Member States should avoid an assessment of specific groups regarding nationality, and instead consider hyper-diversity[20]. Nevertheless, the assessment of specific groups might become useful when assessing language competences.

5) Monitoring and assessment provide knowledge of the current state of policy implementation. Member States should organise meetings and produce publications to spread this knowledge – case stories, good practices, and innovative methods – throughout the school system.

6) Member States are responsible for monitoring and assessing policies on migrant education. This public responsibility concerns the awareness of the problems related to the increasing privatisation of monitoring and assessment management.

7) Monitoring and assessment processes should be in the hands of independent researchers, so as to ensure transparency and accountability. Governments of Member States should be collaborative and provide sufficient resources and autonomy to facilitate the running of monitoring and assessment processes.

8) Member States, through monitoring and assessment, should be aware of the sustainability of good practices for educating students with a migrant background in schools. This sustainability must be ensured though dialogue-based processes that include all the actors and agents (teachers, families, local authorities).

9) Member States should adopt an intercultural approach when implementing monitoring and assessment processes, since a monocultural approach may introduce a bias that cannot reflect the heterogeneity. The participation of migrants in the definition of monitoring and assessment processes can be highly effective.

10) Member States should promote multi-level monitoring and assessment processes at a national, sub-national and local scale. Qualitative methods such as action-research are highly recommended for monitoring processes at a local scale.

11) Member States should introduce a collaborative framework rather than a competitive one among schools when monitoring the introduction of innovative practices on migrant education. Peer-review visits, peer training and participatory evaluation can definitely contribute to that.

[20] Hyper-diversity refers to an intense diversification of the population in socio-economic, social and ethnic terms, but also with respect to lifestyles, attitudes and activities. The concept of hyper-diversity captures the quantitatively and qualitatively diverse forms of urban diversity that are now emerging. More Information in: https://www.urbandivercities.eu/

8. COUNTRY REPORTS

AUSTRIA – COUNTRY REPORT[21]

At a glance…

- Austria has a long history of immigration. In 2015, 17% of the Austrian population was born abroad. The main nationalities are German, Turkish, Serbian, Bosnian and Romanian.
- As a federal country, education policies and immigrant integration are competencies shared to different degrees by the federal and the regional administrations.
- Austria develops several policies to support immigrant children's education, including language learning, teacher training and parental involvement.
- Despite this, there is no system for evaluating and monitoring the specific policies, but systems of monitoring and evaluation of the education policy in general could be used for this purpose.

General information

Like other countries on mainland Europe, Austria has a long history of immigration. According to Eurostat, in 2015, 17% of the Austrian population was born in a foreign country. The main groups come from Germany, Turkey, Serbia, Bosnia and Romania. The same applies for immigrant children, who represented nearly 15% of the total children population in 2015. When including the second generation, the proportion rises to 34.5%.

Austria participates in various international assessment tests, such as PISA and TIMSS. The following table shows the results for the PISA test in two categories and years:

PISA	1st ROUND 2009	2nd ROUND 2012
IC	Reading 402 points	Maths: 454-458
Total	Reading (IC and natives): 470 points	Maths (only natives): 516

Most international exams reveal that, as in other OECD countries, there is a significant gap between native and immigrant children, which has not decreased over the years. However, it is important to mention that socioeconomic background is an important factor accounting for such gap. Indeed, when controlling for socioeconomic background, the gap is reduced by more than 40% (OECD, 2012).

As a federal country, Austria has a complex system of distribution of powers over the educational system. As regards legislation at a federal level:

- The BMBF (*Bundesministerium für Bildung und Frauen*)[22] is the ministry responsible for compulsory school education https://www.bmbf.gv.at
    - Kindergarten and children's rights in general are supervised by the BMFJ (*Bundesministerium für Familien und Jugend*)[23] https://www.bmfj.gv.at

[21] This report was prepared on the basis of the expert questionnaire completed by Catherine Carré-Karlinger, University of Education in Upper Austria. Some information was obtained from an interview conducted with BMBF stakeholders.
[22] Federal Ministry of Education and Women.
[23] Federal Ministry of Families and Youth.

- However the BMBF is the competent authority for all schools where kindergarten teachers/educators are trained (BAKIP, BASOP: upper secondary level in Austria) The BMF (*Bundesministerium für Finanzen*)[24] is responsible for all the main decision-making on the educational budget, in consultation with the political coalition partners.

As regards refugees and asylum, the BMI (*Bundesministerium für Inneres*)[25] is legally responsible and has to ensure the implementation of international conventions such as those on human and children's rights http://www.bmi.gv.at/cms/bmi_asyl_betreuung/_news/bmi.aspx Role of BMEIA and the organizational anchoring of the ÖIF (*Österreichischer Integrationsfond*)[26]

All four ministries collaborate and complement each other in order to shape immigrant child education policy in Austria. Legislative proposals made by the BMBF or BMFJ have to be discussed and approved by Parliament. In terms of migration and education the BMBF is the main player as it is responsible for the education of children from six to 16. Furthermore, the BMBF issues (informative) decrees and circulars on current affairs with an obligatory character, but without any legal consequences if the provincial governments decide not to apply these decisions made at a federal level.

On the executive side, the Austrian government works on a federal basis and shares responsibilities with the **Regional School Boards** (*Landesschulrat*) in the nine respective regions in the area of public education. The board takes decisions on budgets and human resources and the **Regional School Inspectors** (*Landesschulinspektor innen*) depend simultaneously on the BMBF and on the Regional School Board.

The **General School Rules** (*Schulordnung*) coordinate and regulate all issues concerning teachers, pupils, parents and cooperation with other schools or institutions at school level, and formulate the requirements for employment in compulsory education. Hence, the Regional School Board can only make some recommendations to schools. The BMBF, for its part, communicates directives by means of decrees or circulars.

In the case of public kindergartens the competent authority remains the regional government and/or the municipality.

Due to the complexity of the executive system it can sometimes be very difficult to ensure the binding character of the measures taken by the BMBF. The law does not regulate compliance. The usual strategy is to proceed with pilot projects based on specific cooperation between the federal government, states and regions.

Educational policies for immigrant children

There are four main areas where education policy for immigrant children has been implemented in Austria: Language learning, equal opportunities, teaching support, and parental involvement.

Language education:

(https://www.bmbf.gv.at/schulen/unterricht/ba/sprachenpolitik.html)

- Compulsory school attendance up to 9th grade for all children including refugees
- External status for up to two years

[24] Federal Ministry of Finances.
[25] Federal Ministry of Home Affairs.
[26] Austrian Integration Fund.

Language support in the transition phase between kindergarten and primary school, with the focus on the assessment of literacy skills and second language acquisition

Mother tongue education for different migrant languages: neutral language curricula in higher general education and optional courses from lower secondary onwards (voluntary offer)

- Language support:
- BMBF's emphasis on German language support until 2018 at primary level (Source: *Bildungsreformkommission*, MRV, 17.11.2015, p6): increase in courses for migrant children (§ 8e SchOG), also in upper secondary as of 1.9.2016 http://www.androsch.com/media/volksbegehren/MRV%20Bildungsreform%2017%2011%202015.pdf
- BMBF: Accompanying tool for the observation of language skills in German as a second language: USB-DaZ (*Unterrichtsbegleitende Sprachstandsbeobachtung – Deutsch als Zweitsprache* = Language Level Observation Accompanying Teaching – German as a Second Language) (since 2013) https://www.bmbf.gv.at/schulen/recht/erlaesse/usb_daz_bb.pdf?4mrwb0)
- BIFIE: Description of competence in German as an academic language (in preparation)
- BIFIE: Language support material (in preparation), inspired by FörMig, a model programme designed to provide educational support for children with an immigrant background https://www.bifie.at/node/3305

Equal opportunities for migrant children:

- One compulsory kindergarten year (free of charge) https://www.bmfj.gv.at/familie/kinderbetreuung/gratiskindergarten-verpflichtender-besuch.html
- Second year currently under negotiation: https://www.parlament.gv.at/PAKT/VHG/XXV/A/A_00126/index.shtml

Possibility of taking the "Completed Compulsory Schooling" exam at a later stage: preparatory course subsidised by the Austrian state and offered by MAIZ (autonomous association for migrants).

Support for teachers at federal level in cooperation with teacher training colleges:

- Teacher training reform for initial education: linguistic and cultural diversity should be taken into account in the new curricula
- Governmental subsidies for federal workshops for teachers
- Further education at university level (30 ECTS): course on Mother Tongue Teaching, subsidised by the state
- Further education at university level (40 ECTS): course on Pedagogy and Didactics for Language Education in the Context of Multilingualism *(PFL-Lehrgang Sprachliche Bildung im Kontext von Mehrsprachigkeit* http://pfl.aau.at/lehrgaenge/anzeigen/11), subsidised by the state
- Planned training campaign for sensitive language teaching in all subjects with focus on academic language (*Sprachsensibler Fachunterricht*, ÖSZ *Österreichischer Sprachkompetenzzentrum*)
- http://www.oesz.at/sprachsensiblerunterricht/main_02.php)
- Design of a curriculum for all teachers (6 ECTS) that should provide basic competencies for language education (Basic Competencies for Plurilingual Education - *Basiskompetenzen Sprachliche Bildung*
- https://www.bmbf.gv.at/schulen/lehr/labneu/kompetenzen.html), recommended by the BMBK at university level

Parent involvement:

Brochure:
Understanding school, communication aid for parents in different languages https://www.bmbf.gv.at/schulen/service/sv/schuleverstehen_en.pdf?5c5h6f

Access, participation and outcomes

With regard to access to educational services, this has the same legal basis as for native children. There is no specific assessment of migrant children serving to ascertain their school readiness and process their school inscription. The requirements are the same for all children. This means that school readiness *(Schulreife)* and language skills are checked during the transition phase before starting primary school. However, the resources for dealing with a documented lack of language proficiency vary: if a newly arrived or immigrant child does not have (sufficient) knowledge of the language of instruction (German) he/she is can attend to classes out of the regular programme. If for any other reason an immigrant child is not ready for school at the age of six, the opportunity to attend a pre-school is offered in agreement with the school authority, as for native children in the same situation. Furthermore, so-called "special educational needs" status can be assigned on request (by parents and school), if necessary.

With regard to policy monitoring and evaluation, since immigrant child education policy is largely embedded in general education policy, it can be assumed that its monitoring and evaluation are indirectly included in its design. But a specific provision definitely does not exist for special monitoring and evaluation. On the other hand, immigrant child education policy may become a sub-theme according to the experts' interests.

It is important to mention the Bundesinstitut Bildungforschung, Innovation und Entwicklung (BIFIE)[27]. This is a federal institution acting on behalf of the Ministry of Education (BMBF) in the area of school development and sustainability, while mainly focusing on teaching principles for individual development. As a **tool for systemic quality assurance and evidence-based policy**, it was established by amendment (BGBl. II Nr. 1/2009 and BGBl. II Nr. 282/2011, integrated in §17 of School Education Act (SchUG) and serves to anchor educational standards.

The BIFIE is only responsible for collecting data for specific purposes on behalf of the BMBF . However, it refers to already collected data and publishes it on its homepage:

International: PISA, PIRLS

National: OECD country note, National Report on Education (NBB)

The BIFIE is not responsible for evaluation itself. Nonetheless, in the NBB an evaluation of the educational system in general is available thanks to the BIST and PISA results, with a particular focus on immigrant child education policy in some chapters. BIFIE's role is to support the education policy of the BMBF and to develop tools and materials on its behalf.
Since 2013, the SQA, an office located in the BMBF (*Schulqualität Allgemeinbildung* – Quality in General Education, https://www.bmbf.gv.at/schulen/schubf/se/sqa.html), oversees quality control, assurance and development. The SQA is not responsible for evaluation but rather supports monitoring. It promotes collaborative interaction at all school levels and seeks to improve learning and teaching conditions in mainstream schools. Among other topics, migration can be chosen as an objective for school development.

[27] Federal Institute of Educational Research, Innovation and Development.

In Austria, monitoring of immigrant children education is part of a comprehensive school approach to integration. When specific, it mainly examines language education, with the focus on two principal aspects: German and teacher training. It is characterised by different levels of observation linked to the assessment of children's school results according to their performance in German. On the one hand, monitoring is closely related to school practice and to pupils' individual performance comparatively speaking (SQA). On the other hand it pays attention to school achievement in general, with an obvious link to policies and with the intention of evaluating the results in order to promote more equal opportunities and social cohesion.

The *Bildungsdokumentation* (office for documentation on education) is responsible for collecting data on pupils in schools and transmitting it to the BMBF and the federal statistics institute in Austria (*Statistik Austria*), in accordance with the law covering documentation on education (*Bildungsdokumentationssetz*, BGBl. I Nr. 12/2002). The collected data is very wide-ranging and deals with all aspects of the education system. Comprehensive data is compiled on all educational institutions, including personal data on pupils, on school performance, etc. for the adminstration. In compliance with the legal regulations, the *Bildungsdokumentation* has to transmit information to *Statistik Austria* – of course with due consideration given to the protection of personal data. However, the focus is not especially on immigrant children.

The National Education Report Austria, NBB (*Nationalbildungsbericht*), evaluates the educational system in general by means of the BIST and PISA results, with particular focus on immigrant child education policy in some chapters. Nevertheless, there is no specific policy monitoring programme prior to this evaluation, even when the ministry responds to some results with specific measures.

In fact, both monitoring and evaluation of immigrant child education policy are largely based on conclusions drawn from the assessment of pupil, class and school performance.

With regard to assessment of individuals, there is a nationally standardised assessment procedure that also covers immigrant children, in addition to the several internationally standardised tests (PISA, PIRLS, TIMSS, TALIS).

In terms of general education policy, the assessment of the educational standards *Bildungsstandards* (BIST) can also provide relevant information on migrant children's performance, based on expert analysis https://www.bifie.at/bildungsstandards

The BIST are legally anchored in the School Education Act (*Schulunterrichtsgesetz,* §17 SchUG), with a provision covering educational standards (BGBl. II Nr. 1/2009) and an amendment (BGBl. II Nr. 282/2011).

Based on the BIST, a summative assessment of German, Mathematics and English is carried out every year in 4th and 8th grade. The BIFIE is responsible for verifying the level of achievement in relation to the learning targets established by law and expected to be reached by the pupils. Teacher training colleges are asked to prepare teachers through specific training and are largely involved in the BIST implementation. The BIFIE has to explain the educational standards to teachers and school advisors and for this purpose it develops materials and sets of examples that support the implementation of the standards in schools.

The BIST are competence-oriented and aim at assessing school attainment periodically in order to foster more sustainable teaching development. They give specific and precise feedback to teachers and heads and make educational goals more transparent and comparable for teachers and learners. In particular, the analysis of the BIST results provides detailed information on performance by learners, as well as classes and schools, in some school subjects (assessment of German, English, mathematics). It also supplies general information on education policy. The results can be used for the evaluation of specific policies.

The main objectives are school development, with an eye to the optimisation of teaching practice for better individual results, and, consequently, the adjustment of the education policy if necessary.

The SQA (School Quality Initiative in the field of general education) may take up some issues highlighted by the results and develop appropriate strategies for school development.

Best practices

- Language support and USB-DaZ

On behalf of the ministry (BMBF), the *Sprachstandsdiagnostikzentrum* (Centre for Language Level Diagnostics) located at the University of Vienna developed a tool for observing the language skills of children learning German as a second language and encouraging teachers to professionalise language support - a very demanding task, especially in multilingual schools. This observation tool, the USB-DaZ or *Unterrichtsbegleitende Sprachstandsbeobachtung – Deutsch als Zweitsprache* (Language Level Observation Accompanying Teaching – German as a Second Language), was published in 2014. It is reliable for children from around six to 12 years old. It has a scientific basis and was designed and pilot-tested by experts.

It has been proved that language and learning are inextricably intertwined (i.e. Vygotsky 1934) and that sufficient mastery of the teaching language is a determinant of school attainment. Consequently, a basic knowledge of language acquisition and diagnostics is a pre-condition for effective language support, especially in the context of second language acquisition. Teachers can use the USB-DaZ regularly for observing children's language learning processes and adapting teaching materials and methods to language needs. The tool can be very useful in language support lessons for children with external and regular status at primary and lower secondary level.

Nevertheless, the implementation of the USB-DaZ requires supporting measures:
In cooperation with the regional school boards, universities and teacher training colleges, the BMBF proposed a series of workshops in the framework of further teacher training.

On behalf of the BMBF, BIFIE is currently preparing examples of teaching materials for language support, which should facilitate teachers' work (https://www.bifie.at/node/3305).

The Federal Centre for Interculturality, Migration and Plurilingualism BIMM (*Bundeszentrum Interkulturalität, Migration, Mehrsprachigkeit,* http://bimm.at), established in 2013, serves as a support system for teacher training, which cooperates with universities[28] in the field of migration. Supervised by the BMBF, its main role is to give support to content-based and strategic development as well as by coordinating further

[28] In Austria, universities are supervised by the Federal Ministry of Science, Research and Economy *(BMWFW, Bundesministerium für Wissenschaft, Forschung und Wirtschaft)).* Although teacher training colleges share the same curricula as universities, they are supervised by two different ministries. This makes cooperation indispensable. http://www.bmwfw.gv.at/Seiten/default.aspx

development in the areas mentioned above. It currently plays a role in monitoring the implementation of the new curricula for teacher training with regard to migration, sets out initiatives aimed at an intercultural opening in teacher education and helps to collect examples of best practices for general use.

The BIMM functions as a network of experts based professionally in different Austrian university teacher training colleges around the country. These experts work on common projects, materials, conferences and courses which support the development of appropriate educational measures, in order to foster the implementation of BIMM materials in teacher training at federal and regional level. In turn the BIMM board works in close cooperation with the BMBF, acts as an advice centre and submits an annual plan aimed at supporting the strategic orientation of the ministry in terms of education and language policy (only for BIMM areas of expertise).

The BIMM has built up a federal network of teacher training colleges, in which universities, post-secondary educational institutions, ministries, educational authorities, schools, kindergartens, non-governmental organisations, associations, language competence centres, religious communities, international cooperation partners, regional governmental boards, municipalities and other federal centres can participate.

The federal centre is intended to anchor the following cross-curricular areas in teacher training: diversity, equal opportunities, and multilingual and intercultural education in the context of migration. It oversees the development of appropriate didactic approaches and their implementation into the educational system by all teachers. It deals with structural challenges at different levels and with strategic questions related to the dissemination of good practices for quality education. For this purpose the BIMM pools human resources, competences and know-how in a team composed of members of different teacher training colleges from around Austria.

Current priorities:

The BIMM working plan reflects the strategic fields of action in teacher training: initial teaching, continuing and further education, research, counselling and school development. In all these fields it introduces actions and measures for supporting quality development and quality assurance regarding education in general and immigrant child education in particular:

- Fostering communication and cooperation among teacher training colleges.
- Introducing new input and disseminating innovative approaches.
- Initiating and supporting appropriate projects.

Looking for sustainability.

Some examples of current working packages:

- Development of a homepage with services for experts, teachers and student teachers: setting up of a learning platform with teaching materials.
- Research project (analysis of new curricula).

Organisation of conferences, collection of relevant information, announcement of symposiums.

Courses for qualifying teachers in the field (see *PFL-Lehrgang Sprachliche Bildung im Kontext von Mehrsprachigkeit*, Annex B, 6).

Furthermore, the BIMM contributes to the dissemination of the European recommendations for language policy in Austria with the following institutions:

- Austrian Language Competence Centre (*ÖSZ, Österreichisches Sprachkompetenzzentrum*): http://www.oesz.at/OESZNEU/main_00.php
- Austrian Language Committee (*ÖSKO, Österreichisches Sprachenkomitee*): http://www.oesz.at/oesko_domain/home.php
- ECML, European Centre for Modern Languages of the Council of Europe, based in Graz, Austria: *http://www.ecml.at*

Sources and references

- *Bundesschulaufsichtsgesetz* (Federal School Supervision Act): https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009264&ShowPrintPreview=True
- *Gesamte Rechtsvorschrift für Schulordnung* (legislation for School Rules, version from 25.03.2016) https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009376PISA-Studie, BIFIE (*Bildungsforschung, Innovation und Entwicklung des österreichischen Schulwesens*), https://www.bifie.at/pisa
- *Informationsblatter des Referats fur Migration und Schule Nr. 1/2012*

  http://www.schule-mehrsprachig.at/fileadmin/schule_mehrsprachig/redaktion/Hintergrundinfo/info1-12.pdf
- NBB: National Educational Report Austria, https://www.bifie.at/system/files/buch/pdf/NBB2012_Band2_Kapitel06_0.pdf
- OECD (2012), *Untapped Skills: Realising the Potential of Immigrant Students*. Paris: OECD Publishing.
- OECD Country note on Austria: http://www.oecd.org/berlin/themen/PISA-2012-Oesterreich.pdf
- *School Organisation Act (Schulorganisationsgesetz* , Art. 14 Abs. 6 B-VG und § 4 SchOG)
- *Statistisches Jahrbuch Migration und Integration – Zahlen, Daten, Indikatoren* 2015, Statistik Austria, Kommission für Migration und Integrationsforschung der Österreichischen Akademie der Wissenschaften, Wien 2015. Please note that in this publication the figures and table map are of the year 2014 (published at the beginning of 2015), and not the year 2015. http://www.integrationsfonds.at/themen/publikationen/zahlen-fakten/statistisches-jahrbuch-2015/

Sources for language support and USB DaZ:

- Legal regulation: Decree BMBF-27.901/0062-I/5a/2014 - https://www.bmbf.gv.at/schulen/recht/erlaesse/usb_daz.html
- Downloadable tool: https://www.bmbf.gv.at/schulen/recht/erlaesse/usb_daz_bb.pdf?4mrwb0
- or http://www.schule-mehrsprachig.at/index.php?id=332

BULGARIA – COUNTRY PROFILE[29]

At a glance…

- The population in Bulgaria is declining because of emigration and low birth rate. In 2014 the immigrant population represented only 0.37% of the total population and immigrant children at school age (5-19 years old) represented 0.64% of the total number of children in the same age group.
- No data on the performance of immigrant children is available despite their participation in several international tests. Thus, their results cannot be compared with the results of Bulgarian children.
- As a unitary state, the National Assembly of the Republic of Bulgaria and the Ministry of Education and Science are responsible for education policy and laws related to immigrant children.
- Policy measures to support Bulgarian language learning and to foster parent involvement are about to be implemented through projects co-funded by the EU under the new Operational Programme "Science and Education for Smart Growth" (2014-2020), as of the next school year 2016/2017.
- The new Law on Schools and Preschools (which will come into force in the new school year 2016/201730) will introduce additional Bulgarian language classes for pupils without Bulgarian citizenship (EU citizens, third country migrants, beneficiaries of international protection).
- The Ministry of Education and Science in collaboration with the State Agency of Refugees only monitors the access to education of children who are beneficiaries of international protection.

General information

During the past 25 years Bulgaria has had to face a decline in population as a result of post-1989 emigration, low birth rate and high death rate. According to Eurostat, the immigrant population in Bulgaria is barely 0.3% of the total. Among children, immigrant children represent 0.6%. Most of them come from neighbouring countries and the EU. The biggest group of EU citizens comes from the UK.

Bulgaria participates in several internationally standardized tests, such as the PISA, the TIMSS, and the PIRLS. However, no data on immigrant children's performance is available due to their small numbers in the country[31].

At the legislative level, the National Assembly of the Republic of Bulgaria is responsible for immigrant integration policies and educational policies. At the executive level, the Ministry of Education and Science is responsible for drafting regulations, rules, orders, etc. in the field of education. The Ministry's Directorate of Development, Analysis and Policy Assessment develops special programmes in the field of integration. The Directorate of Access to Education and Development Support is responsible for the implementation of the European requirements on integration of children and students with a migrant background. The Regional Inspectorates of Education represent the Ministry of Education and Science at regional level and are responsible for management and control of the public education system. Their activities include the following: facilitating access to education of pupils with

[29] This report was prepared on the basis of the expert questionnaire submitted by Bistra Ivanova, Multi Kulti Collective.
[30] Law on Schools and Preschools - http://lex.bg/bg/laws/ldoc/2136641509
[31] Interview with an expert from the Ministry of Education and Science, 1 March 2016.

special educational needs; integrating migrants and refugees in schools; validation of completed stages of school education or education degrees and professional qualifications issued by schools in foreign countries; participation in the organization and supervision of school-leavers' examinations administered by the state at regional level.

Educational policies for immigrant children

According to MIPEX 2015 (Migrant Integration Policy Index), hardly any targeted support is available for immigrant pupils in schools in Bulgaria, scoring only 3/100 and ranking in last place, 38th, in the education policy strand[32].

The Bulgarian educational system is slowly starting to open its doors to migrants and refugees. The main laws regulating school education, such as the Law on People's Education and the Law on Schools and Preschools, were passed at the beginning of the 90s[33]. Although they have been amended many times in the last 25 years, they are conservative to some extent. There have not been many students with a migrant background in the last 25 years. However, Bulgaria is slowly becoming a transit country and a new country of immigrants even though the number of pupils from a migrant background is still low.

On 16 October 2015 a new amendment to the Law on People's Education was introduced. It stipulated the following: (1) minors and underage asylum-seekers and beneficiaries of international protection who are subject to mandatory pre-school and compulsory schooling will be provided with free education in state and municipal schools in Bulgaria; (2) persons under Paragraph 1 who are not able to provide a document certifying a completed level of education will be admitted to a class according to their age; (3) teaching will take place in schools designated by the heads of the regional education inspectorates; (4) schools in which persons under Paragraph 1 are enrolled will provide further intensive Bulgarian language learning; (5) the necessary funding for the teaching under Paragraph 4 will be provided by the central budget[34]. Because this amendment was approved after the start of the school year 2015/2016, there were no planned infrastructures or available funding. Therefore, very limited support for Bulgarian language learning is currently provided by schools.

Pupils with a migrant background are included as a special target group in the new EU co-funded Operational Programme "Science and Education for Smart Growth" (2014-2020). In addition, as part of the programme, there are Bulgarian language classes and integration activities aiming at fostering parents' involvement.

The new Law on Schools and Preschools (to be enforced by the new school year 2016/2017[35]) will introduce additional Bulgarian language classes for pupils without Bulgarian citizenship (EU citizens, third country migrants, beneficiaries of international protection). It will also provide for personal development teams responsible for giving general and additional educational support to pupils with special needs (including pupils from a migrant background). A team of experts will work with every pupil in consideration of his/her needs. Thus, they will be given an opportunity to integrate successfully in the country's education system. The details are currently under discussion.

[32] Bulgaria in MIPEX 2015 - http://www.mipex.eu/bulgaria#/tab-education
[33] Law on People's Education - http://lex.bg/laws/ldoc/2132585473
[34] Law on People's Education - http://lex.bg/laws/ldoc/2132585473
[35] Law on Schools and Preschools - http://lex.bg/bg/laws/ldoc/2136641509

In addition, the Ministry of Education and Science is preparing new regulations on the access of pupils who are beneficiaries of international protection of the right to education. Additional Bulgarian language classes will be provided[36].

Access, participation and outcomes

Bulgarian educational policies do not envisage monitoring of migrant pupils' access to education. There is only a simple system monitoring the access of pupils who are beneficiaries of international protection to education. This is done on the basis of an agreement between the State Agency for Refugees (SAR) and the Ministry of Education and Science. Every week the SAR provides the Ministry with data on the number of children of school age accommodated in the reception centres of the SAR. Then the Ministry monitors the number of children enrolled in schools who are beneficiaries of international protection. This data is not available to the public. Assessment is carried out twice a year – at the beginning of the school year and at the beginning of the second term. According to one interviewee, the collected data consists of the number of the children who are beneficiaries of international protection and the number of the teachers trained to work in a multicultural environment.

Furthermore, both immigrant and Bulgarian children do assessment tests. However, immigrant children's results are not analysed separately. Several standardised systems are used to assess students' achievement:

National external evaluation system:

- For all pupils in the 4th grade: it includes tests in mathematics, Bulgarian language, humanities and society, humanities and nature.
- For all pupils in the 7th grade: tests in mathematics, Bulgarian language, history, geography, physics, chemistry, biology, foreign languages.
- National matriculation exam – for all students in the 12th grade. It includes exams in Bulgarian language and literature and a subject chosen by the students.
- International assessments (PISA, PIRLS, TIMSS, ESLC).

All these tools are designed for all students in Bulgaria. Information about students with a migrant background is not collected.

All the results are analysed by the Ministry of Education and Science and serve for policy development[37]. The results from the national external evaluation in the 7th grade are used by pupils when applying to secondary schools in Bulgaria. The results of the national matriculation exam are presented by students when applying to universities in Bulgaria.

Schools are responsible for checking the papers for the national external 4th and 7th grade evaluations (except for mathematics and Bulgarian language in 7th grade). Special regional commissions of the Regional Inspectorates of Education are responsible for checking mathematics and Bulgarian language 7th grade tests. A national committee attached to the Ministry of Education and Science administers the national matriculation exam to all students in Bulgaria.

Besides this individual assessment of student achievement in general, there is no specific monitoring and/or evaluation system dealing with educational policies for immigrant children.

[36] Interview with an expert from the Ministry of Education and Science, 1 March 2016.
[37] Interview with an expert from the Ministry of Education and Science, 1 March 2016.

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CROATIA – COUNTRY REPORT[38]

At a glance…

- Croatia is a net emigration country and the number of immigrants received is extremely low.
- Educational policies for immigrant children are considered barely relevant in such a context.
- Only beginners' Croatian language courses have been implemented to support immigrant children.
- Given the lack of policies aimed at supporting immigrant child education, no monitoring or evaluation systems have been designed or implemented.

General information

Unlike the majority of countries in the EU, Croatia is still a net emigration country. In 2014, 10,638 persons immigrated to the Republic of Croatia and 20 858 persons emigrated from it. Thus, negative net migration in the Republic of Croatia amounted to -10,220.

In 2014, 45.3% of immigrants to the Republic of Croatia were Croatian citizens and 54.6%, foreigners, while 93.7% of emigrants were Croatian citizens and 6.2%, foreigners. Out of the total number of immigrants, 39.2% came from Bosnia and Herzegovina. There is no data available on the age of immigrants and so it is not possible to estimate the number of immigrant children in Croatian schools.

Student achievement has been researched using international standardized tests. Croatia participated in the OECD's 2012 PISA exams. Results show different scores for natives and immigrants, even when controlling for socioeconomic status:

PISA 2012	MATHS	SCIENCE	LITERACY
Non-immigrant	474	489	479
Immigrant	455	476	461
Difference (points)	19	22	18
Difference (points) after accounting for socioeconomic status	9	14.5	9.8

Such results show that although socioeconomic status is closely related to student achievement, it is not enough to explain the gap between natives and immigrants. Thus, education policy can play an important role in reducing differences.

As a unitary state, the government of Croatia is wholly responsible for education and immigration. More specifically, the Ministry of Science, Education and Sport and the Teacher Training Agency are the two institutions accountable for immigrant child education policy. Schools are required to provide special assistance for:

[38] This report was prepared on the basis of the expert questionnaire submitted by Eli Pijaca Plavšić.

- Children in vulnerable groups (asylum seekers, foreigners under subsidiary protection);
- Children of Croatian citizens returning from abroad who are starting or continuing their education in the Republic of Croatia and have insufficient knowledge of the Croatian language;
- Children resident in Croatia who are members of the families of workers with the nationality of other EU Member States, who are or have been self-employed, or who are or have been employed in Croatia. For the effective integration of students, schools organize individual and group approaches to direct education;
- Educational work that enables these pupils to effectively master the Croatian language and to compensate for a lack of knowledge in certain subjects.

The area of language policy is where greater efforts have been made in Croatia. The Teacher Training Agency is a public agency responsible for monitoring, improving and developing the education and upbringing of children in kindergartens, elementary schools, secondary schools, adult education, education of Croatian citizens living abroad, and pupils of immigrant descent. In the 2011/2012 school year, the Teacher Training Agency implemented a project called *Strategies for teaching and learning the Croatian language as a foreign language.* It resulted in a book that provides a theoretical overview and practical recommendations on how to work with immigrant students. A plan and programme of introductory Croatian lessons for foreign students with little or no knowledge of the Croatian language is presented at the end of the book.

The Ministry of Education, Science and Sport has developed an educational programme of Croatian language, history and culture for asylum seekers, refugees and people under subsidiary protection (Decision on the programme of preparatory Croatian language classes for primary and secondary school students with little or no knowledge of the Croatian language; Official Gazette, 151/2011). The current legislation does not make any provision for mother tongue instruction in the abovementioned groups. Furthermore, schools do not integrate intercultural education into their curricula.

