SUCCESSFUL INTEGRATION OF MIGRANT CHILDREN IN EU MEMBER STATES: EXAMPLES OF GOOD PRACTICE

NESET II ad hoc question 1 / 2016

By Dr. **BARBARA HERZOG-PUNZENBERGER**
Institute for Pedagogy and Pedagogical Psychology,
Johannes Kepler University of Linz
Barbara.Herzog-Punzenberger@jku.at

INTRODUCTION

Children of migrant parents make up a large part of Europe's future population and their successful integration will determine the general success of the Member States. Therefore, their equitable integration together with economic development in general is at the heart of the social cohesion of the European Union. The situations concerning students from migrant parents vary greatly across different EU Member States. Some countries have enormous experience of migration and have well-established practices for dealing with linguistic and cultural diversity. For example, the United Kingdom has anti-discrimination measures and linguistic diversity provisions that are far ahead of most EU MS[1]. Consistently, the UK shows one of the smallest achievement gaps in the PISA tests among EU MS. At the same time, among EU MS, Austria (after Luxembourg) had the highest share of immigrant students who speak a language other than the language of instruction at home (OECD, 2013) in PISA 2012. On the other end of the spectrum, in seven countries less than 0.5 % of the 15-year-old school population speaks a language connected to migration (Bulgaria, Croatia, Hungary, Lithuania, Poland, Romania, Slovak Republic) at home. Even though these countries may not have migrant children in their schools many of them have sizeable language minorities not connected to migration, often having schools or even school-systems in their own language (e.g. Lithuania, Romania, Slovak Republic).

This goes to show that multilingualism and multiculturalism is not a new phenomenon and not necessarily connected to migration but to state-building (Kraus, 2008). It has been part of European history for a long time and is even the norm in many countries. The complicating issue is that since the 19th century the history of the nation-state and its national school-systems have been built on social cohesion through monolingualism rather than on the multilingual reality (Gogolin, 2008/1994). It should also be noted that the increasingly multilingual reality is not in fact a problem in the technical sense, as in countries which have traditions of immigration the achievement gaps are either very small or even non-existent

---

[1] Support, resources, advice and guidance for language teachers, language coordinators, governors and head teachers. (n.d.). Retrieved February 2, 2016, from http://www.all-languages.org.uk/support/guidance_2/language_coordinators

(OECD, 2013). At the same time, it would be a gross misrepresentation of the so-called settler countries, e.g. the United States of America, to describe them as enthusiastic about multilingualism since they were founded. In fact, the complete opposite was true for a long time; 'English-only' was a signpost for many Americans. Because of the wide variety of religions and the lack of any other obviously shared common feature, the English language was claimed to be the most important identity marker of the US-nation (Zolberg and Woon, 1999). However, the growth in numbers of Spanish-speakers in schools, as well as the economic and political elite led to a change in the approach of policy-makers in education. Even more effective instruments are being developed now (Washington State Literacy Plan Birth to Grade 12[2]) and efficient implementation is managed by new actors (e.g. WIDA for the US[3]). Likewise, the situation is changing in EU educational administrations, even though it can appear at times to be contradictory. The problem is not with the migrant children or their families but has more to do with the symbolic and ideational level where questions of identity-building and boundary-drawing, belonging and equality in a stratified society are 'negotiated'. In the present demanding situation it will have to work the other way round. On the operational level the education sector together with other societal sub-systems can adapt to the multilingual and multicultural reality and in this way create the preconditions for a multicultural and multilingual European society.

PART A

SYSTEM-LEVEL ANALYSES

When talking about the successful integration of migrants there are different dimensions at stake. It is only recently that it has become clear to the wider public that integration is not a linear process where one step follows the other, but includes complex dynamics and interactions in a web of life-domains that influence each other, but, which at the same time, have their own logic. Institutional settings play a big role as does public discourse and the host society's attitudes in everyday interactions. In this report, we will focus on institutional settings, initiatives, projects and programmes that are set to improve the participation of migrant children and families in education.

The most important supportive elements in the educational experience of children range from literacy in the language of instruction, possibly also in their heritage language, equitable school success and, finally, successful transition from education to the labour market. Physical and psychological well-being are essential pre-conditions. This can be particularly fragile when families live in poverty, which is the case for a greater share of children of migrant rather than non-migrant parents. In addition, in most Member States, belonging to the national

---

[2] 'Washington State Comprehensive Literacy Plan: Birth to Grade 12', Draft document, 2012. Retrieved February 2, 2016, from http://www.k12.wa.us/ELA/pubdocs/CLP.pdf

[3] Please see the official webpage https://www.wida.us

community is another worry which plays out in a very specific way for migrant children in European countries. On a symbolic level belonging to the society is often challenged even after the legal process of naturalisation has taken place.

Looking at the educational experience from early childhood through elementary and primary to secondary education, the scientific literature has basically reached a consensus on a number of important issues that have to be considered when providing better and more equal chances for all children:

> Age of first participation in institutional education and care: the sooner the better, e.g. in countries where the general cohort and migrant children participate in early childhood education there are better participation rates in higher education (Crul, Schneider and Lelie, 2012). Children who begin early childhood education at the age of 2 are also seen to have better literacy at the age of 16 (Melhuish et al, 2015).

> Quality of early childhood education and care: Quality as well as quantity plays an important role. High quality ECEC increases the advantage significantly, e.g. in cognitive competences (Siraj, Kingston and Melhuish, 2015). The specific competences of staff in linguistic and cultural diversity play an important role here (Buschmann and Jooss, 2011).

> Age of first selection: the later the better. It has been scientifically established that reaching the same level of proficiency in the language of instruction as native speakers takes up to 7 or more years for those pupils who have another first language. Moreover, children develop the relevant learning skill for school at different paces and ages. For both these reasons the decision on school track selection should not be made before the age of 14-15 (Schnell, 2014).

> Duration of schooling per day: in half-day school systems (e.g. German-speaking countries until recently) a large amount of school-related work is delegated to either afternoon institutional care or the families. This reinforces social class reproduction because the school success of pupils then largely depends on the availability of a number of resources in the family (time-wise, cognitive, financial, etc.)

