



Overview of EU policy lines on how to deal effectively with students from a migrant background

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Education and Training 2010/2020

2003

29 indicators
5 benchmarks

2007

16 core
indicators


2009

5 updated
benchmarks

2 headline
targets

ET 2020 benchmarks, 2012

		EU average		EU Benchmarks 2020
		2006	2011	
1. Early leavers from education and training (age 18-24)		15.5%	13.5%	10%
2. Tertiary educational attainment (age 30-34)		28.9%	34.6%	40%
3. Participation in early childhood education (4 years old - year before start of compulsory primary)		89.3%	92.3% ¹⁰	95%
4. Employment rate of graduates (age 20-34) having left education and training no more than 3 years before reference year		79.0%	77.2%	82%
5. Adult participation in lifelong learning (age 25-64)		9.5%	8.9%	15%
6. Basic skills Low achievers (15 year-olds; Level 1 or lower in PISA study)	Reading	23.1%	19.6% ⁰⁹	15%
	Mathematics	24.0%	22.2% ⁰⁹	15%
	Science	20.3%	17.7% ⁰⁹	15%



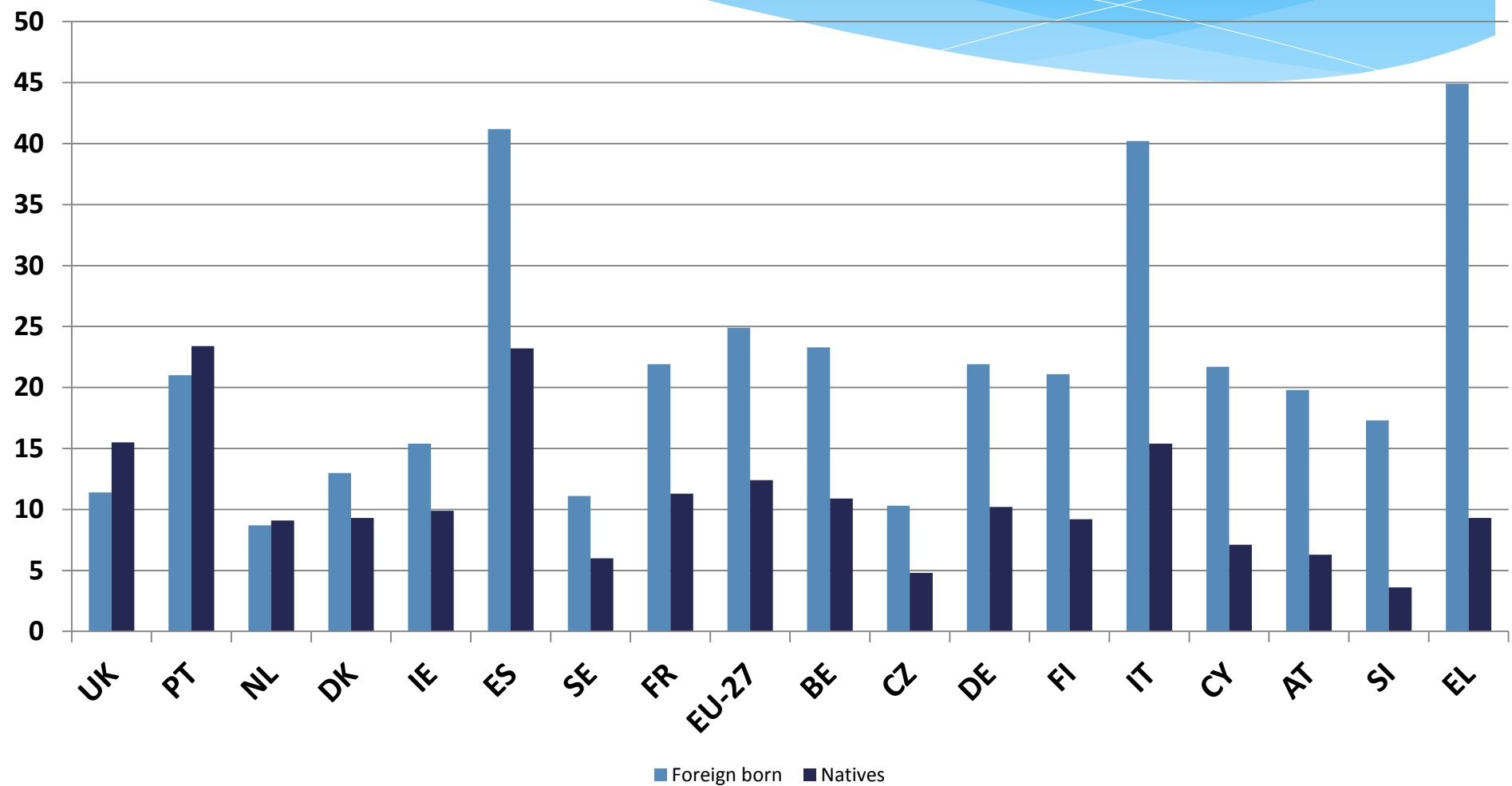
Headline targets (EU 2020): Early school leaving, tertiary attainment

