



MAPPING EUROPEAN STAKEHOLDERS ON MIGRANT EDUCATION

This study was undertaken with the purpose of mapping the positions of European civil society stakeholders and some stakeholders in EU member states on the education of migrants in Europe. What are the key areas of education policy where European education and migration stakeholders' positions coincide with each other and with local stakeholders and what are the areas where they diverge?

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April 2012



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INTRODUCTION

This study was undertaken with the purpose of mapping the positions of European civil society stakeholders and some stakeholders in EU member states on the education of migrants in Europe. The main research question of the study was: What are the key areas of education policy where European education and migration stakeholders' positions coincide with each other and with local stakeholders and what are the areas where they diverge? The report presents the views and positions of organisations with a voice in Brussels and also of organisations representing parts of immigrant constituency in education in EU Member States. This project was supported by a grant from the Open Society Foundations.

Situation analysis

At EU level, the constituency to push for educational equity for immigrants is rather weak. Migrants are not always considered as a significant group by the influential education stakeholders—from associations of parents, to teachers' unions, school leaders, advisory bodies, universities and adult learning organisations. Education stakeholders do not always realise how their work on education reform and equality would also promote societal integration. Similarly, the organised migration and integration stakeholders often do not take a position on education reform and equality. If anything, they advocate for legal access to education and, occasionally, for targeted measures and intercultural education projects. However, targeted policies often fail without more inclusive general policies, and fundamental changes in general education policies may eventually have a greater impact on immigrant pupils' chances in life.

The European Commission has shown interest in gathering research evidence for policy in this area by funding the European Policy Network on the education of children and young people with a migrant background (SIRIUS). However, so far the network's orientation is mostly towards academic research. Greater engagement of a wide range of stakeholders is essential to make

European education stakeholders and migration stakeholders can strengthen the case for greater inclusion by paying closer attention to the agenda of grassroots stakeholders and national civil society stakeholders in migrant education. Without these stakeholders' involvement, the case for fundamental improvements in access to quality education for migrants cannot be sustained at the national level, and as a result, is weaker at the EU level. In times of economic crisis, many education policymakers are not only cutting budgets, particularly for immigrants. They are also less willing to even talk about immigrant and other disadvantaged pupils.

SIRIUS a policy network that bridges the gap between research and policy and proposes solutions that respond to the realities that migrant youth have to face.

This report lists the areas of interest of stakeholders promoting more effective inclusion of migrants in education across Europe, and is intended to give the SIRIUS national and collaborative partners the information about the network's constituency that they need to make major strategic choices.

Groups of stakeholders included in the mapping and the scope of the mapping

1. EU education stakeholders (e.g. associations of parents, teachers' unions, school leaders' associations, advisory bodies, adult learning organisations);
2. Organised EU migration and integration stakeholders;
3. NGO stakeholders and immigrant-led education initiatives in EU member states: 1) umbrella organisations of migrants at national or regional level; 2) local or national education initiatives targeting marginalised groups.

Initially a section on grassroots initiatives had been planned, however, it has proven impossible to track unorganised grassroots through information available from national-level integration stakeholders. Instead, this report reached out to members of national or regional umbrella organisations representing part of the immigrant constituency in respective countries.

The mapping report identifies and maps the position of the above groups on issues relevant to the education of migrants in Europe, based on interviews and study of information available from organisations' websites, including position papers and statements in the case of European stakeholders.

The mapping identifies: 1) policy advocacy positions articulated by stakeholders, especially regarding access to quality education for disadvantaged groups; 2) policy advocacy positions concerning targeted measures for migrants; 3) national NGO activities for the education of migrants, often implemented by immigrant-run organisations.

ANALYSIS

1. European education and migration stakeholders: areas of convergence and evident gaps

1.1. Similarities and differences in the agenda of European education and migration stakeholders (focus on migrant education)

This mapping covers a large number of the European-level civil society stakeholders that could be considered significant players in education and migration policy. One of the criteria for the selection of stakeholders to interview was their cross-referencing - many organisations included in this report explicitly referred to others as significant stakeholders to consult.¹

Education and migration stakeholders listed in this report all have recognised profiles in education policy dialogue at European level. As umbrella organisations representing their members working at the national level, they tend to consolidate their member base around a policy agenda through a series of discussions and consultations, sometimes based on research done specially for that purpose. At the same time they often interact with each other during EU-level consultations or via platforms such as European Integration Forum.

The findings of this report may help to develop further steps in engaging these stakeholders in a common discussion on education of migrants in Europe:

EU-level migration stakeholders focus mostly on legal access to education for the most legally vulnerable groups. Access to education for undocumented migrant youth and other vulnerable groups among migrants constitutes one of the most common priorities for EU-level advocacy (PICUM, JRS, CCME, Caritas), followed by the recognition of qualifications gained outside the host country (SOLIDAR, CCME). Making the education system more responsive to migrants is also on their agenda, but further down behind the issue of legal access to education and to other areas of public life. The strength of EU migration stakeholders, revealed through interviews, was in their ability to name specific barriers within the education systems that affect migrants (EU-level education stakeholders tended to avoid being specific on these issues).

¹ The biggest gap in the mapping of education stakeholders consists in the total absence of tertiary education stakeholders from this report. Tertiary education stakeholders (such as the European University Association and Association for Teacher Education in Europe) have to be consulted during later stages of the project.

Education stakeholders focus mostly on improving the general education system and making it more 'responsive' to migrants. This agenda includes access to early childhood education and care for children from disadvantaged backgrounds (EUNEC), inclusive school policies (EPA, EUNEC), improving representation of migrants in life-long learning and in vocational education (EAEA, EYF, EUNEC), recognition of qualifications and all forms of diversity and anti-discrimination policies in education systems (EYF, EuroClio, EI).

However, education stakeholders seldom present a coherent position on targeted measures necessary in order to close the gap between migrants and majority populations in many school systems. Moreover, barriers to access are usually defined in fairly general terms by European education stakeholders, sometimes without specifying the existing policies that create barriers for disadvantaged students (e.g. early tracking, segregated special schools system), which national migrant stakeholders are less afraid to name.

Not many EU education stakeholders focus on specific barriers or adverse conditions within education systems that affect migrants and other vulnerable groups.

The scarcity of articulated positions on language learning support at school, including immigrants' mother tongue in schools, is a good illustration of this point. Interviews with European-level stakeholders reveal that: 1. They for the most part do not engage in advocacy for improving language support for immigrants in schools; 2. They do not do this because there is no consensus among their members for doing so.

Research evidence suggests that language plays a crucial role in prospects of success or failure of immigrant students in general education: according to OECD, several types of school-level policies arguably could improve the educational attainment of migrant students, including early language assistance (in pre-school education and day care), individual monitoring of language development and systematic support for language learning throughout school, teachers trained in second language teaching skills, integrating content and language learning, using various approaches to include migrants' mother tongue at school, including intercultural perspectives in the curricula and other policies at school level.²

For the most part, European stakeholders find no consensus among their members on these issues, and they hesitate to formulate positions on the role of language support in access to quality education at school, despite the existence of substantial research evidence on its importance.³

Both groups of stakeholders have a commitment to promoting diversity, citizenship education, and human rights – however, there are considerable differences in how these

² Deborah Nusche (2009), *What Works in Migrant Education? A Review of Evidence and Policy Options*, OECD Education Working Papers, No. 22, OECD.