> Grade repetition: in many countries the percentage of 15-year-old students who have repeated a grade is significantly higher among those with a migration background, sometimes up to three times higher. At the same time, research has shown that grade repetition is not an effective measure in closing achievement gaps. On the contrary: it can in fact lead to a higher drop-out rate – especially among those no longer of compulsory school age (Park and Sandefur, 2010).

> Neither the total number nor the percentage of pupils with migration or other than the dominant linguistic background has a direct impact on the overall performance of a country and its students (OECD, 2015). On the contrary, large-scale assessments have shown that countries with a tradition of immigration and with high numbers of immigrant and multilingual students perform very well in international comparison. In those countries, students with a migration background on average perform at the same level as students without, in some countries even higher (e.g. Australia in PISA 2012, OECD, 2013)

> In most countries, by far the strongest impact on academic achievement comes from the socio-economic background of the parents, whether they are immigrants or not. Therefore, countries where large proportions of migrant children live in socio-economically disadvantaged families have to manage a particularly challenging situation.

> This challenging situation is aggravated when socio-economically disadvantaged families find themselves concentrated in certain neighbourhoods and where schools also mirror this difficult composition (Bakker, Denessen, Peters and Walraven, 2011). The negative effect of concentrated socio-economic disadvantage in classrooms is higher than the effect of concentrations of multilingual students who do not speak the language of instruction as their first language (OECD 2015, 6).

Another important controversy in political and media discourse, as well as among teachers and scientists, revolves around the issue of Dual Language Education. While it was unclear for a long time which instructional models were better suited for closing the achievement gaps between multilingual and monolingual children, recent longitudinal research settings yielded quite clear results. Dual language learning has been found to be the best instructional model to facilitate the full closure of the achievement gap between English learners and English speakers in primary and secondary education (Thomas and Collier 2008 for Oklahoma, USA). However, this is only true, if strictly structured and well-implemented dual language instruction across all subjects of the curriculum provides *all* students with the opportunity to develop a deep academic proficiency in two languages. Valentino and Reardon (2014) recently compared four instructional models and found that the full bilingual model from Kindergarten to Grade 8 was superior in academic results (Mathematics, English language) to different immersion programmes, for English-Spanish and English-Chinese speakers in the San Francisco Bay Area. Summing up, K-12 dual language programmes, i.e. those starting with or before kindergarten and carrying through to grade 12, are the most effective for all students involved. In the European context relevant materials have been developed to support bilingual education as for example in the European Centre for Modern Languages[4].

While it is possible to provide bilingual programmes for some of the bigger language groups and this is especially effective for those who suffer low self-esteem and low participation in higher education, this is not possible for all linguistic minorities, because there may only be a few families in one location. This is not an either/or question but it does show that aligned to the demographic composition there should be a variety of strategies to support all children to develop their specific and individual potential to the fullest: The pay-off will be an enormous increase in human capital. Therefore, the growing diversity in languages and cultures calls for more and more bilingual models in schools, and for provisions that improve learning and teaching in multilingual and multicultural classrooms. Some of these provisions will be discussed in the good practice examples on the following pages. The presented programmes and projects mainly target children whose parents have immigrated from other countries, but some are also directed towards indigenous minorities such as language minorities or Roma

---

[4] ECML Publications. (n.d.). Retrieved February 2, 2016, from http://www.ecml.at/tabid/277/PublicationID/7/Default.aspx

and Traveller minorities. Part C is devoted to the new group of refugee children who arrived in the EU Member States in 2015.

PART B

GOOD PRACTICES FOR MIGRANT INTEGRATION IN EARLY CHILDHOOD, ELEMENTARY, PRIMARY AND SECONDARY EDUCATION

The following examples of good practice focus on early childhood up to the end of compulsory schooling. They are structured along seven different topics and within these along three categorisations[5] from low to high. *Low* (threshold) signifies easy accessibility and willingness either for migrant parents and/or for their children, mostly also low interdependence with other actors or systems. On this level there are often many similar initiatives, which can be seen as a sign of vibrant grassroots organisations and a sustainable foundation for bottom-up lobbying groups on higher levels of political decision-making. *High* on the other hand signifies a high degree of systemic integration and often also high impact and sustainability. *Medium* is in-between where other actors are needed or multiple activities are included, but integration in the overall educational system is not foreseen or necessary. Most projects or programmes would fit in several of the topics but each is mentioned only once. The impact of those interventions is different in degree and cannot be quantified in most cases. When the project or programme was covered by research it is noted because the results were statistically significant. In other cases, practitioners described it as good practice or it was simply responding to an urgent need.

Topics covered are (1) parents, (2) mentoring, (3) material, (4) curriculum, (5) support structures for and networks of schools, (6) teacher training, (7) comprehensive, systemic, highly integrated approaches.

1. Parental involvement

> Parents are not only the first educators of their children but also a continuing source of support for school success even when they are not familiar with the culture and language of the school and the instructional content. Their attitudes towards education, the school, the principal, teachers and other staff have a high impact on children's ability to be successful in this context. Many of these initiatives can be considered under the heading family literacy programmes which are usually driven by comprehensive, holistic approaches to intergenerational education.

---

[5] The categorisation is not scientifically developed and should not be understood as a clear-cut way to distinguish the examples but rather as an effort to systematise a fuzzy field for the reader.

Low

Information on plurilingualism for migrant parents (Norway)| Link [pdf]| Outside school[6]

Migrant parents can easily become confused on how to support their child best in a plurilingual context, i.e. parents speak one or more languages but these are different from the country's official language. The folder gives the most important information on frequent questions that arise in the context of migration and plurilingualism.

Drop-in(klusive) family meeting place (Darmstadt, Germany) | Link | Outside school

Weekly meeting place for parents with small children where they have breakfast, talk about education, ideas for playing, singing and movements with their children. There is no registration and the sessions are free.

Tamil meeting place MaKly (Basel, Switzerland) | Outside school

Bi-weekly meeting of Tamil families to talk about the education of their children. It is organised by the Tamil migrant organisation and guided by the Swiss national campaign 'Strong Through Education' (cf. Moret and Fibbi, 2010).