Apart from teaching Croatian, schools in Croatia offer very little support to students from migrant backgrounds. There is no specialised funding for the education of students from migrant backgrounds or teacher training focused on work with students from migrant backgrounds. Only students from EU countries have access to learn their mother tongue and culture.

Other than that, there are no specific policy guidelines supporting immigrant children education, and no public or private agency responsible for coordination. As regards monitoring and assessment, there is no specific system of monitoring and assessing immigrant child education policies.

At the individual level, language is assessed only at the beginning of immigrant child schooling. Croatian language level testing is done by specialised staff at each particular school, (Official Gazette 89/08) and is specific to each school, without any standardisation. One school in Zagreb located near a refugee shelter accepts students from immigrant backgrounds (asylum seekers). The school is informed by the Ministry of the Interior when a student from an immigrant background (asylum seeker) is sent to the school. School staff (school pedagogue, speech and language therapist, psychologist, head teacher) and social workers meet up to agree on further steps. If a student from an immigrant background has certification reflecting his previous education, this is taken into consideration when deciding on how to continue the student's education. The school psychologist makes a psychological evaluation, and the test used for knowledge assessment is administered by the school staff

and not by the education authority. Initial knowledge assessment takes two days, mostly in two blocks of 45 minutes per day. If newly arrived students from an immigrant background (asylum seeker) show good knowledge at lower levels, they are given more difficult tests.

The problem is that tests for knowledge assessment are custom-made and not standardised so it is difficult to draw conclusions about students' real skills and knowledge. During the school year the child is monitored over a period of three to six months. Since these students are in transit, it can never be foreseen how long they will stay in school, which makes monitoring more difficult.

In conclusion, Croatia has not prepared comprehensive educational policies targeting immigrant children, other than language courses (consisting of 70 hours). Congruently, no system for evaluating and monitoring such policies exist. Arguably, this is due to the country's net emigration rate.

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CYPRUS – COUNTRY REPORT[39]

At a glance

- Children in Cyprus from migrant backgrounds represented 13% of total student population in 2013
- The Ministry of Education and Culture for Intercultural Education, responsible for educational policies for immigrant children, has placed particular emphasis on teaching Greek to immigrant children. In addition, support for teachers and parental involvement have also been promoted.
- Language acquisition is assessed by means of a diagnostic evaluation, a formative assessment and a summative assessment.
- Cyprus presents a best practice on the implementation, monitoring and evaluation of an anti-racist policy.

General information

Cyrpus has an important immigrant population today. According to 2011 data, it represented 21,4% of the island's population in that year. Most immigrants come from EU countries, namely Greece, the UK and Romania. The immigrant child population has almost doubled in recent years, from 6.9% of the total child population in 2005 to 13.1% in 2013. Most immigrant children have Eastern or northern European origins.

Student achievement has been researched using international standardized tests. Cyprus participates in the OECD's PISA tests. Unlike many other countries, the results do not display a significant gap between immigrant children and natives. As can be seen in next table, in some cases immigrant children score better than children with both parents born in Cyprus:

	PISA 2012 Maths (with st. error in brackets)	PISA 2012 Problem Solving (with st. error in brackets)	PISA 2012 Reading (with st. error in brackets)	PISA 2012 Science (with st. error in brackets)
IC (born in other country)	438 (4.5)	448 (4.7)	456 (5.0)	441 (5.0)
Natives (born in Cyprus)	443 (1.2)	445 (1.5)	451 (1.4)	440 (1.3)
IC (mother not born in Cyprus)	443 (3.3)	448 (3.4)	453 (3.5)	440 (3.6)
Natives (both parents born in Cyprus)	438 (1.4)	446 (1.1)	452 (1.5)	441 (1.4)
IC (father not born in Cyprus)	432 (4.0)	447 (4.6)	448 (4.4)	434 (4.1)
Natives (both parents born in Cyprus)	444 (1.1)	441 (1.5)	453 (1.3)	442 (1.2)

Source: Centre of Educational Research and Evaluation (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=179&Itemid=355&lang=el) Report generated using the PISA International Data Explorer (http://nces.ed.gov/surveys/pisa/idepisa)

[39] This report was prepared on the basis of the expert questionnaire submitted by Pavlina Hadjitheodoulou-Loizidou, Cyprus Pedagogical Institute.

A series of laws and regulations formulate the framework in which the Cyprus Education System responds to socio-cultural diversity. The laws which focus on the rights of children, the rights of European citizens and ethnic minorities are as follows:

The 28(III) Convention Framework for the Protection of Ethnic Minorities Law of 1995, 5(III) (κυρωτικός).

The reformulated Law for the Convention of Children's Rights (Κυρωτικός), passed in 2000.
The 27(III) Law for the Reviewed European Social Map of 1996 (Κυρωτικός), passed in 2000.

In addition, certain decisions taken at ministerial level and approved by the Cabinet establish the framework for school directives and regulations covering the integration of migrant children in the Cyprus Educational System. These are:

The decision on the Ministry of Education and Culture for Intercultural Education policy paper in July 2008.

The decision on the Educational Programme for unaccompanied youth 16-18 (ΥΠΠ 3.1.16.1, 7/8/2015) in August 2015.

The decision of the Minister in July 2015 to set up "transversal" classes for the teaching of Greek as a second language in Secondary Education (ΥΠΠ 7.1.19.2/7, 27/7/2016).

Following the implementation of the legislation and ministerial decisions, a number of directives issued by the Departments of Education (Primary and Secondary) have focused on the integration of migrant students and the teaching of Greek as a second language in particular.

The first one is a directive issued by the Ministry of Education and Culture and entitled "Intercultural Education" (dated 29.10.2002) that sets out the main policies of the Ministry. These are focused mainly on the following:

The growing number of non-Greek language speakers in Greek-Cypriot schools.

The goal of smoothly integrating these children in the Greek-Cypriot educational system and society, instead of assimilating them. The route suggested for achieving this aim was through supportive and differentiated programmes of Greek language learning.

The intention of the Ministry of Education and Culture to guarantee the freedom and human rights of all members of society and to prevent racism and social exclusion.

The result of consultation with the Attorney General in 2002, who stated that the right to education cannot be denied to any children living in the territories of the Republic of Cyprus regardless of the circumstances under which the children and/or their parents find themselves in the country.

Educational policies for immigrant children

The appendix accompanying this directive explained the philosophy of teaching Greek as a second language. It stated that irrespective of the level of Greek language knowledge, all pupils should learn Greek in order to be able to attend school classes, to communicate with teachers, classmates and other people, and become socialized. This Ministry directive expressed the belief that to satisfy the needs of migrant children it is not enough to teach

them to learn to read or learn the grammar rules because it is also necessary to promote and develop critical communicative abilities). What was underscored was that by participating in the educational processes with the other pupils in the classroom and the school at large, migrant pupils would have the chance to communicate with more adept language learners – in this case native speakers, who have more linguistic resources in Greek – and thereby enhance their own acquisition of the Greek language. In addition to the mainstreaming programme, a flexible system of intervention within the ordinary timetable was suggested. This involved pulling migrant pupils out of their classrooms in primary schools to form separate groups for some hours of the week, the number of which would be decided by the Council of Ministers, for intensive learning of the Greek language and specialized help according to their specific needs.

As regards secondary education, the discourse focused on immersion without any accompanying supportive measures. Newly arrived immigrant students were enrolled in schools as "observers" for one year, but with no linguistic support apart from the possibility of attending language classes at state-run Afternoon and evening institutes (KIE)[40]. The main goal was to collect data on the numbers of students who need support to learn Greek as a second language.

In 2008 the policy paper prepared by the Ministry of Education and Culture for Intercultural Education formulated five lines of action (УПП 7.1.19.6. 16/3/2015):

- The publication of a Reception Guide in different languages.
- The implementation of language support schemes.
- The training of teachers on diversity issues.
- The design of a data report on migration flow.
- The introduction of new syllabi for all subjects.

As regards language support schemes, it is important to note that the actual suggestions for the secondary education language were not fully implemented. A specific pull-out system for lower secondary school students was suggested for a period of one year (directive 7.1.19.2., 26/8/2008) so that separation would not affect students' self-esteem and in line with international trends (e.g. OECD, 2010). While their classmates studied religious education, ancient and modern Greek and history – subjects heavily dependent on linguistic competences, migrant students would attend Greek language classes and receive extra support for maths, science, history. They would sit for language examinations based on the European Language Framework before moving on to the next level. A series of directives led to reformulations of the programme so that it did not conflict with the school regulations, while, at the same time, the desire to implement a policy for the teaching of Greek as a second language as part of the policy on integrating immigrant students[41] was expressed. The Ministry of Education set up a committee and asked for suggestions on changes that could be introduced to increase the effectiveness of the programme and achieve its aims (Ioannidou et al, 2011, Report and proposals on teaching Greek as a second language, ΠΙ

[40] See for instance the following directive: dme315a, 17/7/2006 Enrolment of foreign students. Failure of integration through this route led to the implementation of a pilot program for teaching Greek as a second language and a change of terminology: the "observer" pupil became a "newcomer". Since teaching bilingual students requires the use of specialized material that meets their particular needs, the policy followed is that teachers usually prepare their own material or use material designed especially for the teaching of Greek as a second language (prepared by the Pedagogical Institute of Greece or the Greek universities). This material is available in schools and it includes books for the teaching of the Greek language, activity and exercise books, as well as teachers' books with methodological instructions and a variety of suggestions for activities of a mainly communicative character. In addition, the Cyprus Pedagogical Institute made suggestions for a curricular framework that meets the needs of bilingual students learning Greek in a Greek-speaking environment, as well as tests that assess their proficiency level in the Greek language (also based on work prepared by the Pedagogical Institute of Greece or Greek universities). http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=114&Itemid=121&lang=el

[41] УПП 7.1.19.2/2., (26/8/2008), Students with migrant biographies in the Cyprus educational system (www.pi.ac.cy)

7.1.10.3.4., 8/7/2011). The design of a curriculum for teaching Greek as a second language and systematic annual teacher training were not initiated while implementing the procedure for mapping out students from a migrant background, this to ensure that the design of teacher training was wholly carried out by the Department of Primary Education. The Cyprus education system has taken a variety of measures on behalf of students from a migrant background. However, lack of strategic planning when working on the implementation of the interrelated areas and the lines of action was identified. The Committee for the Integration of Migrant Students is making renewed efforts to amend this failing.

In addition, afternoon classes are also offered under the aegis of adult education centres as well as at state afternoon language institutes. (Annual Report, Ministry of Education and Culture, 2014)

In 2015 two directives set out the framework for integration in Cyprus of students from migrant backgrounds. The first one, dated 6.8.2015, referred back to the directive "Intercultural Education", dated 3.9.2013, which contains all the necessary information and regulations.

As regards evaluation and assessment three methods are specified:

- Diagnostic Evaluation, at the beginning of the year, using specific tests designed by the University of Thessaloniki in Greece and now standardized for Cyprus.
- Formative assessment implemented through the use of short tests and other assessment activities as well as through a personal portfolio where teachers' records, comments and remarks are kept.
- Summative assessment at the end of the year in order to verify to what extent the goals have been achieved.

These instructions serve to evaluate the linguistic competences of migrant children. As regards the rest of the competences, the general regulations, common for all students in schools, are applied.

In secondary education there are four different programmes for teaching Greek as a second language, varying mainly as regards the number of language teaching hours and the education level (five or 18 teaching hours per week at lower secondary level and four or 16 at upper secondary level) and the population sector (children from migrant backgrounds, unaccompanied asylum seekers). Diagnostic evaluation takes place at the beginning of the year and summative evaluation at the end of the school year (ΥΠΠ 3.1.16.1, 7/8/2015 Educational Programme for unaccompanied youth 16-18, ΥΠΠ7.1.19.2/7 1/9/2015 Programme for learning Greek as a second language in state secondary schools in Cyprus). The use of a portfolio is also encouraged as a form of formative evaluation (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=114&Itemid=121&lang=el). As of the 2015-16 school year, students who complete the "transitional programme" (18 hours per week) will sit the language and history special exam as well as maths and science. (Paper submitted to the House of Parliament Education Committee 23/2/2015).

As regards teacher support, the Pedagogical Institute, which is the official body of the Ministry of Education and Culture responsible for in-service teacher training, implements a variety of training programmes covering issues related to the education of children from migrant backgrounds (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=50&Itemid=268&lang=el):

- One session as part of the programme for newly appointed deputy head teachers and head teachers, which is focused on the role of school leadership in teaching, managing and enhancing sociocultural diversity.
- A variety of afternoon seminars (15 teaching hours) focused on dealing with identities and diversities, the implementation of antiracist policies in schools, and teaching Greek as a second language in the mainstream class.
- School-based seminars in the form of lectures, workshops and action research projects also offered on the request of the school as an effort to promote professional resources for teachers to help them resolve hot issues at school.
- There is support for teachers teaching Greek as a second language in secondary schools. This includes all-day seminars at the beginning of the year, visits to schools, observation of teaching, co-teaching and supportive discussions, and seminars for reflection in February.
- One-day seminars on issues related to teaching, managing and enhancing sociocultural diversity, are also offered in September and January during the training on "Teachers' Days".
- Conferences and workshops (co-funded by the European Social Fund, the Refugee Fund and the Ministry of Education and Culture) are also organized around issues of intercultural education (pi webpage, annual report).

As regards parent involvement, the Ministry of Education and Culture encourages the participation of parents in school life. In particular, in schools situated in "Zones of Educational Priority" there are special measures related to afternoon classes for parents and support in cooperation with local authorities. Zones of Educational Priority have recently been renamed as "ΔΡΑΣΕ" (Actions for School and Social Inclusion)[42]. The measures include hiring assistant teachers to cooperate with the teachers in each classroom in order to provide extra help for children with special needs (during the regular functioning of schools in the morning) and other personnel to teach evening classes (Greek language, maths, theatre, computers, physical education), and the organization of evening or morning workshops for parents, with discussion on a variety of subjects: children's mental health, nutrition, and Greek language acquisition. Parents can also ask for free psychological help from specialists, alone or with their children. "ΔΡΑΣΕ" schools work with a mental health service that provides specialists for regular meetings with children or parents who need special help.

Parent participation also includes the assessment of the activities taking place at their children's schools. An independent research organization, CARDET, interviews and conducts questionnaires among parents and other school stakeholders (teachers, head teachers, pupils) for the assessment of schools' actions.

In March 2011 the Minister of Education and Culture announced the foundation of a committee for the integration in Cyprus of students from migrant backgrounds, whose main responsibility was to make proposals for a migrant education policy. All stakeholders participate on the committee including academics from two public universities, representatives of the departments of education (primary, secondary, vocational), the Pedagogical Institute, the Centre for Educational Research and Evaluation and the teachers' unions. The members of the committee submitted their proposals in June and October 2011 (Report and proposals on teaching Greek as a second language, ΠΙ 7.1.10.3.4., 8/7/2011). The committee did not hold any general meetings. Instead, subgroups of its members met up in order to solve problems and issues that cropped up. The participation of the

[42] One of the criteria for a school to be included in 'ΔΡΑΣΕ' is to have a large number of immigrant children. The actions of those schools are mostly funded by the European Social Funds (85%) and by the Ministry of Education of Cyprus (15%) (www.moec.gov.cy/agogi_ygeias/pro_drase_index.html).

Pedagogical Institute in the SIRIUS network and the organization of the national round table in 2013 and the national meeting in 2014 resulted in the submission of the final report in December 2014. The final report was accompanied by a request to the Minister to give a new role to the committee (Π.Ι. 7.1.10.3.4, 10/11/2015). In January 2015, following three meetings of the committee and the submission of a strategic action plan, the Minister met the Committee and a new policy paper is now being prepared.

Access, participation and learning outcomes

With regard to access, according to the directive 7.11.09/14, dated 6/8/2015, the right of education for all children is safeguarded by the Constitution of the Cyprus Republic (article 20) and enrolment in schools is compulsory. Parents who do not send their children to school are prosecuted according to the Primary and Secondary Education normative N. 24(I), adopted in 1993, and normative N. 220(I), adopted in 2004. In case of absence for more than six days without any notification from the parents, the school head notifies the Ministry of Education and Culture and consequently the Police and Welfare Services (http://enimerosi.moec.gov.cy/archeia/1/ypp3341b). The Ministry of Education and Culture, through the Departments of Education, is responsible for monitoring truancy, although no data is publicly available.

Monitoring and evaluation of participation and learning outcomes is only implemented for language learning, in the terms described in the previous section. Data is collected through the electronic platform managed by the Centre of Education Research and Evaluation (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=179&Itemid=272&lang=el). It includes personal data (name, gender, date of birth, country of birth, father's and mother's country of origin, and level of language competence according to the Common Framework of Languages and based on school and teacher assessments, year of language support, teacher name). In compliance with directive Π.Ι. 7.1.19.6 16/3/2016, school heads are responsible for submitting the data through an electronic platform

As explained in the previous section, pupils receive individual assessment in language learning. With regard to the other educational dimensions, individual assessments of all pupils are implemented on general lines in the same way . The CERE was asked by the Departments of Education to carry out certain evaluations regarding the language support schemes for teaching Greek as a second language in 2010 and 2011[43]. Also, diagnostic tests produced in Greece have been standardised for use in primary schools in Cyprus. (http://www.pi.ac.cy/pi/index.php?option=com_content&view=article&id=698&Itemid=298&lang=el). The Centre for Educational Research and Evaluation conducted two evaluations of language programmes in 2010 and 2011. These were focused on collecting teachers' perceptions and students' test results.

Best practice

As mentioned in the MOEC's follow-up report in recommendation No 20, following a recommendation by the Anti-Discrimination Board at the Ombudswoman's Office, a Code of Conduct against Racism & Guide for Managing and Reporting Racist Incidents was drafted. The development and implementation of an antiracist policy responds to guideline No 10[44] of the European Commission against Racism and Intolerance and is also in line with various international and European conventions that Cyprus subscribes to, such as the Convention

[43] Mouyi, A. and Tsouris, C (2010) Evaluation of the programme for teaching Greek as a second language in secondary schools in Cyprus. CERE (July 2010), Yiasemis C. and Valiandes S. (2011) Evaluation of the programme for teaching Greek as a second language in secondary schools in Cyprus. CERE (May 2011). 2010),

[44] *ECRI General Policy Recommendation No 10 on Combating Racism And Racial Discrimination In And Through School Education* (Adopted On 15 December 2006), Strasburg, 21 March 2007.

on the Rights of the Child[45], the Council of Europe Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states[46], the Convention on the Elimination of All Forms of Violence Against Women[47], and the European Social Charter[48].

The Code discusses research and policy, identifying the need for a whole-school antiracist policy, with a broad conceptualization of racism in all its forms, in order to include all types of discrimination. It also provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents, which may be adjusted to their specific needs when it is adopted and implemented. It includes definitions of basic concepts (e.g. racism, racist incident, homophobia, transphobia, bullying, discrimination, stereotypes, diversity etc.). It outlines the responsibilities and commitments expected of each member of the school community and provides the steps to be followed by schools for dealing with racist incidents in a practical rubric. Since the Code views diversity as a multiple phenomenon, involving various aspects of people's identities, it can contribute to the decrease of bullying and discrimination based on various forms of diversity present in schools (religion, ethnicity, language, appearance, disability, gender etc.).

The Code of Conduct was reviewed and implemented on a pilot basis in five primary and two secondary schools during the 2014-2015 school year. The pilot programme and the associated teacher training seminars were enhanced by support from the Anti-Discrimination Board at the Ombudswoman's Office and the Cyprus UNHCR Office.

Evaluation of the pilot programme indicated positive results in terms of increased levels of awareness and sensitization to racism and discrimination among all members of the school community. The pilot schools also reported that the pedagogical measures proposed by the code and guide for dealing with the perpetrators of racist incident were successful, as most perpetrators ceased in their racist conduct. Lastly, the pilot programme evaluation suggests that victims and witnesses of racist incidents felt empowered enough to report the incidents to teachers and their parents, as they were now able to identify the various forms of racism and were aware of the school policy.

Following the success of the pilot programme and at the request of the Ombudswoman, the Ministry has proposed raising students' awareness of racism and intolerance and the promotion of equality and respect as one of its goals for all schools during the 2015-16 school year, in the context of the No Hate Speech campaign of the Council of Europe. The Ministry strongly suggested that schools in Cyprus work towards this goal by implementing the antiracist policy described above.

The monitoring and evaluation of the antiracist policy pilot programme was taken through the stages of implementation as follows: all schools were visited repeatedly and kept in close communication with evaluators by phone or email throughout the 2014-15 school year. In addition, focus groups were organized both on a school level as well as with representatives from all seven schools at the end of the school year. The suggestions and feedback gathered

[45] *Convention on the Rights of the Child*: Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November 1989 entry into force 2 September 1990, in accordance with article 49 http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

[46] *Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity*(Adopted by the Committee of Ministers on 31 March 2010 at the 1081st meeting of the Ministers' Deputies) https://wcd.coe.int/ViewDoc.jsp?id=1606669

[47] Convention on the Elimination of All Forms of Violence Against Women-CEDAW http://www.un.org/womenwatch/daw/cedaw/

[48] http://www.coe.int/T/DGHL/Monitoring/SocialCharter/kqifile:///C:/Users/nap092/Downloads/EUROPEANSOCIALCHARTER.pdf

at the meetings led to the update of the "Code and Guide" in order to better accommodate school needs, regardless of their individual characteristics.

In terms of assessing the implementation of the antiracist policy in the context of the Ministry's goal for all schools during the current school year, using an online questionnaire the Pedagogical Institute has just completed the collection of data from schools implementing the policy. In total, 73 primary and secondary schools responded. In addition to listing contact details and the teachers responsible for the policy, they also provided examples of racist incidents encountered at their school so far and the relevant numbers. The data will be used accordingly in order to more effectively assess the implementation of the policy within the context of this year's goal.

The Ministry is also currently updating its assessment and monitoring practices for the students receiving support to learn Greek as a second language. Within the next few months, it is expected that the Ministry will issue an updated policy paper regarding bilingual students attending Greek-Cypriot schools, which will deal with the specificities of both primary and secondary education.

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CZECH REPUBLIC – COUNTRY REPORT[49]

At a glance…

- Today, the Czech Republic has an immigrant population of around 4,3%. Immigrant children make up almost 8% of the total child population, the majority being from Eastern European countries.
- As a unitary state, competencies on immigrant child educational policies are centralised at state level, with the Ministry of Education, Youth and Sports at the forefront.
- The Czech Republic's educational policies for immigrant children focus on the teaching of the language and integration/inclusion in education in mainstream schools.
- The scarce amount of monitoring carried out is based on counting the number of immigrant children at schools.
- With regard to evaluation, besides the general assessment of all children in schools, no policy evaluations have been reported.

General information

The Czech Republic has received a steady flow of immigrants in recent years. The available data shows that legal immigration represented 1.9% of the total population in 2004, and 4.3% in 2015, with illegal immigration representing 1% of total immigration. (Czech Republic Statistics Office). Immigrant children made up 7.8% of the total children population in 2015. The vast majority of them came from Eastern European countries and Southeast Asia.

Although the Czech Republic participates in internationally standardized tests, such as PISA, PRILS or ICILS, the available data makes no distinction between native and immigrant children's outcomes. However, specific reports show that the gap between immigrants and natives is lower than the OECD average.

As a unitary state, the Czech Republic centralizes immigrant child education policy at a state level. Several ministries are involved in the integration of immigrants, including educational policies for immigrant children, with the Ministry of Education, Youth and Sports at the forefront.

Educational policies for immigrant children

Foreigners have the same rights and obligations as citizens of the Czech Republic in primary, secondary and higher education (Act. no **561/2004** - Educational Act). The right to education was established in accordance with the Charter of Fundamental Rights and Freedoms.

The Ministry of Education, Youth and Sports has created a network of 13 regional contact centres to provide information and methodological and educational support to teachers and schools.

The primary task of education is to ensure the implementation of the Education Act, which establishes the right of foreign children with a different mother tongue to free complimentary preparation for their inclusion in basic education (ISCED 0-2), including Czech language learning adapted to the needs of these pupils (Act. no 561/2004 – Educational Act). This Act promotes:

[49] This report was prepared on the basis of the expert questionnaire implemented by Alena Jůvová, Palacký University in Olomouc.

- Support for foreign pupils at schools: Individual learning/teaching, support and services of pedagogical assistants, leisure-time integration activities.
- Training of coordinators responsible for integration of immigrant children.
- Intensive multicultural education in schools.

There are four key areas of integration of foreigners: knowledge of the Czech language, economic and social self-sufficiency, socio-cultural orientation in society, and relations between communities.

Access, participation and learning outcomes

Monitoring of access to educational services is limited to registering the number of children of asylum seekers per school. This data is gathered by the Ministry of Education, which receives the information from the regional school offices. The data is collected every year. It is not publicly available.

The monitoring of education policy in the Czech Republic is carried out on general lines. In this sense, general data is collected on the number of schools, students, alumni and teachers, the number of resources and their effectiveness including the number of teachers using them in the relevant school year, fields of education/learning, different areas and regions. In addition, other general data is collected every year on detailed aspects of annual employment and salaries and at schools run by the Ministry of Education, by municipalities or regional governments, by private individuals and churches. The tables are presented as aggregated data with a breakdown of types of schools and school facilities, founders' region (electronic version also at district level).

The Department of Education, Statistics, Analysis and Information Strategy is responsible for collecting and analysing this data on a yearly basis. The data is mainly gathered by the head teacher, who sends it to the aforementioned department.

With regard to assessment of individual outcomes, this is only implemented on a general basis, for all students, regardless of their origins. Individual examinations are held every year by schools, and also by the state in the case of the school leavers' examination (secondary schools, 18- to 19-year-old students). Other than that, there is no specific evaluation for immigrant children.

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DENMARK – COUNTRY REPORT[50]

At a glance…

- Immigrants in Denmark *make up 10.5% of the total population*, mainly coming from Syria, Poland and Sweden.
- While schools are given a high degree of autonomy, Denmark *centralises the responsibility for education* policy in the Ministry of Children and Education.
- Immigrant child education policies focus on learning the native language (Danish) and mother tongues (Turkish and Arabic), and on parental involvement.
- Given the high degree of decentralisation and respect for schools' autonomy, there is no general system for monitoring or assessing educational policies for immigrant children.

General information

Denmark has been receiving immigrants since the early 1960s. In 2015, 10.5% of Denmark's population was born abroad. Immigrant children make up 11% of the total number of children. Most of them come from Syria, Poland, Sweden, the UK and Germany (Eurostat, 2016).

With regard to Denmark's participation in the OECD's PISA exams, the country tends to score above the OECD average. The achievement gap between natives and immigrant children in the 2009 was higher than 60 points, the equivalent of more than a year and a half of schooling. However, when controlling for socio-economic background, the performance gap is reduced by some 40% (OECD, 2012).

Responsibility for education matters is concentrated in the Danish government. The Ministry of Children and Education is responsible for setting up the policy framework for early childhood, primary and secondary education. It also issues recommended syllabus guidelines for each subject, which most schools follow, although this is not compulsory.

Regions have little jurisdiction over education policy (though they are responsible for providing for special needs children), while local municipalities are free to introduce their local policies, implementing them within the larger national framework.

There is an Education Support Authority attached to the Ministry of Children and Education, which supports the implementation of education policies, while implementation itself is mainly the responsibility of the municipalities. National school-leaving examinations are organised by the central government.

Educational policies for immigrant children

Migrant education policy focuses primarily on language integration, so heavy stress is placed on learning Danish as a second language from early childhood to secondary education. The guidelines are issued by the Ministry.

Integration programmes largely vary from one municipality to the next, but those dealing with large numbers of migrants such as the municipalities of Copenhagen or Aarhus, are particularly focused on this issue.

[50] This report was prepared on the basis of the expert questionnaire submitted by the European Parents' Association with the help of Skole od Forealdre, Research Director of the LEGO Foundation and University of Aarhus.

The Education Support Agency helps local municipalities execute their local integration programmes, including offering support to learn Danish as a second language. It also promotes mother tongue instruction (Turkish and Arabic).

Municipalities are free to choose their approach to integration, but in general they follow the lines of governmental programmes and campaigns. These are mostly aimed at preventing early dropout or, more precisely, promote school completion and VET pathways.

Most programmes are aimed at:

- Supporting the learning of Danish as a second language.
- Supporting mother tongue development (Turkish and Arabic only).
- Involving parents to support integration and education.
- Preparing children and young people for future employment.
- Integration in wider society of migrants and special needs children.

Policies are designed and implemented on local municipality level, depending on the situation regarding migrants. The programmes are not implemented in all schools because Denmark still has a very low percentage of migrants. Thus, programmes may not be available for those attending more or less Danish-only schools. Given that a knowledge of Danish is a minimum requirement in society, all students who have an insufficient level of Danish are entitled to special tuition.

Access, participation and learning outcomes

Integration policies are implemented at a non-national level and there is no supervision by the central government. Monitoring and evaluation of immigrant child education policies very much depend on the local municipality This means there is no national system aimed at either monitoring or assessing policies.

With regard to the assessment of individual outcomes, there is no system oriented towards the assessment of immigrant children. On the contrary, only general evaluations of all pupils are made, on a formative basis individualised to students' needs.

Continuous assessment is carried out on school level to provide feedback on achievement.

There are two centralised exams intended to provide feedback on education policies designed and implemented by local municipalities. These are administered by the Ministry and school leavers can even take them online. Although they are not compulsory, most students take them (85-95%).

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ESTONIA – COUNTRY REPORT[51]

At a glance…

- Despite being considered *a net emigration country*, 15% of the Estonian population is of immigrant origin. Immigrant children represent 2% of the total number of children and come from the neighbouring countries.
- The Estonian Ministry of Education and Research is responsible for designing educational policies for immigrant children, which are mainly *based on language learning*.
- *Monitoring is carried out in general*, without a focus on immigrant children's access to educational services or on outcomes.
- Evaluation is only carried out on the level of outcomes of children in general, without a focus on immigrant children.

General information

Today Estonia can be considered a net emigration country. According to Eurostat, the country's migration rate became negative after 1989. Today, around 15% of its population does not hold an Estonian passport. According to Eurostat, children from an immigrant background made up 2% of the total immigrant population in 2015. Most immigrants come from neighbouring countries such as Russia, Belarus, Ukraine, Latvia and Finland.

Estonia also participates in international standardized skills tests. According to the PISA reports, immigrant children underperform against native children in Estonia (as in most European countries). The achievement gap is almost the same as the OECD average. However, when looking at the second generation, this gap is notably reduced (OECD 2012).
In Estonia, education policy and integration of immigrant children falls under the responsibility of various ministries[52]:

Ministry of Education and Research: Main areas – education policy, language policy, leader of the Estonian diaspora programme. Main documents: "Estonian Lifelong Learning Strategy 2020" and the "Development Plan of the Estonian Language 2011–2017". The foundation Innove[53], as a key partner to the Estonian Ministry of Education and Research, coordinates the development of additive bilingual and multilingual education by supporting a network of language immersion programmes in kindergartens, primary and secondary schools. The foundation offers school teachers with further professional training in order to foster multilingualism among the student population. Innove offers Estonian and foreign language teachers professional development in adopting modern methodologies. Innove prepares and administers national examinations and standardized tests, and is responsible for international standardized tests such as PISA or TALIS in Estonia. It also administers international foreign language examinations for students.

Ministry of Internal Affairs: Main areas – migration policy, development and implementation of a new welcoming programme aimed at newly arrived immigrants[54]. The programme provides new arrivals with relevant basic knowledge and language skills in order to facilitate effective adaptation and further integration. Main documents: *Welcoming programme*

[51] This report was prepared on the basis of the expert questionnaire completed by Eve Mägi, Praxis.
[52] Mägi, E. & Siarova, H. (2014). Migrant education opportunities in the Baltic States: strong dependence on the level of school preparedness. Praxis Center for Policy Studies
[53] http://www.innove.ee/UserFiles/International%20cooperation/Innove%20tutvustus%20updated.pdf
[54] https://www.siseministeerium.ee/en/welcoming-programme

Ministry of Cultural Affairs*:* Main areas – culture policy and integration policy, partner for implementation of the Estonian diaspora programme. Main documents: "The Strategy of Integration and Social Cohesion in Estonia 2020". The main responsibility for providing pre-school and general education lies with local municipalities. According to the Estonian Basic Schools and Secondary Schools Act, local municipalities are under the obligation to arrange compulsory education (up to grade 9, or from seven to 17 years old) for every child who lives in the administrative unit.