³ See e.g. Jim Cummins (2008) *Total Immersion or Bilingual Education? Findings of International Research on Promoting Immigrant Children's Achievement in the Primary School*; Jörg Ramseger and Matthea Wagener eds, *Chancenungleichheit in der Grundschule. Ursachen und Wege aus der Krise*. Springer Verlag, and materials from the Rotterdam meeting of the SIRIUS network members in December 2012.

priorities are translated into policy advocacy. In many cases, the emphasis is on projects and other initiatives that produce some results and equip educators with tools, but do not achieve a change in education policies (e.g. curriculum, educational legislation) in the Member States.

Regarding **targeted measures**, both groups often focus on targeted non-formal measures in order to 'repair' problems existing in education systems or to avoid uncooperative/unresponsive general education systems. The prevalence of interest in adult education and non-formal learning for youth and adults among European stakeholders may be partly pre-conditioned by the EU agenda on education (Open Method of Coordination, focus on speedy integration of youth in the labour market, nature of support available from the European Commission). Nevertheless, a major weakness of EU stakeholders on migrant education is the emphasis on remedial interventions such as 'catching' dropouts in the safety net of non-formal vocational training, and lack of focus on advocating policy change within formal education systems that reproduce this social disadvantage.

1.2. Policy areas: potential for convergence, but missing important topics

The recommendations of European education and migration stakeholders are often similar, such as non-formal education and adult education, removing barriers to access to education systems for non-documented migrants and asylum seekers, recognition of earlier educational qualifications, diversity policies in schools (more rarely – in curriculum), and learning citizenship-related skills.

However, this agenda for the education of migrants is currently focuses mostly **on non-formal and informal learning**, adult education, and recognition of qualifications, and much less on what is happening inside the formal education system: desegregation, language support and reform of policies that reproduce social disadvantage, such as early tracking.

Relatively little engagement with formal education policies and insufficient emphasis on targeted measures means that EU policy makers not always have sufficiently strong dialogue partners in the civil society to address the disadvantaged situation of migrants in national education systems.

On the one hand, the evident similarity or possible convergence of stakeholders' interests around these common issues may imply that there is a potential for mobilising stakeholders around a common policy agenda. On the other hand, relatively little engagement with formal education policies and insufficient emphasis on targeted measures means that EU policy makers not always have sufficiently strong dialogue partners in the civil society to address the disadvantaged situation of migrants in national education systems.

2. National-level NGO stakeholders and immigrant-led education initiatives

2.1. Priorities: targeted measures

The selection criteria for interviewing national-level immigrant-led organisations was twofold: 1) the focus was on national or regional, more seldom on local players; 2) associations of local initiatives and/or migrant organisations were interviewed in most cases, since they combine extended grassroots membership with some linkages to national or regional level policies. At a later stage, several local stakeholders described as examples of good practice in SIRIUS were added (from Flanders and Germany).

The following conclusions can be made on the basis of profiles of grassroots stakeholders interviewed for this study:

- **Focus on problems encountered by learners:** Unlike EU-level stakeholders, NGO stakeholders and their associations in the Member States tend to be less abstract and general in the way they define problems encountered by migrants in education systems. Often they construct their activities around specific problems, such as the transition from primary to secondary school in countries with early tracking (mentoring programmes in the Netherlands), or reducing the level of school dropouts (programme 'Escolhas' in Portugal, mentoring programmes in the Netherlands).
- **Types of intervention:** Like many European stakeholders, national-level NGO stakeholders often focus on activities outside the school. They compensate for the failure of formal education systems to respond to migrants by ways of informal or non-formal education, adult education, or promoting access to VET and tertiary education. When the risk of failure at school is at stake, NGO stakeholders more often turn to extra-curricular activities, rather than attempt to reform unfavourable policies. For the most part, their activities do not target short-term or medium-term changes in the school as such – rather, they 'work around it' by offering private tutoring to immigrant students who have difficulties with their homework, or organising language classes for their parents, promoting migrant students' access to university or fostering their interest in the teaching profession. A significant exception among the interviewees is the Programa Escolhas in Portugal, which works through school and aims to change the way schools serve disadvantaged pupils. It is important to keep in mind, however, that Escolhas is a government programme implemented through civil society initiatives, rather than a typical grassroots project.

When grassroots stakeholders target changes in the school system as such (as e.g. the network of immigrant teachers in North Rhine Westphalia, aiming to introduce more diversity in the teaching staff), they combine „soft” methods such as networking with „hard” methods such as recommendations to introduce positive

action in teaching staff recruitment. As stakeholders, they are very much embedded in the local social and educational landscape, and their methods of advocacy are non-confrontational. Rather than disrupt cooperation with other stakeholders in their fields by posing demands for immediate policy change, they work through projects aiming at modest step-by-step change in the future.

- Some associations (such as BEMIS in Scotland and NLM in North Rhine-Westphalia) work with government structures on a regular basis, proposing policy changes as they go. Others (e.g. New Communities Partnership in Ireland) offer recommendations to policy makers only in one-off cases, when they come up against situations where their work with immigrants is frustrated by unfavourable policies. The level of detail in recommendations proposed by associations of grassroots stakeholders also differs from case to case. While a concrete policy proposal may be of great value where policy makers are inclined to listen to activists, in many cases, it seems, the path to policy change goes through gradually familiarising influential stakeholders (education councils, local and national government, civil servants, political parties and others) with the rationale for and significance of proposed changes. In this context, supporting a few clearly articulated principles or approaches may prove a better strategy, than pushing for a single set of concrete changes in the legislation or policy implementation.

2.2. Similarities between the priorities of EU-level and national NGO stakeholders: focus on participation

Both EU-level stakeholders and national-level stakeholders talk about promoting diversity, citizenship education, and human rights, although the NGO stakeholders predictably have a more hands-on approach to these issues, developing training modules, creating networks of teachers with migration background and involving youngsters with migration background in community activities.

Both groups also address the under-representation of migrants in education: in the teaching profession, in parents' organisations, and in consultative bodies.