Medium

Programme ZeroSei (Turin, Italy)| Outside school

The ZeroSei programme is dedicated for community building with a special focus on Early Childhood Education and Care. It is implemented in six municipalities in the outskirts of Turin, where a number of Roma communities have settled in the past few years. It covers 32 specific extracurricular actions targeting all children aged 0-6 and their families. The actions are planned by groups of private and public organisations through a participatory approach. Within the 'Oltre I campi/Beyond Camps' project, activities (creative, music and theatre labs, parties in public gardens, book reading, intercultural interventions, events to promote children's well-being) involve all children living in each of the six municipalities. Specific attention is dedicated to Roma children and their families, in order to strengthen their access to care and education services and reduce conflict among the communities.

Family literacy project 'Schenk mir eine Geschichte' (en Give Me a Story as a Present) (Switzerland) | Link |Outside school

Children aged 2-5 and their parents especially from literacy-poor backgrounds. There are reading sessions in the languages that are relevant to the heritage languages of these families. The activities take place in places where parents meet such as libraries, migrant organisations, neighbourhood organisations. They last for 90 minutes and include story-telling, reading children's books, singing songs or rhymes, drawing and playing.

---

[6] We mark initiatives that are outside school or at least not necessarily implemented by schools or school administrations as 'Outside school', while those marked with 'In school' are implemented by schools or school administrations.

HIPPY (Israel) | Link | Outside school | Statistically significant[7]

Similar initiatives: **opstapje** (Netherlands), **Rucksack** (Germany), **Schritt:weise** (Bern, Switzerland)

HIPPY (Home Instruction for Parents and Pre-school Youngsters) operates now in 10 countries on 5 continents. It was also the forerunner for many other variants of empowering, education-focused home-visiting parenting programmes and so it is difficult to enumerate them all. HIPPY consists of a developmentally appropriate curriculum designed to strengthen the child's cognitive and early literacy skills, social/emotional and physical development. The bi-weekly home visits and group meetings extend over a two or three-year period during which they bring a set of easy-to-use educational activity packets and storybooks for the parent and child. An important feature is that the home visitors are hired from within the community, but are trained and supervised by a professional coordinator. The home-visitor, and the parents and children communicate in the parents' first language.

High

MEN Migranten Eltern Netzwerk Niedersachsen (Germany) | Link | Outside school

Self-organised umbrella organisation of 28 migrant associations in Germany MEN serves as an information network, bridging agency and lobbying group of parents from more than 100 countries in the federal-state of Niedersachsen in Germany. It organises workshops and seminars for migrant parents, tells decision-makers in education, administration and politics of their needs and empowers migrant parents in their parenting role[8].

The Parent, Family, Community Engagement Framework (US, all federal states) | Link [pdf]| In school

In the US Head Start Program targeting families with migrant and low socio-economic background, the framework for parent, family, and community engagement from prenatal to age 8 helps staff and programme leaders with detailed knowledge about the necessary processes to implement. They can see outcomes, examples of progress and examples of strategies for programme progress described in concrete and easy to understand detail in seven sub-areas: (1) Family Well-being, (2) Positive Parent-child Relationships, (3) Families as Lifelong Educators, (4) Families as Learners, (5) Family Engagement in Transitions, (6) Family connections to Peers and Community and (7) Families as Advocates and Leaders. The PFCE framework, besides being a tool for school leaders and early-childhood institutions, can be used in strategic planning in the elementary sector's administration, the design and

---

[7] When the project or programme was covered by research it is noted because the results were statistically significant. We mark such project or programmes with 'Statistically significant'.

[8] See also the report 'Making integration happen through parents associations and networks of parents associations' (in German) http://www.b-b-e.de/fileadmin/inhalte/PDF/publikationen/mo_elternver-eine_2011.pdf

management of specific institutions and their continuous improvement systems and professional development for staff in universities and teacher-training institutions.

Toolkits for Schools (Europe) | Link | In school

While European Member States recognise that parents do play an important role in their children's success in school, the schools' own role in communication and cooperation with parents is less clear. In particular those parents who are most distant from the 'school culture' such as low-educated migrant parents and those from low socio-economic background would profit most from professional handling by the school administration and teachers. The European Toolkit for Schools shows what the most important elements of professional work with parents are.

2. Mentoring (child-centred)

Education is a process that takes place not only at school but everywhere and all the time. In addition to parents and teachers there are various actors that can support children in their well-being and especially for disadvantaged groups can help them close the achievement gap in school. In several EU countries non-school based initiatives have been developed and implemented to address and work with community resources in support of school education. Some focus explicitly on literacy and numeracy, others on cultural and physical education like music schools and sports clubs and some try to combine them. In other cases, cities themselves are offering out-of-school support.

Low

Summer-camps 'Sowieso mehr. Deutsch lernen mit Spiel, Sport und Spaß' (en Learn German with Play, Sports and Fun) (Vienna, Austria) | Outside school

For children aged 7 to 14 who are not proficient in German; they participate for two weeks during the summer holidays in half-day literacy training and half day sports. The camps are very inexpensive.

Medium

Nightingale Mentoring (Austria, Finland, Germany, Iceland, Norway, Spain, Sweden, Switzerland and Uganda) | Link | Outside school

In order to improve diversity in universities there is a need to recruit students from cultures and societies where there is little or no tradition of children being involved in higher education studies. The idea behind the concept is that the mentor gives the child a positive role model by establishing a personal relationship with the mentee child. This in turn helps strengthen the child's personal and social confidence. The goal is that the child will perform better in school and in private and will be more likely to apply for university when the time comes. The concept is based on the idea of 'mutual benefit' – benefit for both child and student[9]. The project

---

[9] Please see the full description on the Nightingale Mentoring Network on the official web page http://nightingalementoring.org/?page_id=2

started in Malmö, Sweden and has been running since 1997; it has subsequently spread to many other countries. It also operates as a network on an international level.