Educational policies for immigrant children

There are a few programmes designed to support students' specific needs. These include programmes providing additional support for immigrant students to learn Estonian and follow individualised curricula; the Language Immersion programme (Keelekümblus), for example, which provides additional Estonian language instruction for Russian-speaking students during pre-primary and basic schooling, involving 6,000 students and 1,000 teachers[55].

There is a special curriculum for teaching Estonian as a second language, which initially targeted national minorities. In the year 2000, the Language Immersion Centre (Keelekümblusprogramm), as part of the Foundation Innove, was set up to implement the language immersion programme in schools and kindergartens for national minorities. Since 2004, Estonia has received larger numbers of newly arrived immigrants and the Language Immersion Centre supports professional development of school staff in order to work with this target group. Nonetheless, the target group of newly arrived immigrant children is still a very small minority – about 0.1% of the overall student population in Estonia.

Estonian as a second language subject is connected to the European framework of languages. For the moment the target level of Estonian at the end of basic schooling is B1, and B2 at the end of secondary school. Newly arrived immigrants, who enrol in schools three years or less before the primary school final exams, have the right to take Estonian as a second language school exam.

On a contractual basis municipalities can receive extra support from the state for the Language Immersion Programme (Keelekümblus) and Estonian language classes for new immigrants and Russian-speaking students[56].

Newly arrived immigrant students, as well as national minorities, have the right to learn their mother tongue and culture. There exists the possibility of setting up a language group for a mother tongue and culture when there is a minimum of 10 speakers of the same language. In practice, this option has not been taken during the last 20 years. A more popular option for learning the mother tongue and culture consists of the so-called Sunday schools often opened by national minorities. If a Sunday school is registered as a hobby school or private school and submits an annual learning plan, then it receives basic financial support from the Ministry of Education and Research.

Unfortunately, not all teachers have the basic knowledge and competence needed to teach in a multicultural classroom. In 2016, a limited offer by the Universities of Tartu and Tallinn to finance teacher pre-service training included the intercultural dimension as one of the focus priorities.

[55] Santiago, P. et al. (2016), OECD Reviews of School Resources: Estonia 2016, OECD Reviews of School Resources, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264251731-en

[56] Santiago, P. et al. (2016), OECD Reviews of School Resources: Estonia 2016, OECD Reviews of School Resources, OECD Publishing, Paris. http://dx.doi.org/10.1787/9789264251731-en

In 2015, the study of the language immersion programme conducted by the University of Tartu[57] found that there was a need to diversify the syllabus of Estonian as a second language to meet the needs of different target groups (also newly arrived immigrants). This diversification will take place during the next couple of years. The Estonian Ministry of Education and Research ordered this study with the aim of gaining deeper insight into questions related to efficient learning of the state language as a second language. The study methods included desk research, surveys and focus group interviews.

The Foundation Innove webpage[58] provides numerous guidelines dealing with the implementation of educational policies for immigrant children.

Access, participation and outcomes

The monitoring and evaluation process is rather general, but there is a possibility of focusing on a specific topic if necessary.

The Ministry of Education and Research is responsible for monitoring educational services. It occasionally assesses educational services for migrants, if necessary. This means that the External Evaluation Department of the Ministry consults with the General Education Department in order to choose which schools will be monitored during the current year. For example, in 2015 it was decided that the focus of assessment would be on schools with a considerable number of students from a migrant background. The External Evaluation Department may focus on a specific school due to criticism, for example if a serious complaint has been made about school management.

Monitoring is conducted at the school level. The data gathered consists of a description of the monitored school with information about qualifications of teachers, compliance with the legislation, school performance compared to national curriculum standards, and also, based on interviews, students´ perception of and satisfaction with the school. Data is collected by national educational inspectors at county administrative level. The collected data is systematized at state level by the Department of External Evaluation of Ministry of Education and Research.

In fact, the data on access to education by immigrant children is not, a priori, data gathered during each monitoring process conducted by the External Evaluation Department. Rather, data is gathered when information about integration of students with a migrant background is needed. General information about the current situation of the Estonian education system is published annually in the "National External Evaluation Yearbook".

The Ministry of Education and Research does not perceive any need to highlight the segregated data on newly arrived immigrant students, in view of the marginal status of that target group among students in Estonia. Obviously, academic achievement of newly arrived immigrant students may be lower compared to native students during the first year(s) after their arrival, which, in turn, creates preconceptions and may negatively affect teachers´ attitudes (increased low expectations) towards newly arrived immigrant students.

With regard to evaluation of student outcomes, all schools have the obligation to follow requirements for formative assessment as described in the national curriculum. There are some specific practical recommendations for teachers on how to assess the achievements of

[57] http://dspace.ut.ee/bitstream/handle/10062/49667/Riigikeele%C3%B5ppe%20v%C3%B5rdlev%20uuring.pdf?sequence=1&isAllowed=y
[58] http://www.innove.ee/et/yldharidus/muu-kodukeelega/opetajale/metoodilisi

newly arrived immigrant students. The guidelines are more specifically described below in the section "Best practices".

There are national examinations and standardized tests conducted at the end of 3rd, 6th, 9th and 12thgrade. The objective is to obtain feedback on student academic achievement, including to what extent the competencies stated in the national curriculum have been achieved.

In addition, schools carry out their own assessments, which are more flexible and can be adapted to the specific needs of the student population at each school.

Best practices

There are recommended principles for integrating newly arrived immigrants into the education system. Those principles are based on (1) research data on the language immersion programme, and (2) successful school practices with newly arrived immigrant students in Estonian schools. The methodological recommendations and examples of best practices can be found on the Foundation Innove webpage[59]. These include a communicative language-teaching approach, task-based instruction, and the total physical response language-teaching method. The various methods are illustrated by videos of example lessons and activities. Learning materials and specific instructions are provided with a theoretical context. For instance there is specific material[60] available to school professionals when a student whose mother tongue is not Estonian joins a class, which explains what steps should be taken: what kind of support a newly arrived student with a different language background needs; what kind of support the rest of the class needs; what materials (books, stories) can be used in the learning process; what kind of assessment can be used; and what the implications are for school life in general.

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[59] http://www.innove.ee/et/yldharidus/muu-kodukeelega/opetajale/metoodilisi
[60] http://www.innove.ee/UserFiles/Muu%20kodukeelega/Kui%20klassi%20tuleb%20muukeelne%20laps%20%281%29.pdf

FRANCE – COUNTRY PROFILE[61]

At a glance…

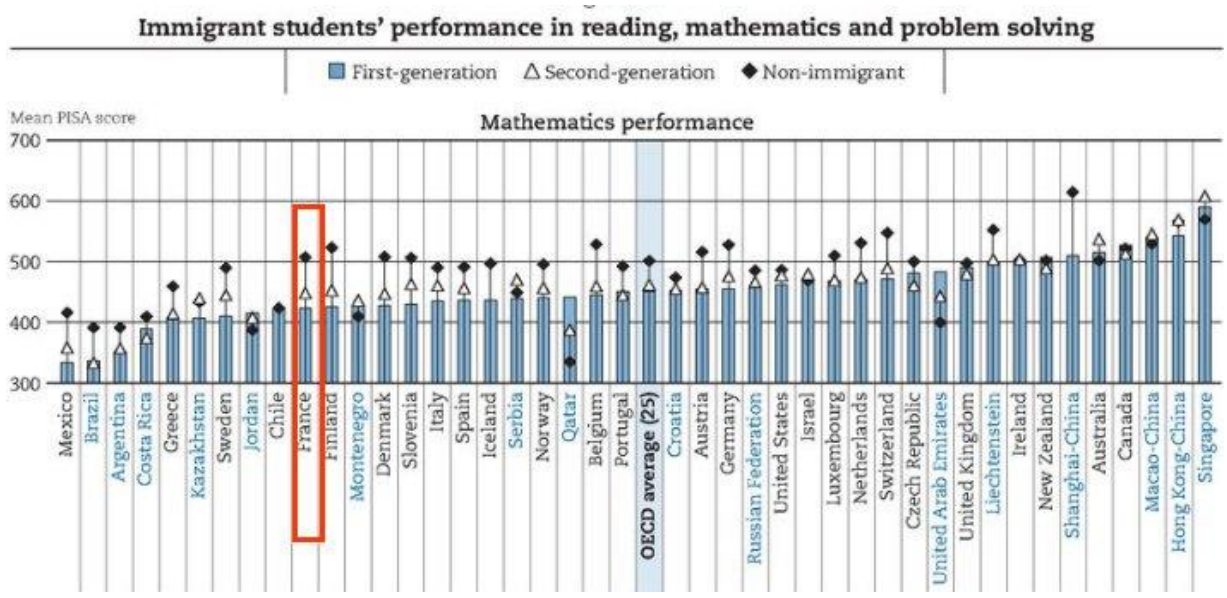
- France is an *old immigration country*. In 2008 it was estimated that the immigrant population made up 19% of the population (including second generations). With regard to immigrant children, these represent around 18% of the total number of children. PISA reports show an important difference between immigrant children and natives, although this decreases in second generations.
- Despite being a unitary state, France gives a lot of autonomy to local education authorities (known as *rectorats*) when it comes to implementing immigrant child education policy. Specific courses for immigrant children have been available for 40 years.
- France presents a practice for monitoring immigrant children, based on a survey that has been implemented several stages since 1996.
- No evaluation or monitoring of specific policies has been carried out at a national level.

General information

France has a long history of immigration in the European context. In 2008, the French National Institute of Statistics estimated that about 19% of France's population had an immigrant background (immigrant or with immigrant parent/s). Despite the difficulties of obtaining ethnic data due to the strict laws on privacy in France, it is known that the majority of the immigrant population in France has either European or Maghrebi (North African) origins. With regard to children, in 2005 around 18% came from immigrant backgrounds (immigrant/with at least one immigrant parent).

Student achievement has been researched using international standardized tests. France participates in the OCDE's PISA tests. As shown below, there is a gap between scores obtained by IC and natives.

Immigrant students' performance



[61] This report was prepared on the basis of the expert questionnaire submitted by Nathalie Auger, University of Montpellier 3.

As a unitary state, the Ministry of National Education is responsible, together with the National Assembly (Parliament), for designing education policy and laws in France. Two executive levels are established by French law: the ministry on a national centralised level and the regional and local education authorities (*Rectorats des Académies* and *Inspections Académiques* in the *Départements* [provinces]). The regional and local authorities (*Rectorat Académie* and *Inspections Académiques*) are expected to deal directly with schools and classes. The inspectors supervise the pedagogical dimension (national curricula and evaluation).

In each *Rectorat* there is a section responsible for coordinating access to an adapted school for new arrivals. These sections are called CASNAVs (academic centres for the reception and education of new arrivals and migrant children: Directive n°2012-143, dated 2 October 2012, covering the organisation of the CASNAV). Their goal is to coordinate the education of migrant children at local level (municipalities and provinces). They have multiple responsibilities: collecting data on arrival of migrant children, coordination of the work of different public institutions (schools, local and city councils, and so on), teacher training sessions (1 to 3 days/year) and certain aspects of the training curricula. Most local authorities run a CASNAV, but they also exist at the regional level of the *départements*. For instance, the Académie de Montpellier counts on five CASNAVs, one in each *département* (Lozère, Pyrénées Orientales, Aude, Hérault, Gard).

Educational policies for immigrant children

France has provided classes for migrant children for more than 40 years. Since 2012 these classes have been called UPE2A (pedagogical units for non-French speaking and recently arrived students). Their current operation follows the guidelines described in a 2012 state directive.

Children are entitled to nine to 12 hours a week of French as a second language. The number of lessons depends on their initial linguistic abilities and their school year. Children who have never been schooled are, in theory, entitled to some 15 hours a week.

Since 2012, schooling of migrant students has been based on the idea of "inclusion", meaning they are enrolled in "ordinary" classes with other students but are expected to attend the UPE2A at certain times of the day and the week. This inclusive organization aims at having schools adapt their teaching to their students.

In the first year after arrival, students receive linguistic support in the special classes provided by the UPE2As, imparted by specialized teachers.

Most teachers working in the UPE2As can receive tools in their initial training that prepare them to include new arrivals in their classes, but only if they work in UPE2As. Teachers who ask for it can do complementary training to prepare them to receive new arrivals. This training lasts a few hours.

A programme is in place to welcome parents and explain the French school system to them. It is called the "OEPRE" (programme for opening schools to parents for their children's success).

Migrant parents are also entitled to French as a second language in classes taught in accordance with the CAI (*contrat d'accueil et d'intégration*, contract of reception and integration), which establishes the conditions of migration to France.

These policies are only applied when necessary, not automatically in all schools. Criteria depend on the number of children in need of French as a second language in each school. The greater the number of migrant children, the greater the need to open a new UPE2A. Otherwise, state schools are entitled to subsidies to pay teachers to work with these children in extra hours. In these cases, the total amount of French taught as a second language is often inferior to nine hours a week during the whole school year.

Each local authority (i.e. the *Rectorats*), and sometimes the regional authorities (in the so-called *départements*), can establish their own criteria. There are no national directives apart from the general regulations.

No precise details are available on how to evaluate students. There is a reference to the national DELFSco (diplomas in French as a second language), but there is no information concerning examination dates as this is often left to the local CASNAVS to decide.

Access, participation and learning outcomes

With regard to access to educational services, a national survey is carried out twice a year to find out how many new students have arrived and how fast they have been included in the educational system, but only for students from generations 1.75 and 1.25 (DEPP survey since September 2014). The *Direction de l'évaluation, de la prospective et de la performance* (DEPP) carries out an annual survey on the schooling of newly arrived non-French speakers (EANA).

The CASNAVs are responsible for gathering data. Some CASNAVs publish documents to inform about the situation on a more local level (*academie* and/or *département*). An example of such a document can be found on the following website: http://www.ac-montpellier.fr/cid93013/enquetes.html

With regard to the collected data, it includes the following: age and arrival date of the student; class the student is enrolled in; type of linguistic support received; language spoken by the student; name of the school. Other data includes origins (countries only, no ethnic minorities), languages (a few are precisely referenced), date of entering the school system, and the dates of enrolment for and completion of special needs programmes or classes for non-French speakers (maximum two years allowed).

Most of the data the DEPP collects is as follows: the number of migrants and their evolution through the years; migrant languages; the percentage of schooled migrants and the percentage of migrants schooled in UPE2As; and the number of migrant children waiting to be schooled. This data is accessible online. Each school send its data to the CASNAVs twice a year. Twice a year since 2014-2015 each CASNAV and each *département* has been given a confidential code to connect to an online research programme (only for Generations 1,75 and 1,25 during a maximum of two years and for students in schools – unschooled students are not enrolled).

The objectives of such data collection are to obtain an overall perspective of the number of newly arrived non-French speaking pupils and facilitate an evaluation of the Ministry's policy and also research on access to education of newly arrived students.

Monitoring and evaluation of specific policies is not included in policy design. It is not compulsory and is left to the schools' discretion. The schools evaluate language policy. Each *Rectorat* monitors the number of teachers and students and hours taught in their area and they complete a national survey twice a year. The DEPP and DGESCO are responsible on a national level for such surveys. Each school sends its data to its respective CASNAV, which

systematise it for the *Rectorats*). These analyse the data in order to make the system regionally more efficient and send their conclusions to the Ministry of Education.

There is a non-compulsory exam in French language for newcomers. New arrivals take the same exams as natives and it is not possible to analyse immigrant children's specific achievements. The DELFSco could be regarded as a way to assess student achievement. However, it was not originally designed for this purpose. It gives students the opportunity to obtain a diploma stating their linguistic skills. Student achievement is mostly evaluated through regular assessment by teachers. There are exams for migrant children once or twice a year. Each local CASNAV may choose its own examination dates (sometimes five or six possibilities a year). The goal is to evaluate the students, not the system. Evaluation is not intended to promote or correct policy. It is rather a way of breaking up the school year and evaluating migrant children's competences at specific stages of this learning process. It serves to encourage students in their efforts to learn in French at school and fosters school investment in migrant student teaching. On a more social level, it may help migrant students in transit by giving them proof of a knowledge of French. On the other hand, from a practical point of view, the B1 level is required to obtain French nationality.

In addition, all students are assessed at school level, without any other specialised evaluation of immigrant children. There are also some national evaluations: the DEPP survey (see best practices section) includes evaluation of acquired skills. Such evaluations serve at a diagnostic level to inform teachers about specific needs so that they can better prepare their teaching for the following year.

With regard to evaluation, policy for generations 1.25 and 1.75 is self-evaluated by Ministry of Education: the DGESCO did not require a first survey from the local CASNAVs in 2015. The local CASNAVs have not received any feedback yet. Between school levels and national levels, local CASNAVs may manage self-evaluation.

The many successful practices can be considered from a bottom-up perspective (generations 1.25 and 1.75 mainly). They should be applied at CASNAV regional level:

Example from the CASNAV in Besançon

http://www.ac-besancon.fr/spip.php?rubrique149 (for example)

- Initial check-ups by experts to evaluate specific individual needs of students. Technical research into needs in two fields: languages and school skills and learning.
- Monitoring of schooling on a long-term basis, especially when moving up from compulsory, lower secondary school education (*college* in France) to upper secondary education (*lycée* in France).
- Special support offered to marginalised students (through specialised inclusion groups in schools).
- Special training given to teachers dealing with special needs of migrant students (specialized teachers in French language and non-specialized teachers in all subjects in different school languages).
- Early kindergarten teacher-training for working with non-native speakers.
- Focus on language training including art and media projects.
- Special examination training support.

Special approach to teacher training as regards all languages in schools and bilingual and multilingual students.

Student surveys as a monitoring tool

- For the last 40 years the *Direction de l'évaluation, de la prospective et de la performance* (DEPP) has carried out surveys that study the progress and levels of performance of student cohorts throughout their schooling. Eight surveys of pupils have been carried out so far:
- Three surveys of first degree students (1978, 1997 and 2011) and
- Five surveys of secondary school pupils (1973, 1980, 1989, 1995 and 2007).
- The comparison between cohorts is feasible (see Caille 2014 and 2005). The 1995 survey, for example, consisted of all children born on the 17th of a month who started sixth grade in a state or private school in metropolitan France (17,800 students). As for the 2007 survey, it involved 35,000 students who entered sixth grade for the first time in a state or private school in metropolitan France or the overseas *departements* (DOM). Sampling was carried out following a weighted randomised procedure in order to obtain a sample which was a faithful reflection of all pupils starting in September 2007. The information collected at the time of sample recruitment provided key details about family environment and a reconstruction of education at primary level.
- By including families in the surveys it was possible to obtain background information about student and their pasts and to collect data on parents' involvement in monitoring their children's schooling and career ambitions. See Quail 2014 (http://cache.media.education.gouv.fr/file/2014/39/7/DEPP_EF_85_2014_362397.pdf) Thanks to the information on families collected in the 1998 survey, it was possible to group immigrant parents in the 1995 survey. It distinguishes three situations:

1) Immigrant families, where both parents (or a single parent in the case of single-parent families) are immigrants;

2) Mixed families, where one parent is an immigrant;

3) Non-immigrant families, where neither parent is an immigrant. Data on family circumstances took into account children in the early years of secondary schooling. See Quail 2005: http://www.insee.fr/fr/ffc/docs_ffc/Dos1RefImm.pdf

The results of tracking the first cohort were instructive in many respects. They highlighted the fact that UPE2A classes are a way for first-generation migrant students to start school quickly. They also encountered many problems with regard to the schooling of migrants: school delays, dropouts, UPI guidance, etc. Their schooling was described as an "obstacle course". Even so, some students do well. This population sector, while admittedly an extreme minority within the school system, illustrates the difficulties and the changes required of the education system. The evidence of public "specific" school education shows that it can develops strategies that demonstrate its adaptability. At the same time, classes for non-francophone students also show that a gap has opened up in the single model of schooling.

(Autumn University Summary: "Integration of newcomers: what is the mission of the School?" 25-28 October 2004, updated April 15, 2011)
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FINLAND – COUNTRY REPORT[62]

At a glance…

- Almost 6% of the population of the Finland is of foreign origin, mainly coming from Estonia, Sweden and Russia.
- While schools are given a great deal of autonomy, Finland centralises the responsibility of provisions for education and policy guidelines in the Ministry of Education and the National Board of Education.
- Language policy has received the most attention in Finland, with specific programmes to support the learning of Finnish or Swedish and the mother tongue. Support for teachers is also provided.
- There is only a general system for monitoring or assessing educational policies, not focused on immigrant child educational policies.

General information

In 2015, people in Finland who were born abroad accounted for almost 6% of the total population (Eurostat, 2016). Estonians, Swedish and Russians are the main immigrant nationalities. Immigrant children represent 6% of the total child population.

Finland participates in the OECD's PISA international assessment tests and is recognised for its permanent high position in the country rankings. Nonetheless, the achievement gap between natives and immigrant children in the 2009 was higher than 60 points, the equivalent of more than a year and a half of schooling (OECD, 2012). When controlling for socio-economic background, the gap is reduced by less than 15%.

The right to education and culture is safeguarded by the Finnish Constitution. The legislation obliges public authorities to guarantee equal opportunities in education –including adult education – for all residents of Finland, and ensure their personal development irrespective of their financial standing. All migrant children at compulsory schooling age (6-17) who are permanent residents of Finland have the right to the same basic education as natives. Immigrants of all ages are provided with instruction in Finnish or Swedish. The official goal of education is "functional bilingualism", i.e. giving immigrants a command of Finnish or Swedish while maintaining their mother tongue and culture.

The responsible authorities are the Ministry of Education and the National Board of Education. The national administration of education and training has a two-tier structure. The Ministry of Education and Culture is the highest authority and is responsible for all publicly funded education in Finland. The Ministry is responsible for preparing educational legislation and for all necessary decision-making, and oversees the part of the state budget allocated by the Government. The Finnish National Board of Education is the national development agency responsible for early childhood education and care, pre-primary, basic, general and vocational upper secondary education, as well as adult education and training.

The Equality Act of 2004 forbids discrimination based on language or origin. This is also applied in education.

The Finnish National Board of Education is responsible for implementing national education policies, preparing the national core curricula and requirements for qualifications, education

[62] This report was prepared on the basis of the expert questionnaire submitted the European Parents' Association, with the help of Hem och Skola, Finland, LVA Finland and the University of Jyvaskylla.

development and teaching staff, as well as providing services for the education sector and administrative services.

Schools are autonomous and are the responsibility of local municipalities in Finland.

Educational policies for immigrant children

Finnish schools place most of the responsibility on well-trained teachers. In the case of migrant children, it is the teachers' role and responsibility to support the child in both the mother tongue and Finnish or Swedish, as either the primary teaching language or as a second language. Teaching is adjusted to students' individual needs. Tuition in both the mother tongue and the official language is state-funded, free for the families. Municipalities receive substantial per capita extra funding for each child who has lived in Finland for less than 4 years. This supports language acquisition and multicultural identity building.

Functional bilingualism is the cornerstone of migrant child education. In Finland, school culture particularly encourages parents to participate in school life, and this applies to all parents. Teachers receive a high standard of training, which enables them to cope with diverse classroom scenarios and prepares them for the inclusion of special needs as well as immigrants (OECD 2013; interviews). Decisions on the application of such policies are taken at school level, depending on the composition of classes (especially since the migrant population is a small percentage of the total in Finland).

There is a National Core Curriculum with instructions for preparing immigrants for basic education (2009), intended to support students with an immigrant background so that they can attend the basic stage of education.

The Action Programme for Equal Opportunity in Education (2013) aims to improve the situation of disadvantaged groups and to reduce gender differences and the impact of socio-economic background in education. This includes one year of preparatory education for immigrants (started in 2014) to improve opportunities for general upper secondary education for students from immigrant backgrounds.

Access, participation and learning outcomes

The Finnish National Board of Education publishes monitoring information on, among other matters, the costs of education, educational institutions, student numbers, applications and university graduations.

There is a large focus on self-evaluation, rather than a national imposed system, and due to the fact that schools are fully autonomous, results are only accessible on an informal basis.

There is an on-going reform in the areas of both curricular and national educational evaluation. The reform was triggered by the fact that although Finland is a high achiever in PISA, students do not rank high in the happiness index. The main focus of the reform is to increase the joy of learning and transversal skills, making schools into learning communities with active child participation (source: Ministry of Education and Culture). Assessment is being developed to support learning, with the emphasis on formative evaluation of all key competences across subjects and with less emphasis on standardisation (source: National Board of Education, OPS 2016 Curriculum reform in Finland, FINNISH NATIONAL BOARD OF EDUCATION, Mrs Irmelí Halinen)

With regard to the assessment of outcomes, Finland carries out national examinations of all students, regardless of their origins. The only standardised national testing is the final

examination taken on finishing general secondary education and the qualification exam taken on finishing VET. No special assessment of immigrant children is carried out.

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GERMANY – COUNTRY REPORT[63]

At a glance…

- Germany is an *old immigration* country in Europe, with 8% of its total population possessing foreign citizenship and around 20% with an immigrant background, mainly from Poland, Turkey, Italy and Romania.
- As a federal country, educational policies and immigrant integration are *competencies shared* to different degrees between the federal government and the *Länder* (the federal states).
- Germany has developed several strategic plans (on education policy and integration policy) that include specific measures for immigrant children. Such guidelines contain clearly planned outcomes and objectives, and an established agenda.
- Despite this, there is *no system for evaluating the policies* and monitoring is only carried out by the statistics office, which collects data on access and to education and other demographic aspects.
- The Bremen and Köln system of continuous data update has been considered a *best practice* for monitoring access to education.

General information

Germany is one of the so-called old immigration countries in Europe. Except for certain years, according to Eurostat the country has been a net receiver of immigration since the early 1960s. In 2012, 8% of Germany's population had foreign citizenship, although according to the Federal Statistics Office of Germany 20% of its residents have an immigrant background. Immigrant children made up 33% of the total child population in Germany in 2014, according to micro-census data. The most numerous group consists of Turkish, Polish, Italian and Romanian immigrants.

Germany participates in the several international assessment tests, such as PISA and TIMSS. The following table shows the results for the PISA test in several categories and years:

PISA results, Germany 2006-2012

PISA MATHS	2006	2009	2012
IC[64]	455	474	461
Natives	512	518	521
PISA SCIENCE	**2006**	**2009**	**2012**
IC	458	471	471
Natives	524	527	532
PISA LITERACY	**2006**	**2009**	**2012**
IC	443	455	455
Natives	503	504	517

Source: PISA (http://www.pisa.tum.de/fruehere-pisa-erhebungen/, http://pisa2009.acer.edu.au/interactive_results.php

[63] This report was prepared on the basis of the expert questionnaire completed by Sílvia Melo-Pfeifer, University of Hamburg.

[64] Ic for immigrant children. For PISA, these are consideered as children not speaking German at home.

There is a significant gap between natives and immigrant children, which has not decreased over the years.

As a federal country, Germany has a decentralised educational system. Thus, the *Länder* (federal states) and the municipalities have the responsibility and the right to legislate on education. Each *Länder* has a Ministry of Education which legislates on the basis of contextualized realities. Federal ministries are responsible for policy coordination, which is done through the Standing Committee of the Ministers of Education and Cultural Affairs (KMK). The KMK is the oldest ministerial committee in Germany and plays a significant role as an instrument for the coordination and development of education in the country. It is a consortium of ministers responsible for education and schooling, institutes of higher education and research and cultural affairs, and in this capacity formulates the joint interests and objectives of all 16 Länder. Under the aegis of the Standing Committee of the Ministers of Education and Cultural Affairs, the federal states assume self-coordinating responsibility for the country as a whole. They ensure the necessary measure of commonality in educational, research and cultural issues of cross-state significance. One of the essential duties of the Standing Committee of the Ministers of Education and Cultural Affairs is to use consensus and cooperation as a vehicle for securing the highest achievable level of mobility for learners, students, teachers and those involved in academic research. It is also charged with the tasks of helping create equal living conditions across Germany and of representing and promoting the joint interests of the federal states in the field of culture.

Educational policies for immigrant children

Germany has issued a "National Action Plan" which is addressed to all schools and publics. Other measures are more specific, such as the *Entwicklungsplan Immigration und Bildung* ("Development Plan for Immigration and Education"), which addresses the main concerns regarding the integration of non-German speakers in schools. Specific measures include:

Support for children: guaranteed access to school, regardless of immigration status or length of stay; creation of different models of school integration, ranging from "Immersion from the very beginning" to different forms of *Willkommensklassen* ("welcome classes" at primary and secondary levels, related to linguistic content, followed by the progressive integration of children in regular classes, starting with sports, music and arts); extra socio-educational, social work and school psychology resources allocated to schools. Another measure is the offer of *ganztagsschule* (all-day school), which is available in almost all the Länder.

Support for parents: German integration courses and the creation of the "German Language Diploma" (DSD), a kind of national language certificate in Germany. Basic information for parents in their native language, co-operation with interpreters, linguistic and cultural mediators, and comprehensive counselling.

Support for teachers/schools/teacher education: recruitment of additional teachers, investment of substantial financial resources in additional education and teacher training (both initial and in service teacher education); special attention given to professionalization of language teaching, linguistic and literacy development and diagnostic and intercultural issues; creation and distribution of pedagogic materials.

The document *Nationalen Aktionsplan Integration* (National Integration Action Plan), issued by the Government in January 2012, addresses specific key issues concerning the implementation of immigrant child education policies. This document is sub-divided into 11 sections, but section one (*Frühkindliche Förderung*, related to support for infants) and section two (*Bildung, Ausbildung, Weiterbildung*, on education and training) are the ones that most directly affect children, the former at kindergarten level and the latter in the area of primary and vocational education.

The plans include general guidelines for policy implementation, with clearly stated objectives and even a plan for monitoring and evaluating the policies.

Access, participation and outcomes

As in many other countries, access to education is a universal right (and a duty) and it is the responsibility of all levels of governments to guarantee such access. As for its monitoring, quantitative data is collected on school population and school structures designed to meet specific needs, by *Länder* (number of children with migrant background, for example).

Every year, data concerning the school population is stored in the *Bundesstatistik* data bank (https://www.destatis.de). It is used to observe and analyse the developments in the area of access to educational services.

In 2015, a detailed study on the evolution of the numbers and origins of the migrant school population was launched. The need to develop specific monitoring measures was highlighted in areas such as linguistic profiles, origins and (paths to) access to the German school system. This need has become clearer in the last two years because of the increasing number of refugee children in German schools.

With regard to general monitoring, the *Bundesstatistik* (www.destatis.de) offers a general compilation of data on education (among other matters) by Länder, with numbers of students, schools and types of schools, and teachers, as well as different ratios. Data also includes gender and special needs and integration. Every year the educational database is updated by each Länder. Following this procedure, the KMK prepares an annual report ("Compact data on education. The most important statistics on the educational system in Germany") with data on schools, teachers and students, in all schools and academic contexts and including the so-called vocational training.

Evaluation and assessment as well as the policies based on those processes do not exclusively target children from migrant backgrounds, as quality and the conditions for successful achievement must be available to all children. A migrant background is not *per se* a risk factor, as social and economic status are recognised as playing a decisive role in school achievement.

Keeping this in mind, there are national tests addressed to all children. The collection of specific data on children makes it possible to differentiate achievement according to specific characteristics. Furthermore, according to the *Gesamtsstrategie der KMK zum Bildungsmonitoring*, these tests are combined with Germany's participation in international assessments as PISA, PIRLS/IGLU, TIMSS and DESI.

This evaluation serves for the assessment of policy development and implementation and the introduction of possible amendments. Compliance with national standards on Primary, Secondary and Higher Education can be verified, and areas of intervention identified.

Best practice

In Germany, Bremen and Köln are cited as best examples (even case studies) of data gathering to monitor development in the school scenario. Specifically, Bremen is acknowledged as an example of how data gathering can improve school settings for migrant populations and predict future needs. Furthermore, the data collected not only allows a chronologically situated analysis of the migrant situation in schools but also of the evolution across time and space in a given school or a specific area/neighbourhood.

Following the procedures used in these cities, data is gathered more than once a year, and they record the moment of entrance in the school system or change of school. These cities have opted for continuous data update. For example, in Bremen it is possible to compare developments in terms of entrance of new immigrants each month in each branch of the

school system (primary and secondary levels, as well as VET). Furthermore, the data gathered provides a picture of the distribution of migrants according to nationality/origin across the different types of schools, and also maps out the mother tongues (future heritage languages in the school linguistic landscape) they bring with them. The continuous monitoring of entrance in the school system and of its dynamics is extremely thorough and patterns of linguistic needs can be identified: for example, it was found that children could integrate into the "normal" school system and curriculum after six months of preparatory classes (this period being longer for secondary students, because the preparatory classes last a year) and that there is a tendency to abandon vocational training while still attending the preparatory classes (perhaps because of the age of the new entrants, not subject to compulsory schooling). All told, Bremen has clearly established detailed, regular and comprehensive monitoring as a key resource for coping with and predicting the needs of students, teachers and schools.