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3. Policy areas and spaces for synergy: mapping stakeholders in migrant education

The table below offers a rough mapping of education policy areas where the stakeholders represented in this study have specific policy recommendations/ activities or working programmes. It provides a starting point for thinking of possible areas where synergies can be achieved and where stakeholders can be consolidated around common goals. This mapping needs to be developed and elaborated to present a more complete picture.

| Education policy area | European education stakeholders | European migration stakeholders | Grassroots associations in EU member states |
|--|---|---|---|
| Pre-school education | EUNEC (<i>General policies: access to early childhood education and care for disadvantaged children is a priority</i>); | | Minderhedenforum (support for early childhood education and parenting skills) |
| Formal education: Primary and Secondary school | <p>European Parents' Association (<i>General policies: European Citizens' Initiative "High Quality Education for All", promoting the idea of a common model for school education in Europe; applying the Index for Inclusion to integration issues in education, inclusive school policies; promoting representation and participation of parents from diverse backgrounds in school councils</i>)</p> <p>EI (<i>Targeted measures: anti-discrimination measures and combating racism and xenophobia in educational settings</i>)</p> <p>EUNEC (<i>General policies:</i></p> | <p>PICUM (access to education for undocumented migrant youth)</p> <p>JRS (access of undocumented migrants and rejected asylum seekers to school)</p> <p>Caritas (access of socially disadvantaged children, including migrants, to quality school education)</p> <p>CCME (access of children of migrants to primary and secondary school, advocating non-segregated schooling for migrants)</p> | <p>Programma Escolhas (<i>General policies: improving schools serving socially disadvantaged communities, including migrants, through government-funded projects with focus on motivation and improvement of school-community relations</i>)</p> <p>Minderhedenforum (support for disadvantaged pupils at school; informed, free and deliberate choice of schools by parents; school policies to help migrant children; measures preventing referral of children from poor socio-</p> |

| | | | |
|--|---|--|--|
| | <p>inclusive policies for all disadvantaged pupils, which can also give rise to targeted policies for migrant pupils;</p> <p>European Youth Forum (General policies: diversity in classrooms and diversity and cultural sensitivity among teaching staff; Human Rights Education in the curriculum; mainstreaming diversity issues in curriculum. Targeted measures: EU anti-discrimination legislation extended to schools ; opportunity to learn the language of receiving country and migrants' languages of origin at school)</p> <p>EUNIC (Targeted measures: support for acquiring majority language at school and the teaching of minority and immigrant languages in state schools)</p> <p>EUROCLIO (General policies: making history of migration part of standard history curriculum).</p> | | <p>economic background and migrant children to special needs schools)</p> <p>BEMIS (General policies: trainings to promote diversity in schools; advocacy to promote Human Rights Education in the curriculum; Targeted measures: promoting representation and participation of parents from immigrant backgrounds in school councils)</p> <p>NCP (Targeted measures: tutoring of primary school students, sometimes including parents in learning activities)</p> <p>Netzwerk Lehrkräfte mit Zuwanderungsgeschichte, NRW (Targeted measures: promoting recruitment of teachers with migration background)</p> <p>Interkulturelles Zentrum (General policies: recommendations to introduce national testing in immigrants' languages as part of Abitur; Targeted measures: intercultural skills for youth workers and teachers).</p> <p>NPOINT (Targeted measures: mentoring programmes for secondary primary and school students of immigrant origin, extracurricular assistance to disadvantaged students).</p> |
|--|---|--|--|

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|-----------------------|--|--|---|
| | | | <p>The Babbel Box (<i>Targeted measures: tools and activities to assist the acquisition of Dutch language by 6-8 y.o. immigrant children</i>)</p> <p>Stipendien- und Mentorenprogramm „Ağabey-Abla“ (<i>Targeted measures: mentoring programmes for secondary primary and school students of immigrant origin</i>)</p> <p>Prisma (<i>Targeted measures: mentoring programmes for disadvantaged secondary primary and school students; support with acquiring host country language skills</i>).</p> <p>Mentorproject (<i>Targeted measures: mentoring programmes for disadvantaged primary school students</i>)</p> |
| Formal education: VET | <p>EAEA (recognition of qualifications of adult migrant learners);</p> <p>European Youth Forum (<i>Targeted measures: recognition of skills gained through non-formal education to “boost the esteem of young migrants not fitting well into existing formal education systems”</i>).</p> | <p>PICUM (access to training for undocumented migrant youth)</p> <p>SOLIDAR (recognition of qualifications gained outside the host country)</p> <p>CCME (access to VET for migrants, recognition of qualifications gained outside the host country)</p> <p>JRS (access of destitute migrants to VET)</p> | <p>Programa Escolhas (providing VET to socially disadvantaged youth and migrants as part of school improvement programme).</p> <p>Reseau des Associations Francaises pour la Promotion des Droits des Femmes Migrantes (<i>Targeted measures: recognition of qualifications, advocacy for „preferential social inclusion measures” for migrant women</i>).</p> |

| | | | |
|--|---|---|--|
| Formal education: tertiary education | <i>For technical reasons, European tertiary education stakeholders were not included in this mapping exercise. This section would have to be filled at a later stage.</i> | CCME (access to tertiary education for migrants) | <p>BEMIS (<i>Targeted measures:</i> Capacity building modules for immigrants targeting enrollment into universities)</p> <p>Minderhedenforum (support for participation of migrants in tertiary education)</p> <p>Netzwerk Lerkräfte mit Zuwanderungsgeschichte, NRW (Germany) (<i>General policies:</i> diversity policies in schools; <i>Targeted measures:</i> promoting enrolment of migrant students into teachers' colleges, networking of teachers with migration background in tertiary education and in in-service training)</p> |
| Non-formal and informal education for youth | European Youth Forum (recognising diversity through intercultural learning), | SOLIDAR (recognition of qualifications gained outside the host country; | <p>Netzwerk Lerkräfte mit Zuwanderungsgeschichte, NRW (Germany) (<i>Targeted measures:</i> summer camps for students with migration background to motivate them to become teachers)</p> <p>Programa Escolhas (<i>Targeted measures:</i> Digital Inclusion; Entrepreneurship and Empowerment)</p> <p>NPOINT (<i>Targeted measures:</i> involving students with migration background in science festivals, such as RoboCup)</p> |
| Non-formal and informal education for adults | <p>EUNEC (<i>General policies:</i> Access to Lifelong Learning is a priority);</p> <p>EAEA (<i>General policies:</i> improving representation of socially disadvantaged</p> | <p>SOLIDAR (recognition of qualifications gained outside the host country)</p> <p>CCME (improving</p> | <p>Minderhedenforum (support for participation of migrants in adult education)</p> <p>Reseau des Associations</p> |

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| | groups in LLL, <i>Targeted measures</i> : investing the barriers in adult education for migrants, creation of European taskforce, improving methodology for language learning) | conditions for learning host country language for migrants) | <p>Francaises pour la Promotion des Droits des Femmes Migrantes (<i>Targeted measures</i>: advocacy to promote access to language courses for integration)</p> <p>RIFFI (<i>Targeted measures</i>: Swedish language classes and social integration support for migrant women).</p> |
| Citizenship education | European Youth Forum (learning active citizenship through promoting diversity and fighting against discrimination) | SOLIDAR (legal and rights literacy for socially vulnerable groups; community learning, awareness raising) | <p>BEMIS (mentoring programmes to encourage active citizenship among immigrant youth; advocacy to improve Human Rights Education in the curriculum, to empower immigrant youth to become active citizens)</p> <p>Programa Escolhas (encouraging youth to take part in community activities and to solve the problems of disadvantaged communities).</p> |

ANNEX 1: EDUCATION STAKEHOLDERS

EUNEC

European Network of Education Councils (EUNEC) is an association of national education councils from many (but not all) EU member states.