High

Programa Escolhas (Portugal) | Link | Outside school

The social inclusion programme has been running since 2001 and is currently in its 5th intervention phase with a total number of 110 social inclusion projects in vulnerable communities throughout the country. It is structured around 5 axes: (1) Integration in the school system and non-formal education, (2) Vocational training and employment, (3) Improvement of communities and citizenship, (4) digital inclusion: accessibility, development and certification of ICT skills, (5) entrepreneurship and empowerment. It targets young people between the ages of 6 and 24. The programme is closely monitored and has been copied by Luxemburg and the UK.

The Mentoring Handbook and the European Network for Educational Support Projects (ENESP) | Link | Outside school

The idea is to provide educational support to families and schools outside of school, and focus on the resources that can be found in the communities themselves, e.g. by working with mentors coming from within immigrant families or that are initiated by migrant self-organisations (MSO). ENESP's main objectives are: (a) the exchange of knowledge and experience among the projects and organisations in order to achieve better education for children with a migrant background; (b) offering countries and organisations with less experience in this kind of good practice with the opportunity to learn and profit from well-established projects and concepts in other countries; and (c) to increase awareness of and knowledge about the variety of good practice in this field among policy-makers and stakeholders at different levels.[10] They have produced a Mentoring Handbook, and other materials with this aim in mind.

3. Material

> Learning material, as well as school books can often serve as a hidden curriculum. In either case they can be important resources for teachers in preparing and implementing new content and didactics, which is necessary for the growing linguistic, cultural and religious diversity. At the same time a whole programme can be anchored in specific material such as the cartoon puppets of the MIFC (see below). Apart from low threshold material such as free youth journals for a post-migrant society (where the multicultural heritage in a family is seen as the norm) or the interfaith Wallchart-Calendar both of which offer easy access to new ideas and facts concerning diversity.

---

[10] Please see the full description of ENESP on the SIRIUS network web page: http://www.sirius-migrationeducation.org/about-the-enesp-network/

Low

Interfaith Wallchart-Calendar (UK) | Link | Outside school

On the front page the calendar shows the religious holidays of a dozen religions and other festive days, for example Labour Day and on the reverse it gives information about the different holidays and festivals. Schools use these calendars to share knowledge about the traditions of their pupil's families and in cooperation with the parents they choose festivals from each religion to celebrate together. Similar calendars, albeit with less information, are available in many countries.

***biber* journal** (Austria) | Link | Outside school

The 'Magazin für neue Österreicher' (en The Magazine for the New Austrians) biber is a journal for youth produced by youth with diverse ethnic background. It is an excellent example that portrays the normality of multicultural youth with 65 000 copies distributed free of charge ten times a year in a population with around 80 000 persons in Austria. The journal is mainly circulated in the capital Vienna. It establishes new categories, narratives and spaces of legitimate identity for children of migrants, bi- or multicultural, bi- or multilingual children, 2nd generation. Content wise it is a mix of information on cultural, political, educational and labour-market relevant information with life-style, sports, cooking, love and sex matters. Its success is its coolness.

MIGAZIN - an online journal on migration and integration (Germany) | Link | Outside school

Migazin is a topical German online-journal on migration and integration with different sections on society, law, and the economy but it also has sections on cultural topics, opinion and press coverage of German print media, Turkish print media and TV recommendations. The aim is to sustain the political, societal and cultural participation of migrants in the host society, communicate specifically relevant information to the host society and enable exchange between those groups. It was founded by migrants, has won the GRIMME-award and after a period of honorary work finances itself from advertisements and donations.

Medium

PUMA Produktiver Umgang mit Mehrsprachigkeit im Alltag von Kindern (en Dealing Productively with Multilingualism in Everyday Life of Children) (Austria)| Link | In school

PUMA is the folding poster DIN A2 for language sensitive work in the kindergarten. It combines play and fun with a small version of language development documentation. It is (1) a cooperative game with many clues for communicating, it includes (2) spaces for the children to draw, (3) elements of the European language portfolio to help children reflect on their language abilities and (4) information about language education in kindergarten for adults. One-day trainings for kindergarten educators based on PUMA are offered by the Austrian Language Competence Centre. Besides German it will also be available in Hungarian, Slovenian, Romani, Burgenland-Croatian, English, French, Turkish, Bosnian-Croatian-Serbian and Arabic.

TRIO Trilingual semi-annual literacy journal (Austria) | Link | In school

Trio is a trilingual journal in German, Bosnian-Croatian-Serbian and Turkish – the three most numerous language groups in Austrian schools. Several issues also include another language (e.g. Hungarian, Czech). It serves the purpose of learning to read from grade 2 to grade 6 in three languages so that pupils get to know the other languages of the biggest migrant groups. Teachers are encouraged to use the language resources in their classrooms. Many tasks are constructed in a way that all three languages are necessary to understand the story or solve a problem.

Migration on Tour. Online portal and travelling exhibition (Austria) | Link | In school

Migration on Tour is a travelling exhibition with didactical information for teachers on the history of migration in Austria.

High

MIFC - The Media Initiative for Children Respecting Difference (Ireland)| Link | Outside school | statistically significant

MIFC combines cartoon media messages around diversity with an early years' programme to promote positive attitudes to physical, social and cultural differences amongst young children, practitioners and parents. The practitioner/teacher training is a key element which consists of a three-day comprehensive training and a subsequent follow up training day. Since 2006, staff from 1 200 elementary institutions and schools have completed the training in Northern Ireland and the Republic of Ireland. At the same time, parents' workshops and the development of a community outreach approach is vital for the MIFC programme. Home play activities with finger puppets, story books and DVDs are available. A management committee workshop is supporting implementation.

Kajpataj – the Regional Language Portfolio for Primary school (Carinthia, Austria) | In school

The development of first and second language, as well as a foreign or neighbourhood language is supported by the regional language portfolio in Carinthia where German, Slovene and Italian are part of the curriculum in several schools. The portfolio has a leading figure, the cartoon dragon, Kajpataj (the capital's landmark) who acts as the guide through the seven parts of the portfolio. In the first called 'signpost', Kajpataj explains how to work with the portfolio to the pupils. The language biography (2) helps to document and reflect multilingual language learning so that pupils themselves take responsibility for their language learning. With the checklist (3) improvements are noted. The language passport (4) works as a summary of the competences noted in the checklist. Learning strategies (5) are offered and the most valuable products of the children's language learning process are collected in the treasure chest (6). Further ideas for projects are added (7). The same portfolio is available for German, Hungarian and Croatian in Burgenland, Austria.