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GREECE – COUNTRY REPORT[65]

At a glance…

- Greece had a positive net migration rate from 1974 to 2010. Immigrants currently make up 11.45% of the total population.
- PISA tests reveal a *significant gap between immigrant children and natives* even when controlled for socioeconomic status.
- As a unitary state, the Greek Ministry of Education holds all competencies over education policy.
- Greece presents a *best practice for reception classes*, which incorporates a system of monitoring and assessment. Data is collected and summarised by teachers and reviewed by a pedagogic consultant.

General information

Greece was a net receiver of immigrants from 1974 to 2010, when the net migration rate became negative due to push factors linked to the economic crisis that sharply affected the Mediterranean countries. According to Eurostat, since 2009 the number of people in Greece born abroad has steadily decreased, from 11.76% to 11.45% in 2015. The most numerous groups are from Albania (491,000), Ukraine (20,500), Georgia (16,500), and Pakistan (16,300). The largest groups of EU nationals in Greece come from Bulgaria and Romania. With regard to children, the following table summarizes the information:

IMMIGRANTS, REPATRIATED AND ROMA PUPILS AT PUBLIC PRIMARY SCHOOLS IN GREECE			
	Immigrants	**Repatriated**	**Roma**
2014-2015	74,834	3,180	15,911
2013-2014	76,202	3,581	15,671
2012-2013	87,465	4,854	15,802
2011-2012	98,010	6,548	13,734
2010-2011	95,128	6,871	12,562

Source: Ministry of Education, Research and Religion in Greece (2015)

The previous table shows that there has been an important decrease in the number of immigrant pupils at state primary schools over the last four years, which is due mainly to the three following reasons[66]: a) A reduction of immigrant flows to Greece, b) the return of many immigrants who lived in Greece either to their home countries or to another immigration country, due to the economic crisis faced by Greece, and c) the school dropout phenomenon, especially from primary to secondary education. Moreover, there has been an

[65] This report was prepared on the basis of the expert questionnaire completed by Nektaria Palaiologou, National Expert for Greece, who is Associate Professor of Intercultural Education at the School of Education of the University of Western Macedonia and also serves on the Board of the International Association for Intercultural Education (IAIE).

[66] Palaiologou N. and Evangelou O., *Official data for immigrants in Greece 2010-2015,* Proceedings of the International Conference for Intercultural Education *Intercultural Education in 21st Century and beyond*, IAIE, Ioannina 2015, Greece, ISBN 978-618-82063-0-4.

important decrease in the number of repatriated pupils who attended state primary schools over the last five years, which is due to the return of repatriates of Greek origin (mainly from Northern Epirus and from post-Soviet countries). There has been an increase in the number of Roma pupils attending state primary schools. This rise in participation could be explained by the effectiveness of the relevant inclusion programmes implemented at Greek public schools for Roma pupils.

According to the official data, in 2015 the number of second-generation immigrant children in Greece was approximately 200,000. According to the recently adopted Law N4332/2015, it is expected that in 2016 about 100,000 second-generation immigrant students will comply with the relevant stipulations of this Law.

Concerning the results of the PISA international assessment, the mean results for the last three examinations are shown below:

PISA PROGRAMME	1st round PISA 2006 - SCIENCE	2nd round PISA 2009 - READING	3rd round PISA 2012 - MATHEMATICS
IC	428	432	408
Natives	**478**	**489**	**459**

Source: Institute of Education Policy, year 2015

As in many other countries, there is a clear achievement gap between natives and immigrant children, which in Greece is higher than the OECD average (OECD Pisa database 2009).

As a unitary state, the Greek Ministry of Education, Research and Religious Affairs is responsible for taking decisions on immigrant child education policy issues (see sources for the specific regulations).

- According to Law 4027/2011 (Article 29), the Directorate for the Greek Diaspora and Intercultural Education (Greek acronym, DIPODE) is responsible for executing ministerial decisions concerning a) Zones of Educational Priority and b) Schools of Intercultural Education.
- Primary and Secondary Education Directorates are responsible for executing ministerial decisions concerning reception classes and measures for supporting learning.
- Every year, reception classes are announced in bulletins dealing with the relevant studies and issued by Department of Primary and Secondary Education of the Ministry of Education, Research and Religion.

The Ministry of Education, Research and Religion is responsible for coordinating immigrant child education policy, assisted by the Directorates of Primary and Secondary Education as well as the Secretary of Intercultural Education.

The Directorates of Education are responsible for designing and implementing support programmes for immigrant children.

Directorate for the Greek Diaspora and Intercultural Education (DIPODE) is responsible for the Schools of Intercultural Education, but many immigrant students attend other ordinary state schools. So the coordination of policy on immigrant children has a few management problems.

Educational policies for immigrant children

At the beginning of each school year, based on the needs of each school, reception classes of two types are created, which immigrant children can attend. This supportive programme aims at the rapid acquisition of the Greek language and the simultaneous training of the teachers who will impart these classes.

- The main strategy for supporting immigrant students is the reception class. There are two types of reception classes (Type I and II). Pupils with limited or no knowledge of the Greek language attend Type I reception classes during normal school hours, while joining their mainstream class for music, sports, and foreign language lessons. If pupils still have large gaps in their knowledge of the Greek language, they may attend Type II reception classes for one more year.
- The Regional Directorates and the school heads are responsible for this programme. At the beginning of each school year, based on the needs of each school, reception classes are set up. In these classes specialised linguistic tools and teaching methods are used. When those students return to the regular classes they attend, differentiated teaching methods are used in classes of language, maths, etc.
- With the exception of learning of the Greek language, this supportive programme aims at the simultaneous training of the teachers, who will teach these classes.
- Immigrant student assessment is different during the first three years of school attendance (e.g. oral instead of written tests).
- The establishment of "Intercultural Education Schools" in 1996 (Law 2413/1996).
- A nationwide action programme aimed at repatriated and immigrant students, has been implemented since 1997 by the Ministry of Education in collaboration with Greek universities and supported financially by the European Commission. Core actions include language teaching, teacher training, and the development of educational materials (1997-2000, 2002-2004, 2006-2008 and 2010-2013).
- The Educational Priority Zones (ZEP) – action programme for promoting education in less privileged areas (i.e. neighbourhoods with a low socio-economic status and immigrant background).

General instructions are given at the beginning of each school year through operational bulletins issued by the Ministry of Education. These bulletins relate to the laws covering the foundation and implementation of the reception classes.

The Institute of Education Policy (former Pedagogical Institute) has issued some general guidelines for reception class teachers (1999) and for the inclusion of repatriated/immigrant students in their schools (1999).
The guidelines of the Institute of Education Policy refer especially to:

- Teaching methods and teaching materials.
- Inclusion (or integration) practices.

Student goals and expected outcomes are specified to some extent in the bulletins. In the case of Greek language learning in particular, they are certified by a specific skills test that students take at the end of the course.

N.B. The Ministry of Education, Research and Religion in 2016 (its current official title, from now on abridged to Ministry of Education) is planning a reform of the current educational measures and policies addressed to immigrant students through state and intercultural schools. In addition, due to the emergency situation generated by refugees in Greece, another of the Ministry of Education's objectives is to record the exact number of refugee children and their country of origin, as well as making provision for supportive educational measures for their inclusion.

Access, participation and outcomes

The System for monitoring and assessment is centralized, supervised and controlled by the Ministry of Education in Greece. All pupils are assessed through special exams (by way of "progress reports") each term and at the end of the school year. The system of university entrance exams is supervised by the Ministry of Education through special committees.

Dropout is monitored more than enrolment. The Institute of Education Policy runs an observatory that is responsible for monitoring dropout and tackling early school leaving among all students (not only immigrant students). It collects data and makes suggestions to the Ministry of Education, Research and Religious Affairs.

Local directors of primary and secondary education are responsible for the implementation and monitoring of immigrant child education policy, and regional Pedagogic Consultants undertake the task of training all teachers and providing them with pedagogic support.

The Regional Education Authority (primary and secondary level) is responsible for the implementation and monitoring of school education policy. The Institute of Education Policy collects statistical data (numbers), data about school leavers' backgrounds and the reasons for dropout, etc. The data is generally available to the public following the relevant claim/request. Statistical data is collected every year.

With regard to assessment, data on individual school achievement is collected every year for all students and schools by the Ministry of Education. Pedagogic consultants are asked to draw up a report on the education results in their area every year. This is not standardised and is collected at the beginning of each academic year.

Apart from this, there is no systematic evaluation of educational policies for immigrant children.

Pilot programmes, i.e. programmes that are implemented only in a certain number of schools, have existed since 2000 and are funded by the EU. Relevant university teacher training departments undertake the planning and implementation of these programmes, including the production of educational material and the organization of educational networks among schools and local communities, and active support for migrant students and their families. Upon completion of each pilot programme, an assessment (which is undertaken by external teachers who are not involved as teachers) is made at all levels of implementation and application.

Best practice: reception classes

The pillars of an education policy that makes for particularly successful immigrant children can be summarized as follows: the continuous feedback in learning Greek as a foreign language; attendance of regular mixed classes; social incorporation through communication in the same school with local children; and continuous support in learning Greek at a more advanced level to improve academic performance and achievement.

In this context, the reception class framework is an interesting approach because:

a. Immigrant students find themselves in a multicultural school environment in a normal school, in their neighbourhood, with native students. They spend normal school hours in this environment and also join their mainstream class for music, sports, and foreign language lessons.

b. In these classes specialised linguistic tools and teaching methods are used.

c. When students are ready, they are included in the regular classes.

d. Teachers are usually trained to teach Greek as a second language in a multicultural school.

Teachers of reception classes collect data after assessing language tests, which they then deliver to their pedagogic consultant along with all relevant information regarding any problems in the procedure, such as in the teaching methods that were followed, the class dynamics and so on. The pedagogic consultant then acts according to two major guidelines: training and supporting the teacher to deal with all the problems that may arise during teaching, and collecting data from all reception classes he/she is in charge of, in order to provide all necessary feedback and corrective assistance/intervention wherever needed. All statistical data and actions taken by the pedagogic consultant are then analysed and presented in her/his annual report, which is sent to the Regional Directorate of Primary and Secondary Education. The Regional Directorate collects all relevant reports and informs the Ministry of Education about any issues that may have arisen. Furthermore, the Regional Directorate proposes alternative guidelines that might lead to a more effective implementation and application of the Ministry of Education immigrant policy.

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- Immigrants in Greece - law 2910/2001, law 3386/2005, law 3838/2010, law 4251/2014, law 4332/2015.
- Introduction of Educational Priority Zones (ZEP)- law 3679 of 2010.

HUNGARY – COUNTRY REPORT[67]

At a glance…

- Hungary has a very *small proportion of immigrants*, representing 0.39% of the population in 2013. Immigrant children made up a still smaller proportion (0.15%). Among these, the majority come from Romania, Ukraine, Serbia and China.
- Competencies over education are centralised at state level. Given the low proportions of immigrants, *no specific education policies for immigrant children have been implemented*.
- With regard to monitoring of access, only in 2016 a survey included the number of immigrants newly arrived at schools.
- *No evaluations have been carried out*, except the general assessment of student outcomes with regard to accessing higher education.

General Information

While Hungary's immigration rates were positive during the last decade (i.e. the country received more people than it sent), this central European state has a declining population with low fertility rates and low immigration. In 2013, immigration to Hungary accounted for 0.39% of its total population. With regard to immigrant children, these represent 0.15% of the total number of children. The vast majority come from Romania, Ukraine, Serbia and China (Eurostat, 2016). Despite the fact that Hungary participates in the PISA tests, no data for immigrant children is available, possibly due to their low numbers in the country.

As a unitary state, competencies over education and, more concretely, immigrant education, are centralized by the Hungarian State. Hungary is the only EU country that does not have a Ministry of Education and education is dealt with on deputy secretary of state level by the Ministry of Human Resources. Officially the Minister of Human Resources is the responsible member of government. The Ministry is responsible for preparing parliamentary level and government level legislation, the legislative levels affecting education. In the one parliament chamber there is a standing committee that deals with educational issues, the so-called culture committee, presently chaired by a representative of the opposition far-right party Jobbik, with three deputy chairs from the two governing parties and one from the Socialists.

Hungary has a fully centralised education system. A government body known as the *Oktatási Hivatal* (Education Office) is responsible for some administrative executive actions, such as organising centralised exams or authorising school books. Another government agency is responsible for the governance and management of all state schools; this is called the *Klebelsberg Intézményfenntartó Központ* (KLIK). This institution employs all teachers and also provides (in theory) all other resources, financial and material, to all schools in Hungary (with local municipalities assuming the responsibility for maintenance of school buildings in some cases). It is the responsibility of this agency to collect statistics and also to assist schools with migrant children. In reality this coordination does not take place; migrant children are dealt with on individual school level.

In the previous governmental period there was an intra-governmental committee coordinating the issue, but with little success despite the very low number of immigrants arriving in Hungary.

[67] This report was prepared on the basis of the expert questionnaire submitted by Eszter Salomon, European Parent Association.

Educational policies for immigrant children

At the moment there are no specific policies targeting immigrant children in Hungary. The only practice in this field has been the establishment of a Chinese primary school based on a bi-lateral agreement with the Government of China. Its success cannot really be assessed, especially since most Chinese students go to ordinary state schools with no language support. However, they are coping very well in general (Sebestyén & Fülöp, 2015).

Access, participation and learning outcomes

With regard to monitoring, schools were surveyed in September 2016 for the number of newly arrived migrant children, with no previous actions or follow-up that we know of.

Concerning learning outcomes, the only exam is a national one for all students (regardless of their nationality) at the end of secondary school (leaving exam), whose objective is to provide access to higher education.

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IRELAND – COUNTRY REPORT[68]

At a glance…

- Ireland is a *new immigration country* that changed from a sending to a receiving country in the late 1990s. The flow of non-Irish nationals into Ireland had been small over the period 1980 to 1988 averaging 800 persons annually (CSO, 2012). According to the latest Census figures, around 15% of its population are of immigrant origin. Immigrant children represent 8% of all children. A breakdown of the figures regarding countries of origin show that, following Britain/Northern Ireland, the largest groups come from Poland (27%), Lithuania and Nigeria (more than 5% respectively).
- The Irish Government is responsible for policy making in a range of spheres including education. The Department of Education carries out a wide range of activities at all levels of the education and training system. This includes policy development; providing funding, services and support for education providers; planning and providing education and training infrastructure and enhancing education and training through co-operation on a North-South basis and through involvement in the activities of the European Union (EU) and other international agencies (DES mission statement)[69]. Policy development also concerns migrant children.
- With regard to the educational services, the provision of additional English language classes (the language of instruction in most schools in the Republic) is the main policy that has been designed to specifically target immigrant children.
- Monitoring of academic progress is carried out in general, although data can be disaggregated for immigrant children.
- Evaluation at the individual level is applied for all children, without targeting immigrant children specifically.
- For evaluation of educational policies, *governmental bodies hire professional researchers to carry out evaluations* (research projects). Schools are also encouraged to carry out *self-evaluations*. Attention to diversity is mainstreamed in such evaluations.

General information

Ireland can be considered a new immigration country. Traditionally characterized by a declining population and high rates of emigration, within the last two decades immigration has increased significantly in the context of economic growth. Inward migration reached a peak in 2002 where almost 67,000 people came into the Republic of Ireland. This figure includes the returning Irish. The number of non-Irish nationals living in Ireland grew from 224,261 persons in 2002 to 544,357 in 2011 (12% of the population). The earlier immigrants arrived mostly from EU countries and the US[70]. Today, the migrant population in the Republic of Ireland is very heterogeneous. The Central Statistics Office (CSO) found that in 2011 non-Irish nationals represented 199 separate nations, with many of the largest nationalities being from non-English-speaking countries (CSO, 2012). According to CSO estimations, in 2015 around 15% of the Irish population was of foreign origin.

[68] This report was prepared on the basis of data submitted by Dr Merike Darmody, the Economic and Social Research Institute (ESRI), Ireland.

[69] https://www.education.ie/en/Publications/Corporate-Reports/Strategy-Statement/des_strategy_statement_2011_2014.pdf

[70] http://www.catholicbishops.ie/wp-content/uploads/images/stories/cco_publications/researchanddevelopment/demographic%20change%20in%20ireland%201995%20to%202005%20-%20final.pdf

According to the 2011 Census there were 25,198 non-Irish nationals born in Ireland (0.6% of the population). Polish nationals were the largest single group, with 8,928 persons, followed by Lithuanians (2,018), UK nationals (1,921) and Latvians (1,199). In 2011, there were 1,148,687 children living in Ireland. This accounted for one-quarter (25%) of the total population of Ireland. In the same year, there were 93,005 foreign national children in Ireland. This accounted for 8% of the total child population of Ireland. The number of foreign national children increased by 49.5%, from 62,211 in 2006 to 93,005 in 2011. More than one in four foreign national children (26.5%) reported their nationality as Polish. British or Northern Irish was the next most common nationality (16% of the total). The only other national minorities with 5% or more of the total number of foreign national children were Lithuanians and Nigerians (CSO, 2012)[71].

As the percentage of immigrant students in Ireland has risen, so has the percentage of students who speak a language other than English or Irish at home, increasing from 0.9% in 2000 to 3.6% in 2009 (Perkins et al., 2010)[72]. The proportion of immigrant children varies between Irish schools (Darmody, 2011)[73]. While some schools have no immigrant children, others (mainly larger urban disadvantaged schools) have relatively high numbers of new arrivals. The high concentration of immigrant children in a comparatively small number of primary schools has led to warnings about segregation developing in the education system. Four out of five children from immigrant backgrounds were concentrated in 23% of the State's primary schools, according to the annual school census for 2013-14[74]. Almost three in 10 schools (29 per cent) had no immigrant-origin children enrolled in the same period, however[75]. The analysis must be seen in the context of settlement patterns that mean migrant families are more likely to live in urban areas where more work is available and in places with affordable rental accommodation. Newly arrived immigrants may also choose to live in areas where members of their community have networks[76].

In the Republic of Ireland PISA is implemented by the Educational Research Centre on behalf of the Department of Education and Skills. A national advisory committee oversees the implementation of PISA and advises on all major aspects of the study, including reviewing the assessment materials and providing input into national reporting.

The PISA 2009 summary report describes the achievements of students in Ireland on PISA 2009, when the main domain was reading literacy. Reflecting the trends in the performance of immigrant versus native students, by 2009 students speaking another language had a mean score that was 57 points lower than students speaking English/Irish. Again, although the mean scores of both groups dropped significantly over the period, the drop in the scores of students speaking another language (89 points) was larger than that of students speaking English or Irish (27 points), perhaps reflecting other changes since 2000 in the characteristics of those who do not speak English/Irish. The composition of 'other language' students in Ireland also changed between 2000 and 2009. In 2000, the socioeconomic status of 'other language' students, as measured by parental occupation, was higher than that of students who spoke English or Irish (58.1 and 48.3, respectively), whereas in 2009 the socioeconomic status of both groups hardly differed (50.6 and 49.9, respectively). The tables below summarise the information:

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71 CSO (2012), this is Ireland. http://www.cso.ie/en/media/csoie/census/documents/census2011profile6/Profile,6,Migration,and,Diversity,entire,doc.pdf

72 Perkins et al. (2010), PISA 2009: The Performance and Progress of 15-year-olds in Ireland, available online: http://www.erc.ie/documents/p09national_summary_report2009.pdf

73 Darmody, M. (2011), "Power, Education and Migration into Ireland", Special issue: Migration and Education, *Power and Education*, vol. 3, no. 3.

74 For procedures involved in collecting the data, see: https://www.education.ie/en/Schools-Colleges/Services/Returns/National-School-Annual-Census-Return/

75 http://www.irishtimes.com/news/education/we-have-allowed-segregation-to-happen-1.2109973

76 http://www.irishtimes.com/news/education/we-have-allowed-segregation-to-happen-1.2109973

Mean reading and mathematics scores in PISA 2009 by Immigrant/language status, 15 year olds

PISA 2009	READING SCORE	MATHEMATICS	PERCENTAGE OF STUDENTS
Native	501.9	491.7	92
Immigrant with English or Irish	499.7	485.9	5
Immigrant with other language	442.7	457.1	4

Source: McGinnity et al. (2011)[77]

Mean reading and mathematics scores in PISA 2012 by immigrant/language status, 15 year olds

PISA 2009	READING SCORE	MATHEMATICS	PERCENTAGE OF STUDENTS
Native	526.5	503.5	90
Immigrant with English or Irish	529.4	508.4	5
Immigrant with other language	505.8	499	5

Source: McGinnity et al. (2013)[78]

According to Perkins et al. (2013)[79], reporting on PISA 12, the percentage of immigrant students in 2012 in Ireland (10%) was about the same as the OECD average (11%), and had increased significantly since 2003 (3%). Of the 10% of students in Ireland classified as immigrants in 2012, just over half spoke Irish or English at home (5%) and the rest spoke other languages (5%). In general, there were no significant differences in achievement scores between native students and immigrant students who spoke English /Irish or immigrant student who spoke other languages, with the exception of print reading where other language -speaking immigrants achieved a mean score (505.8) that is significantly lower than the scores for the other two groups (526.5 for native students and 529.3 for immigrant students who spoke English/Irish). In Ireland in 2012, English /Irish - speaking immigrants had significantly higher average ESCS (0.33) than either native (0.12) or other language-speaking immigrants (0.05). The level of ESCS among immigrant students had changed relative to native students, i.e. immigrant students had a significantly higher average ESCS score than native students in 2003, while in 2012, there was no significant difference between the two groups of students in terms of their average ESCS.

[77] McGinnity et al. (2011), Annual monitoring report on integration, Dublin: Integration centre, available online: http://www.tara.tcd.ie/handle/2262/66964

[78] McGinnity et al. (2013) Annual monitoring report on integration, Dublin: the Integration Centre, available online: http://www.integrationcentre.ie/getattachment/44e6237a-4a01-4234-99fe-b2d82ecedfe7/Annual-Monitoring-Report-On-Integration-2013.aspx

[79] Perkins et al. (2013), Learning for Life: the achievements of 15-year-olds in Ireland on Mathematics, Reading Literacy and Science in PISA 2012. Dublin: Educational Research Centre, available online: https://www.academia.edu/5365848/Learning_for_Life_The_Achievements_of_15-year-olds_in_Ireland_on_Mathematics_Reading_Literacy_and_Science_in_PISA_2012; http://www.erc.ie/documents/p12main_report.pdf

As a unitary country, the Republic of Ireland concentrates the legislative and executive powers in all areas into the Parliament and the Government of Ireland. Policy on immigrant children is part of the general education policy. The main organisation responsible is the Department of Education and Skills (www.education.ie). National Council for Curriculum and Assessment (NCCA) is responsible for curricular content (www.ncca.ie). The DES collaborates with the Department of Justice and Equality (www.justice.ie) regarding the protection of immigrant children.

The Intercultural Education Strategy 2010-2015, put forward by DES, aims to ensure that:

1) All students experience an education that "respects the diversity of values, beliefs, languages and traditions in Irish society and is conducted in a spirit of partnership" (Education Act, 1998).

2) All education providers are assisted with ensuring that inclusion and integration within an intercultural learning environment become the norm[80].

The Inspectorate is the division of the Department of Education and Skills responsible for the evaluation of primary and post-primary schools and centres for education. Inspectors also provide advice on a range of educational issues to school communities, to policy makers in the Department, and to the wider educational system. All inspectors are experienced teachers. Many have also worked as school heads, deputy heads or as advisors with school support services. Others have experience in curriculum design and the implementation of assessment practices, in school management and in educational research.

The Inspectorate:

- Provides an assurance of quality and public accountability in the education system.
- Carries out inspections in schools and centres for education.
- Conducts national evaluations. These evaluations vary in their form and frequency, but assess schools in general. In this framework, attention to minority groups is mainstreamed in the guidelines for the general and self-evaluation[81].
- Promotes best practice and school improvement by advising teachers, head teachers and boards of management in schools.
- Publishes inspection reports on individual schools and centres for education
- Reports on curriculum provision, teaching, learning and assessment generally in the educational system.
- Promotes the Irish language.
- Provides advice to policy makers in the Department of Education and Skills and to the wider educational system[82].

Educational policies for immigrant children

The majority of immigrants to Ireland come from non-English-speaking countries. The schools have designated language support (LS) teachers across primary and post-primary schools[83]. The allocation of resources to employ language support teachers depends on the number of students with English as a second language, with additional teaching hours made available for students with "significant English language deficits". The 2012 report by the European Commission noted that linguistic support was not a central focus of this model as

[80] http://www.education.ie/en/Schools-Colleges/Information/Intercultural-Education-Strategy/mig_intercultural_education_strategy.pdf

[81] For further details see: http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/insp_publication_reports_guidelines.pdf; For evaluations of subjects, programmes and whole school evaluation as well as school self-evaluation see: http://www.education.ie/en/Publications/Inspection-Reports-Publications/Programme-Evaluation-Reports-List/

[82] http://www.education.ie/en/The-Department/Management-Organisation/Inspectorate.html

[83] See DES report: https://www.education.ie/en/Publications/Value-For-Money-Reviews/new_language_support_migrants_2011.pdf

it stopped after several introductory years and no mother tongue teaching or teaching of English as a second language was offered continuously throughout the schooling process[84]. According to Smyth et al. (2009)[85], immigrant students were generally identified for language support on an informal basis. This would mainly occur when meeting the student and their parents regarding entry to the school. Over two-thirds of primary schools with newcomers used withdrawal for certain class periods while almost a quarter provided intensive courses in separate base classes for newcomers. Almost all second-level schools withdrew students from class for extra support. As in the primary sector, almost a quarter of second-level schools with newcomers used an intensive approach provided in separate base classes. Such approaches were more prevalent where there were full-time learning support teachers. However, even in the second-level sector, subject teachers and peers played an important role in providing language support to newcomer students.

A DES report presents the findings of an Inspectorate evaluation of provision for students who are learning English as an additional language (EAL) in Irish post-primary schools[86]. According to the report a majority of the schools evaluated had developed inclusive policies and practices. EAL students demonstrated effective learning in a majority of lessons observed and some students had made very good progress.

Over time an increasing number of higher education institutions that provide initial teacher education have focussed on increasing diversity in Irish classrooms. There is no specific policy for supporting teachers who teach immigrant students. Existing policies concern all students.

There is no explicit policy at the government level for (immigrant) parental involvement[87]. It is generally up to individual schools to engage all parents, including those of immigrant background, in school activities. A study by Smyth et al. (2009) found that the majority of teachers interviewed observed that low language proficiency acted as a significant barrier to parents' involvement in school. It was also evident that schools had put some thought into how these parents could be included. This issue of limited proficiency in English became particularly pertinent when accessing resources and supports for their children, both of an educational nature and more generally. To some extent responses reflected a level of diversity among migrant parents, not dissimilar to the diversity found among other parents – some were involved and participated in school events and others did not. However, many responses mentioned the language barriers faced by these parents and the difficulties these posed for their day-to-day involvement with the school, hence acting as a barrier to activating their social and cultural capital. In some cases it meant that they had difficulty understanding the organisation and polices of the school, such as homework requirements or the uniform code. A number of teachers noted that access to parents was not always straightforward – a parent working long hours was often cited as a reason for the home-school-community liaison officer finding it difficult to meet parents. In addition, cultural differences emerged and parents were not often aware of the identity of the home-school-community liaison officer and were suspicious of knocks on the door. The legal status of some parents further hindered their participation and involvement in the school and impinged on the opportunity for parents to engage in the home-school relationship (Smyth, 2009).

An information DVD for parents, the National Council for Curriculum and Assessment's DVD *The What, Why and How of Children's Learning in Primary School*[88]*,* is an example of an information resource for parents. It is available in English with language subtitles in four other languages.

[84] http://cdn.basw.co.uk/upload/basw_23245-7.pdf
[85] See: https://www.esri.ie/pubs/RS008.pdf
[86] https://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/Looking-at-EAL-Post-Primary-Schools-.pdf
[87] DES provides information to all parents on its website: http://www.education.ie/en/Parents/
[88] http://ncca.ie/uploadedfiles/publications/Complete.pdf

Pathways to Parental Leadership is a project aimed at encouraging migrant parents' involvement in the school life of their children, considering how increased parental participation impacts on school policy and facilitates greater integration of migrant students. It considered programmes existing internationally and developed strategies for impacting on policies and procedures within the primary and secondary education system in Ireland. This project has not been evaluated. (see: http://www.epim.info/wp-content/uploads/2011/02/ICI-Pathways-to-Parental-Leadership-Tookit.pdf; for further information about the Irish context also see: http://www.involve-migrants-improve-school.eu/fileadmin/user_upload/Country_Reports/Ireland.pdf).

A number of English language courses for adults are provided by ETBs (Educational and Training Boards), through a number of different programmes and services. These are funded by the Department of Education and Skills. Refugees can avail of Further Education programmes such as the Adult Literacy and Community Education Scheme (ALCES) and the Back to Education Initiative (BTEI) Programme. It is also further education policy to seek to integrate provision.

The over-arching policy document "Intercultural education strategy" presents the framework of the new strategy: https://www.education.ie/en/Schools-Colleges/Information/Intercultural-Education-Strategy/mig_intercultural_education_strategy.pdf

As regards 2010-2015 intercultural education strategy explicit reference is made for the need to promote and evaluate data gathering and monitoring "so that policy and decision making is evidence based". Unfortunately, the monitoring of the implementation of the IES was impacted by the austerity measures introduced with the economic downturn. Integration Units within departments were disbanded and staff re-assigned.

Access, participation and outcomes

There is no specific system of monitoring and assessing the access of migrant children to educational services. The systems in place apply to all children, irrespective of their background. The Educational Welfare Services of Tusla[89], the Child and Family Agency, have the statutory remit with regard to providing information and assistance to families seeking school places. The recently introduced School Admissions Bill 2015[90] highlights the importance of equal access to schools.

The Educational Welfare Services of Tusla, the Child and Family Agency have responsibility with regard to truancy. The Department of Education and Skills monitors compliance with the School Admissions Bill 2015.

Tusla is responsible for the collection of data regarding school attendance. The data available does not differentiate between migrant and native children. No data is collected regarding access to schools. If a parent fails to secure access to a specific school, they can appeal the decision to DES.

Tusla (www.tusla.ie) publishes reports on school attendance; data is not freely accessible to general public.

Tusla and DES assess various programmes available to all children. The organisations hire professional researchers to carry out evaluations (research projects). Schools are also encouraged to carry out self-evaluations.

With regard to monitoring, general statistics about schools are collected by the Department of Education and Skills. Data can be accessed using the DES website. Following consultation

[89] See: http://www.tusla.ie/

[90] See: https://www.education.ie/en/The-Education-System/Legislation/Education-Admission-to-Schools-Bill-2015.pdf

with the Irish Data Commissioner information on a student's ethnic background can be collected, but only with the permission of the parent/guardian, or the student if over 18.

With the objective of determining students' knowledge and skills, in Ireland students take state examinations at the end of the junior cycle (age 15) and at the end of senior cycle (age 18). The Junior Certificate examination is held at the end of the Junior Cycle in post-primary schools. The Junior Cycle caters for students aged from 12 to 15 years old and students normally sit the exam at the age of 14 or 15, after three years of post-primary education. However, the Junior Certificate is not limited to post-primary school students. There is a wide range of subjects available, but not all subjects are offered in every school. The Department of Education and Skills publishes syllabus and curriculum information. The National Council for Curriculum and Assessment provides a list of Junior Certificate subjects.All students must follow courses in Irish (except where exemptions apply), English, Mathematics and Civic, Social and Political Education. There may be other compulsory subjects, depending on the type of school. Examinations in a number of other EU languages are offered to students who meet certain criteria.

The Junior Certificate is assessed by means of a written examination at the end of the three-year programme, along with practical examinations and project work in some subjects, and oral and aural examinations in Irish and continental languages.

Most students choose the established Leaving Certificate programme. This two-year programme covers a wide range of subjects.

Subjects are normally studied at either Ordinary or Higher Level. Two subjects, Irish and Mathematics, can be studied at Foundation Level. Foundation Level is geared to the needs of students who might have difficulty with those subjects at Ordinary or Higher Level.

Students normally study six or seven subjects during the Senior Cycle. If they are following the established Leaving Certificate programme they must take at least five subjects, including Irish.

In choosing Leaving Certificate subjects, students should take note of subjects that they may need for the third-level courses of their choice. For example, a student who hopes to get a place on a course at one of the universities that make up the National University of Ireland must meet a minimum entry requirement of six subjects, including English, Irish and a third language, two of which must be at Grade C on a Higher Level paper.