Position on equity in education and on education of migrants

a) General education policies

EUNEC has a permanent focus on equity of access to education at all levels; equity is the principle at the centre of every recommendation. EUNEC representative stated during the interview that *“if a policy does not serve every child, it is not a good policy”*. There is a strong tendency to put more reliance in general education policies, less in targeted policies – *„ideally, the needs of all groups should be covered by general education policies”*.

Specific directions of advocacy in education policy include:

- Access to early childhood education and care
- Screening of budgetary austerity measures to ensure that they do not affect adversely the participation of vulnerable groups in education
- Access to Lifelong Learning (LLL), also because this is the path to continuing education for people who left formal schooling early without qualification

b) Targeted policies

EUNEC approach focuses on general policies, the Statement on migration and education (not yet formally accepted) stresses that *“general policies on inclusive education can give rise to good targeted measures for migrant education. Policy measures that work for disadvantaged pupils in general also work for pupils from migrant background – for example, avoiding early tracking and establishing flexible education pathways.”*

Note: The emphasis in recommendations is often on areas before and after school (early childhood, lifelong learning), because (as EUNEC representative put it) *“in these areas, less is being done than at school”*.

Activities: EUNEC works with the European Commission mainly through involving Commission representatives in its own conferences and events and communicating its position on key policy issues. It also attempts to influence policy recommendations adopted by the Council through lobbying with some education ministers.

EAEA

European Association for the Education of Adults is a membership organisation for adult education associations from EU countries.

Position on equity in education and on education of migrants

a) General education policies

EAEA is mostly engaged in the area of adult education – the least regulated and least funded sector of education. Equity of access is one of key issues – with ET 2020 benchmark in this area set rather low, EAEA members see it as important to reach out to groups that are less represented in adult education (and this includes migrants).

The policy framework they work with is European Agenda for Adult Learning, launched in early 2012. EAEA believes that adult education can be one of the solutions to the challenges faced by migrant populations (e.g. improving qualification levels).

b) Targeted policies

In its policy brief “*Adult Learning and Education and the Integration of Migrants. The Need for a European Strategy*” (2011), EAEA recommends the creation of a European task force and a European strategy for integration that would include also a focus on lifelong learning, policies informed by understanding the needs of migrants, investment in learning infrastructure and education staff, investigation into the barriers for learning for migrants (e.g. in some Member States – waiting periods until migrants are allowed access to courses), language learning methodology adapted to the needs of adults and where possible combined with other learning needs, e.g. vocational training, innovative approaches to methods of delivery of training, incl. mentoring (e.g. going to places where migrants are to be found, not waiting till they come to classrooms), recognition of qualifications gained outside the host country, intercultural activities based in adult education/ learning (engaging host cultures and reducing prejudice and hostility).

Activities: Policy brief; Grundtvig network “Outreach, Empowerment and Diversity”, promoting empowering teaching methodologies in adult education, in which active citizenship agenda overlaps with inclusion agenda. Planning to present policy recommendation on diversity and empowerment in the conference of the network in 2014.

Education International and ETUCE

The European Trade Union Committee for Education (ETUCE) is the teachers’ social partner at European level and (since 2010) an integrated part of Education International, EI. ETUCE is the EI Regional Structure in Europe.

a) General education policies

As teachers' union representative at global and European level, EI and ETUCE formulate position on global and European issues from the teachers' perspective. Positions on a vast range of education policy issues have been formulated, from early childhood education and care to higher education and lifelong learning. Of interest in the context of education and migration is the Education International World Congress Resolution on Teacher Migration and Mobility (2011), referring also to issues of integration in education, mainly in terms of anti-discrimination measures and combating racism and xenophobia in educational settings in receiving countries.

EI currently conducts a global study on teacher migration (assisted by ATF – the American Teachers' Federation).

b) Targeted policies

In terms of engagement in policy debate on migrant education in the EU, EI and ETUCE have not been very active so far, even though they follow all major developments on the agenda of European Institutions that concern education, and ETUCE often formulates positions and statements on issues of concern. According to ETUCE website, in the recent years these statements have included issues on Roma education and national minority education, but not on education of migrants.

Activities: EI members in some EU countries, e.g. NUT (UK) have created information websites for migrant teachers.

Interest in participating in an informal EU network or platform on the education of migrants: Yes (EI Research Institute).

European Youth Forum

European Youth Forum is the platform of the national youth councils and international non-governmental youth organisations.

a) General education policies

Members of EYF are providers of non-formal education. Therefore the Forum's emphasis is on non-formal education and on life-long learning, and most recommendations regarding education policy are either about improving access to non-formal education or about combining the strengths of formal and non-formal education in order to better equip young people from all groups, including migrants, for participation in society. The emphasis is on recognising diversity through intercultural learning.

Emphasis on linkages between formal and informal education is mostly present in EYF's positions on active citizenship and diversity/ anti-discrimination. E.g. the Policy Paper on Equality and Diversity states that "Because they are key players in developing

intercultural learning, youth organisations can indeed contribute a lot to promote diversity and fight against discrimination in Europe. For instance, youth organisations can feed into formal education systems by introducing new learning tools... In addition, issues such as classroom cultural composition and staff sensitivity are critical... The European Youth Forum stresses the need for a representative learning environment, thereby guaranteeing cultural diversity among both staff and students.”

Specific recommendations in education policy have included:

- Recommendation on anti-discrimination measures - to “extend the legislation beyond the employment directive, to ensure, for example, that the policy is also effective in protecting young people from discrimination in classrooms” (Policy Paper on Equality and Diversity, 2006)
- Recommendations that Human Rights Education should be allocated “substantial space within formal education curricula” and those issues of diversity and gender equality should be mainstreamed in education curricula (Policy Paper on Equality and Diversity, 2006).

b) Targeted policies

The Policy Paper on Youth and Migration (adopted in 2008) stresses the need to improve access to education for migrant children and youth and also mentions “specific measures targeted at migrant youth” in education. EYF has recommendations on most areas of policy concerning migrants (rights of migrants, access to social services, access to work, access to participation and citizenship, undocumented migrants, integration). The education-related areas in which specific targeted measures supported by EYF are specified, are opportunities (funded from public sources) to learn the language of receiving country and migrants’ languages of origin, inclusive school environment that recognises and values diversity and non-formal education that meets the needs of migrants.

EYF supports:

- fuller access to language courses for migrants ;
- opportunities for children to learn their language of origin, mother tongue lessons at school for migrant children and youth;
- recognition of skills gained through non-formal education as a way to “boost the esteem of young migrants not fitting well into existing formal education systems” (e.g. in connection with recent Council Recommendation on the validation of non-formal and informal learning (2012/0234 (NLE)), which they consider also to reflect their advocacy in this area).