The Language Ladder (United Kingdom) | In school

In the UK, the Language Ladder scheme has been developed, for both children and adults, as one of the outcomes of the National Language Strategy for England. The objective was to introduce a voluntary recognition scheme linked to the existing national qualification

framework and the CEFR. The scheme uses 'can do' statements and offers discrete skills assessment for learners to focus on developing speaking skills, for instance. The Language Ladder also includes possibilities of self-, teacher- and external-assessment. The scheme offers accreditation in 23 languages, and additional languages should be available in the future.

4. Curriculum: culturally relevant curriculum

> Students especially from low-socioeconomic or migrant and minority families often feel alienated in school, sometimes by the school culture and teachers, but certainly by the content where they often do not find a connection with their actual lives. This in itself is a problem for social cohesion, but it also increases the likelihood of becoming a dropout and/or being a low achieving student. Instructional practices are substantially more effective when differentiated to align with the distinctive cultural experiences that individual students experience outside of school and when they also affirm both cultural identity and critical social engagement (Dee and Penner, 2016).

Medium

CONBAT Content Based Teaching + Plurlingual/Cultural Awareness | Link | Outside school

The training kit produced by the European Centre for Modern Languages and shows how the languages and cultures present in the classroom can be developed as a cross-curricular resource at primary and secondary level. It offers 26 content-based didactic units in English, French and Spanish to be used in classrooms.

High

Ethnic Studies Curriculum (San Francisco, California, US) | In school | Statistically significant

There is extensive debate in the US on the effectiveness of Ethnic Studies in schools. This data confirms that it is effective. The Ethnic Studies Curriculum, as implemented in the San Francisco High Schools that participated in the study includes an ethnic studies course, uses cultural references in teaching and aims to enhance social and political awareness. In the Ethnic Studies course the roles of race, nationality and culture on identity and experience are examined and features of interventions designed to reduce stereotype threat are important. The implementation of the 9th grade Ethnic Studies curriculum led to large and statistically significant improvements in academically at-risk students' 9th grade GPAs, attendance, and credits earned, especially among male Hispanics.

5. Support structures for organisational development of schools and networks of schools

> The question of how to raise quality in education in many EU countries has shifted from mainly investing in individual in-service teacher training to whole-school development. In this process schools not only require leadership from personalities who are trained for that specific task but also resources from outside. Therefore, networks of schools in similar contexts, e.g. high share of multilingual students or deprived socio-economic background are encouraged and resource centres for multilingualism or interculturalism and migration are established.

Low

VOXMI – Voneinander und miteinander Sprachen lernen und erleben (en Network of Schools with a Special Focus on Multilingualism) (Austria) | Link | Outside school

Schule Mehrsprachig (en. Multilingual school) | Link | Outside school

Is the website of the Ministry for Education with relevant material for schools, teachers and parents on multilingualism, laws, statistics, learning material, project ideas, training courses, etc.

Medium

BIMM - Bundeszentrum für Interkulturalität, Migration und Mehrsprachigkeit (en Federal Center for Interculturalism, Migration and Multilingualism) (Austria) | Link | In school

BIMM is a nodal point and resource centre for the professionalisation of teachers in the field of interculturalism, migration and multilingualism. In particular it targets the country's teacher-training institutions. BIMM organises network meetings among the responsible staff of the teacher-training institutions, workshops and conferences. As an online-platform it also provides relevant links, list of publications etc.

High

QUIMS Qualität in multikulturellen Schulen (en Quality in multicultural schools) (Zürich, Switzerland)| Outside school

QUIMS is an obligatory programme for schools with more than 40 % of multilingual students. The school administration supports QUIMS-schools with extra financial means and professional help, so that they can adapt the programme as required in the areas of language support, attainment support and integration support. Language support includes promoting literacy for all pupils using language competence assessments, creative work for oral and written proficiency as well as support for integrated 'native language and culture lessons'. Attainment support includes a variety of learning methods to support cooperative learning, problem solving and to increase the involvement of parents and mentors. Finally, integration support, which is based on building a shared culture of appreciation, respect and understanding through the use of intercultural mediators to liaise between parent and teachers including the establishment of parent councils.

6. Teacher competences for multilingual and multicultural classrooms: further training

While there were two dominating positions concerning how to close the achievement gap between native mon-olingual and multilingual students for a long time – one being optimistic about the natural uptake in a classroom with enough peers speaking the language of instruction ('Sprachbad') and the other demanding distinct classes for beginners – it is now widely acknowledged that for sustainable success all teaching staff need specific competences to teach in multilingual classrooms. Starting from this foundation specific interventions according to local situations have to be tailor-made and language support individualised.

Culturally diverse classrooms do not guarantee that children learn how to deal with these differences in a productive way. Teachers have to be qualified for this task, i.e. develop the relevant competences so that pupils know how to avoid stereotyping, discrimination, xenophobia and racism and how to handle it when confronted with it. Initial teacher training did not offer these courses in the past and so older teachers now have to do further training in this area. Intercultural whole-school development, so that the organisation in total becomes coherent in content and action, is even more sustainable.

Low

SprachKopf (Mannheim, Germany) | Link | Outside school

SprachKopf is an instrument to test the language teaching competences of pedagogues in elementary education. It allows standardised, computer-based and time-economical testing of (pre-) kindergarten teachers in a motivating way. Their competences in language learning and multilingualism, diagnostics, language support and language in general are tested. It also tackles the question of how different dimensions of pedagogical professionalism enhance language support competences.

Medium

Heidelberger Interaktionstraining für pädagogisches Fachpersonal zur Förderung ein- und mehrsprachiger Kinder (en Heidelberg Interaction Training for Teaching Personnel to Support Monolingual and Multilingual Children) | Link | In school | Statistically significant

Similar initiatives: KITA Frankfurt, AWO Frankfurt/Wiesbaden, XENIA Wiesbaden

For language support in (pre)kindergarten to be successful, the language performance of the pedagogues themselves is crucial. It has been statistically proven that training of personal has a direct effect if it is oriented towards their everyday interactions with the children and accompanied over several months (six days over more than six months). In the control group, pedagogues participated in a one-day course with the same method in the classical fashion, i.e. only passively absorbing theoretical knowledge which had no effect on the language development of the children.