- * National targets, some intermediary targets
- * European Semester: National reform programmes; country specific recommendations

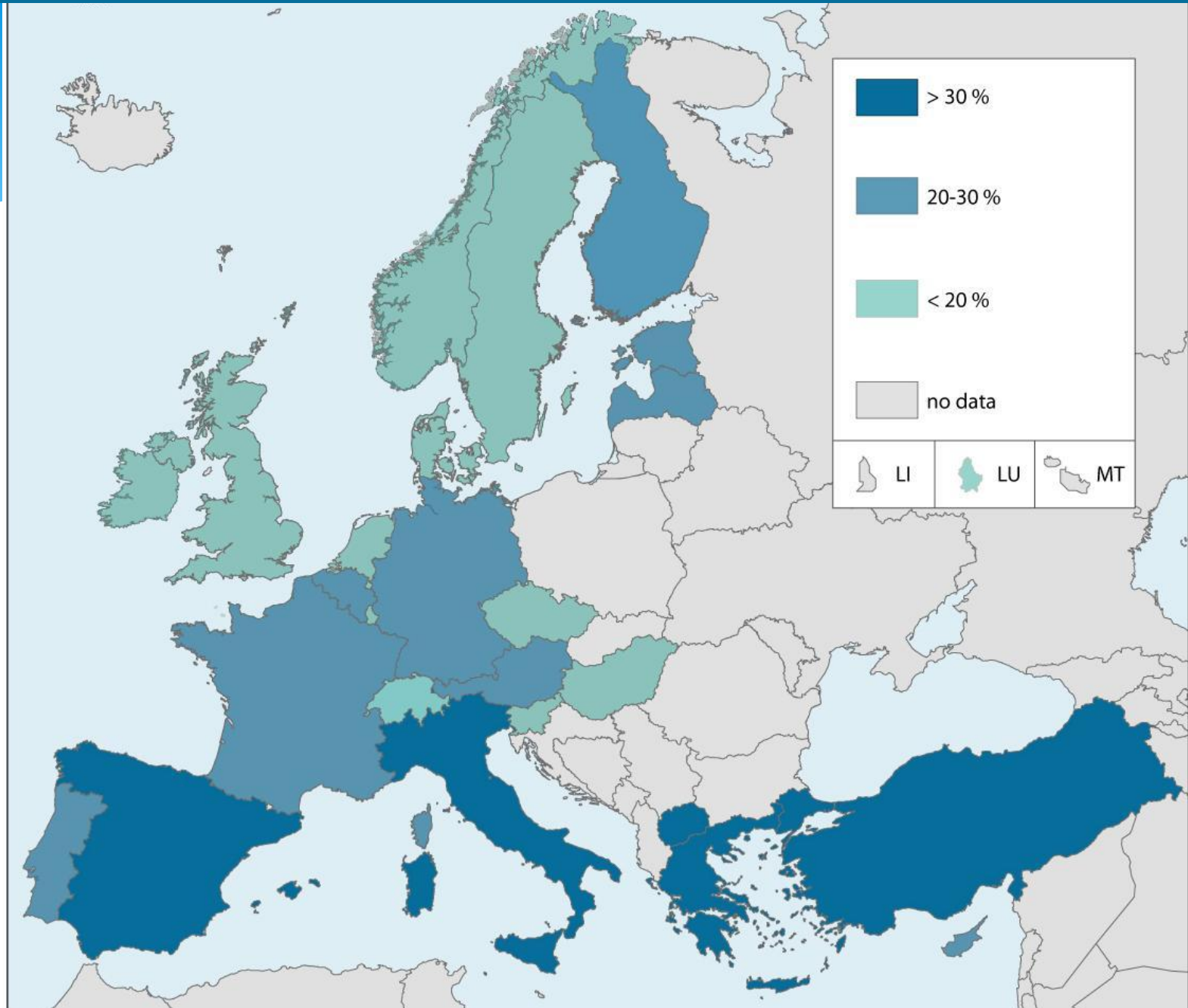
Benchmarks (ET 2020): ECEC, adult participation, basic skills, employability