Activities:

- Setting up YM+ , an informal platform representing young migrants and young people with migrant background ;
- Participation in European Immigration Forum;
- Promoting positions on diversity and migration articulated in 2006 and 2008 in dialogue with European Institutions;
- Supporting member organisations to mainstream diversity and to support inclusion of migrant youth in community-based initiatives (e.g. New Communities Partnership in Ireland – *included in grassroots mapping*).

EUNIC

EUNIC is the association of national cultural institutes of 24 European countries. In its work the network focuses on overlapping topics in culture: culture and conflict, multilingualism, culture and development.

Position on equity in education and on education of migrants

a) General education policies

Members of EUNIC have both practical and theoretical expertise in issues related to language learning. They offer language courses, conduct research and advise the European Commission (DG EAC) on multilingualism. EUNIC has a Languages Working Group and has recently developed recommendations for the European Commission on the Online Platform for Language Learning.

Currently EUNIC is conducting the project Language Rich Europe which compares how languages, including minority and immigrants languages, are taught in different EU countries (including most recent data on provision of immigrant language instruction in preschool, primary and secondary school). On the basis of both the comparative cross-national findings presented currently in short form at www.language-rich.eu, and the contextual detail provided by researchers in the country profiles, EUNIC plan to offer policy makers, practitioners, and specialists working in the field examples of good practice. They plan to develop recommendations on language provision (including immigrant languages) based on this research for policy makers (by the end of March 2013).

b) Targeted measures

As a matter of good practice, EUNIC identifies, among other things, support for acquiring majority language to immigrant and minority students in schools and the teaching of minority and immigrant languages in state schools. Recommendations to follow after Language Rich Europe results are finalised.

European Parents Association (EPA)

European Parents' Association is a Europe-wide network of parents' organisations, mostly working in the area of education (cooperating with other education organisations), highlighting innovation in educational partnership (between parents and teachers) and identifying and promoting projects partnering parents, NGOs and schools.

Position on equity in education and on education of migrants

a) General education policies

EPA is one of the organisations behind the European Citizens' Initiative "High Quality Education for All" (www.euroedutrust.eu), recommending that the European Commission should establish a multi-stakeholder discussion and collaboration platform where parents, teachers, students, social partners, scholars and decision-makers will propose, debate and finally formulate a European policy for a quality, pluralistic and «Europe 2020»-oriented educational model at primary and secondary level, and establish a roadmap for implementing this model in all EU member states. This is in principle a plea for a more consolidated primary and secondary education model in Europe.

Some of EPA's activities in the recent years have focused on education and migration, e.g. joint conference with EuroClio on teaching about migration and family history (2010), conference "Integration and Inclusion in Schools" (Hamburg, 2011). As part of the conference, a workshop applying the Index for inclusion to integration issues in education was organised. The conference stated that inclusive society needs inclusive schools.

b) Targeted measures

Not in the area of migrant education.

The commitment of EPA is to support free school choice, to promote representation and participation of parents from diverse backgrounds ('not only white middle class'), the right of parents to have a say in the education of their children vis-à-vis professionals.

EUROCLIO

EUROCLIO, the European Association of History Educators, promotes a responsible and innovative teaching of history based on multi-perspectivity, critical thinking, mutual respect, and the inclusion of controversial issues. The Association advocates a sound use of history education towards the building and deepening of democratic societies, connecting professionals across boundaries of countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing innovative teaching tools.

a) General education policies

EUROCLIO promotes inclusive history education – while history often reflects the narrative of the dominant groups, EUROCLIO activities “*push the awareness that history is the history of all groups living in the country, move away from history as the history of dominant groups*”. One of the working themes within this area of effort is “History on the Move” – presenting history of migration as an essential part of history curriculum and suggesting ways to rethink history curriculum to reflect this theme.

EUROCLIO director in her interview says: “*While before, in the nineteenth century, history was the tool for creating a national identity, since then its basic questions have not been fundamentally rethought. The need to ‘rethink’ history curriculum is at the core of EUROCLIO projects, such as Historiana. Themes like migration are entering history curriculum, despite occasional reluctance of policy makers.*”

EUROCLIO also promotes ways to enhance the contribution of history teaching to the development of transversal competences, like critical thinking, creativity, and active citizenship.

EUROCLIO promotes its position on these issues by speaking to Council of Europe, European Commission and UNESCO, and by cooperating with the European Parliament. However, according to the interview, “*intergovernmental organisations are not pushing national policy makers hard enough to implement their commitments*”.

b) Targeted measures

EUROCLIO does not have a focus on targeted policies on the education of migrants.

ANNEX 2: EUROPEAN MIGRATION STAKEHOLDERS

PICUM

PICUM, the Platform for International Cooperation on Undocumented Migrants, is a non-governmental organisation (NGO) that aims to promote respect for the human rights of undocumented migrants within Europe. PICUM also seeks dialogue with organisations and networks with similar concerns in other parts of the world.

Position on policies concerning equity of access in education-related areas

PICUM only engages in EU discussions on general education policies if there is a need to ensure the inclusion of undocumented migrants as a target group in these policies. It does not discuss the essence of policies as such.

a) Targeted measures

In terms of targeted measures, PICUM specifically looks at undocumented migrant youth's access to education and training. The basis for regulating access to education for undocumented migrants is primarily the UN Convention on the Rights of the Child. PICUM has mapped the situation in this area in EU Member States in its report on access to education, healthcare and housing (2009).

PICUM has formulated recommendations in this policy area, and conducts advocacy for access to education for undocumented migrant youth, constructed around these points:

- Right to education is a universal right; therefore there should be a regulation ("firewall") ensuring that school can accept children of undocumented migrants without obligation to report them to immigration authorities, thus guaranteeing the right to education without fear of detention, arrest and deportation.
- Access to education should not be conditional on status; there should be a legal entitlement to it and a policy on removal of practical barriers.

E.g.in 2012, in connection with the 2nd Convention of the European Platform against Poverty and Social Exclusion, PICUM has approached the European Institutions with 4 broad recommendations, one of which concerns education: *"The implementation of EU 2020 targets concerning education, the National Reform Programmes and the Country Specific Recommendations should address the legislative, administrative and other practical barriers faced by undocumented children and youth in accessing education and training. Social investments in the area of education should include measures to guarantee education and training to all children and youth irrespective of their or their parents' residence status."*

PICUM has also been following the discussion on early childhood education in Europe, in order to ensure that one of the target groups included in future measures and recommendations would be the children of undocumented migrants. At the same time, PICUM representative noted in the interview that *“we do not have big goals at EU level, rather, we are looking more specifically at the national/ regional/ local levels, most recommendations target those levels of policy”*.

SOLIDAR

SOLIDAR is an international alliance of social and economic justice NGOs working in development and humanitarian aid, social policy, social service provision and life-long learning.

Position on equity in education and on education of migrants

a) General education policies

SOLIDAR promotes life-long learning (LLL) and recognition of skills and qualifications as means to achieve greater social inclusion and empowerment. This is reflected e.g. in SOLIDAR Policy briefing # 53 Building learning societies.

b) Targeted policies

The particular emphasis of the Solidar approach to education of migrants (and other socially vulnerable groups) is on legal and rights literacy, recognition of skills and competences, recognition of qualifications gained outside the host country and informal learning, issue-based approach to community learning – e.g. their member ABF in Sweden uses the approach of ‘study circles’, community groups attempting to solve common issues on the ground, such as access to some social services.