DaZKom (Bielefeld, Germany) | Link | Outside school

DaZKom is a model of competences for teaching in multilingual classrooms grade 5-8, which consists of a competence model in language-sensitive subject teaching and a test so that

teachers can be supported and receive further training in those competences in which they are weak.

High

Intercultural opening up of schools (Hamburg, Germany)| In school

The course for intercultural coordinators in schools covers 80 hours and consists of three elements. (1) awareness-raising and self-reflection concerning bias and stereotypes (Anti-Bias-approach and stereotype-sensible pedagogics), (2) intercultural whole-school development (instruction, personal, organisation), (3) change management: coaching/supervision along the process with one's own school and school leaders of participating schools.

European Framework for Content and Language Integrated Learning | Link | Outside school

While *CLIL has emerged as a major innovation for improving both the quality and language learning and reform of educational curricula* it has not been implemented widely in the MS. This publication offers a teacher training curriculum for CLIL that may be linked to learners' curricula with adaptable curricular models, suitable for both foreign language and content teachers.

7. Comprehensive, systemic, highly integrated approaches

The Washington State Comprehensive Literacy Plan (US) | Link [pdf] | In school

This is a resource for parents, caregivers, teachers and administrators throughout the birth to college and career continuum. The plan addresses the crucial role that early learning plays in literacy development and the essential role that parents and caregivers play in a child's development. It provides information on integrating literacy instruction with the state-wide standards and the state of knowledge about literacy development. Administrators and teachers receive guidance on the components of a comprehensive literacy system and resources to build, implement, and strengthen systems with information on instruction, coordination of efforts and alignment of goals. The WSCLP is by far the most integrated and yet concrete plan to support school administrators and teachers in closing the gap of multilingual and monolingual children, while also strengthening the role of the parents. With this achievement it will hopefully act as a model for MS to adopt an equally comprehensive and integrated literacy plan for their children from birth until the end of their school-career.

WIDA - Consortium (US) | Link | In school

WIDA is a non-profit cooperative group whose purpose is to develop standards and assessments that promote educational equity for English language learners. As a result of the puzzling history of court cases where federal states or cities lost their case concerning their adequate support of English language learners in schools in front of the U.S. Supreme Court, school administrations wanted to work together in an evidence-based professional way concerning support of English language learners in kindergarten and schools. Starting out with four federal states in the US who wanted to have a common resource centre for the development of standards, materials, trainings, it has grown since 2002 to 33 federal states

(2016) who work together for professional development in public education in the field of multilingualism and learning the language of instruction[11].

The Cultural and Linguistic Responsiveness Resources of the Head Start Program (HSP) (US) | Link | In school

The HSP is a state-funded programme for (pre)kindergarten, targeting socio-economically disadvantaged families many of whom have a migration background. HSP has a rich plethora of resources to enable each of their sites to meet high standards of cultural and linguistic responsiveness according to the families they serve.

PART C

REFUGEE CHILDREN

In 2015 a total of 1 258 945 asylum claims were made in the European Union Member States. At the end of 2015 most of the asylum seekers were in Germany followed by Sweden, Hungary, Italy and Austria (see Figure 1). It is hard to estimate the precise number of children at this stage. Because most of the recent asylum seekers, including children, are presently in Germany and information on their measures in education are accessible, Germany will be given as an example here.

In Germany out of 443 000 applicants in 2015, 117 000 were under the age of 16, i.e. either pre-school children or in the age-group of compulsory schooling. The actual numbers are probably three times higher as a lot of asylum-seeking families are not yet registered and the registration process is taking months. As pre-school children in Germany have the right to a place in an early childhood education institution from the age of 1 onwards, these numbers put enormous pressure on the kindergarten and school system. In federal states such as Germany, legal differences concerning access to schooling for refugee children is also an important topic. Some states allow refugee children to attend school but it is not obligatory, in others there is a waiting period of between 3 and 6 months, others only start when the family has settled in a commune. In general, refugee children who are of compulsory school age start attending German schools in a group-setting where the main aim is to learn the German language[12]. Within the states the programmes differ with respect to the defined aim and duration of these preparatory classes. In some they attend regular classes where they should be fully integrated after they have reached a basic level of German already parallel to

---

[11] The implementation of a professional development plan covering all educators in the federal state of Massachusetts (6.7 million inhabitants) to better meet the needs of dual-language learners ages 2.5 to 5.5 and support their families in a timeframe of two years is impressive.

[12] The following information is a summary of 'Education and German language learning for refugees in Germany' (Bildungszugang und Deutscherwerb für Flüchtlinge in Deutschland) an expertise of Prof. Schroeder and colleagues for the Robert Bosch expert commission (Sept. 2015).

their preparatory classes. After they have reached a basic level of German they will be transferred to the regular classrooms.