The school guidance counsellor will have the information about the subject requirements for each third-level course. The legal school-leaving age is 16.

The established Leaving Certificate is assessed through a written examination at the end of the two-year programme. There are practical examinations and project work in certain subjects, such as Art, Construction Studies and Engineering. There are oral examinations in Irish and continental languages.

The State Examinations Commission is responsible for the development, assessment, accreditation and certification of the second-level examinations of the Irish state: the Junior Certificate and the Leaving Certificate. The State Examinations Commission is a non-departmental public body under the aegis of the Department of Education and Skills[91].

[91] https://www.examinations.ie/

The State Examinations Commission also provides examinations in a range of subjects in the language area referred to as the non-curricular EU languages. These are languages which do not appear as part of the normal school curriculum but which students may opt to be examined in if they meet certain criteria. Chief among these conditions are the requirements that candidates for these examinations:

- Come from a member state of the European Union.
- Speak the language in which they opt to be examined in as a mother tongue.
- Have followed a programme of study leading to the Leaving Certificate.
- Are taking Leaving Certificate English.

Another condition is that candidates may undertake examination in one non-curricular language subject only.

For 2015 these examinations were offered in the following subjects: Latvian, Lithuanian, Romanian, Modern Greek, Finnish, Polish, Estonian, Slovakian, Swedish, Czech, Bulgarian, Hungarian, Portuguese, Danish, Dutch and Croatian

The development of the examinations in these languages has evolved over time. From time to time the SEC, and prior to 2003 the Department of Education and Science, have received requests to provide examinations for native speakers in their mother tongue. The policy has been to accede to these requests in the case of the national languages of EU states in line with the commitment made by member states under Article 149 of the Treaty of Nice. This states that "Community action shall be aimed at developing the European dimension in education, particularly through the teaching and dissemination of the languages of the Member States."[92]

Monitoring Practice

The 2009 ESRI research (Smyth et al. 2009: *Adapting to Diversity: Irish Schools and Newcomer Students*) was funded by the Department of Education. This study represented the first large-scale national research conducted on school experiences regarding provision for newcomer students. It drew on a national survey of primary and second-level school heads, complementing this information with detailed case studies of schools with varying proportions of newcomers.

The main objectives of the study were to:

- Analyse the distribution of newcomers across schools and the characteristics of schools with different proportions of newcomers.
- Document the current mode of provision for language support, the perceived language needs of newcomer students, and the issues involved in addressing their needs.
- Examine the perceived suitability of the existing curriculum and teaching materials for educating a diverse student population.
- Document the social supports put in place by schools for newcomers and the perceived adequacy of such supports in fostering social integration.
- Examine the implications of the study findings for future policy development.

[92] https://www.examinations.ie/index.php?l=en&mc=ex&sc=eu

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- Guidelines for schools self-evaluations: http://www.education.ie/en/Publications/Inspection-Reports-Publications/Evaluation-Reports-Guidelines/sse_guidelines_primary.pdf
- Intercultural education strategy: https://www.education.ie/en/Schools-Colleges/Information/Intercultural-Education-Strategy/mig_intercultural_education_strategy.pdf
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- State Examinations Commission website: https://www.examinations.ie/index.php?l=en&mc=ex&sc=eu
- Tusla and DES assessments: http://www.esri.ie/news/learning-from-the-evaluation-of-deis/

ITALY – COUNTRY REPORT[93]

At a glance…

- Italy has been *classified as a new immigration country* because it went from being a sending country to a receiving country in the 1970s and 80s. Currently, immigration in Italy represents 8.2% of the total population.
- *Italy centralises its responsibility* over education and immigration in the Italian government and Parliament. The Ministry of Interior is responsible for immigration policy, while the Ministry of Education, University and Research is responsible for all matters concerning the education of immigrant children.
- In 2014 the Ministry created a *National Observatory for the integration of foreign students and intercultural relations*, which is intended to promote and suggest policies for integrating immigrant students within the school system and verify policy implementation through monitoring. To date, no report on the Observatory's activities has been published.
- In February 2014 the Ministry published the revised *"Guidelines for reception and integration of foreign students".* The document does not specify any expected outcomes, fix any future targets or include any section on monitoring or evaluation of the suggested policies. Its application depends on the interest of schools.
- INVALSI is the *public agency for "Evaluation of education and vocational training system"*. Once a year it carries out a general evaluation of student performance at all levels of the public education system.

General information

Italy is a so-called new immigration country. It went from being a sending country from the end of the 19th century to the 1970-80s to a receiving country in the 1980s, receiving immigrants largely from developing countries and Eastern Europe (Del Boca & Venturini, 2003). In January 2015 Italian immigrants accounted for 8.2% of the population. Most immigrants come from North African and Eastern European countries. Immigrant children have almost doubled their presence in 10 years, representing 6.5% of the total number of children in 2005, and 11.7% in 2015. Eastern European and Northern African represent more than 50% of the origin mix.

Student achievement has been researched using international standardized tests. Italy participates in the OCDE's PISA tests. As can be seen in next table, there is a certain gap between IC and natives' scores in the three subjects, although data is not available for all rounds. This difference is general and more or less decreases over time. IC scores are about 90% of natives' scores in maths, literacy and science.

PISA	1st round (2012)			2nd round (2009)			3rd round (2006)		
	MATHS	READING	SCIENCE	MATHS	READING	SCIENCE	MATHS	READING	SCIENCE
IC	-48 on average			N/A	-60	N/A	N/A		
Natives	485	490	484	483	486	489	462	469	475

[93] This report was prepared on the basis of the expert questionnaire submitted by Ezequiel Iurcovich, Trasversale.

Italy is a decentralised country. Legislative power is held by Parliament (composed by a lower chamber, the Chamber of Deputies, and a higher chamber, the Senate of the Republic). Italy is a bicameral republic, i.e. to come into effect, a law must be approved with the same text (commas and full stops included) by both chambers. This feature has slowed down reforms in many sectors, including immigrant child policy. The consequence has been an expansion of "administrative" reforms, i.e. so-called *circolari* (department circulars, as translated by http://iate.europa.eu[94]), administrative acts that implement advances in immigrant child policy. At the executive level, the Ministry of Education, University and Research (http://hubmiur.pubblica.istruzione.it/web/ministero/home) is responsible for national immigrant child education policy.

In September 2014 the current government's Ministry of Education, Universities and Research established a "National Observatory for the integration of foreign students and intercultural relations". (http://hubmiur.pubblica.istruzione.it/web/ministero/cs090914). The task of the Observatory is to promote and propose policies aimed at integrating non-Italian students within the school system and to verify policy implementation through monitoring. To date, no report has been published on the Observatory's activities.

Educational policies for immigrant children

According to the Italian interviewee, the Ministry of Education, Universities and Research, is currently implementing two actions[95] to support immigrant children's education: language support for "newcomers", i.e. students who arrived to Italy in the last academic year, and teacher training. They are implemented in all schools around the country.

- The first action (language support) involves an average of 5-10% of all immigrant children (33,000 – 66,000 students), mainly in the pre-teen and teenage groups (11-15 years old). Public data on yearly failures at school identifies two critical steps for immigrant children in Italy: the first year of lower secondary school (11-12 years old) and the first year of upper secondary school (13-14 years old). Funding for language support is allocated at a national level. Any school wanting funding must apply through national calls for bids announced every year.
- The second action (teacher training) aims to provide teachers and head teaches with organizational skills for working in multicultural schools. Every year, seminars and training sessions are held in different cities across the country[96].

In February 2014 the Ministry of Education, Universities and Research published the revised "Guidelines for reception and integration of foreign students[97]" (the first edition was published in 2006). These guidelines provide teachers and deans with operative indications on the following items: distribution among schools of foreign students; enrolment at the beginning of and during the academic year; documents to be provided by families (education as a constitutional right, i.e. irregularity will not impede enrolment); involvement of families of origin; evaluation; examinations; guidance and training). Particular attention is paid to the involvement and participation of families of immigrant children (quoting existing regulations), the teaching of the country's official language (Italian) and staff training. The document does not specify any expected outcomes, nor set any targets to be achieved in the future. It does not include anything on monitoring or evaluation of the suggested policies either.

[94] Domain: LAW. Term: departmental circular. Reliability3 (Reliable). Term Ref. Le Docte,Legal Dictionary,Oyez,Brussels 1978. Date: 24/09/2003

[95] In the context of the interview "actions" are those actions with funding, i.e. currently being implemented.

[96] The last ones were organized in Rome, 19/20 February 2015 "National seminar: schools in multicultural context – promoting and governing integration"

[97] http://hubmiur.pubblica.istruzione.it/web/ministero/focus190214

Access, participation and learning outcomes

The INVALSI is the public agency for the "Evaluation of education and the vocational training system" (www.invalsi.it). Once a year it carries out a general evaluation of students' performance at all levels of the public education system (primary school, lower secondary school and upper secondary school). The published report usually contains a focus on the performance of immigrant children, distinguishing those born in Italy to immigrant parents (generation 2) from those who arrived before they were 14 years old (generations 1.75 and 1.25).

Moreover, every year the ministry collects all data concerning immigrant children in the public education system. This data is generally available to the public after one or two years. Nevertheless, data is not taken into account at an administrative or a political level. Best practices are generally presented at seminars and conferences, without being taking into account in policy design.

Both the Ministry of Education and the ISTAT (National Institute of Statistics) collect data on immigrant children. The Ministry collects the following type of data: figures, geographical distribution, level of education (primary, secondary, post compulsory) country of origin, cross-cutting data (foreign origin, disabilities, specific learning disorders). ISTAT is currently implementing a national survey[98] on "Integration of second generations", with funding from the European Integration Fund 2007-2013. The results of the survey should have been presented by the end of March 2016. INVALSI carries out specific examinations at all schools and data is presented in the national report[99].

Monitoring and evaluation are linked to the general education system, without a specific focus on the needs of immigrant children. Apart from data on student performance, the following types of data are collected anonymously: citizenship (Italian/foreign national), parents' educational level, parents' employment status, hourly timetable, previous attendance at kindergarten and nursery school.

Data are collected centrally by the Ministry of Education University and Research – Statistics Office[100]. Each school submits yearly reports of its own to the central office. With regard to the *Sistema Nazionale di Valutazione - SNV*, (National System of Evaluation), the INVALSI agency (technical branch) carries out its own activities.

The INVALSI's yearly assessment is general and dedicated to all students attending the public education system. The tests (Italian/Maths) are the same for all students. Only some data dealing with specific aspects of the situation of immigrant children is collected. INVALSI assessments are implemented with the aim of assessing the quality and output of the public education system.

Success and achievement among immigrant children is generally not linked to specific policies designed at a national level.

In 2007 the Ministry of Education, Universities and Research published a document titled "The Italian way to intercultural school and integration of foreign students"[101]. The document contained four actions identified as a "national model":

- Teaching of Italian as a second language.
- National plan of training for head teachers.

[98] https://gino.istat.it/isq/front/
[99] https://invalsi-areaprove.cineca.it/ contains the examinations used to assess students' performance within the Italian public education system. Two examinations are used: one for language skills (Italian) and one for Math skills.
[100] http://hubmiur.pubblica.istruzione.it/web/istruzione/rilevazioni
[101] http://archivio.pubblica.istruzione.it/ministro/comunicati/2007/231007.shtml

- Experimental agreement with the Ministry of Education of Romania to introduce Romanian language and culture into schools with a significant number of Romanian students.
- Decentralised pact between local authorities and the State-Regional Authorities Committee.

As stated before, policies concerning immigrant child education are not generally monitored or assessed. General guidelines with clear indications have been published and are available to all schools. Nevertheless, they are not compulsory. Their application is left for head teachers or other teachers to decide on.

The assessments carried out every year by the INVALSI agency are not included in the design of specific policies concerning immigrant children.

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LATVIA – COUNTRY REPORT[102]

At a glance…

- Immigrants in Latvia *still represent a minor part* of the country's population and of children at school age. Most immigrant children have Slavic origins. PISA tests report a difference in maths results between natives and immigrant children.
- As a unitary State, Latvia *centralises education policy in the Ministry of Education and Science*, responsible for designing educational and immigrant educational policies and accountability.
- Immigrant child educational policies are included in a midterm policy-planning document, the Education Development Guidelines (EDG) 2014-2020. *Accountability and monitoring of the respective policies is emphasized and planned as a future measure but has not been implemented yet*.
- Despite not having a comprehensive inclusive approach, Latvia has introduced several measures to support immigrant child access and participation at school.
- Policies are monitored by means of biannual collection of data by the Ministry, using a questionnaire that includes questions related to demography, targeted measures, weaknesses and needs, and information about inter-professional support teams.
- There is a centralised assessment system that targets all children. The state examination system consists of regular tests (by teachers), exams (by school), and centralised exams, both compulsory and elective (administered by the National Centre of Education, a state agency attached to the Ministry of Education and Science).

General information

International migration in Latvia is still a phenomenon in its infancy. In 2014 10,365 foreign citizens were registered at the Central Statistical Bureau of Latvia, representing 0.5% of the total population. Similarly, immigrant children (IC) aged 0-14 represented 0.57% of the population. The mix of origins is not as diverse as in old immigration countries, but with a large number of children of Russian origin (39%). The rest come from Great Britain (8.4%), the United States (5.5%), China (3.1%) and Belarus (2.7%).

With regard to student achievement, this has been assessed by the international standardized tests. Latvia became a member of the OECD in 2016. The Ministry of Education and Science (MoES) took part in the 2003, 2006 and 2009 PISAs and is currently participating in the following OECD international comparative studies: *PISA 2012* (OECD PISA 2012 study), *PISA 2015* (OECD PISA 2015 study); *TALIS 2013* ISCED in two segments (OECD TALIS 2013 study, including PISA/TALIS. OECD TALIS 2013. The only results available for comparison are the math tests for PISA:

PISA (maths)	2003	2009	2012
IC	482	467	486
Natives	484	483	492

Source: OECD (2012; 2013) Geske et al. (2012)

[102] This report was prepared on the basis of the expert questionnaire submitted by Liesma Ose, Global Development Institute.

As a unitary state, the government of Latvia is responsible for all policies and decisions affecting education and immigration. The Latvian Parliament (Saeima) and the Cabinet (where the leading ministry in terms of policy formulation and design is the Ministry of Education and Science) are responsible and accountable for immigrant children education.

Immigrant child education policy forms a part of the so-called inclusive education priority, separately stated in the mid-term, policy-planning document "Education Development Guidelines" (EDG) 2014-2020. In addition, it is given special attention in specific directives (Nos. 2.2.2./3.1./4.). Accountability and monitoring of the respective policies is emphasized under a specific directive (No. 3.1.4. [3]). It was only planned as a future measure and has never been implemented.

Since March 2010 every child of school age has the right to education as a fundamental human right (Education Law, paragraph 3. [1]) and also the right to freedom from discrimination at school, as stated in Article 3 of the same law.

At executive level, planning-policy documents and bills are ratified by Parliament (Saeima), but the respective ministries are responsible for their implementation. The MoES drafts regulations for approval by the Cabinet in order to implement education policy as a whole, including immigrant child education policies.

Education policy for pre-school and compulsory education is the overall responsibility of the Ministry of Education and Science, with day-to-day implementation falling under the responsibility of local municipalities. However, the *valsts ģimnāzija* (state secondary schools) are the direct responsibility of the Ministry of Education and Science.

In Latvian policy design and implementation evaluation is considered a logical part of the circle of problem identification, policy formulation, policy implementation and policy evaluation and has been reflected in all the approved midterm or long-term planning policy documents. Each of them has to be pre–evaluated (ex-ante) and post–evaluated (ex-post). The same applies to the 2014-2020 Education Development Guidelines (EDG). For instance, the new ministerial bill (No. 591, passed 13.10.2015) regarding the process of acceptance and integration of migrant children in schools is the result of the ex-post evaluation of the previous Education Development Guidelines 2007-2013.

The State Education Quality Service (hereinafter referred to as the Service) is an institution of direct administration working under the supervision of the Ministry of Education and Science. The Service aims to ensure quality and legislative compliance in education by monitoring the quality of education and providing_support to education work. The main functions of the Service include: collection of data and the analysis necessary for the development of education policy; registration of education and research institutions, as well as childcare providers; licensing of education programmes (general education and vocational education programmes); provision of quality assurance in general education and vocational education; monitoring educational processes and issuing recommendations on how to tackle problems etc.

The public agency responsible for coordinating immigrant child education policy is the MoES, more specifically the Department of Education and the senior expert and official responsible for minority and immigrant education is Ms Olita Arkle. Her general responsibilities include overseeing respective policy implementation via contact with municipal Education Boards and also its monitoring; involvement in teacher training on diversity and tolerance, representing Latvia internationally as regards the respective policies and target group and the organization of the entrance of refugee and asylum seekers in schools (according to the Latvian legislation, economic immigrant parents must initiate enrolment of their children in school using the standard procedure, namely by using the open registration tool provided by the respective municipality where the school is situated, as natives do). Further responsibilities include commissioning studies and research projects, data collection

regarding the implementation of the inclusive education policies and targeted measures, and initiating the amendments to existing legislation in line with the findings.

There is on-going coordination and information exchange between the municipal education boards and the Department of Education at the MoES. And also between municipal education boards and their schools.[103]The data collection period is two years, and the responsible official at the MoES reports back to schools on current policy transformations and needs assessment once a year, in August.

Educational policies for immigrant children

Up till now, education policies in Latvia have focused on specific measures designed to accommodate the needs of children from a migrant background rather than the implementation of an all-encompassing inclusive approach. The specific targeted measures for students from migrant backgrounds currently being implemented in Latvia are as follows:

Access and support

100% support for children entering compulsory education (Education Law, Republic of Latvia, section 3, Right to education), but not other levels of education.

Teaching of mother tongue

Russian, as well as other languages of historic minorities such as Lithuanian, Estonian, Modern Hebrew, Roma, Belarusian and Ukrainian. Polish is provided on a permanent basis in bilingual schools (with a 60/40 model and also at upper secondary level); other languages can be provided upon need and availability of resources: as an optional subject based on parental wishes or in schools with a national minority (privately or publicly funded). International curricula options are available (mostly private with high tuition fees).

Funding Model

Refugees and asylum seekers have the right to extra financial support for Latvian language acquisition. There is an intercultural component in the curriculum. Cross-cultural competences are included in the national curriculum for primary and secondary schools. The principles of cultural diversity are integrated into different subjects, namely social sciences, ethics, history and minority language.

System of Educational Guidance

Educational guidance is integrated in the common educational process for all groups of pupils (Education Law: art. 1., 17). Since 2012/2013, schools have been allowed to pay the salary of a school guidance counsellor out of the national education subsidy, if they so wish (this depends on the number of pupils and on local priorities).

New developments

Since March 2012 Latvia has amended the existing legislation in line with the needs assessment of incoming families and children. According to the regular needs assessment and monitoring of the integration of immigrant children (including the children of returnees) in schools and also in view of the political decision taken by the Cabinet in 2013 to adopt the specific plan regarding the support for re –emigration, new regulations were drawn up on behalf of the Cabinet by the MoES (author O. Arkle) and ratified by the Cabinet in October 2015. The factor accelerating this process was the political decision made by the Cabinet and the Latvian parliament (Saeima) in summer 2015 to accept and integrate 531 refugees from

[103] In Latvia schools do not have legal status. This is held by the founding municipalities.

Syria and Eritrea in 2016-2017. A special plan of measures to support asylum seekers was approved by the Cabinet in October 2015, including education and language support, as well as parental involvement. [104]

A new directive issued by the Cabinet of Ministers (No 591 passed 13.10.2013) included the set of targeting measures: (1) Immigrant children should be accepted in the class corresponding to their age (for instance, if aged seven – 1st grade, if aged 10 – 4th grade etc.); (2) A period of one to three years is allocated for the acquisition of Latvian, as the official language, as well as subjects not taught before to immigrant children (usually social studies and history of Latvia) depending on their progress; (3) Psychosocial support is provided by social pedagogues, speech therapists, school social workers; (4) Before registration in a particular class, pupils are formatively assessed in terms of their competences.

These policies are applied only if the municipality offers two or more hours per week to implement support measures.

Guidelines for implementation

General guidelines in forms of programmes and teacher and student manuals regarding Latvian language acquisition are provided in a centralized manner by the LLA. Since 2008, diversified, age–appropriate, teacher and student manuals have been available. The interviewee also suggests including all the guidelines regarding bilingual methodology in the description of guidelines, produced in Latvia by the state in early 2000 when bilingual education in minority schools was introduced.

Guidelines on teaching Latvian as a second language exist. With the diversification of the migrant population (Afghanistan, Eritrea, Syria), new guidelines on Latvian in Latvian (without the mediator language) are currently under development, funded by the state in 2015.

It is worth mentioning that there are no centrally approved standards or guidelines supporting intensive teaching of the history of Latvia, social studies and literature. Instead, teachers adopt the general standards and general programmes, as well as combining various teaching tools to support learning of migrant children.

No other support measures are centrally guided or regulated.

On the other hand, the implementation of the CM #591 Regulations is the responsibility of the State Education Quality Service (SEQS). The SEQS informs policy makers and the educational community on the implementation of new education policies via ad hoc evaluation studies. The latest study available in Latvian evaluates the process of supporting re-émigré children in schools (2014).

The guidelines for implementation do not include provisions for monitoring the policy.

Access, participation and learning outcomes

As described in the previous section, monitoring and evaluation is only included at the general level of educational policies and is carried out biannually. Specific monitoring of access and participation to educational services by immigrant children is carried out by the MoES, responsible for centralizing data provided by the municipal education boards. Questionnaires prepared by the responsible MoES officials are distributed to the municipal education boards. Questions include data on: (1) number of migrant children and their demographics; (2) support measures they receive; (3) what school subjects cause major

[104] Both Liesma Ose and Olita Arkle were members of the working group of specialists that designed the respective policies in August – October 2015.

hardship for migrant children and what resources should be added; and (4) structure of inter-professional support teams (for instance, assistant teachers, psychologists, speech therapists, social workers). Data on outcomes or dropout is not collected.[105]

Regarding any sort of segregated monitoring of learning outcomes, education policy since 2011 has been negative: there is no mandatory data collection and there is no official data on the performance of minority children, since education standards and exams are the same for all children.[106]

One general centralized assessment system was introduced in 1998, when Latvia adopted the Scottish system of centralized exams.

The state examination system in Latvia is administrated by the National Centre for Education (NCE). The NCE is under the direct control of the Minister of Education and Science.

State examinations (test, exam and centralized exam) involve a special procedure developed on the basis of certain regularities to determine the knowledge and skills of a person.

Students in comprehensive secondary education have to pass state exams in 3rd grade, 6th grade and 9th grade.

Students in general secondary (upper) education have to pass a minimum of four state exams.

Tests are evaluated by teachers of the relevant subjects, Exams are evaluated by the examination board of the educational institution or education board. Centralized exams are evaluated by reviewers (teachers and lecturers in higher education) prepared by the NCE.

State examinations are administered on a country-wide basis so students cannot decide when they want to take the exam. Every year, the state examination schedule is approved by the Cabinet.

Data collection from the municipal education boards dealing with migrant children education in situ is carried out by the MoES biannually. It serves to assess whether existing support policies are proving themselves more or less effective, in line or not in line with migrant children needs and whether there are enough resources. The SEQS is responsible for assessment.

In conclusion, what Latvia does is resource mapping and process evaluation regarding the integration of migrant children in schools.

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[105] In overall, the dropout rate for Latvia in 2015 is only 10% on average (MoES data)

[106] One explanation is the MoES policy of ensuring uniform standards and requirements regarding performance of any school age child since these were adopted in 2008, and because the Latvian language exam is exactly the same for native and second language speakers (since 2011). -L.O.

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- Regulations of Cabinet of Ministers No 591. Ministru kabineta noteikumi Nr. 591 Rīgā 2015. gada 13. oktobrī (prot. Nr. 54 27. §) Kārtība, kādā izglītojamie tiek uzņemti vispārējās izglītības iestādēs un speciālajās pirmsskolas izglītības grupās un atskaitīti no tām, kā arī pārcelti uz nākamo klasi.

LITHUANIA – COUNTRY REPORT[107]

At a glance…

- Lithuania is one of the few EU countries with a negative migration rate. Today, Lithuania's immigrant population represents less than 1% of the total population. Immigrant children comprise only 0.34% of the total child population, most of them coming from Russia, Belarus and Ukraine.
- The Ministry of Education and Science is responsible for the design of education policy for all children (including immigrant pupils). Both the Ministry of Education and Science (and its agencies) and the municipal departments of education are responsible for its implementation.
- At the moment, education policies in Lithuania, rather than constituting a comprehensive policy approach, are focused on specific measures aimed at covering the needs of children with a migrant background. The targeted support focuses on language learning (Lithuanian as a state language and mother tongue, where available), creating a certain amount of flexibility in the curriculum, and extra funding for schools that accept immigrant children.
- Lithuania implements a general system for monitoring and evaluation of schools and education policy, incorporating both internal and external evaluation. However, it has not systematically focused on assessing educational services for immigrant children to date.

General information

Lithuania, like its Eastern neighbours, currently has a small proportion of immigrants within its population. According to Eurostat, they represented 0.8% of the total population in 2015. According to the ITC Education Management Information System, in 2014 immigrant children represented 0.34% of the total child population. Among immigrant children the biggest immigrant groups were Russians (44%), Belarusians (13%), Ukrainians (11%), Latvians (8%), Americans (5%), Polish (4%), Germans (4%), Kazakhs (3%) and Jews (3%) in 2013.

According to the PISA reports, immigrant children underperform against native children in Lithuania (like in other European countries). Naturally, the gap in reading performance is more evident (see table below), due to the different levels of language proficiency.

PISA		1st round (2006)	2nd round (2009)	3rd round (2012)
Immigrant children	**Math**	*n/a*	*n/a*	479
	Science	*n/a*	*n/a*	*n/a*
	Reading	*n/a*	445	*n/a*
Natives	**Math**	486	477	480
	Science	488	491	496
	Reading	470	468	477

Source: PISA (OECD): https://www.oecd.org/pisa/keyfindings/

[107] This report was prepared on the basis of the expert questionnaire completed by Hanna Siarova, PPMI - Public Policy and Management Institute Lithuania.

It is also important to note that historically the population in Lithuania has been diverse, due to earlier waves of immigration between the years 1950-1988 which resulted in significant numbers of historical minorities in the country. In this light, 8.2% of learners came from minority backgrounds (28,219 out of 344,792) in 2015. And 4% (14,937 out of 344,792) of all learners in general education belonged to the Russian-speaking minority, 3.5% (12 185) to the Polish-speaking minority, and 0.05% (183) to the Belarusian-speaking minority[108]. The need to meet the needs of national minorities and suitably adjust education policies has shaped education policy response to the more recent influx of immigrant children.

The **Ministry of Education and Science** is responsible for the development and implementation of overall education policies. In conjunction with municipal administrations the Ministry ensures accessibility and the actual provision of education for all children. It coordinates work related to the continuing professional development and certification/validation of teachers and education support specialists, as well as certification/validation of heads of schools under the jurisdiction of Ministry and municipal departments of education. It also coordinates the activities of the National Agency for School Evaluation and schools established and placed under its jurisdiction. The following entities are responsible for the implementation of specific aspects of education policy:

- **Education Development Centre**, responsible for preparing the general educational plan, which corresponds to the needs of society: initiating creating and implementing innovations in education; implementing in-service teacher training programmes and accrediting education institutions; initiating and implementing the necessary quality assurance activities in general and informal education.
- **National Examination Centre**, which organises and conducts evaluation of learning achievements in basic education, administers Matura examinations and credit tests, and conducts national and international comparative studies of student's educational achievements.
- **National Agency for School Evaluation**, which is responsible for internal self-evaluation of the quality of school performance; it also organises and coordinates the external evaluation of the performance quality in schools.

The Ministry of Education also develops systems of funding of education and higher education and research and ensures the rational allocation and use of resources

The Law on Education, Article 33, states the following: "The accessibility of education to socially excluded children from poor families, children of refugees, children not attending school, unemployed persons, persons who have returned from imprisonment, persons undergoing treatment for alcohol and drug addiction, as well as persons failing to adapt to society, shall be guaranteed by providing them with social services and educational assistance."

Educational policies for immigrant children

To date, there is no specific public agency in charge of coordinating immigrant child education policy in Lithuania. However, within the Education Development Centre (see above), there is a functioning coordination group that focuses on specific issues, including questions of immigrant integration in schools.

It should be also noted that since September 2015 a consultation group on refugee integration has been operating under the aegis of the Lithuanian government. The group is comprised of representatives of different Ministries and NGOs who meet up every month to discuss issues of integration of newly arrived refugees in Lithuania (according to the EU

[108] ITC Education Management Information System: http://rsvis.emokykla.lt

relocation plan). As regards education, the group discusses the problems of language learning among refugees, for instance.

In general, there is no comprehensive policy approach to immigrant child education in Lithuania. Instead, policy has been focused on specific targeted measures (see table below).

SUPPORT POLICIES	DESCRIPTION
Provision of mother tongue	Mother-tongue instruction mostly takes place in bilingual education settings in formal education, both in primary and secondary schools. In Lithuania it is organized according to the legal provisions (Education Law) in so called minority education programmes, implemented by schools with a significant number of pupils from a certain minority background[109]. Therefore, Russian, Polish and Belarusian are provided on a permanent basis in *schools in which instruction is carried out in ethnic minority languages*; other languages can be provided upon need and availability of resources: as an optional subject based on parental wishes or as an extra-curricular activity organised by immigrant groups.
Funding model	The budget is differentiated depending on the composition of pupils at each school: e.g. an extra 20% for every national minority pupil is given to minority schools, while an extra 30% for every immigrant pupil is given to each school that has such a pupil. However, extra funding for immigrant children is only given a one-year period.· This funding allows schools to implement policies such as integration classes, bilingual education, continuous teaching of Lithuanian as a second language, and mother tongue instruction.
Integration classes	The school carries out a needs assessment for learning the Lithuanian language and organises learning in a bridging course/group (for an academic year or a shorter period) for pupils who do not know the Lithuanian language or only have a basic knowledge. In theory, such classes can be organized in any school if there are at least five migrant pupils who cannot speak Lithuanian. However, in most cases schools lack the financial resources to maintain them[110].
Curriculum flexibility	The education plan provides opportunities for individualizing the curriculum; creating mobile groups and classes. Schools can also plan additional language hours based on needs and availability.
Intercultural component in curriculum	The importance of intercultural learning has been emphasized in Education plan 2013/2014 and 2014/2015. Cultural diversity and awareness are stated as an important learning goal and the principles of cultural diversity are integrated into such subjects as history, geography, moral and ethics, citizenship education, etc.[111]
Teacher training	There is no systematic preparation of teachers in the area of diversity in Lithuania, except for some isolated courses that focus on the development of professional competence to work with migrant children[112].

[109] Order of Minister of Education on the provisions of education in the mother tongue for national minorities, No 1569, 15.11.12: http://www.smm.lt/uploads/documents/Svietimas_pradinis_ugdymas/pdf16112012100602.pdf

[110] Sirius Comparative report *Policy Implementation Analysis by National Educational Agents and Other Stakeholders* (based on focus groups and interviews), May 2013.

[111] Primary and Secondary Education Plan for the years 2013/2014 and 2014/2015, MoES. Available at: http://www.smm.lt/uploads/lawacts/docs/562_67efd9a44e83d9adca44977549373859.pdf

[112] Education Development Centre.

Access, participation and learning outcomes

Monitoring of school performance

There is no specific monitoring of the access and quality of educational services for immigrant children; however, there is a general governmental monitoring mechanism, which can assess educational services for migrants and minority children if necessary. Nonetheless, no evaluation reports have mentioned this issue to date.

In early childhood and school education, the school council chooses the areas of activity for school self-evaluation and also the methodology for conducting it. It analyses the results of self-evaluation and takes decisions regarding the improvement of school activities. It is recommended that internal evaluations are conducted according the Guidelines for the Self-Evaluation of Performance Quality in General Education Schools (produced by the National Agency for School Evaluation and approved by the Ministry of Education and Science).

The external evaluation of general education is initiated by institutions fulfilling the rights and obligations of the founding bodies (with regard to state schools that function as budgetary institutions), municipal executive bodies (municipal schools that function as budgetary institutions), the meetings of participants (state and municipal schools that function as public self-governing institutions) and owners (other providers of education).

The National School Evaluation Agency and the external evaluators it selects (those can be teachers, head teachers, specialists from local and municipal educational departments) perform the external evaluation of the performance quality in schools providing general education[113].