Approach to integration: In their communications via European Integration Forum and communication with members, Solidar promotes approach to integration focusing on ‘transversal issues’, i.e. not focusing on diversity per se, but on various social challenges for which solutions can be found by working together: *“Transversal issues – lack of social protection, poverty, unemployment faced by migrants are the same as issues faced by general population, migrants are only more affected by them.”* Therefore emphasis on empowering migrants to participate in finding solutions – e.g. Strasbourg migrant city council – and encouraging issue-based debate in which different groups, including migrants, can take part. Hence emphasis on legal and rights literacy for migrants and on awareness raising and ownership of rights (often there is reluctance to claim rights for fear of repressions).

Activities: In 2006-2007, implemented a 5 country project Take part! On participation of migrants in host societies, as a result developed recommendations for Member states and EU. Education-related recommendations were all at country level, the only EU-level recommendation in education was recognition of migrants’ qualifications.

Currently: Dialogue-to-change (D2C) programmes are an innovative approach to tackling integration issues in the local community through small-group deliberation to facilitate intercultural learning and social inclusion at the local level.

CCME (The Churches' Commission for Migrants in Europe)

CCME is an organisation of churches and ecumenical councils from currently eighteen European countries.

Position on policies concerning equity of access in education-related areas

At general policy level, CCME advocates for access to education for migrant children (especially at school and pre-school level), for non-segregated schools, for the recognition of migrants' educational qualifications and for improved access to VET and tertiary education.

CCME advocates for equitable, non-segregated access to education for children of migrants, for recognition of educational qualifications of migrants and for access to VET and tertiary education. CCME has repeatedly stated its support for these principles in its statements on integration, directed at the European Institutions.

CCME has repeatedly promoted these aspects of access to education in its statements on integration of migrants to the European Commission and to the Council.

a) Targeted measures

In the context of EU Directive on language rights and the abolition of linguistic discrimination, engaged in dialogue with DG EAC on conditions for learning host country languages for migrants.

However, CCME members do not have a unified position on immigrant languages in education. The point of advocacy was rather that access to language courses for immigrants should be immediate on arrival and not conditional on the immigrant's status. CCME also stated a position against excessive language learning requirements for asylum seekers.

CCME has not done specific work on general education policies or targeted measures for access to quality education for migrants (except advocacy for access described above), however, in its projects, realised jointly with others (Accept Pluralism project, Politis project) it has worked on diversity mainstreaming in various contexts:

- Handbook on Tolerance and Cultural Diversity in Europe (includes examples on how diversity works at school);
- Training modules for trade unions, political parties, and churches on ensuring the participation of migrants in these organisations.

JRS (Jesuit Refugee Service)

Jesuit Refugee Service is an international Catholic organization that aids refugees, forced migrants, and asylum seekers.

Position on policies concerning equity of access in education-related areas

a) General education Policies

JRS does not have a position on education policy issues beyond targeted measures of access for migrants.

b) Targeted measures

JRS has developed a broad range of advocacy points for forced migrants. These are constructed around the notion of 'destitution' of forced migrants in some EU Member States and the need to counter and reduce this destitution (Report 2011). Limits to access to education (primary and secondary school, VET, tertiary education) are seen as an aspect of destitution from JRS perspective. JRS points out that Member State policies regulating access to education for asylum seekers and undocumented migrants differ a lot among Member States. Rejected asylum seekers are not expected to integrate, and therefore their right to education is not emphasised in Member States' policy.

E.g. rejected asylum seekers and undocumented school-age migrants do not have access to school in Malta and have limited access to it in Spain.

In the opinion of JRS, *"The EU still has to find a legal framework to regulate access to education for undocumented migrants"*. This concerns not only schools, but also VET and tertiary education.

JRS advocated for the European Commission and the European Parliament to clearly regulate (in the Reception Conditions Directive) that asylum seekers should have access to education. So far this advocacy has not had much success.

In the view of interviewed JRS representative, "European stakeholders are not very vocal protecting access of migrants to education. There is a need for better exchange of information between organisations."

Caritas Europa

Caritas Europa is the network of Caritas organisations (Catholic organisations of service to the community) on the European continent.

Position on policies concerning equity of access in education-related areas

Caritas Europa does not have an official position on this issue. However, during the interview their representative stated the operational position of Caritas Europa on equity of access to education:

“We believe that access to education for people with migration background is not facilitated enough in EU member states today. Persons with migration background face difficulties, often mainly not because of migration background but because social status is usually relevant with regard to a successful education. A research conducted by Caritas Germany showed that in fact parents with migration background but a higher social status were keener on a good education for their children than German parents of the same social status were. We can also see in many EU countries early separation of children in schools having harsh impact on disadvantaged groups including Roma or migrant children.”

Some of Caritas organisations in Europe advocate for better access to early childhood education, to better access to information about education for disadvantaged families, etc.

E.g. Caritas Austria has a project called “Lerncafés” that supports integration of children from disadvantaged background in the Austrian educational system. The Refugee Centre of Caritas Athens has cooperated with the Ministry of Education to organize Greek language courses for migrants (2007-2008).

a) Targeted measures

Caritas Europa members do not have a common position on targeted measures concerning the education of migrants.

ANNEX 3: NGO NATIONAL STAKEHOLDERS AND IMMIGRANT-LED EDUCATION INITIATIVES

Minderhedenforum (Minorities forum), Flanders

Minderhedenforum is a consultative body representing ethnic and cultural minorities in dialogue with the government and local authorities in the Flemish Community of Belgium.

Position on equity in education and on education of migrants

a) General education policies

Minderhedenforum has a position on education policies in the Flemish Community. Several areas are emphasized in its communications on general education issues: putting diversity and flexibility at the core of education policies, addressing the needs of children with disadvantages (also socio-economic, special needs); informed, free and deliberate choice of schools by parents (the reason behind this emphasis is that migrant and minority parents often have less access to the free and informed choice of school for their children for structural reasons, e.g. the burden of 1990s policies to counter segregation by ‘spreading’ migrant children across schools was mostly born by migrant parents), support for early childhood education and for parenting skills, support for participation in adult education (migrants are underrepresented), support for participation in tertiary education.

b) Targeted policies

Addressing school policies to help migrant children (first, second and third generation), more open approach to language at school – this does not imply mother tongue teaching, because there is no unified view on this among members of Minderhedenforum, many parents primarily want school to improve their children’s Dutch, but a less stigmatising approach to children’s mother tongues at school (e.g. not penalising if during group work children sometimes shift to mother tongue). Position on the problem of referral of children from poor socio-economic background and migrant children to special needs schools.

Activities: position papers, communicating position in the Flemish Education Council, publishing articles in the media, articulating position in communication with members, also EU-level documents (e.g. Green Paper on education of migrants) are discussed in Flemish Education Council. No direct participation in dialogue with European Institutions.