FIGURE 1. Asylum claims in Europe, 2015
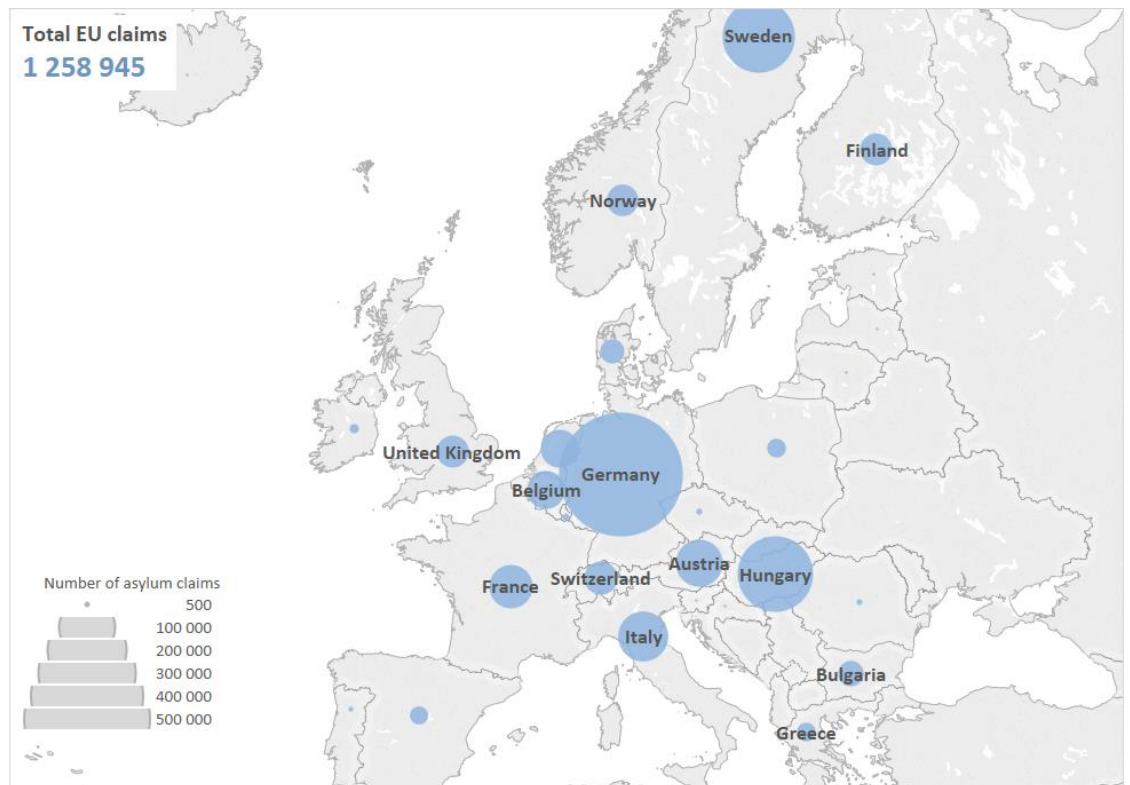
Source: Eurostat, code migr_asyappctzm

Size shows the number of Asylum claims in EU-28, Switzerland, Norway and Iceland. Data covers at least to the end of September and where available to the end of December.

Good practice (1). Based on research concerning migrant education, the state of Schleswig-Holstein defined a three-level competence model (basic – advanced – integration) with detailed definitions for each level. Outside cities, centres specialising in 'German as a second language' were established. These centres provide instruction for children but their parents are also targeted to participate in different ways.

Good practice (2). In the city-states of Bremen and Hamburg the explicit aim of the preparatory classes is the medium level B1 of the European Framework of Reference for German which will be certified with the German Language diploma DSD1. In connection with the DSD1, didactical approaches have been recently developed[13].

Good practice (3). Cologne University offers German language courses for refugee children aged 6 to 13 to prepare them for starting school, i.e. starting with the alphabet. The centre for teacher education is organising these activities (2 x 45 minutes per week) in the context of the obligatory practice units of their teacher students. In this way, the teacher students also learn

---

[13] Please see (in German) http://www.gyha.de/schulprofil/index.php?module=webpage&id=24

what it means to implement language-sensitive instruction. The costs for transportation are covered by the German Red Cross.

Good practice (4). Bavaria offers apprenticeship courses for young adults until age 25. These courses will last for 2 years. The first year is dedicated to language learning and professional orientation. In the second year, language courses are geared toward specific professional trainings and practice units in firms. During the 2 years the young refugees have social pedagogical supervision. At the end of the course participants are awarded certificates. However, it is not clear how the certificate will work in the labour market.

Good practice (5). In Berlin, 32 higher secondary school centres founded a network called 'AG Neuzuwanderung' which provides integrated language training and professional orientation and training. The course plan was developed together and adapted in cooperation with the support of the Waterworks of Berlin[14] and with the care profession.

Good practice (6). 'Teachers on the Road' runs in different states, where teachers volunteer to travel to refugee camps and teach for between 4 and 10 hours per week at the level A1 and A2. The costs for instructional material and mobility are raised through donations.

GENERAL RECOMMENDATIONS:

› Compulsory school attendance has to start as soon as possible, right after immigration. Preparation groups have to be organised in the first refugee site (Erstaufnahmelager). Intensive cooperation with parents is very important.

› Integration of pupils in regular classrooms as soon as possible.

› Language-sensitive teaching suitable for multilingual classrooms should become standard for all teachers, i.e. not only initial teacher education but also and especially further education has to be compulsory for all teaching staff. Appropriate materials, support documents and networking is essential for its success.

› The preparation groups need clear guidelines and definitions of competences (see Schleswig-Holstein).

› The combined and proficient use of first (family) languages with German language learning is more successful than language of instruction-only concepts (material that would use both languages in a comparative way is needed)

› Training of bigger numbers of pedagogues and language teachers in an efficient and sufficient way.

---

[14] Please see (in German) http://gfbm.de/news/menschen-integrieren-fachkraefte-sichern/

> As some family languages are spoken in big numbers bilingual schools should be established e.g. German-Arabic schools.

> Vocational schools could take young adults until age 25.

> Information and communication technologies should be used for decentralised learning, e.g. translation apps for children free of charge (Austria) and smartphone-based language learning tools for those adults (and children) confined to refugee camps etc.

Most of the recommendations for the education of refugee children are similar to those for children of migrants and therefore only a few measures will have to be introduced very specifically for the present situation. From a birds eye view the present challenge for education systems can be seen as a wake-up call to improve quality in the field of linguistic and cultural diversity and responsiveness at a higher speed.