Self-evaluation (or internal evaluation) is a planned process, but there are no specific recommendations or requirements on how long it should last or how often it should be carried out; schools are free to decide this for themselves. The outcomes of internal evaluation are a key aspect of external evaluation.

External evaluations of schools are conducted every seven years. If results show that school performance is poor and progress is insignificant, evaluations are carried out more frequently. Evaluators must take into account the political, socio-economic, cultural, technological and pedagogical context of the school. These factors are taken into account when the team of evaluators has to discuss the final report on the quality of the school and its performance[114].

Monitoring and evaluation are based on five areas of school performance: school culture, education and learning, achievements, support for students, school strategic management. Detailed indicators suggest that there is no specific focus on migrant education. However, in theory specific schools may choose to focus on immigrant or minority children in their self-evaluations, if necessary.

Assessment of student performance

With regard to the student outcomes, there is no specific assessment targeting immigrant students. However, the requirements for passing the national examinations may be relaxed to accommodate newly arrived migrant children who do not speak the language of instruction. There are several types of national testing in Lithuania:

- Diagnostic national tests at the end of 4th, 6th and 8th grade. These tests are not compulsory for schools, but most schools take part in them anyway. The tests measure achievement in mathematics and language (in 4th and 6th grade, each of the

[113] National Agency for School Evaluation.
[114] For more information on the procedures please consult: http://www.nmva.smm.lt/eurydice-2/eurydice-releases/

tests is taken in the main language of instruction, while at the end of the 8th grade all children take the test in Lithuanian).

- Mandatory national tests: After finishing 10th grade, pupils must take the basic education achievement test in Lithuanian Language and Mathematics, and an elective basic education achievement test in the mother tongue (Belarusian, Polish, Russian or German)[115]. After completion of the secondary education programme, school graduates take the Matura examinations. Pupils must pass two Matura examinations: a compulsory examination in Lithuanian Language and Literature and an elective examination. In total, school graduates can choose no more than five examinations and take a maximum of six examinations. Examinations use criterion-referenced assessment. They are centralised and organised by the National Examination Centre of the Ministry of Education and Science. It should be noted that at the moment that the Matura examination uses a customized grading system for students about to leave minority schools.
- Pupils can also choose the simplified Matura examination (*mokyklinis egzaminas* - sufficient for vocational education and training).
- Ethnic minority schools may offer tuition of all subjects or of selected subjects in the minority language. In these schools, Lithuanian, as the state language (not as the mother tongue), is taught as a separate subject and is also integrated with other subjects and topics, e.g. geography, history, culture. Other subjects and topics may be taught in the minority language (Article 30 of the Law of Education, 1st July 2011). However, all schools offering general education must ensure a command of the Lithuanian language according to the general programme approved by the Minister of Education and Science (basic educational achievement testing and Matura examinations) (Article 38, Law on Education). According to the amended Law of Education a general universal system of examination should be in place at the end of schooling period prior to entering higher education. In other words, all pupils, regardless of the school (national minority or Lithuanian), have to take the same general school leavers' exam. This amendment could leave national minority students with less chance of entering higher education compared to native Lithuanian students (as the number of hours of Lithuanian language tuition differed between national schools and minority schools before 2011 (when the new education law came into effect). Therefore, the Lithuanian government signed a decree providing for an eight-year transition period applicable to the Matura examination in Lithuanian language and literature. According to the decree, customized evaluation system should be applied for those students who have graduated from minority schools within this period. As shown by national statistics, thanks to the customized evaluation system there were no differences in the results of the Matura examination between national minority students and native Lithuanians (National Examination Centre, 2013[116]). Even though the customised evaluation system is intended to give minority and native Lithuanian children the same chances of passing the final exam, this measure is temporary and there is a risk of a permanent language barrier in the future. Even though the hours of Lithuanian language instruction will be the same for minority and Lithuanian children, minority children do not have the advantage of speaking Lithuanian language at home or of learning all other subjects (such as maths, chemistry and physics) in Lithuanian, which can further reduce their chances of doing as well as Lithuanian pupils in the exam.

To conclude, despite initial efforts to address the problems of children from minorities and immigrant children, Lithuania has still not developed a comprehensive system for monitoring and evaluating immigrant child education policies.

[115] Education Examination Centre.
[116] Available at: http://www.nec.lt/naujienos/384/

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- Sirius Comparative report "*Policy Implementation Analysis by National Educational Agents and Other Stakeholders*" (based on focus groups and interviews), May 2013.

LUXEMBOURG – COUNTRY REPORT[117]

At a glance…

- In Luxembourg 45% of the population has foreign origins, mainly coming from EU-15 countries.
- As a unitary state, Luxembourg centralises the responsibility of education policy in the Ministry of National Education.
- Language policy is the one that has received most attention in Luxembourg, with specific programmes to support the learning of Luxembourgish, German and French.
- There is no system for monitoring or assessing such policies.

General information

At the crossroads between Belgium, France and Germany, Luxembourg's demography and economy depends a great deal on its 45% of resident immigrants, most of them coming from other EU countries (mainly Portugal, France, Italy and Belgium). Immigrant children represent 47% of the total number of children (STATEC), with 85% of them coming from EU countries.

The country participates in internationally standardized tests, such as PISA. Luxembourg is an underachiever in PISA, with results under OECD average. Students with a migrant background display large deviations from the Luxembourgish average, but this largely depends on the language spoken at home. For those migrant children whose household language is the language of instruction, the difference is around 10 points, while it can be over 30 points for those with a different household language. The achievement gap between immigrants and natives is lower, however, than the OECD average (OECD, 2012). Moreover, when controlling for socio-economic background, the gap between immigrant children and non-immigrant children halves.

The Ministry of National Education is responsible and accountable for national education policy. Luxembourg has a centralised school system, so most decisions are made on national level. Schools have some autonomy in designing their programmes and their implementation, with special focus on additional, non-compulsory subjects, such as other languages or manual skills.

Educational policies for immigrant children

Educational policies for immigrant children consist of integration support programmes providing language instruction in Luxembourgish and German, and also in French. Extra language support is usually organised and offered by local communities. This is implemented in local communities affected by migrant in-flow

The main focus of education is integration, but no attention paid to the mother tongue. The reason for this is that the national school system is trilingual (Luxembourgish, German and some French) at primary level, and quadrilingual (more French plus English) at secondary level, so there is no room for a fifth language.

Some 52.7% of migrant students are Portuguese, who have special status in the country; the majority of them only stay in Luxembourg for a limited period of time. The Portuguese community has been fighting for the right to Portuguese examinations.

[117] This report was prepared on the basis of the expert questionnaire submitted by the European Parents' Association, with the help of Jutta Lux-Henneke, President of FAPEL Luxembourg, and Professor Jean-Jacques Weber, University of Luxembourg.

Integration is made more difficult by the fact that the primary language of instruction varies at different levels of education.

The situation is further complicated in secondary school where migrant students are overrepresented in *lycée technique* (VET) and very much underrepresented in *lycée classique* (general secondary education).

However, a large number of governmental programmes supporting the acquisition of Luxembourg's official languages are available to migrants.

There is a fracture between education policy and actual language practices, in that Luxembourgish is presented as the sole language of integration in schools while many migrant children live in areas where French is a widely used lingua franca.

Nearly 90% of school are state schools within the centralised system, but private schools follow similar programmes to the state ones.

The large number of foreign children in some schools is one of the main factors impeding integration. The phenomenon of "linguistic immersion" does not work, or works in the opposite direction: Luxembourgish children communicate in French with their non-Luxembourgish friends.

Access, participation and outcomes

To date, there is no specific programme for monitoring access to educational services, or for gathering data about immigrant child participation in the educational system. However, it is one of the governments' objectives.

With regard to students' outcomes, these are integrated in the general standards of assessment, without any individualized examinations for immigrant children.

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MALTA – COUNTRY REPORT[118]

At a glance…

- Malta is a *new immigration country* and 10% of its population has an immigrant background. In 2014, 3.4% of the total number of children were of immigrant origin.
- Competencies over education are centralised at state level. *Educational policies for immigrant children are still in their infancy.* The focus is mainly on language learning.
- There is no system for evaluating and monitoring education policy for immigrant children.
- A new *computer-assisted programme for language learning* has the potential for monitoring and can be considered a best practice.

General information

Along with other Mediterranean countries, Malta is a new immigration country. Before joining the EU in 2004, immigration to Malta was negligible, but by 2014 the immigrant population had increased to 10% of the total population, with an important proportion of people of British, Bulgarian and North African origin. In 2014 migrant children represented 3.4% of the total number of children on the islands.

Unfortunately, despite Malta participating in several international standardised tests such as PISA, PIRLS or TIMSS, no disaggregated data is available for migrant children in the above tests.

As a unitary country, Malta centralises the management of education at state level. The Parliament of Malta is the legislative body. In the area of education we find Acts of Parliament, i.e. primary legislation in the form of Acts, and relevant subsidiary legislation, also known as secondary legislation or delegated legislation (which may be introduced by the person or entity delegated by Parliament to implement its laws). Access to education in Malta is governed by the Education Act (Chapter 327 of the Laws of Malta). The Ministry of Education and Employment Malta is responsible for all education provided by the state. There is also a quality assurance institution under its aegis: the Directorate for Quality and Standards in Education (DQSE). In 2015, the staff previously involved in integration of migrant children in schools were formally re-instated in the position of Migrant Learners and Client Support at the Office of the Permanent Secretary of the Ministry of Education (Government notice published in Govt. Gazette No. 19,508, 7 December 2015). In the absence of a comprehensive national strategy/policy pertaining to the whole matter of migrant children in Malta, a number of ad hoc projects were implemented in acknowledgement of the different needs and changes affecting the context of Maltese Education. Acknowledgement at ministerial level and a national move to tackle the needs of migrant children and the challenges faced by educational staff have been relatively recent.

Educational policies for immigrant children

From a governmental perspective, Malta's primary focus on the needs of migrant children places a strong emphasis on the acquisition of language skills. Prior to initiatives launched during 2014 and 2015 the first concrete policy dealing with migrants was a national exemptions policy introduced by the Ministry of Education in 2005. While this policy is applicable to numerous groups of people it was designed primarily to meet the needs of migrant learners. The policy is applied to children and adult learners and allows for exemption of fees from all courses offered by State Educational Institutions both in primary,

[118] This report was prepared on the basis of the expert questionnaire submitted by Alba Cauchi and Maria Pisani, Integra.

secondary and post-secondary education and lifelong learning. In accordance with article 126(2) of the Education Act (Cap. 327) this policy applies to EU/EEA nationals, third-country nationals (non EU/EEA) long-term residents, Maltese nationals, beneficiaries of international protection or temporary protection and asylum-seekers.

The second specific document, not as yet framed as a policy or legal provision, is the "Provision of education for learners from a migrant background and who cannot communicate in Maltese and English –2015-2016"
This document was issued by the Migrant Learners and Client Support Unit and provides general guidelines for specific language support for migrant children who have limited knowledge of the teaching languages in Malta (English/Maltese). The document states;

> "*Learners who cannot communicate in either Maltese or English will be defined as needing induction. This induction will span one scholastic year. Learners who enter the system late in the scholastic year, and who are not judged to have achieved enough progress in their linguistic skills, may be obliged to resume induction the following year*."[119]

These services are organised on a pull-out basis whereby supplementary language classes are provided in parallel to other "mainstream" school activities.

While policies are limited to the above, three projects focusing on languages were launched and are listed below and further explored in the questionnaire.

- C.C.O.As.T (Core Competences Online Assessment Tool).
- R.E.S.S (Reading and Spelling Software).
- L.L.A.P.S.I. 2 (Language Learning and Parental Support for Integration).

Regrettably, any other initiatives apart from language learning have been undertaken on an ad hoc basis and differ according to the school and context. Multicultural education and increasing competencies of teaching staff in relation to intercultural competence are also sporadic, *ad hoc*, or voluntary.

Although the National Curriculum Framework was revised to incorporate a broader multicultural dimension, it still states quite loosely that students are taught, inter alia, to "develop intercultural competence and appreciate their heritage within the Mediterranean, European and global contexts; work towards strengthening social cohesion and ensuring social justice; and uphold social justice and democratic principles" [120].

The 2015 country report further stated that "the NCF recognises the needs of learners from diverse social, cultural and linguistic backgrounds including children of refugees and asylum seekers for whom the curriculum should include access to an educational programme which is embedded within an emotional and psychologically supportive environment that respects their individual circumstances" [121].

Yet again this is laid out in broad and ambiguous terms, and concrete national policies to streamline or even support the aforementioned work outside the language dimension are still unavailable.

[119] Provision of Education for learners from a migrant background and who cannot communicate in Maltese and English –2015-2016". Ministry of Education, Government of Malta https://education.gov.mt/en/Documents/Provision%20of%20Education%20for%20learners%20from%20a%20migrant%20background%20and%20who%20cannot%20communicate%20in%20Maltese%20and%20English.pdf

[120] National Curriculum Framework for All, Ministry of Education, Government of Malta, 2012 https://education.gov.mt/en/Documents/A%20National%20Curriculum%20Framework%20for%20All%20-%202012.pdf

[121] Ministry of Education and Employment: *Number of foreign students attending schools in May 2014. Source DQSE* In Country Report Malta 2015- https://www.coe.int/t/dg4/linguistic/Source/Malta-CountryReport2015.pdf

Access, participation and learning outcomes

To date, access, monitoring and general education quality have been overseen by the Directorate for Quality and Standards in Education (DQSE - www.education.gov.mt), with a general mandate and thus including everything that falls within the remit of the Ministry of Education. It is expected that this department will liaise with the Migrant Learner and Client Support Unit to further establish specific assessments of migrant students.

While monitoring of access to the education system is limited at state level, NGOs locally involved in migration issues often act as external monitors through research and position papers, through profile-raising activities and position papers related to holistic discussion on integration, as in for example the proposals made for a way forward on integration policy in Malta.[122]

At present, monitoring is related primarily to the implementation of projects, and whilst the Migrant Learners Client and Support Unit has implemented a programme specifically designed for migrant learners with no competence in English or Maltese, this has only completed one cycle of implementation and therefore evaluation is currently underway.

Student assessments in Malta differ according to the stage of education in question. During primary school years a benchmarking system is applied to all students within the state education system, which places the focus on development and assessment of the core competencies of Maltese and English Language and Mathematics.

In 2009, a decentralisation process developed within the Learning Outcomes Framework was introduced to allow for a student-centred focus, where assessment of all students is connected to attainment levels, each guided by specific assessment criteria across ten levels of achievement. At secondary and post-secondary levels, assessment is supplemented by exams and culminates with state examinations at Ordinary level (at the end of compulsory schooling). The development and implementation of a National Policy and Strategy for the Attainment of Core Competences in Primary Education, and the launch of a "National Literacy Strategy for Everyone in Malta and Gozo", has guided much of this progress.

The 2014 - 2020 National Framework for the Education Strategy of Malta has the aim of "providing present and future generations of students with the necessary skills and talents for employability and citizenship"[123]. It also refers to assessment of skills "in view of society and industry"[124], a reflection of the general move towards a focus on lifelong learning and the connection of education to employment.

Thanks to EU integration funds the current specific assessment of migrant children has been implemented on a project basis since 2015.

Yet again assessment focuses on language learning and is carried out using the C.C.O.As.T (Core Competences Online Assessment Tool). This is aimed at the development of what are defined as core competencies; the online assessment tool evaluates aspects of literacy and language needs among learners of Maltese and English.

[122] A Way forward for National Integration Policy for Malta, Malta Integration Network, aditus foundation 2014 http://3c3dbeaf6f6c49f4b9f4-a655c0f6dcd98e765a68760c407565ae.r86.cf3.rackcdn.com/4666c2217ac280a2451255e1799b29783718339737.pdf)

[123] Framework for the Education Strategy for Malta 2014-2024: Sustaining Foundation, Creating Alternatives, Increasing Employability; Ministry for Education and Employment, Government of Malta https://education.gov.mt/strategy/Documents/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf

[124] Ibidem. 6

The tool helps educators to monitor progress with regard to both initial and on-going assessments in literacy. It informs their teaching, thanks to assessments generated by the learners' use of the tool.

"In what may be considered a world-first, through a co-funded E.U project financed under the General Programme Solidarity & Management of Migration Flows, the Maltese government has started trials of online computerised testing of literacy skills that not only identifies skill levels but also probable underlying causes of literacy difficulties. Speed of testing is further enhanced through the use of tablets, which make the assessment much more efficient and less time-consuming. In fact, a considerable number of students in Maltese classrooms have been assessed using tablets. The commitment to One-Tablet-per-child opens up a totally new horizon for assessment in Malta. The profiler, developed by Do-IT Solutions, looks at cognitive deficits to help build an appropriate intervention strategy. The system has been developed to assess the languages used in the classroom, English and Maltese, and will be used to support third-country nationals across Malta following this piloting phase. The first level of teacher training has just begun."[125]

> "*The profiler combines the latest in terms of cognitive testing, artificial intelligence and software development to deliver assessment and reporting in real time, using the tablet or computers for student data collection. Following the assessment the profiler provides individual data for each child, bands results at individual, group or school level for easier evaluation and generates an individual/group report at request*."[126]

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[125] Facing the challenges of a changing school population. Press Release Date: May 13, 2015, Ministry of Education, Government of Malta http://education.gov.mt/en/resources/News/Pages/News%20items/Facing-the-challenges-of-a-changing-school-population.aspx

[126] Ibid. 8.

- Ministry of Education and Employment: *Number of foreign students attending schools in May 2014. Source: DQSE* In Country Report Malta 2015- - https://www.coe.int/t/dg4/linguistic/Source/Malta-CountryReport2015.pdf
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NETHERLANDS – COUNTRY REPORT[127]

At a glance

- The Netherlands has a *long history of international migration*. First and second generation immigrants represent 20% of the Dutch population, and immigrant children, around 24%. This group is characterised by a wide diversity of origins, especially Europe and Africa. PISA tests report an average 10% difference in the performance gap between immigrant children and natives.
- As a unitary state, *the Netherlands centralises the responsibility of education* policy in the Parliament and the Ministry of Education.
- Once the objectives and distribution of funds has been agreed by the central government, the *principle of freedom of education arguably gives total autonomy to schools* when developing and implementing policies that target immigrant children.
- Language policy is the one that has received most attention from policy-makers in the Netherlands, with specific programmes to support the learning of Dutch and immigrants being the most important beneficiaries.
- The small number of monitoring and evaluation practices have focused on a policy to prevent early school dropout, which is considered a best practice in the country.

General information

The Netherlands has a long history of immigration in the European context. Today, 20% of the Dutch population has immigrant origins (including first and second generations). Ten-yearly increases in the number of immigrant children (IC) are shown as a percentage of the total number children at school age in next table. The biggest group has a European background (39%) followed by Africa (25%) and America (16%).

Immigrant children in the Netherlands

	1995	2005	2015
Total IC (As percentage)	734 606 (19.47%)	893 930 (22.41%)	928 287 (24.25%)
Total number of children	3,771,609	3,987,957	3,828,059

Source: http://statline.cbs.nl/Statweb/

Student achievement has been measured by the international standardized tests. The Netherlands participates in the OCDE's PISA tests. As can be seen in next table, there is a certain gap between IC and natives' scores in the three subjects. This difference is general and has remained more or less unchanged over time. Immigrant children's scores are around 90% of natives' scores in maths, literacy and science.

[127] This report was prepared on the basis of the expert questionnaire submitted by Orhan Agirdag, University of Amsterdam.

	READING	MATHS	SCIENCE
IC 2006	466	488	476
Natives 2006	515	539	535
IC 2009	479	487	476
Natives 2009	515	534	532
IC 2012	476	485	477
Natives 2012	520	532	532

Source: http://www.oecd.org/pisa/

The Netherlands centralises the legislation and design of education policy under the aegis of the Dutch Parliament and the Ministry of Education. However, given the wide-ranging freedom of education, the various school boards are free to decide on their pedagogical policies. At local level, municipalities are responsible for reducing achievement gaps and for the implementation of early-childhood education and care (ECEC). However, given the extended school autonomy, the role that central government plays is limited. The government can decide on educational goals (what children learn), but it cannot decide on how schools achieve these goals. This is the responsibility of the school boards. There is a national and local policy to reduce achievement gaps, mostly by language learning in ECEC. But these policies are only indirectly related to immigrant education. For instance, ECES also welcomes non-immigrant children. Although there is no agency coordinating general education policy targeting immigrant children, we find the LOWAN (*Ondersteuning Onderwijs Nieuwkomers*), which coordinates educational support for newly arrived immigrants, including refugee children.

Educational policies for immigrant children

With regard to concrete policies for immigrant children from 1985 to the present day, extra financial resources are provided for schools that work with more disadvantaged pupils. Immigrant background was initially regarded as an indicator of disadvantage. However, since 2006 only low parental education is taken as an indicator of disadvantage. Schools are free to decide how they spend the extra money they receive.

From 1970 to 2004 mother tongue education was provided (OALT/OETC) for Turkish and Moroccan children. These programmes were mostly paid for by the immigrants' countries of origin. Unfortunately, in the assimilationist era after 9/11, all mother-tongue-based programmes were abolished by law.

From the early seventies up to the present day, strong emphasis has been placed on Dutch language learning. These programmes largely depend on a language deficit perspective. Part time and full time pull-out classes are organized (the so-called *schakelklas*) to improve Dutch language proficiency, mostly among immigrant children.

Policy aimed at reducing achievement gaps currently lays the stress on early childhood education and care (ECEC). Although the Netherlands has a universal preschool system (all children attend preschools from the age of four), there are many programmes of home-based and/or centre-based support for disadvantaged families with children aged between two and a half and four. The idea is that prevention is better than the cure when dealing with language achievement gaps. Municipalities are responsible for these policies. Secondary schools receive financial support if they succeed in teaching newly arrived immigrants the

Dutch language (€4500 for each learner). Schools also receive €16,000 to set up sheltered education for new arrivals.

There is no general policy aimed at supporting teachers on the issue of immigrant children. Increasing attention is being paid to parental involvement, but there is no general policy aimed at raising the level of parental involvement among immigrants.

Given the extent of school autonomy, it cannot be affirmed that any of these policies is applied in general to all schools, except for extra funding, which is covered by the state and reaches all schools under the same criteria. Such freedom of education also hinders the possibility of establishing central guidelines that orient educational support to immigrant children, apart from the fact these are something that would not be welcomed by schools.

Access, participation and learning outcomes

Educational services offered by schools are not centrally monitored and assessed because the government is not responsible for what schools put on offer (the input or process). However, the government is responsible for what schools deliver (the output). Hence, only output is systematically monitored and assessed in the Netherlands. Today, few policies are specifically designed for immigrant children. Policy on language support is an exception but this policy lacks serious monitoring and evaluation.

Following the conclusions of the influential Dutch Parliamentary Commission (*Commission Dijsselbloem*) in 2008, it was expected that educational policies would be more closely monitored and evaluated. However, a recent analysis of later policy showed that the promise of evidence-based policy is rarely fully implemented (Onderwijsraad 2014). One exception is perhaps the policy on early school-leaving, which is closely monitored and evaluated. Other policies are not specifically or coherently/systematically evaluated (such as the policy on language or financial support for schools), and other policies are still lacking (such as a policy on parental involvement).

The monitoring process includes the collection of the following types of data:

- Demographical data.
- Academic achievement test (mainly reading and maths).
- Number of early school leavers (monitored closely).
- Number of participants in ECEC.
- Economic cost of various programmes.
- Financial incentives given to schools.

With regard to the timing of data collection, some data is simply drawn from administrative sources (e.g. demographical characteristics). For other data, a yearly assessment is carried out in all schools. Early school leaving is monitored in real time (continuously). All this data is publicly available except specific aspects that come under the umbrella of the data protection law.

Apart from international tests such as PISA, TIMSS and PIRLS, there are national examinations with a general focus, which do not specifically target immigrant children. The Board of Examinations (*College voor Toetsen en Examens* or CvTE) is mandated by the government of the Netherlands to ensure the quality and proper administration of national examinations. At the moment, the CvTE is responsible for national exams in general primary education, secondary education and adult education, exams for students of Dutch as a second language, and secondary-level state exams held outside schools. Furthermore, the CvTE is also responsible for exams in secondary vocational education. The CvTE is responsible for monitoring and assessing the educational trajectories of all learners, not only immigrant children. However, the data mostly allows specific analysis of immigrant children. These achievement tests are implemented yearly and are used to inform schools about the transition from primary to secondary education and to issue diplomas.

In addition, some experimental programmes have been implemented, and sporadic evaluations of concrete policies and practices have been carried out by practitioners and researchers, involving data collection around the process and, in some cases, the personal evaluations of participants. The practices and policies that were specifically directed at immigrants (such as the early childhood education policy) are now considered unsuccessful (see also Driessen, 2013), but the more general policy (not specifically directed at immigrants) on early school leaving is considered to be a success (see best practice below). Many ECEC programmes have an experimental design and include control groups. However, the problem is the lack of random assignment, which renders the results unreliable. A recent meta-analysis by Fukkink, Jilink & Oostdam (2015), which focused on 21 programmes in the past 15 years, showed that the mean impact of all programmes and individual programmes is about zero. Hence, the question remains of whether ECEC is a good way to reduce achievement gaps.

For instance, one experiment focused on the effects of ECEC in the municipalities of Oosterhout and Den Bosch. The goal of the ECEC project was to stimulate language, maths and social skills among children aged between two and four. The method consisted of comparing 135 children across 16 ECEC institutions in Oosterhout (where ECEC was first implanted) to 145 children in Den Bosch. The latter functioned as the control group. No statistically significant differences were found between the two groups with respect to academic performance, maths or social skills. Furthermore, the specific characteristics of the ECEC institutions had no effect. (Schooten, E. V., & Sleegers, P. 2009).

Best practices in the Netherlands

An example of a best practice in the Netherlands is the policy on reducing dropout. This policy does not focus directly on immigrants. However, because the largest group of early school leavers are from immigrant backgrounds, the reduction of the level of school dropout has had a notable positive effect on immigrants' school trajectories. In line with the Lisbon Agenda, adopted by the European Council in the year 2000, the Dutch government applies an ambitious, decentralized plan to reduce the number of early school-leavers. The government invests between 330 and 110 million euros per year.

The programme has been very successful: while in 2002 there were 71,000 early-school leavers (5.5%), this had been reduced by 2010 to 39,115 (3.2%), and further reduced by 2015 to 25,622 (1.8%).

An early school-leaver task force attached to the Ministry of Education created 39 regional dropout authorities (RMC) in 2002. At that time, each of the RMC regions could take different actions to meets policy goals.

To favour a decentralized policy, the Ministry of Education created covenants. A covenant is a written agreement between the Ministry, the RMC and the schools. Examples of intervention through the covenants are increased flexibility in changing educational tracks, better reporting of truancy, and strengthened student counselling.

The policy is supported by financial incentives for schools and "accountability" measures such as announcing high-performing schools and regions and shaming the poor-performing regions and schools.

The 10 dropout prevention measures are summarized by De Witte & Cabus (2013, p.159):

MEASURE	IMPLEMENTATION
1) Reporting truants	Reporting and tackling truancy at a very early stage.
2) Changing subject	A tailored track for students who choose a wrong subject or who prefer another subject.
3) Guidance to help students choose the optimal track or profession	Work placement, writing a letter of application, apprenticeship programmes, and creating a portfolio.
4) Apprenticeship	Coordination with local private firms and advanced apprenticeship programmes for students who prefer to do manual jobs.
5) Mentoring and coaching	Students are matched with a coach from a public or private organization.
6) Care and advisory team	Coordination of student care by social workers, youth assistance services, school attendance officers, health services and police.
7) Smoothing the transition from the pre-vocational level to the vocational level	Intake talks at the vocational school, providing more information on the educational tracks, and checking that the students effectively enrol at and start in the new vocational school.
8) Extended school	Including more sports and culture in schools to make school more attractive.
9) Dual track	Offering the possibility for dropout students to re-enter education by means of a tailored educational track.
10) Frequent intakes	Increasing the number of times when students can enter secondary education.

Evaluation and monitoring

This policy is aimed at reducing early school dropout. In this sense, a target for reduction is set every year and the final count is used to evaluate whether the aforementioned practices have been successful or not. Monitoring is thus reduced to counting the number of school leavers. No assessment of other impacts of the practices is carried out.

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- *https://www.rijksoverheid.nl/onderwerpen/aanval-op-schooluitval/inhoud/aanpak-voortijdig-schoolverlaten*
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[Accessed March 2016]

POLAND – COUNTRY REPORT[128]

At a glance…

- Poland still has *net negative migration* and a stable population. Its immigrant population has not yet reached 1% and immigrant children represent 0.5% of the total child population. Most immigrant children come from Eastern Europe.
- The Polish *Ministry of Education and the Parliament centralise responsibility* for education, leaving the administrative implementation of policies in the hands of the *Kuratoriums* (regional education boards) in the *Voivodeships* (the regions).
- To date, there is *no comprehensive education policy targeting immigrant children*, and these only benefit from certain exceptions in exams and from extra school hours and cultural interpreters (on the decision of the *Kuratoriums*).
- *No monitoring or evaluation* of immigrant child educational policies is carried out.

General information

Poland is currently a net emigration country. According to Eurostat, its net migration has been negative for the last ten years. The immigrant population in Poland reached 0.6% in 2013. With regard to immigrant children, these represent less than 1% of the total child population (to be exact, 0.5% in 2013), and the vast majority of them (65%) come from neighbouring countries.

Despite the fact that Poland participates in the PISA tests, there is no disaggregated data on the performance of immigrant children versus natives, possibly due to their small numbers. The only available information shows that Polish pupils scored higher than the OECD average in the 2012 tests.

As a unitary and regionalised state, Poland's educational system is centralized under the aegis of the Polish Parliament, which legislates in this area. The Ministry of Education develops legislation in the form of planning policy and regulations that are then implemented by the *voivodeships* (regions). In 2014, the Ministry of Education created the position of "expert on immigrant children", with one expert helping to execute education policy in each *Kuratorium*. The Ministry of Education also set up the Central Examination Commission, which is responsible for organizing state examinations for students at all levels of state schooling. This commission is now working on the specificities of immigrants with regard to exams. Up to now there has been a law (a Central Examination Commission Directive) that allows immigrant children to have a dictionary on their tables and gives them more time than the rest.

Educational policies for immigrant children

Poland does not have a general education policy targeting immigrant children, with no common practices in schools around the country. Certain measures have been implemented. These include the following:

- The possibility that immigrant children receive extra teaching (2-4 hours per week), normally focused on language learning. This depends on the Kuratorium, upon explicit school demand. Normally, this measure is implemented in schools near refugee zones.
- The possibility of employing a cultural interpreter.

[128] This report was prepared on the basis of the expert questionnaire submitted by Dorota Misiejuk, University of Bialystok.

There is no available data on the extent to which these options are taken up by schools. The little monitoring carried out by the Polish government (on state and regional levels) consists of collecting data about the number of immigrant children, their countries of origin, and the educational level at which they enter Polish schools. This information is collected through the school education information system (*System Informacji Oświatowej – SIO).*

Sources and references

Eurostat: *Population change – Demographic balance and net rates at national level* http://appsso.eurostat.ec.europa.eu/nui/show.do [accessed March 2016]

PORTUGAL – COUNTRY REPORT[129]

At a glance…

- Around 8% of the total population of Portugal was born abroad, with many people coming from former Portuguese colonies.
- Portugal centralises the responsibility for immigrant child education policy at state government level, in the hands of the High Commission for Migration (ACM).
- Language learning is the main resource supporting immigrant child education.
- Monitoring is only carried out at a general level, with data on dropout and educational outcomes allowing to separate immigrant children from natives.
- Evaluation of immigrant child educational policies is carried out every year by the State agency. This also includes self-evaluation.

General information

Immigration to Portugal started gaining importance in the late 90s and early 2000s, increasing from 1.3% in 1991 to 8.3% in 2015 (Eurostat, 2016). The main nationalities are from former colonies such as Brazil, Cape Verde and Angola, although also Spain and Ukraine.

With regard to Portugal's participation in the OECD's PISA exams, the country tends to score below the OECD average although it has shown a tendency to improve over the years (OECD 2012). The achievement gap between immigrant children and natives is lower than in other countries, possibly due to the fact that most of them come from former colonies and thus already speak Portuguese.

PISA	1st round	2nd round	3rd round
IC	Literacy: 453	Literacy:459	Literacy: 452
Natives	Maths:466 Science: 474 Literacy: 470	Maths: Science: 493 Literacy: 472	Maths: 487 Science:489 Literacy:488

Source: http://download.inep.gov.br/acoes_internacionais/pisa/pisa_em_foco/2011/pisa_em_foco_n11.pdf

Responsibility for educational matters is concentrated in the Portuguese government. The High Commission for Migration (ACM), a governmental agency depending on the Council of Ministers, promotes state policies that favour social inclusion, equal opportunities and recognition of diversity.

