

ABOUT THE AUTHORS



Dr. Emmanuelle Le Pichon-Vorstman is Assistant Professor at the University of Toronto, OISE, head of the Centre de Recherches en Éducation Franco-Ontarienne (CRÉFO). From 2006 onwards, she has worked at the Utrecht Institute of Linguistics at Utrecht University in the Netherlands. Since 2009, she has led several projects on the inclusion of minority students in education. Emmanuelle works as a consultant, researcher, evaluator and reviewer for several international organisations and international journals. Her keen interest in migration policy has led her to conduct research studies on issues related to multilingual education, particularly on the education of newly arrived migrant students in Europe and in Canada, and indigenous pupils in Suriname in collaboration with the Rutu Foundation. Emmanuelle's research expertise and interests relate to educational linguistics, linguistic diversity, education rights of linguistic minorities, migration and mobilities, inclusive education, language learning and teaching, and metacognition.



Ms Hanna Siarova has been researching EU and national policies in the area of education and social inclusion for more than nine years. Hanna currently work as a research manager at the Public Policy and Management Institute (Vilnius, Lithuania), researching early childhood and school education policies, with a particular focusing on factors explaining social disadvantage, as well as the successful integration of students with immigrant backgrounds, looking at language support and multilingual education, intercultural education, the promotion of tolerance and respect for diversity through education. Hanna also represents PPMI as a Board member within the Policy Network on Migrant Education (SIRIUS), through which she actively engages in EU-level discussions on inclusive education and the promotion of multilingualism, citizenship and the common values of tolerance, freedom and non-discrimination. She was one of the co-authors of the earlier NESET report [Multilingual Education in the Light of Diversity: Lessons Learned](#), which provides the contextual basis for the present report.



Ms Eszter Szőnyi is a researcher at PPMI (Vilnius, Lithuania) and holds a Master's degree in Ethnic and Minority Policy (Central European University). Eszter has research experience and interests linked to the fields of education policy, gender equality, social inclusion, segregation in education and equal opportunities. Eszter has contributed to research activities for the implementation of EU-level projects and national-level research studies in relation to the topics of educational assessment, diversity in education, early school leaving, educational toolkits addressing gender stereotypes, and the evaluation of educational methods.