FINAL REMARKS

There is a large number of good practices in the field. This deliverable is an attempt to show the variety possible and necessary in fields as diverse as parents' home-visiting programmes, mentoring of pupils by university-students, networks of teachers with migration background and teacher-training institutions. Some projects can be implemented with a small group of dedicated people, while others require an organisation like a school or the whole system of teacher education to adapt to new realities. In policy development the question of sustainability is a central issue, on the one hand because it is taxpayers' money and on the other because the education of children lays the foundation for future societal developments. What is known from research on sustainability in education is that the more systemic, integrated and comprehensive measures are, the more effective they are[15]. To summarise the lessons learned from good practices in migrant education: they are tackling the more general problems of the system. When looked at closely the cases of migrant children often show the weaknesses of a system – weaknesses that poor families with cultural and linguistic practices that are far from the national (upper) middle-class standards are confronted with. This also calls for specific formulas to support and finance schools with the most challenging, i.e. segregated student composition[16]. At the same time, it is clear that education cannot compensate everything. The medium- and long-term goal of desegregation has to build on policy areas other than education, especially in areas of social policy, such as housing[17] and welfare. There is increasing awareness of the importance of leadership in these domains and

---

[15] Therefore the Literacy Plan in Washington State runs from Birth to Grade 12 and gives a very clear picture of how important leadership and system-wide commitment is for the success of the targeted measures, such as the development and implementation of standards, assessment, instruction and intervention.

[16] See Bakker, Denessen, Peters and Walraven 2010 for more detailed strategies on desegregation.

[17] For good practices see Kahlenberg 2010.

with equity questions more specifically – in kindergartens, in schools and in societies, across Europe[18].

The main goal is clear – achieving excellence with equity and therefore closing the achievement gap for children with migration background while having the highest possible level of well-being. This goal serves the overarching need of belonging to a sufficiently cohesive interconnected society that is able to faithfully promise a bright future for all.

LIST OF REFERENCES:

Bakker, J.; Denessen, E.; Peters, D.; Walraven, G. (eds.), *International perspectives on countering school segregation*, Garant Uitgevers, Antwepen, 2011.

Buschmann, A.; Jooss, B., 'Alltagsintegrierte Sprachförderung in der Kinderkrippe. Effektivität eines sprachbasierten Interaktionstrainings für pädagogisches Fachpersonal' [The language training model that is based on everyday nursery-practices. Effectiveness of a language-based interaction training for educational professionals] *Verhaltenstherapie & psychosoziale Praxis* 43. No. (2), 2011, pp. 303-312.

Crul, M.; Schneider, J.; Lelie, F*., The European Second Generation Compared*. Amsterdam University Press, Amsterdam, 2012. http://www.tiesproject.eu/component/option%2ccom_docman/task%2cdoc_download/gid%2c528/Itemid%2c142/index.html.pdf

Dee, T.; Penner, E., 'The Causal Effects of Cultural Relevance: Evidence from an Ethnic Studies Curriculum'. NBER Working Paper No. 21865, 2016. http://www.nber.org/papers/w21865

Gogolin, I., *Der monolinguale Habitus der multilingualen Schule* [The monolingual *habitus* of the multilingual school]. Waxmann, Münster/New York, 2008.

Kraus, P. , *A Union of Diversity. Languag, Identity and Polity-Building in Europe*. Cambridge University Press, 2008.

Melhuish, E. , 'Early childhood environments: long-term consequences of early childhood education and parenting'. In S. Hay (Ed.) *Early Years Education and Care*. Routledge, Oxford, 2015.

Moret, J.; Fibbi, R., 'Kinder mit Migrationshintergrund 0 bis 6 Jahren: Wie können Eltern partizipieren?' [Children with migration background from 0 to 6 years old: how can parents participate?], Swiss conference of regional education ministers, *Studien + Berichte 31A*. EDK 2010, Bern, 2010. http://edudoc.ch/record/39051/files/StuB31A.pdf

---

[18] For the American context it has been shown that the degree to which the school director or board gives importance to the topic of linguistic and cultural diversity, anti-discrimination and belonging not only impacts their staff but ultimately also the success of the students. (Oberman and Symonds, 2005).

Oberman, I.; Symonds, K. W., 'What matters most in closing the gap: some of the differences between schools that have closed the gap and those that have not run counter to general expectations, this study found'. Leadership Magazine. Vol. 34, Nb 3, Jan-Feb 2005, pp. 8-11

OECD, *PISA 2012 Results: Excellence Through Equity. Giving Every Student the Chance to Succeed (Volume II)*. PISA, OECD Publishing, Paris, 2013. http://www.oecd-ilibrary.org/education/pisa-2012-results-excellence-through-equity-volume-ii_9789264201132-en

OECD, *Immigrant Students at School. OECD Reviews of Migrant Education,* OECD Publishing, Paris, 2015. http://www.oecd-ilibrary.org/education/immigrant-students-at-school_9789264249509-en

Park, H.; Sandefur, G., 'Educational Gaps Between Immigrant and Native Students in Europe: The Role of Grade'. In Dronkers, J. *Quality and Inequality in Education in Europe. Cross-National Perspectives*. Springer, 2010, pp. 113-136.

Schroeder, C.; Gornitzka, L.; Steinbock, D., 'Bildungszugang und Deutscherwerb für Flüchtlinge in Deutschland' [Refugees' access to education and German language in Germany], Expertise for the Robert Bosch expert commission on the reorientation of the policy on refugees, Chair for German as a Second or Foreign Language at the Institut for German Studies at the University of Potsdam, 2015.

Schnell, P., *Educational Mobility of Second-Generation Turks. Cross-National Prespectives.* Amsterdam University Press, 2014. http://www.oapen.org/search?identifier=496955;keyword=schnell%20educational%20mobility

Siraj, I.; Kingston, D.; Melhuish, E., *Assessing quality in early childhood education and care: Sustained shared thinking and emotional well-being (SSTEW) scale for 2-5-year-olds provision*. IOE Press, 2015

Thomas, W. P.; Collier, V. P., *A national study of school effectiveness for language minority students' long-term academic achievement.* Center for Research on Education, Diversity & Excellence, 2002.

Valentino, R.A., & Reardon, S.F. (Forthcoming). Effectiveness of four instructional programs designed to serve English language learners: Variation by ethnicity and initial English proficiency. *Educational Evaluation and Policy Analysis.* https://cepa.stanford.edu/sites/default/files/Valentino_Reardon_EL%20Programs_14_0319.pdf

Zolberg, A. R.; Woon, L. L., 'Why Islam is like Spanish: cultural incorporation in Europe and the United States', *Politics and society*, 1999, 27. Jg., S. 5-38.

Remark: Some of the paragraphs describing projects are taken from the self-description of the projects on the internet or in publications.