At this level, the Strategic Plan for Migrations should be mentioned, aimed at providing solutions for the development of a modern migration policy.

Education policies for immigrant children

The Programa Escolhas [Choices Programme], a state government programme, was launched with the central mission of promoting the social inclusion of children and young people in vulnerable socio-economic conditions. It involves children and young people in after-school programmes that encourage participation in informal educational activities

[129] This report was prepared on the basis of the expert questionnaire submitted by Sofia Marques Silva, University of Porto.

aimed at promoting school engagement among children and youngsters at risk. It offers various activities such as computer learning, language learning, sports, etc.

There are laws aimed at supporting immigrant integration, but not specifically immigrant child education. A decree approved in 2001 (DecLei no. 6/2001, passed 18 January) ensures basic education for all, irrespective of their nationality, and integration in the education curriculum for citizenship. Later, decree nº7/2006 defended recognition of and respect for the needs of all students and guaranteed support to learn the Portuguese language; In July 2005 the guidelines for teaching Portuguese as a second language were published.

The *Escolhas* programme is applied to children in vulnerable socio-economic conditions, not exactly in schools themselves but in contact with the schools that serve pupils from these backgrounds. Students at many schools in these contexts attend this programme.

Access, participation and learning outcomes

There is no specific system for monitoring and assessing the access to educational services by immigrant children; the system is universal, for all students. Data collected for all students incorporates educational success and dropout rate, being accessible to the public. Its monitoring is included in the design phase of the policies, as the information about lower levels of educational success among migrant children supports the need for programmes promoting intercultural education and the learning of Portuguese as second language.

With regard to students' outcome assessments, there are no specific exams for immigrant children, but data taken from the nationally standardised ones for all students is used for analysis based on student nationality.

Finally, immigrant child education policies are specified in the national Strategic Plan for Migration 2015-2020. This plan aims to promote the engagement of young migrants in the community, through the association of young people, reinforcing identity cohesion and intercultural affirmation. This plan is evaluated each year within the monitoring system. The plan aims to ensure the empowerment of immigrant children for future civic and political participation and supports their transition to the labour market.

The High Commission for Migration prepares an annual report on the activities implemented by the plan. There will be a midterm evaluation in 2017 whose goal is to allow adjustment of the plan to new challenges.

This evaluation is mainly carried out by public organisations. However, at least one of the programmes (*Selo de Escola Intercultural* – Intercultural School Award) is based on self-assessment of schools, which provides important information about school teaching staff practices and perspectives when coping with the education of immigrant students. Information about evaluation is available in the form of achievement reports.

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ROMANIA – COUNTRY REPORT[130]

At a glance…

- The population of Romania has declined due to a combination *of low fertility rates and high emigration*. Its immigrant population represents less than 1% of the total, mostly coming from the Republic of Moldova.
- As a unitary state, responsibility for educational and immigration policies *is held by the Romanian central government.*
- There are no educational policies that specifically support immigrant children, but there are some *policies targeting children from ethnic minorities* such as Hungarian and Roma children. These *focus specifically on language learning* and teaching in the mother tongue.
- There is *no specific monitoring and evaluation policy for such practices*. The scarce data collection carried out does not facilitate decisions on the implemented policies.
- At the individual level, students are assessed by means of standardised exams on general competencies.

General information

Romania can still be considered a country of net emigration rather than immigration. With a declining population resulting from a combination of low fertility rates and high emigration, its immigrant population represents less than 1% of the country's population. Some 55% of the immigrant population comes from the Republic of Moldova. Among children at schooling age, those of immigrant origin represent 0.5%. There is no specific data on immigrant student performance in international assessments such as PISA, although general results show that Romania is amongst the lowest performers in Europe. The 2012 PISA results on low-achievers in reading literacy and mathematics placed Romania second-to-last in the EU.

As a unitary state, responsibility for educational and immigration policies is held by the Romanian central government. At a legislative level, the Government of Romania, through the Constitution of Romania, is responsible for guaranteeing free access and equal opportunities to education for immigrant children. The Law of Education, developed by the Ministry of Education (www.edu.ro), is seen as the main policy paper and states the right of all children to the benefits of educational services. An important aspect is that immigrant children born legally on Romanian territory do not automatically receive Romanian citizenship, and little support is provided to migrants by the Government to pass the citizenship test. All in all, Romania's strongest point is its robust anti-discrimination law, which since it was adopted in 2000 has been successively updated in line with the general European trend. Romania is one of 15 countries in Europe in which protection against discrimination covers all walks of life. Aspects that need improvement in Romania are related to political participation, access to nationality and education.

The National Immigration Strategy for the period 2015-2018, and the Action Plan approved by the Government in 2015, only provides strands and monitoring actions for students entering higher education. There are no references to actions to support immigrant children.

The agency responsible for the coordination of the rights of migrant children to education is the Department for the Education of Minorities, whose aims are as follows:

- To ensure effective access of children and youth belonging to national minorities in various forms and types of education for minorities.
- To ensure equal opportunities in education.

[130] This report was prepared on the basis of the expert questionnaire submitted by Elena Marin, University of Bucharest.

- Continuous alignment of quality education for minorities to the performance standards of the countries of the European Union.
- Basic skills training for the languages and cultures of minorities in Romania.
- To update school curricula for minorities.
- To monitor the school network for national minorities.
- The development and monitoring of programmes for the protection and educational maintenance of minorities, especially the Roma minority.

Educational policies for immigrant children

Educational policies in Romania target national ethnic minorities (such as Hungarians in Transylvania) rather than the children of immigrants.

Language teaching is given particular attention by the authorities responsible for implementing support programmes for immigrant children. One example of policy implementation supporting immigrant child education is the right of immigrant children to one year learning the language. There are policy measures that focus on children from minority backgrounds. These stem from a clear legal and curricular framework and include mother tongue classes and special courses on the history and culture of ethnic minorities. Textbooks and support materials have been produced and translated for students from ethnic minorities. In the last decade national and local strategies and programmes have been developed to promote multicultural and intercultural education and Romanian language teaching (approaching Romanian as a second language). Nevertheless, in primary and secondary education these developments are focused, as mentioned above, on national ethnic minorities without giving specially consideration to immigrant students. Apart from the provisions made by the Law of Education with regard to the right of immigrant students to one school year of Romanian tuition, there is no curriculum or teaching support specifically designed to improve the educational position of immigrant children.

Teacher training is an important component of the process of integration in the school environment, as teachers have to interact directly with immigrants. The training offered by the Ministry of Education in the area of intercultural education covers initial teacher training and continuous professional development. In the case of initial teacher training there is one optional course that future teachers can follow – Intercultural Education. As regards continuous professional development (CPD) there are 20 courses/lifelong learning programmes available to pre-university teachers. These are: Inclusive educational policies and practices; Diversity as life attitude; Multi/intercultural approaches in the teaching methods learned from the schools in border regions; Tradition and interculturalism; International holidays – means of intercultural communication; The kindergarten– an inclusive environment; Intercultural education; Education for democratic citizenship; Education and support for children whose parents are gone abroad; Education for diversity; Education and inclusive school; Accepting diversity; Tolerance - inclusive school; Intercultural/ multicultural education; Learning Arabic language; Intercultural education; Multicultural education. Although the offer looks rich at first sight, in practice (based on the information provided by MEN) the courses below are optional and enrolment is voluntary. All the courses must be imparted by accredited trainers. These include: Participatory democracy: The citizen project; School-community partnership; Efficient communication and civic attitudes; Learning to live together; Techniques to clarify values and moral education; Formal and non-formal education for sustainable development.

Even so, some representatives of public authorities in the field insist on the fact that the development of coherent public policy for this category of children/students is impossible because of the lack of information about the target group. (Soros Foundation, The management of immigrants in Romania)

Access, participation and learning outcomes

Policy programmes do not set aside a budget for monitoring and evaluation and this makes it impossible to verify results. Nonetheless, in their recent report the representatives of Department for the Education of Minorities present some statistics on children who are members of local minorities, as follows: Armenian, Bulgarian, Croatian, Czech, German, Italian, Greek, Hungarian, Polish, Romany, Russian, Serbian, Slovak, Turkish and Ukrainian. Every year, the Department for the Education of Minorities collaborates with the school inspectorates for purposes data collection. The information gathered includes the following aspects:

- Number of school pupils that study in Romanian schools in Romanian language only.
- Schools inspectorates involved in developing school programmes for migrant children.
- Schools.
- Number of school pupils that study in Romanian schools in their mother tongue.
- Number of teachers that teach students using students' mother tongue as a first language.

The monitoring process is a general one. It provides information about the number of children in schools, demographic data on children and their families, and details of the national test results.

With regard to policy evaluation, although the Education Law mentions the evaluation of children's education, there is no specification on how monitoring and evaluation should be undertaken, and also there is no budget allocated for this purpose. Furthermore, there are no references to monitoring and evaluation of language policy, initial and continuing teacher training and support, or parental involvement.

There is a national system to assess student achievement. It targets students in general but also shows the results attained by immigrant students who take an exam to evaluate their level of competence in their mother tongue and their results in any other type of national examination (Romanian language, maths, etc.).

In the Romanian education system there are two main national tests: the national evaluation (at the end of 8th grade) and the *Bacalaureat.* The national evaluation comprises three written examinations (Romanian, minority mother tongue (if applicable) and mathematics). The *Bacalaureat* comprises two or three oral examinations and four or five written examinations. The national evaluation usually lasts one week in late June, while the *Bacalaureat* lasts four weeks – late June and first weeks of July. The *Bacalaureat* has two rounds of exams, giving children who have not managed to pass the exam in the first round a second chance to pass and obtain a diploma. The second round of examinations usually takes place at the end of August and in the first week of September. These are highly centralized, national exams and the exam papers are usually taken to a centralized marking facility. Except for the language exams, the subjects are provided in the language of the candidate's choice (Hungarian, German and Romanian are taught in all secondary schools nationwide, with other languages taught in areas where the respective language is spoken. For other languages a request must be filed along with the registration form, two months in advance). The results are collected by the Ministry of Education and then published on a website: (http://bacalaureat.edu.ro/2015/). No other methods are used to evaluate immigrant child education policies.

Best practices

Romania has the largest population of Roma in Europe, with the official count at 535,000, or 2.5% of the population, and unofficial estimates ranging from 1,800,000 to 2,500,000 – or between 8.3% and 11.5% of the population. The poverty rate among Roma is three times higher than the average poverty rate in Romania. This high level of poverty is due to many

factors, including poor health and education, limited opportunities in the labour market, and discrimination, all of which contribute to a vicious circle of poverty and exclusion.

A good policy measure and best practice involves the integration of Roma children. It started as a pilot project in 1999 and finished in 2001, but on the basis of an impact study showing its positive progress it was taken up by the Ministry of Education and scaled up to national level. It is included in the Law of Education and currently functions in all the regions of Romania. The programme includes competence-building within the Roma communities and support for the professional development of Roma teachers. It fills gaps in existing education material involving Roma and it provides a model for older dropouts to gain an elementary education and to receive job training. The reasons for the programme's success are is solid legal framework combined with the commitment and quality of teaching staff, as well as the provision of adequate funds.

In addressing Roma education, the Ministry of Education and Research has tried to create a support structure by building on inspections and school mediation at a local level. However, in most cases, these promising and well-intended measures have brought about insufficient results, principally due to a lack of sustainability. At present, Roma children still have low rates of attendance and enrolment in the Romanian education system.
More specifically, the education system in Romania is characterised by the following problems for Roma:

- Roma children have low enrolment rates in pre-school/kindergarten, and they face severe enrolment barriers in primary education.
- There is a lack of adequate desegregation policies and enforcement measures.
- An extensive number of Roma children are placed in special education.
- The unsupportive education, financing and management system discriminates against children from poor families.
- Extensive disparities exist in the quality of education, due to different curriculum standards. Also, Roma culture is not well recognised in schools and school curricula, and multicultural education rarely forms part of teachers' education or in-service training.

These systemic barriers in Romania are reinforced by the negative attitude of the majority of society towards those living in poverty, especially in socially segregated communities. Roma children generally face low expectations from their parents, due to low levels of parental education. Roma children lack the necessary role models of successful Roma when living in segregated environments, and are required to take part in different household and income-generating activities, which leave limited time for study. Early marriages in isolated communities and seasonal migration of Roma families, including children from rural areas, represent further barriers to school enrolment. (Source*: Roma Inclusion in Education* - Position paper of the Roma Education Fund for the High Level Meeting on Roma and Travellers organized by the Council of Europe in close association with the European Union, Strasbourg, 20 October 2010).

Another example of best practice was developed in 2001, when the Strategy for Improving the Situation of Roma was adopted by the government. In it, the Romanian government detailed areas of focus such as housing and education, and identified objectives and actions to meet goals. The Ministry of Education then launched the programme "Access to Education for Disadvantaged Groups, with a Special Focus on Roma". This programme was developed jointly by the Ministry of Education and the EU Commission under the EU PHARE Programme and was to run from 2001 to 2009. The aim of the programme was to identify and consolidate best practices from earlier projects piloted by NGOs and international organizations, in order to address problems of Roma education system-wide.

No national monitoring and evaluation has been undertaken due to lack of funding. Nevertheless, some reports (UNICEF, European Commission, Soros foundation, etc.) focus on the monitoring and evaluation of the policies on Roma integration across Romania. In the majority of studies, when wanting to scale up the impact of the policies applied, five areas of assessment are frequently used. There are related to:

- The design of the initiative.
- The goals of the initiative.
- The approaches and methods of the initiative.
- The results of the initiative.
- The scaling up of the initiative.

Even though a lot has been done in the field of Roma integration in Romania, the results show that further attention needs to be given to school achievement among Roma people, to fighting discrimination and to breaking stereotypes. Overall, the projects and policies designed to promote the inclusion of Roma children in mainstream schools managed to fulfil their objective, so that, in 2011, the number of Roma children enrolled in compulsory education reached a percentage of 67% of the total number of Roma children.

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SLOVENIA – COUNTRY REPORT[131]

At a glance…

- In Slovenia 11.3% of the population were born abroad, with a large proportion coming from the Western Balkans. The immigrant child population represents 16% of the total number of children.
- As a unitary country, Slovenia centralises the responsibility for education policies and immigrant child education policies in the Ministry of Education, Science and Sport.
- Although a strategy for immigrant integration in the education system has been implemented, monitoring and evaluation in Slovenia is still scarce.
- Statistical data about access to such services is collected, but individual outcomes are not assessed except by means of the general standard evaluations and international tests.
- The Ministry also receives intermittent feedback from teachers and schools on an informal basis.

General information

Slovenia became a net immigration country in the 2000s. In 2013, 11.3% of its population were foreign born. With regard to children, 16% have an immigrant background. The vast majority (almost 80%) come from neighbouring countries in the Western Balkans.

In terms of educational outcomes, Slovenia participates in the several international assessment tests, such as PISA, TIMSS or PIRLS. As in most European countries, there is a significant difference in the results between natives and immigrant children. In the case of Slovenia, the gap is similar to the OECD country average (Sori *et al.* 2011). The following table shows the PISA – Science rounds and exemplifies such gaps:

PISA - SCIENCE	2006	2009	2012
Foreign born children	484	452	451
Children born in Slovenia	520	514	517
Foreign born mother	483	472	473
Native mother	526	519	521
Foreign born father	483	471	483
Native father	526	519	520

Source: PISA International Database (http://www.oecd.org/pisa/pisaproducts/)

As a unitary country, Slovenia centralises competencies over educational policies, and immigrant child educational policies in the Ministry of Education, Science and Sport, to be precise, in the Slovenia National Education Institute.

Educational policies for immigrant children

In 2007 the Ministry of Education published the *Strategy for Integration of Immigrant Children, Primary School Students and High School Students into the Educational System of Slovenia**. This strategy served as the basis for the guidelines below.

[131] This report was prepared on the basis of the expert questionnaire submitted by Dr Sergij Gabrscek, CPZ-International.

The Slovenia National Education Institute then published the *Guidelines for Integration of Immigrant Children into Kindergartens and Schools** (*Smernice za vključevanje otrok priseljencev v vrtce in šole* in 2009 (last updated in 2012). These guidelines provide kindergartens and schools with instructions, proposals and ideas on how to achieve the successful integration of immigrant children and serve as a basis for projects related to education of immigrant children.

Immigrant children are entitled to additional support in learning the Slovene language. Schools can apply to the Ministry of Education for the funding of 35 school hours of additional Slovene language classes for immigrant children during the year they first enter school in Slovenia. Immigrant children are also entitled to limited grading in the first two years after entering school in Slovenia, and to support in learning their mother tongue (though not in practice).

Other policies that some schools implement are:

- Additional Slovene language classes beyond 35 hours, financed by the Ministry of Education.
- A five-day introductory course for children before entering school.
- Immigrant students present their country of origin and their culture to other students in school.

Support to teachers is offered mainly through education and training. The Slovenia National Education Institute and other institutions offer teacher training courses and seminars related to the education of immigrant children (e.g. teaching of Slovene as second language). Training for teachers and other school staff is also carried out in the framework of projects financed by the Ministry of Education (e.g. Interculturalism as a new form of coexistence and skills development among professional staff for the effective integration of immigrant children in education and training - http://www.medkulturnost.si).

The "Guidelines for the Integration of Immigrant Children in Kindergartens and Schools" provide schools with some advice on involvement of parents, but there is no general work strategy and achieving parental involvement is left to schools themselves. Policies that some schools implement include:

- Inclusion of parents in planning their children's education.
- Brochures for parents in foreign languages*.
- Cooperation of parents in school activities.
- Communication with parents in a foreign language*.
- Slovene language courses for parents, which parents attend together with their children.
- * The government does not provide interpreters; schools and parents use various resources for interpreting, including engaging friends of parents, members of immigrant communities and the children themselves.

Access, participation and outcomes

There is no system for monitoring access to educational services for immigrant children. The Ministry of Education collects data on the number of schools that apply for funding of additional Slovene language classes and the number of children in these classes. This information is available to the public.

At an individual level, outcomes are assessed on a general basis for all students in Slovenia. National Assessment of Knowledge (NAK), organised by the National Examinations Centre, is carried out in primary schools at the end of the 6th grade (it is not compulsory) and at the end of the 9th grade (compulsory) of primary school. However, as no information about the national background of students is collected in these examinations, the results of these

examinations do not allow for the assessment of immigrant children's achievements. The results of the NAK serve its objective of improving the quality of the general education system.

Assessment of immigrant children's achievements can be done on the basis of results of international evaluations (PISA, TIMSS, PIRLS).

With regard to evaluation, there is no system for the specific evaluation of immigrant child education policy. The Ministry of Education mainly obtains information on the suitability and success of current educational policies, through feedback from teachers and schools who express their opinion about current policies and needs and ideas for changes in policies. However, this communication is not regular. It is not systemised and is most often initiated by teachers or schools themselves (though in 2006 systematic collection of information from professional school staff was carried out by the Ministry of Education for the purpose of the preparation of the Strategy for the Integration of Children, Primary School Students and High School Students into the Educational System of Slovenia).

The Ministry of Education also obtains information on the suitability and success of educational policies through the results of projects financed by the Ministry (the ministry receives the final report on the results of the project) and through international research reports. Projects on the education of immigrant children, financed by the Ministry, are primarily concerned with the development and implementation of measures and solutions for the successful integration of immigrant children in education and training, and do not specifically target evaluation of immigrant child educational policies. With co-financing from the European Social Fund, the Ministry has financed the following projects focused on immigrant child education:

- Successful integration of immigrant children in education and training (2008 - 2011).
- Introduction of solutions related to migrant inclusion in curriculums (2008 - 2010).
- Skills development among professional staff for the effective integration of immigrant children in education and training (2013 - 2015).

The project "Developing Intercultural Environment as a new form of Co-existence - Improvement of Qualification of Professional School Staff for Successful Integration of Immigrant Children into Education" (http://www.medkulturnost.si) was described as successful by its partners. The project included the design of the "Programme for Successful Integration of Immigrant Children" and the design and organisation of training for multipliers, who introduced and helped to implement the programme in their schools. The programme introduced different measures to achieve integration of immigrant children in schools. It included a preparatory course for children and their parents prior to the start of the school year, Slovene as a second language course for children, native language learning for immigrant children (through reading and with support from volunteers outside of school), teacher confidants for immigrant children, etc. Internal evaluation of the impact of the project on participating schools and staff[132], based on interviews with school staff and parents, showed a positive impact. According to self-assessment by multipliers, their ability to work with immigrant children and their parents improved significantly, and the Integration Programme made integration of immigrant children more successful. Headmasters also acknowledged the effectiveness of the Integration Programme as a tool for successful integration of immigrant children in schools and noted the positive effects of the project in their schools.

[132] Results of the evaluation are described in the Research Report, published as part of the project (available at http://www.medkulturnost.si/)

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SLOVAKIA – COUNTRY REPORT[133]

At a glance…

- Immigration in Slovakia is still in its infancy, with immigrants today representing less than 1% of the total population.
- Education is still regulated by the central government, and education policy on immigrant children too. This is still scarce, with the exception of a language learning policy.
- Monitoring and evaluation of immigrant child education policy has still not been introduced.

General information

Until 2011 Slovakia was a sending country. It was only in 2011 that immigration was higher than emigration and today immigrants makes up around 0.09% of the total population. The data from 2015 reported that immigrant children represented around 0.3% of the total child population.

The National Institute for Certified Educational Measurements – coordinator of the international educational testing in which Slovakia participates (PISA, ICILS, TIMSS, PIRLS, TALIS) does not differentiate between native students and immigrant children when testing, and disaggregated data is therefore not available. Selected schools include schools with Slovak language curricula and Hungarian language curricula.

In Slovakia, the main legislative competencies are concentrated at state level. The Slovak Republic does not have a specific agency responsible for immigrant child education and the competent bodies in this field are those responsible for education policy in general. Immigrant children who are a) the children of foreign citizens or stateless persons with legal residence, b) asylum seekers or children of asylum seekers, or c) unaccompanied minors, have the same educational rights as children who are citizens of the Slovak Republic, as defined by the School Act. State administration is decentralized. The main bodies responsible for education policy are as follows: a) school head; b) town (primary education); c) self-governing regions (secondary education); d) district county office; e) state school inspection (monitoring); f) Ministry of education (on a national level), g) other state bodies.

Educational policies for immigrant children

In order to facilitate education and break down language barriers, immigrant children attend basic and advanced official language courses. In practice, children attend such courses for eight weeks (two hours twice a week in the afternoon), with the possibility of extending the course to 12 weeks for slow learners on the basic Slovak language course or to 12-16 weeks in the case of the advanced Slovak language course (Žáčková & Vladová 2005). Two projects on immigrant child language education of IC were developed: *The education of children of migrant parents - applicants for refugee status and refugees in Slovakia* (2000) and *The education of children of foreigners in the Slovak Republic* (2004).

The Ministry of Education is also responsible for guaranteeing continuing teacher training, as stipulated by the Law. However, continuing teacher training in this area is practically absent (Gažovičová et al., 2011), apart from an accredited course on Slovak language implementation in immigrant child education and a discontinued course on immigrant child education provided by the Milan Šimečka Foundation in 2010-2011. In the area of immigrant

[133] This report was prepared on the basis of the expert questionnaire submitted by Eszter Salomon, European Parent Association.

child education, the Ministry of Education recommends methodological and pedagogical materials provided by the State Pedagogical Institute.

There are no general guidelines dealing with immigrant child education. However, the State Pedagogical Institute provides methodological and pedagogic materials in the area of immigrant child education – specifically, concerning native language teaching courses, Slovak culture and civilization, and the place of immigrant children in the educational system from the perspective of human rights and children's rights.

Access, participation and learning outcomes

The State School Inspectorate is responsible for monitoring and assessing the educational services in general. However, there is no specific system of monitoring and assessing the access to educational services by immigrant children. The State School Inspectorate can choose to monitor immigrant child access to education for example. However, this has not been the object of monitoring so far and was not included in the provisions for the 2015/2016 school year.

At an individual level, student assessment is regulated by the Ministry of Education's methodological guidelines. Assessment of immigrant children is carried out using the same assessment standards as for students who are transferred to another school with a different teaching language. For a period of two years, such students are not tested on their factual knowledge instead of their command of the language. The guidelines do not give further details. In practice, assessment is rather left up to individual teachers, who decide whether they will take into account the student's personal progress and whether they will also evaluate his/her willingness to learn. Assessment takes place a) continually - in order to evaluate partial results, taking into account age, transient mental and physical capabilities and individual characteristics of pupils, and b) overall twice a year for every subject and to evaluate students' conduct. Pilot programmes exist for the evaluation of immigrant child language courses. Two projects on immigrant child language teaching were developed, the aforementioned, *The education of children of migrant parents - applicants for refugee status and refugees in Slovakia* (2000), and *The education of children of foreigners in the Slovak Republic* (2004). These projects include evaluation and assessment that differs from assessment in general at school. They focus on positive assessment based on the student's strengths and advantages. It is oral rather than written and aims to encourage students' language-learning. This assessment is not carried out with the objective of informing education policy but rather to evaluate individual performance across the academic years.

Other than that, no systematic evaluation of immigrant child educational policies is carried out.

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SPAIN – COUNTRY PROFILE[134]

At a glance…

- Spain is a *new immigration country*. Its immigrant population rose from 1% of the total in the early nineties to 12% in 2011. Within its wide diversity of origins, Ecuadorians, Romanians and Moroccans are the most numerous groups. Currently, immigrant children make up 8% of the total number of children in Spain.
- As a unitary, decentralised country, the Spanish government is responsible for the basic regulations in the area of education while the *design and implementation of education systems is decentralised to the autonomous communities*.
- There is no homogeneous system for meeting immigrant child educational needs, and *each autonomous community applies its own policies*, leading to a highly disparate scenario.
- The Ministry of Education gathers statistical data on students in general.
- There is no specific monitoring or evaluation system for immigrant child educational policies. There are only sporadic studies carried out by researchers and NGOs on certain policy practices.

General information

Along with other states on the northern Mediterranean rim, Spain is a so-called new immigration country. The immigrant population rose from less than 1% in the early 1990s to 12.2% in 2011. Due to the difficult economic crisis the country is undergoing, the figure had dropped to 10.4% by 2014. Half of the total of immigrants is concentrated in just three provinces of Spain (Barcelona, Madrid and Alicante). In 2015 immigrant children represented 8.8% of the total child population. The most numerous groups come from North Africa (13% Morocco), South America (11% Ecuador) and Europe (9% Romania).

Student achievement has been measured by international standardized tests. Spain participates in the OCDE's PISA tests. As can be seen in the table below, there is a certain gap between immigrant children and natives' scores in the three subjects. This difference is general and more or less stable over time, with immigrant children scores around 90% of natives' scores in maths, literacy and science.

	2003 - MATHS	2006 - SCIENCE	2009 - READING	2012
IC	442	434	430	439 (maths) 447(reading) 456(science)
Natives	487	494	481	492(maths) 488(reading) 504(science)

Source: http://www.oecd.org/pisa/

Spain is a unitary, regionalised state. As such, the Spanish Parliament and the Government, through the Ministry of Education and Science, regulates the basic legislation on education and establishes the basic principles, such as inclusion. In this sense, education in Spain is universal, inclusive and compulsory until 16 years old. The specific implementation of

[134] This report was prepared on the basis of the expert questionnaire submitted by Andrés Escarbajal, University of Murcia.

education policy is a decentralised competence belonging to the 17 so-called *Comunidades Autónomas* (Autonomous Communities).

Educational policies for immigrant children

It is at the sub-state level that immigrant children are taken care of in terms of legislation and policy practice. In this sense, specific programmes have been developed independently in some autonomous communities and there is no homogeneous system. Examples of policies implemented at regional level can be found in the autonomous community of Madrid, with its *Aulas de Enlace* ("bridging classrooms"), or the Reception Classrooms in the autonomous community of Catalonia. Such policies consist of transitional classrooms that offer intensive language courses along with subjects such as history, where a knowledge of the language is necessary. Immigrant children are integrated in classrooms with natives when the subjects do not require such a proficient knowledge of the language, as in the case of maths or science.

The general law establishes that it is the mandate of the educational institutions to implement practices that foster the integration of children into the education system. Accordingly, it is up to the autonomous communities to develop systems. As a result, in Spain we find a heterogeneous map of 17 regions implementing their own education systems, and given the principle of school autonomy, homogeneity is not found even within the autonomous communities themselves. Nevertheless, some practices tend to spread, with the focus on language teaching and support for teachers.

The use of reception classrooms is a common practice in a large number of schools, insofar that these are set up for at least 10 students. They focus on intensive teaching of the language (Spanish, and in some cases a co-official language such as Catalan in Catalonia) during school hours, while a subject that requires wide knowledge of the language is being taught in the ordinary classroom (see sources for regulations in the autonomous communities of Murcia, Madrid, Andalusia and Castilla y León).

Spanish legislation includes support for teachers as a measure of attention to diversity (in order to focus on learning deficits, ranging from language to basic instrumental skills). This measure has been implemented, for example, in the autonomous community of Murcia, through the PROA programme, which has been introduced in three dimensions of secondary education: direct support for students, for families, and improvement of the educative environment.

There have also been some other sporadic initiatives to support teachers, by offering specific training in Spanish as a second language, and training in intercultural issues. However, such activities are voluntary and have been characterised by low demand.

Access, participation and outcomes

Although the National Institute for the Evaluation and Quality of the Educational System is responsible for general evaluation of the system, the assessment of concrete policies lies in the hands of the autonomous communities, given that education is decentralised and the law delegates the actions needed to incorporate, integrate and support (immigrant) children in the school system to the autonomous communities. Moreover, the legislation sometimes offers a concurrent view of the distribution of competencies. For example, when speaking of access of newly arrived children to the education system (i.e. immigrants), the Spanish legislation only states that "it corresponds to the public administrations to foster the incorporation of newly arrived pupils into the educational system" (without specifying which public administration must do so).

There is no mention of who is responsible for implementing the monitoring of the education system and, de facto, the scarce amount of monitoring that is carried out consists of

statistical data collection by the Ministry of Education and Science, provided by schools and regional governments and dealing with concentration of immigrant children in specific schools/regions and access. However, due to anti-discrimination issues, immigrant children are often classified as "newly arrived children". This makes data collection more difficult, because second-generation children and children from ethnic minorities may be categorised as such in some autonomous communities and not in others.

There is no general monitoring or evaluation system in Spain or the Autonomous Communities. We only find some specific initiatives, such as the analysis carried out following research by the Eurydice Network and some studies carried out by autonomous communities. Apart from this, the Ministry of Employment and Science has occasionally followed up certain actions, and also the Andalusian Ombudsman.

Aside from PISA, a general assessment of children's outcomes is carried out for all pupils attending the Spanish educational system. This is done by the schools every year but only serves to diagnose and decide whether children will repeat or move up a year. At present, a standard assessment only occurs in the case of the university entrance exam.

Currently, Catalonia is one of the most active autonomous communities when it comes to implementing measures for immigrant integration, in general and at the educational level. But as a 2011 report states, there is nonetheless no systematic effort to monitor and evaluate such policies. Policy recommendations include the implementation of pilot programmes with an experimental design, but this has not happened yet (Alegre 2015).

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SWEDEN – COUNTRY REPORT[135]

At a glance…

- Sweden has a long tradition of receiving economic migrants and refugees. In 2010, 15% of residents in Sweden were immigrants. Among children, immigrant children currently represent 34.3% of the total number children and the majority of them correspond to generations 2 and 2.5.
- The educational system is administered by the central government, which is responsible for the design and implementation of educational policies for immigrant children. These encompass several practices, among which language learning and support for teachers should be highlighted.
- Monitoring systems are implemented to diagnose objectives, and educational policies for immigrant children are sometimes accompanied by monitoring through individual audits.
- Educational policies for immigrant children are evaluated non-systematically. Instead, audits and occasional studies are carried out. Techniques encompass individualised studies, focus groups and surveys.
- Pilot studies with a experimental design have been implemented.

General information

Within the European context, Sweden can be considered an old-immigration country, with a long tradition of receiving economic migrants and refugees. According to Eurostat, in 2010, 15% of residents in Sweden were immigrants, the main groups being from Finland, Iraq and Poland. Among immigrant children, we can see from the table below that the second generations have greater importance.