New Communities Partnership (Ireland)

New Communities Partnership is community-based organisation (or rather a network of 175 community-based organisations) that started in 2012, with education projects starting 2013.

Nature of education-related grassroots activities

Helping primary school students with migration background who have difficulties with English and other subjects at school: qualified teachers work with students encountering learning difficulties, either at school after classes or in the students' homes; the focus is on homework. The students' migration background often means that parents do not speak English or do not speak it well; the project team sees also parents as a target group for lessons if they want to get involved. The lessons are completely free of charge for both students and parents, the teachers are volunteers.

Some member community organisations teach English to adult immigrants. Other grassroots activities of NCP include assisting immigrants with naturalisation issues, and organising community-based activities (discussion clubs on relevant issues, organising group trips, etc.).

Engagement in policy dialogue with local, national and/ or European policy makers

Local level: NCP engages in dialogue with local authorities, including Dublin City Council. Its recommendations have included that the municipality should set up targeted measures for immigrants (IT and English classes). NCP has begun cooperation with local authorities on projects improving education of migrant women – through discussion clubs and other informal activities.

National level: NCP advocates changes in the law on naturalisation, in order to broaden free access to tertiary education for children of migrants. Currently, immigrants in Ireland can only apply for naturalisation beginning with the age of 16, so by the time their application is proceeded they are 18 -20 y.o., delaying their access to state-funded tertiary education by several years. The purpose of advocacy is to facilitate access of young immigrants to favourable conditions of acquiring tertiary education as Irish citizens.

NCP is planning to address recommendations on access to tertiary education for immigrants to the national government in 2013.

Programa Escolhas ('Choices'), Portugal

A large government-funded programme with massive involvement of stakeholders (schools and local communities) in its agenda setting, Programa Escolhas invests in the mobilization of local communities and funds school improvement community projects with strong emphasis on motivation and improvement of educational outcomes of students in

disadvantaged socio-economic situation. Many students among the programme's target group are migrants.

Nature of education-related grassroots activities

Programa Escolhas has several directions of education-related activities implemented by grassroot grantees (schools, communities, NGOs, etc.) in cooperation with various partners, ranging from SMEs to NASA. Most of the projects directly pursue the goals of social inclusion, participation and improvement of educational and social chances for disadvantaged youth, mainly through providing relevant activities (ICT, technology classes, citizenship-related activities for youth) to boost motivation and education outcomes.

The types of directions or 'measures' specified by the programme are:

- Measure 1: Integration in the school system and non-formal education;
- Measure 2: Vocational training and employment;
- Measure 3: Improvement of the communities and citizenship;
- Measure 4: Digital Inclusion;
- Measure 5: Entrepreneurship and empowerment.

Central to many projects is the figure of the 'community facilitators', that is, young members of the community integrating the technical teams of the "Choices" projects. According to the programme representative, 'they are perceived as reference models for young people who contribute to the mobilization of children, youngsters, and the community in general'.

Engagement in policy dialogue with local, national and/ or European policy makers

The members of Programa Escolhas participate in policy dialogue through their communities, at national level, and also are recognised as an example of good practice at the EU level (e.g. ESF Empowerment Handbook). Programme secretariat representatives take part in EU policy discussions and networks, including SIRIUS.

Federation of Migrant Women (RIFFI), Sweden

The Federation was started by immigrant women in 1968, and its activities have been connected with education from the very beginning. RIFFI's founder, Mira Kakossaïos, and the present-day chair, Meri Helena Forsberg, were among the first consultants in immigrant education in Sweden.

Nature of education-related grassroots activities

The initial focus had been on assisting Swedish language learning, but soon advocacy-related issues such as lobbying access to free education for immigrants and education in the mother tongue emerged.

Engagement in policy dialogue with local, national and/ or European policy makers

National level: RIFFI has a relatively long history of advocating for education rights of immigrants and their children. In the 1970s, RIFFI was involved in a campaign that promoted the right of immigrant children to have mother tongue instruction. The campaign resulted in the Home Language Reform in 1976.

The organisation has been active on Sweden's Immigrant Council as an education stakeholder: current chair was co-chairing the working group on the education of immigrant children within The Immigrant Council in the late 80's, working on issues such as Swedish for immigrants.

Currently RIFFI is engaged in policy debate on broader education issues – e.g. promoting the notion that there is a need for a change of attitude about the position school holds in society; a change in the parents', students' and teachers' attitude towards school (this opinion was presented at a national conference on education).

Netzwerk Lerkräfte mit Migrationshintergrund NRW

Netzwerk Lerkräfte mit Migrationshintergrund (Federal Land of North Rhine – Westphalia) is a network of teachers with migration background and an ongoing project supported by the Federal Land of North Rhine-Westphalia since 2006. There are 6 similar networks in six other Federal Lands of Germany, however, the NRW one is the oldest and has more resources (including a secretariat with permanent stuff). It is funded by two ministries, including the Ministry of Schools and Continuing Education, and is coordinated by the Centre for Integration of the Federal Land of North Rhine – Westphalia.

Nature of education-related grassroots activities

Netzwerk Lerkräfte mit Migrationshintergrund implements targeted measures in several areas:

- Summer camps for schoolchildren with migration background, encouraging them to consider teaching as their future profession;
- Networking activities for students with migration background in higher education;
- Networking and continuing education activities for teachers, in order to promote, i.a., the recruitment of teachers with migration background and their successful integration among the teaching force.

While the primary target audience for these efforts are teachers with migration background, the wider school system is seen as the field in which changes need to be introduced in order to change the perception of diversity and to ensure what NLM termed “the intercultural opening of the schools”.

NLM promotes its targets by both lobbying and providing instruments and trainings to teachers and schools. More than 400 teachers have been involved in its activities as “change agents”, many of them implementing school based projects, such as “School against racism”, “School for courage”, etc.

Most of the programme and the trainings and instruments it provides to teachers targets extra-curricular activities. However, it also holds seminars and trainings at teachers’ colleges, e.g. a training module on intercultural competences.

Engagement in policy dialogue with local, national and/ or European policy makers

While NLM is routinely invited to discussions on relevant policy issues at the NRW Ministry of Schools and at institutions responsible for integration policy issues, most of their work is not directed at generating policy recommendations or advocacy. They participate in policy dialogue as ‘insiders’ or as part of the system of recognised education policy stakeholders of the Federal Land, but this does not imply that their advocacy always achieves its goals.

One of the recommendations promoted by NLM concerned positive action in recruitment of teachers with migration background. Their advocacy had some success: as a result, some schools added the sentence encouraging teachers with migration background to apply for their vacancies.

Reseau des Associations Francaises pour la Promotion des Droits des Femmes Migrantes en France

The umbrella organisation for migrant women’s associations in France.

Nature of education-related grassroots activities

The organisation is mainly active in awareness-raising campaigns, improving the image of migrant women in society and striving to assert their equal status to facilitate access to all public rights and goods including education. Parts of the awareness-raising activities are aimed at other stakeholders with the aim of promoting preferential social inclusion measures for migrant women.

- Information days organised by associations of migrant women among other advocacy targets supported the recognition of educational qualifications, of inclusion of migrant women in VET and at better access to French language courses.

Engagement in policy dialogue with local, national and/ or European policy makers

The organisation engages in dialogue with municipal authorities and government institutions, asserting the need to support migrant women in all areas including education. This includes recommendations on improving access to education and training for migrant women.

Black and Ethnic Minorities Infrastructure in Scotland (BEMIS)

The umbrella organisation for immigrant NGOs across Scotland engages in capacity building for ethnic minority organisations; promotes human right education and strives to influence policy through consultations and research. In the words of interviewed BEMIS representative, it works “as a bridge, building trust between immigrant communities and existing public structures”.

Nature of education-related grassroots activities

BEMIS identifies gaps in existing structures in order to improve the enrolment of immigrants in tertiary education. It works in partnerships with 6 universities in Scotland to deliver training modules for immigrants, building their capacity for entering university. As a result, the proportion of ethnic minority students registered for higher education has improved.

BEMIS also promotes representation of immigrant parents on school councils, working through consultations with immigrant communities but also through campaigning.

By running diversity trainings for schools BEMIS aims to improve school policies but also to showcase approaches to diversity in educational settings that work.

Within the framework of the EC-funded project with Hannover and Parma universities, BEMIS has designed adult education and training modules for immigrant communities, and

organised mentoring programmes for migrant youth and adults (with focus on active citizenship for immigrant communities, as well as on adapting to and progressing through higher education settings).

Engagement in policy dialogue with local, national and/ or European policy makers

BEMIS regularly engages in advocacy with the Scottish government, e.g. urging to change the governments Internships Programme which failed to engage a large part of immigrant youth, and offering help to design a new programme that would be better suited to address youth from immigrant communities.

One of the areas of primary concern to BEMIS is improving the role of Human Rights Education in the curriculum, with the goal of empowering immigrant youth to become active citizens.

BEMIS is involved in consultations on issues related to citizenship education at European level (e.g. working with the Council of Europe, taking part in European projects).

Interkulturelles Zentrum

Interkulturelles Zentrum works to improve the intercultural competences of migrants of the general population and of migrants in Austria, to create conditions for intercultural dialogue.

Nature of education-related grassroots activities

Interkulturelles Zentrum works primarily by organising training workshops for a wide range of target audiences, including social workers, youth workers, teacher trainers, kindergarten teachers and others.

Its 5 module training (12 days all in all) includes a number of knowledge areas and skills, such as reflection on the role of migration, intercultural communication, conflict resolution, and others. Teachers are not the main target audience of these trainings, because, according to IZ representative interviewed for this study, school teachers mostly rely on their own continuous education structures and trainings provided by those. Indirectly teachers are partly reached by IZ activities through cooperation with the University of Vienna and with teacher training institutes. Thus, a handbook developed by IZ for the European Year of Intercultural Dialogue (2008) is used by teachers.

IZ runs Intercultural dialogue project competitions for schools and NGOs with the support of Western Union.

Engagement in policy dialogue with local, national and/ or European policy makers

At the moment, IZ is planning to develop recommendations for diversity policies in schools in partnership with the Austrian Ministry of Education.

IZ has worked on the Alternative Action Plan on Integration – an NGO initiative that included recommendations on a number of related policy areas, including education. These recommendations were presented to the Minister of Education in November 2012. Their recommendations have included the need to reconsider the school structure in Austria, with practices such as early tracking putting students of migrant background at a disadvantage.

IZ has promoted a recommendation in support of teaching immigrants' mother tongues at school and including examinations in respective languages (e.g. Turkish, Croatian, etc) in the *Abitur*.

Examples of grassroots organisations which were covered in WP3 of SIRIUS

NPOINT

The Netherlands Platform for Education Innovation and Talent Development, connects 20 educational (mentoring) centers in the Netherlands, assisting disadvantaged pupils. NPOINT also contributes to large educational events such as science festivals, RoboCup and INESPO.

Nature of education-related grassroots activities

NPOINT members are educational centers, many of them set up by migrants, which offer extracurricular activities (mentoring) aimed at encouraging the pupils' interests and talents. The target group for mentoring activities are 10-14 y.o. pupils, mostly of immigrant origin, in 20 locations across the Netherlands.

NPOINT also stimulates the debate about education by organising conferences, meetings and debate events

The Babbel Box

One of the most successful projects in Flanders is The Babbel Box, a project initiated by the Maasmechelen community work and developed together with the local youth and community work unit, the library and four primary schools.

Nature of education-related grassroots activities

The project targets pre-school and primary school age children with migrant background - aged 6 to 8 years old - that have delays in using and understanding the Dutch language. The Babel Box contains 60 play activities and is focused on encouraging learning, using and better understanding the language.

The Mentorproject (implemented by “Stichting voor Kennis en sociale Cohesie”)

Mentorproject is a programme of “Stichting voor Kennis en sociale Cohesie”, an Amsterdam foundation which promotes social cohesion.

Nature of education-related grassroots activities

The aim of this program is encouraging schoolchildren to prepare for the transition from primary to secondary school (in the Netherlands, this implies tracking). Students from colleges and universities mentor school students in the last two grades of the primary school. These mentors are acting as role models in order to encourage children to aspire to a successful educational career. The programme is built around core learning skills and social skills to enable students to transfer easily to the secondary school, and is intended to reduce early school leaving.

Prisma Education and Youth Centre

Prisma was founded in Brussels in 1998 by university students who wanted to help schoolchildren with their homework. Since then, it has worked with thousands of primary, secondary and high school students, providing additional tutoring and helping them with their homework.

Nature of education-related grassroots activities

- Tutoring of students with learning difficulties and/or socially disadvantaged students. Educational equity is one of the explicit goals of the programme, which is based on counselling and encourages students to improve motivation and concentration, and to develop a structured approach to studies.
- Improving language skills of students with migration background.
- Citizenship classes, seminars, practical projects and educational trips in the context of a specific theme.

Stipendien- und Mentorenprogramm „Ağabey-Abla“

Programme for scholarships and mentoring “Big brother-Big sister” (Turkish) was set up by the German-Turkish Forum Stuttgart e.V. in 2009. Participants of the programme engage voluntarily as mentors for younger pupils of Turkish background in Stuttgart.

Nature of education-related grassroots activities

The 80 mentors take care of one or two pupils each, aged between 7 and 14. Mentors work in cooperation with the pupil's form teacher, adjusting the tutoring programme according to individual educational goals. They tutor in general subjects such as German, mathematics and English, and keep regular contact with the form teachers in order to adjust the individual targets for each pupil.

Programme participants also hold seminars for Turkish parents at school in their mother tongue.

The activities of the programme are aimed to encourage pupils and their parents to overcome cultural barriers and be successful. The mentors themselves act as role models and are supported through different trainings (pedagogy, didactics, personal and professional skills).