Immigrant children (IC) in Sweden[136]

	2005	AS PERCENTAGE	2015	AS PERCENTAGE
G. 2,5	170,919	42.3%	215,685	36.6%
G. 2	162,704	40.3%	239,774	40.7%
G. 1,75	60,373	14.9%	108,166	18.4%
G. 1,25	10,157	2.5%	25,090	4.3%
Total IC	404,153	25.9%	588,715	34.3%
Total children	1,560,776	100.0%	1,717,143	100.0%

Source: Population Statistics, Statistics Sweden. Children: ages 0-14

Sweden participates in most internationally standardized tests and results show significant differences between immigrant children and native children. As next table for PISA 2012 shows, these differences amount to at least 10%.

[135] This report was prepared on the basis of the expert questionnaire submitted by Nanny Harstmar, University of Malmö. Acknowledgement to Professor Emerita Gunilla Svingby and Dr Phil. Maria Kouns.

[136] Children born in the country with one immigrant parent (generation 2.5)
Children born in the country with both immigrant parents (generation 2)
Children born outside the country who arrived before the age of 9 (generation 1.75)
Children born outside the country who arrived between 9 and 14 years old (generation 1.25)

PISA 2012	MATHEMATICS	SCIENCE	SWEDISH LITERACY
All students	478	485	483
Students born in Sweden	490	499	496
Students born in Sweden with immigrant background	445	445	457
Students not born in Sweden	410	402	400

Source: Skolverket, 2012

The Swedish PISA 2006 report concluded that the impact of students´ immigrant background on test results had not changed substantively in comparison to the results presented in the earlier studies. The PISA 2012 report showed that in the two latest tests the importance of being born outside Sweden had grown. This was especially true for immigrant students who arrived after the first school year. The effect is related to which country the student migrated from.

As a unitary State, Sweden concentrates competences over education and immigrant educational policies in the central government. The Swedish Ministry of Education and Research and the Swedish National Agency for Education are responsible, respectively, for the legislative and the executive aspects of immigrant child educational policies. The Swedish Government gives the National Agency for Education the mandate to coordinate education policy and actively contribute to its implementation.

Educational policy for immigrant children

Several policies have been implemented to support immigrant child education:

"The integration of immigrant children in the Swedish school organization" (U2013/1101/S). This was a specific mission covering the years 2013-2016. It included the following: development of school leaders and teachers' ability to organize the education of newly arrived students; the development of informative material in various languages; development of instructions and material for level-testing individual students and assigning them suitable learning resources; the development of assessment material to support Swedish language teaching.

Other policies include training of and support to teachers of Swedish as a foreign language with the focus on learning at school (U2013/7215/S), support for schools in areas with a high number of immigrant students (U2011/6863/S) and allocation of special funds so that more teaching time can be spent on the teaching of Swedish as a second language (2013:69).

The Swedish National Agency for Education is responsible for drawing up general guidelines and implementing policy, while the Swedish School Inspectorate oversees policy implementation on school level. Objectives and outcomes are specified in the Curriculum and through the national tests administered to all schools at certain grades.

Access, participation and learning outcomes

Monitoring and evaluation of educational policies for immigrant children is included in their policy design.

Evaluation and monitoring of how individual schools and municipalities comply with linguistic aspects of policy is done through the National Supervisory Audits. There are various

methods of monitoring and control. Monitoring may be done following the notification of specific failings but can also take place within the framework of continuous quality control, where a sample of municipalities may be the object of unannounced inspections. In addition, there is so-called targeted supervision that serves to examine and verify the degree to which head teachers comply with the legislation.

The School Inspectorate website (https://www.skolinspektionen.se/sv/Rad-och-vagledning/nyanlanda-elever/) supplies documentation about the audits and controls carried out. The results and conclusions are reformulated as advice and instructions for organizing the education of newly arrived asylum seekers and students, including factors that affect teaching methods.

A report from 2015 covering 30 municipalities revealed that some of these were unable to meet the needs of all the new arrivals and asylum seekers as regards the education they have a legal right to. (see report "Education for asylum-seeking children and children residing in the country without permission"). In another report, the distribution of resources within municipalities was examined, such as the factors determining which schools receive certain economic resources. Examples are given of how resource allocation may affect access to mother tongue education, teaching in the mother tongue, and also the skills of staff who work with newly arrived pupils.

Another qualitative report examined how individual schools (10 schools) received new arrivals and looked at the customized education they had prepared for these students. Adjustment was found to be limited: "*The overall picture of the review was that the schools visited plan, implement and adapt education to a very limited degree as regards any attempt to cope with newly arrived students' conditions and needs*." (https://www.skolinspektionen.se/sv/ row-and-guidance / newly arrived students / 2016-03-22). These needs include newcomers' language learning and development. However, this was not the object of the audit. "Language" seems to be seen as a student tool for learning in different teaching contexts but not as a goal in itself. Such a view of language-learning lies at the basis of the national curriculum in general and also the syllabi. Student's knowledge of school subjects is the main focus. Student are seen to need the language only as a tool to continue learning the different subjects, regardless of whether the students have previously attended school and not because schools are trying to ensure learning in many different contexts, both formal and informal.

The same reasoning may lie behind the time limitations imposed on preparatory classes (PC) for newcomers and the fact that preparatory classes are not mandatory. Municipalities can organize reception in other ways if they so wish. There have been attempts to limit the time on computer based learning, and the law passed in January 2016 states that newly arrived students should not have to complete all their education on a computer. Instead, it is stressed that there should be a gradual and flexible transition to regular activities based on each student's abilities. Thus, as far as the linguistic aspects are concerned, these are based on subject teaching and the support that newcomers may receive initially (possibly in the context of a PC) – though primarily in the context of regular educational activities. Support material for Swedish as second language will be available in 2017. It will support individual teachers and teacher teams, helping them to assess students' language development, but it will (probably) not be an instrument for testing.

Individual schools and municipalities' own quality control mechanisms and systematic quality work can also be said to serve as an evaluation instrument. The following reports have been published recently:

- 2008 Report by the National Agency on Swedish as a second language.
- 2010 Review of how schools organize, implement and evaluate Swedish as a second language (School Inspectorate).
- 2014 Review of training for newly arrived pupils (Schools Inspectorate).

The government assigns monitoring to the National Agency for Education: *Uppdrag att genomföra insatser för att stärka utbildningens kvalitet för nyanlända elever och vid behov för elever med annat modersmål än svenska* (U2015/3356/S.) Monitoring starts with a report from the Agency that includes a policy implementation plan: *Skolverket* (2015). *Redovisning av regeringsuppdrag* 2015-10-15 13. Dnr 2015:779. A whole range of data is collected from schools, inspectorates, universities, researchers, parent and teacher organisations and so forth on how schools have been able to implement the goals and what problems have been encountered. The National Agency for Education is accountable to the government, while schools, research institutes, the Inspectorate, parent organisations and entities supply the necessary data. Data is collected on the situation of specific cities, specific school organisations, specific groups etc. It is collected once a year using a variety of different methods including tests, grading, questionnaires and interviews.

Examples of assessments of language policy include: *Skolinspektionen* (2014). *Utbildning för nyanlända elever*. Rapport 2014:3. *Skolinspektionen* (2015). *Utbildning för asylsökande barn och barn som vistas i landet utan tillstånd. Riktad tillsyn i 30 kommuner*. Rapport 2014:2380.

The aim of the monitoring and evaluation programme is to strengthen the capacity of the school system to offer immigrant children possibilities of learning the Swedish language and obtaining a high-quality education.

The regulations stipulate that within two months newly arrived students have to be tested for their knowledge level. Then, the head teachers place each student in a suitable grade and tutor group. The tutor groups focus on learning Swedish; they have a maximum of 10 students and are led by a teacher with specific skills. Special funds are allocated.

Data is collected by the schools on the request of the National Agency for Education and pieced together by the Agency once a year. This data consists of the results of teachers' tests and national tests: National tests in Swedish as a second language take place in grade three (9 years) and grade six (12 years) and in grade nine (15 years). The questions are the same as for Swedish, BUT teaching and grading take place in one of the subjects. The subjects, however, have separate syllabuses.

In the case of newly arrived students (students who have been in Sweden for four years or less) mapping is carried out in three steps (this is mandatory), and one of the goals is to place students in the right grade. After mapping, students' language development can and should be tracked and monitored as part of continuing education. Material for national assessment of Swedish as a second language will be ready in 2017. It is being developed to support the teachers' evaluation of multilingual students' knowledge of the Swedish language. Meanwhile, the assessment of newcomers' skills is carried out with the help of a nationwide assessment of Swedish as a second language and through assessment by individual teachers based on their knowledge and skills in this area.

Some pilot programmes with an experimental design are being implemented. Evaluation of the pilot programmes has not yet been reported. it is the National Agency's responsibility to (1) plan support for schools in their efforts to test newly arrived students (Dnr U2015/1366/S), and (2) introduce the plan to strengthen the educational quality of newly arrived students who speak another mother tongue (Dnr U2015/3356/S), due are to be implemented from January 2016 to December 2019. These programmes are to be carried out by all schools.

Consequently, none of these programmes has been fully implemented and/or evaluated for the time being.

There are some concrete studies, such as: *Vetenskapsrådet* (2010). *Nyanlända och lärande. En forskningsöversikt om nyanlända elever i den svenska skolan. Vetenskapsrådets*

rapportserie 6: 2010. Bunar N. (red) (2015).*Nyanlända och lärande – mottagande och inkludering*. Stockholm: Natur & Kultur.

Reviewing is based on more than 300 books, reports and articles. The data is divided into three perspectives: (1) research on formative processes among the young of immigrant origin, the integration of newly arrived children into the Swedish educational system; (2) research on (a) the ” international classes” for the introduction of newly arrived students into Swedish schools and (b) the importance of migration age for student achievement, and (3) a pedagogical perspective that deals with language learning and development (learning Swedish as a second language and the students' mother tongue). The majority of studies have brought to light various problems when it comes to school integration of newly arrived students. One observation is that there is not much Swedish research and it is theoretically and methodologically underdeveloped.

In 2015, the Swedish Government gave the National Agency for Education the remit to support, administer and supervise all aspects of the teaching of immigrant children in compliance with the education law. This includes giving support to teachers and schools in several areas. In order to fulfil this, a series of meetings were held with teachers, researchers and various organizations in order to continuously develop and assess the programme. A focus group was also set up, comprised of school heads and teachers of immigrant children.

The governmental policy includes a plan for the evaluation of the programme. The National Agency for Education has launched an evaluation plan for the years 2016 - 2019.

In August and September 2015, the Agency conducted consultation meetings with interest groups, government agencies, educational institutions including the National Centre for Swedish as a second language, and school staff (head teachers, teachers, guidance counsellors in the mother tongue, student health personnel, etc.). A summary of these consultations is available in Annex 1. Further consultations are planned for autumn 2016 and future work should include regular consultations and meetings with reference groups.

The Agency has also sought the views of a municipal authority reference group, which meets regularly to discuss current issues. Furthermore, the National Agency for Education has received input from a focus group consisting of head teachers and teachers actively participating in introduction programmes, given that the Agency has the task of drafting support plans for training in induction programmes. Separate consultations were conducted with the Ombudsman to launch the National Agency’s efforts to seek and incorporate relevant student groups' perceptions and experiences.

To sum up, the conclusions of these consultations are in line with the picture presented by the government commission, the Schools Inspectorate reports, the National Agency for assessment, and the internal preparation work the Agency has implemented. There are some key themes: the organization of schooling for newly arrived students and the importance of operational control and management; mother tongue education; studies in the mother tongue; access to education in all subjects; language and methods for the development of knowledge; the development of work on values, perspectives, guidance and counselling, and student health; and inclusion in regular activities such as access to social settings with newly arrived peers.

Sources and references

- Accounting for government assignments 2015-10-15 13 (33) No. 2015: 779.
- *Likvärdig utbildning i svensk grundskola? En kvantitativ analys av likvärdighet över tid*. (Equivalent education in the Swedish compulsory school? A quantitative analysis of equivalence over time). Sweden. Skolverket 2012:374.

UNITED KINGDOM – COUNTRY REPORT[137]

At a glance…

- The UK has a long history of international migration. In 2015, the foreign population in the UK represented 13% of the total, and 8% of the total children were born abroad.
- Education is a devolved matter in the UK, with the governments of, Scotland, Wales and Northern Ireland responsible for policy in their own areas, while in England it is overseen by the central government.
- Education of immigrant children remains the responsibility of the local authorities, while the central government is responsible for issuing the main guidelines for curriculum implementation and assessment.
- The UK relies on an assessment agency that measures and monitors pupils' progress from reception up to the end of KS2 in England, without a specific focus on immigrant children.

General information

The United Kingdom (UK) is a so-called old immigration country. According to the official 2011 census, immigration accounted for 11.9% of the total population in the UK. According to the Office for National Statistics, 13% of the total UK population in 2015 originated from overseas. According to Eurostat, immigrant children make up around 8% of the UK population, although this data only includes the first generation. The main countries of origin are Pakistan and Poland. Most UK immigration is concentrated in England, which is the focus of this report.

Like other European democracies, the UK participates in international assessment tests. The PISA tests report, as in most other countries, an achievement gap between children from the established population and immigrant children. However, the gap in the UK is lower than in most European countries, and lower than the OECD mean. Moreover, the 2012 report shows that the performance disadvantage significantly decreases to nearly no difference in the second generation.

Differences between reading outcomes of immigrant and non-immigrant students before and after adjusting for mother's education and immigrant-specific interaction effects. *Results based on students' self-reports*

	INTERACTION TERMS WITH MOTHER'S EDUCATION											
	FIRST-GENERATION STUDENTS						SECOND-GENERATION STUDENTS					
	Lower secondary		Upper secondary		Tertiary		Lower secondary		Upper secondary		Tertiary	
	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.	Coef.	S.E.
United Kingdom	-17.0	(27.0)	-54.2	(19.0)	-45.1	(19.0)	13.2	(21.8)	-7.0	(21.7)	-26.4	(21.0)

Source: OECD, 2012

As a regional country, the UK has devolved competencies over education to Scotland, Wales and Northern Ireland, and few mechanisms of coordination or cooperation are put in place. However, in the case of England, where no self-government mechanisms exist, education is still managed by the United Kingdom's Department of Education.

[137] This report was prepared on the basis of the expert questionnaire submitted by Richard Race, Roehampton University.

Educational policy for immigrant children

The Home Office issues guidelines but schools are supposed to "cope" with the issue of immigrant children through adequate use of resources. Local authorities are supposed to offer a "safety net" to include extra resources. However, the role of local education authorities is changing. The recently published White Paper – Educational Excellence Everywhere (DfE, 2016) Section 4.7 B states that the role of the local authorities includes:

> *Ensuring the needs of vulnerable pupils are met: including identifying, assessing and making provision for children with special educational needs and disability and looked after children; promoting school attendance and tackling persistent absence; ensuring that alternative provision is available for head teachers to commission for children and young people excluded from school or otherwise unable to attend a mainstream school, as discussed in chapter 6; leading on safeguarding responsibilities for all children, including those in un-regulated settings, educated at home and children missing education, as well as children at risk of radicalisation; working with schools to ensure that they understand and discharge their safeguarding duties; and supporting vulnerable children, as set out in chapter 6 – for example, acting as the 'corporate parent' for looked-after children, using the statutory Virtual School Head role to work with schools and other agencies on promoting their educational achievement and progress, and deciding how to spend the Pupil Premium Plus.*

In this sense, schools and local authorities in England have to implement changing government policy. There is no direct focus here, although with an increasingly academic approach in primary and secondary schools, it looks as if parents and (head) teachers (see above, DfE, 2016) are going to have to take on even more responsibility for immigrant child education at school rather than state level.

Access, Participation and Leaning Outcomes

The government of the United Kingdom, through its Department of Education, has a Standards & Testing Agency. The purpose of the agency is to provide an effective and robust testing, assessment and moderation system to measure and monitor pupils' progress from reception up to the end of KS2 in England. More specifically, the agency is responsible for:

- Developing high quality national curriculum tests to meet the criteria of the Office of Qualifications and Examinations Regulation.
- Supporting schools to carry out the testing and then managing the assessment.
- Managing the submission and moderation of teacher assessment.
- Developing the professional skills tests for trainee teachers.
- Managing the Yellow Label Service to make sure exam scripts reach examiners reliably.

The system of student assessment in 93% of state maintained schools in England is the National Curriculum, which was created in 1988 and underwent a substantial review in 2014 (Department for Education, 2014). This consists of three core subjects (English, Maths, Science) and seven foundation subjects. This is a general system for all students which does not allow for specific analysis of immigrant children's specific achievement. The assessment is standardized at school and state level through League Tables. These tables are currently situated in local authorities in England.

Sources and references

- Immigration rules index: https://www.gov.uk/guidance/immigration-rules/immigration-rules-index, last accessed 13th April 2016.

- White Paper for recent education policy https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508447/Educational_Excellence_Everywhere.pdf, last accessed 13th April 2016.

A. National and High level Experts

HIGH LEVEL EXPERT	INSTITUTION
Bash, Leslie	International Association for Intercultural Education
Garbe, Christine	University of Cologne and ELINET
Urban, Mathias	University of Roehampton and DECET

COUNTRY COLLABORATORS (NATIONAL EXPERT)	NAME	INSTITUTION
Austria	Carré-Karlinger, Catherine	University Upper Austria
Bulgaria	Ivanova, Bistra	Multi Kulti
Croatia	Pijaca, Eli	Plavsic
Slovenia	Gabrseck, Sergij	CPZ-International
Cyprus	Hadjitheodoulou, Pavlina	Ped. Institute
Czech Republic	Jůvová, Alena	Palacký University in Olomouc
Estonia	Magi, Eve	Praxis
France	Auger, Nathalie	University Montpellier3
Germany	Melo, Silvia	University Hamburg
Greece	Palaiologou, Nektaria	UOWM
Hungary, Luxembourg, Slovakia, Denmark and Finland	Salamon, Eszter	European Parents Association
Ireland	Darmody, Merike	ESR Institute
Italy	Iurcovich, Ezequiel	University of Murcia
Latvia	Ose, Liesma	Global Dev. Inst
Lithuania	Siarova, Hanna	PPMI
Malta	Pisani, Maria	Integra
Netherlands	Agirdag, Orhan	University of Amsterdam
Poland	Misiejuk, Dorota	University of Bialystok
Portugal	Marques, Sofia	University Porto
Romania	Marín, Elena	University of Bucharest
Spain	Escarbajal, Andrés	University Murcia
Sweden	Hartsmar, Nanny	University of Malmo
United Kingdom	Race, Richard	Roehampton University

9. MAME – EXPERTS QUESTIONNAIRE

9.1 About this questionnaire and its completion

This questionnaire is aimed at providing quality information ready for analysis. Such information should enable the coordination team to create country profiles, thus offering an accurate, up-to-date view of the country.

The questionnaire has three blocks:

Appendix A: Basic information for the country profile: The aim of this section is to provide a statistical profile of each country with respect to the children of immigrants and the country's demographic profile. The questions included in this section are normally available to the wider public, and thus there is no need to request the information from the key stakeholders. It is up to the national expert to consider how best to provide the information, and we suggest that said expert should request help from colleagues who have already dealt with the information.

Appendix B: Overall information on MAME: This section includes general questions about the country's organisation (e.g. Distribution of competences and central/key documents for MAME). As in the previous section, this part can be completed without necessarily questioning other interviewees. It is up to the national expert to consider how best to provide the information, and we suggest that said expert should request help from colleagues who have already dealt with the information.

Appendix C: Access, participation and learning outcomes: this section contains the bulk of the questions that will probably need to be addressed by your informants. National experts are invited to include new or modified aspects in this section due to the existence of specific features in their countries.

See next table for a summary of the information that the questionnaire must provide [the table does not need to be completed]

9.2 Important remarks

This questionnaire is to be completed by the national expert of each country. One questionnaire per country is expected. National experts may interview key stakeholders in order to complete parts of this questionnaire where information is not readily available.
The questionnaire must be accompanied by a letter of participation signed by the informant(s). The letter form is provided along with the questionnaire.
It might be the case that certain information is not available, or simply does not exist, and this is acknowledged by the IP, and the European Parliament. If this is the case, it is sufficient to state same.
Please provide a reference / source for any information given in this questionnaire.

Specific questions summary

		COUNTRY PROFILE QUESTIONS	OVERALL
Governance	System for monitoring and assessing	See questionnaire items 1 to 4	
Monitoring	Who in charge		
	How is data collected		
	Data collected		
	Frequency		
	Objectives		
	Accessibility		
Individuals' assessment	Standardisation		
	Level of assessment		
	Frequency		
	Objectives		
	Who in charge		
General assessment	How?		
	Frequency		
	Data collected		
	Accessibility		
	Experiments		
Best practices	Successful policy		
	Successful monitoring/ assessment		

9.3 Some definitions

- It is acknowledged that there are several ways of defining the different concepts at stake. For example, 'immigrant children' can be understood according to several different sub-categories:

Children born in the country with one immigrant parent (generation 2.5)

Children born in the country with both immigrant parents (generation 2)

Children born outside the country and arrived before 9 years old (generation 1.75)

Children born outside the country and arrived between 9 and 14 years old (generation 1.25)

For the statistical profile we ask the experts to provide as much detailed information as possible using this classification.

- *Educational policies for immigrant children*: While the questionnaire is designed with a broad approach, **we would ask the experts, if possible, to provide details/focus** on the following aspects that have proven to be relevant to immigrant children education: language learning, support and training for teachers, and policies aimed at fostering parental involvement and participation. When questions refer to immigrant children educational policies, the answers should refer to the ones the experts explain in question 6.

- *School:* We understand 'school' in broad terms, including early childhood institutions and schools covering periods of compulsory education.
- *Levels of government:* This refers to the territorial/vertical distribution of powers, which in most countries is organised on the local, the regional (or federal) and state level.

APPENDIX A: Basic information for the country profile

Please, provide general information on the demographics of children of immigrants (IC) in the country:

ABSOLUTE NUMBERS AND PERCENTAGE	1995	2005	2015
G. 2,5			
G. 2			
G. 1,75			
G. 1,25			
Total IC			
Total including natives			

Source:_____

If information is not available in such detail, please provide the information that is available in other forms.

Please provide information on the origins of IC in the following table (2015):

REGION OF ORIGIN	TOTALS	PERCENTAGE
WESTERN EUROPE		
Northern Europe		
Southern Europe		
Eastern Europe		
Middle East		
Eastern Asia		
Central Asia		
South Asia		
South-east Asia		
Western Asia		
South America		
Latin America and the Caribbean		
Southern Africa		
West Africa		
East Africa		
Middle Africa		
North Africa		

Source:

If information is not available in such detail, please provide the information that is available in other forms.

Student outcomes

Is your country included in any international evaluation programme (such as PISA, TIMSS, PIRLS, etc.)? If so, please, provide the mean results for the last 3 examinations (or the existing ones) in the following table:

WRITE HERE THE NAME OF THE PROGRAMME (OR SUB-PROGRAMME)	1st round	2nd round	3rd round
IC			
Natives			

Source:_____

[Copy and paste this table as necessary according to the number of programmes available. If this is the case for PISA, please list the results on the three assessments: math, science, literacy]

If information is not available in such detail, please provide the information, if any, that is available other forms.

APPENDIX B: Overall information

Could you explain which levels of government are responsible and accountable for immigrant children educational policy?
Legislative level [Please specify the sources]

Executive level (including evaluation) *[Please specify the sources]*

Is there any public agency in charge of coordinating immigrant children educational policy? Could you explain the exact responsibilities and activities that this agency is in charge of? *[Please specify the sources]*

[If competency over the matter is decentralised] Is there any kind of institution or mechanism designed to foster coordination and cooperation between levels of government (state, regional and/or local)? *[Please specify the sources]*

What kinds of policies are implemented in order to support immigrant children's education? [With a particular focus on language, support to teachers and parental involvement. Max. 300 words] [Please specify the sources]

Are these policies applied in all schools? If not, what are the criteria for implementation?

Are there any general guidelines on the design and implementation of immigrant children educational policies provided by a central public agency? *[Please specify the sources]*

If the answer is positive:
a. To what extent are objectives and expected outcomes specified?

b. Do the guidelines include sections on monitoring and/or evaluating policy implementation? To what extent is this periodised[138] and standardised?

[138] This refers to the setting of a calendar for periodic monitoring.

APPENDIX C: Access, participation and learning outcomes

In your country, is there any system for monitoring and assessing access to educational services (provided in schools) by the children of migrants?

Who is responsible for implementing the monitoring system?

What type of data is collected for this purpose?

Is the data accessible to the public?

How is assessment carried out? How often?

[Please provide the sources]

Are monitoring and evaluation included in the design of immigrant children educational policy? *[Please specify source]*

Is monitoring and evaluation general, or only linked to specific policies (e.g. Language policy, teachers' support, parental involvement...) *[please specify source]*

Monitoring: What kind of data is collected in order to monitor this policy? [Some examples: tests, number of participants, number of teachers, ratio student/teacher, number of teaching hours per level, financial cost of the programme] *[Please specify source]*

Could you specify how data collection is carried out? (Who is in charge of collecting and systematising the data and how often data is collected) *[Please specify source]*

Is the collected data available to the public? *[Please specify source]*

Evaluation:

Students' assessments: Are there any systems for assessing students' achievement? [please specify whether this assessment is general for all students and, if so, whether it includes an analysis of immigrant children's specific achievements or, on the contrary, whether specific assessments targeting immigrant children are implemented, possibly in relation to the specific policies you spoke of in question 6]

Is the assessment standardised? To what level? (school – local – regional – state)

How often does said assessment takes place?

What are the objectives of the assessment? (E.g. promotion / repetition, correction of the policy?)

What level(s) of government is (are) in charge of students' assessments? [In addition to the school level, who is responsible for collecting assessments and reporting on general results?]

[Please specify sources]
In addition to students' assessments, are immigrant children educational policies evaluated in any other way? By what means? *[Please specify source]*

How often do evaluations take place?

What type of data is collected to evaluate the policy? [Please specify in the case that it is different from the data collected to monitor the policies]

What actors are involved in the evaluation of the policy? [Please specify if only the schools self-evaluate, or a public body/agency is in charge of evaluation, or if an external non-public agency carries out the evaluations]

Are the results of the evaluation publicly accessible? [If so, what level of aggregation / particularity is available?]

If pilot programmes exist, do they feature an experimental design? [That is, do they include a control group and monitor the performance of both groups in order to assess the effects of the specific policy] [if the answer is yes, please give an example]
[Please specify source]

Has the country introduced a specific educational policy/practice for immigrant children that has proved to be particularly successful? Why has it been considered successful? *[Please specify source]*

Could you give an example of best practice of monitoring and assessing this kind of policies in your country? Please explain in detail (minimum 300 words) *[Please specify source]*

APPENDIX D: MAME index scores

Item	Inclusion in policy/legal documents	Central/regional agency	Guidelines for monitoring	Guidelines for evaluation and assessment	Continuous / Periodic monitoring	Occasional monitoring	Comprehensive	Concrete	Public accessibility	Existence of a comprehensive system of MEMA	Specific evaluations carried out for concrete policies (general level)	School-based evaluations, reported o the national level	School-based / Experience based evaluations informally reported	Public accessibility	Existence of specific nationally standardized exams to evaluate outcomes in specific policies	School-based exams to evaluate outcomes in specific policies reported to national authorities	Nationally standardized exams in which immigrants' outcomes can be separated from natives'	Regular school-based exams in which immigrants' results can be distinguished from natives'	Public accessibility of data	MEMA INDEX
Austria	0	1	1	1	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	11
Bulgaria	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Croatia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Cyprus	0	1	1	0	1	1	1	1	0	0	1	1	1	0	0	0	1	1	0	11
Czech Republic	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	0	0	5
Denmark	0	1	0	0	1	1	0	1	1	0	0	0	0	0	0	0	0	1	0	6
Estonia	0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	0	0	1	0	10
Finland	0	1	0	1	0	0	0	1	0	0	0	0	1	0	1	1	1	1	0	8
France	0	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
Germany	1	1	0	0	1	1	0	1	1	0	0	1	1	0	0	0	0	1	0	9
Greece	0	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	0	1	0	11
Hungary	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Italy	0	1	0	0	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	11
Ireland	0	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	0	1	0	13

Latvia	0	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	7
Lithuania	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	0	1	1	0	6
Luxembourg	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2
Malta	0	1	0	0	1	1	0	1	0	0	1	1	1	0	1	1	1	1	0	11
Netherlands	0	1	0	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	0	11
Poland	0	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	3
Portugal	1	1	0	0	1	0	1	0	1	0	1	1	0	1	0	0	1	0	0	9
Romania	1	0	0	0	1	1	0	1	1	0	0	0	0	0	0	0	1	1	0	7
Spain	0	1	0	0	1	1	0	1	1	0	1	1	1	1	0	0	0	0	0	9
Slovakia	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1
Slovenia	0	0	0	0	1	1	0	1	1	0	1	1	1	1	0	0	0	1	0	9
Sweden	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	16
United Kingdom	0	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	1	9
N=27	0,19	0,63	0,22	0,30	0,74	0,74	0,22	0,89	0,63	0,00	0,44	0,56	0,59	0,41	0,15	0,15	0,41	0,67	0,04	7,96

Source: produced by the authors

APPENDIX E: MAME items per country and dimension

Country sample	Governance				Monitoring					Evaluation					Assessment of individual outcomes					Total MEMA Items
	Political principle	Institution	Guidelines		Periodicity		Comprehensiveness			Type of evaluation					Type of evaluation					
	Inclusion in policy/legal documents	Central/ regional agency	Guidelines for monitoring	Guidelines for evaluation and assessment	Continuous / Periodic monitoring	Occasional monitoring	Comprehensive	Concrete	Public accessibility	Existence of a comprehensive system of MEMA	Specific evaluations carried out for concrete policies (general level)	School-based evaluations, reported to the national level	School-based / Experience based evaluations informally reported	Public accessibility	Existence of specific nationally standardized exams to evaluate outcomes in specific policies	School-based exams to evaluate outcomes in specific policies reported to national authorities	Nationally standardized exams in which immigrants' outcomes can be separated from natives'	Regular school-based exams allowing to distinguish results	Public accessibility of data	
Austria	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗	✗	✗	✓	✓	✗	✗	✓	✓	✗	◕
Bulgaria	✗	✗	✗	✗	✓	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	○
Croatia	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	○
Cyprus	✗	✓	✓	✗	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✗	✗	✓	✓	✗	◕
Czech Republic	✗	✓	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	○
Denmark	✗	✓	✗	✗	✓	✓	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	◔
Estonia	✗	✓	✗	✓	✗	✓	✓	✓	✓	✗	✗	✓	✓	✓	✗	✗	✗	✓	✗	◑
Finland	✗	✓	✗	✓	✗	✗	✗	✓	✗	✗	✗	✗	✓	✗	✓	✓	✓	✓	✗	◔
France	✗	✓	✗	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	●
Germany	✓	✓	✗	✗	✓	✓	✗	✓	✓	✗	✗	✓	✓	✗	✗	✗	✗	✓	✗	◑
Greece	✗	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✓	✗	◕
Hungary	✗	✗	✗	✗	✗	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	○
Italy	✗	✓	✗	✗	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✗	✗	✓	✗	◕
Ireland	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	✓	✓	✓	✓	✗	✗	✗	✓	✗	●

Latvia	✗	✗	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✗	✗	✗	✗	✗	✗	◔
Lithuania	✗	✓	✓	✗	✗	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	◔
Luxembourg	✓	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	○
Malta	✗	✓	✗	✗	✓	✓	✗	✓	✗	✗	✓	✓	✓	✗	✓	✓	✓	✓	✗	◕
Netherlands	✗	✓	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✗	✓	✓	✗	◕
Poland	✗	✗	✗	✗	✓	✓	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	○
Portugal	✓	✓	✗	✗	✓	✗	✓	✗	✓	✗	✓	✓	✗	✓	✗	✗	✓	✗	✗	◑
Romania	✓	✗	✗	✗	✓	✓	✗	✓	✓	✗	✗	✗	✗	✗	✗	✗	✓	✓	✗	◔
Spain	✗	✓	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✗	✗	✗	✗	◑
Slovakia	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	○
Slovenia	✗	✗	✗	✗	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✗	✗	✗	✓	✗	◑
Sweden	✓	✓	✓	✓	✓	✓	✗	✓	✓	✗	✓	✓	✓	✓	✓	✓	✓	✓	✗	●
United Kingdom	✗	✗	✗	✓	✓	✗	✗	✓	✓	✗	✗	✓	✗	✓	✗	✗	✓	✓	✓	◑
Country sample	◔	◕	◔	◔	◕	●	◔	●	◑	○	◑	◑	◕	◑	◔	◔	◑	◕	○	◔

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