- * Progress reports (since 2004) -> Education monitor
- * Joint report of Commission

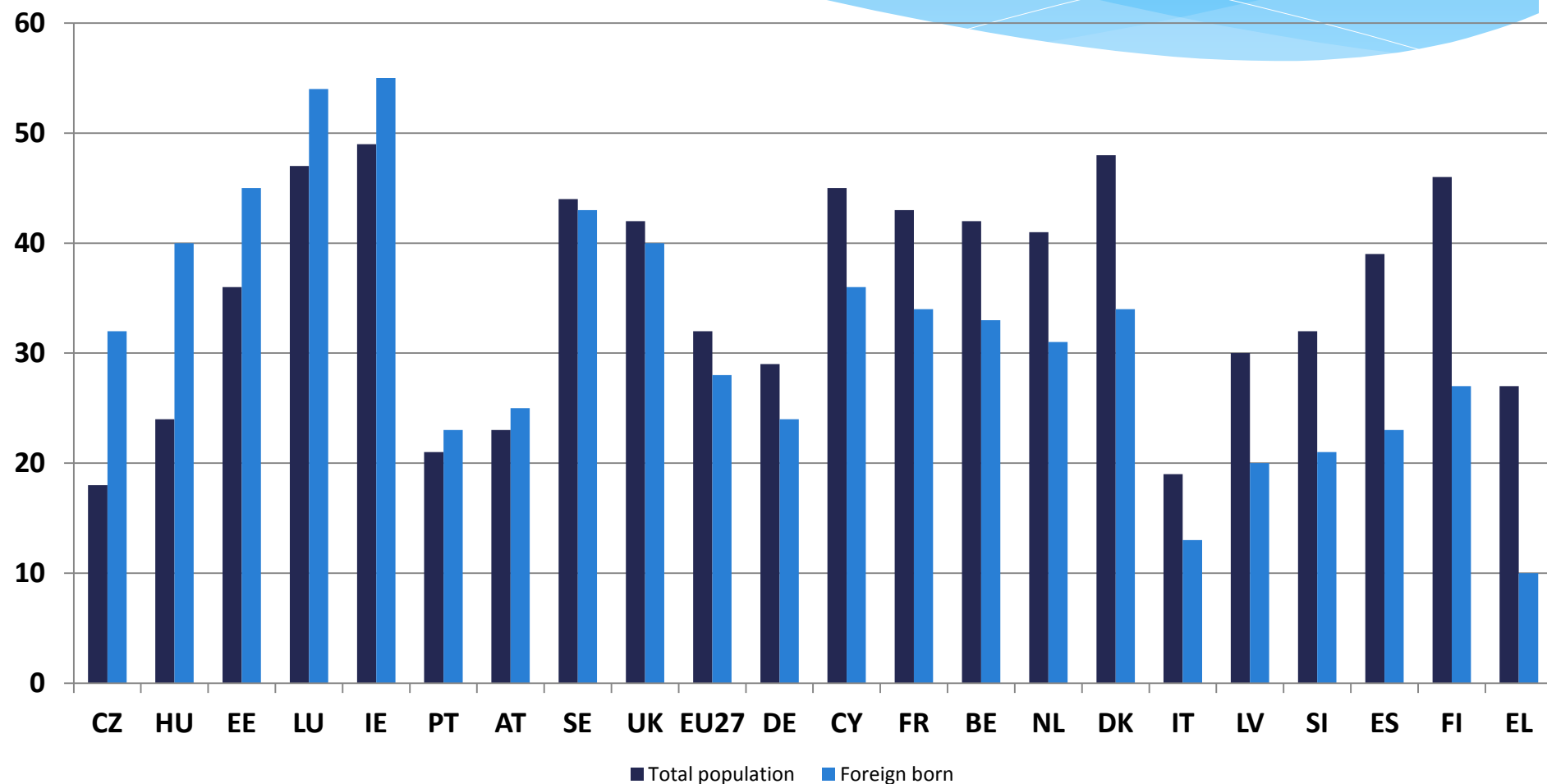
Early school leaving 2011



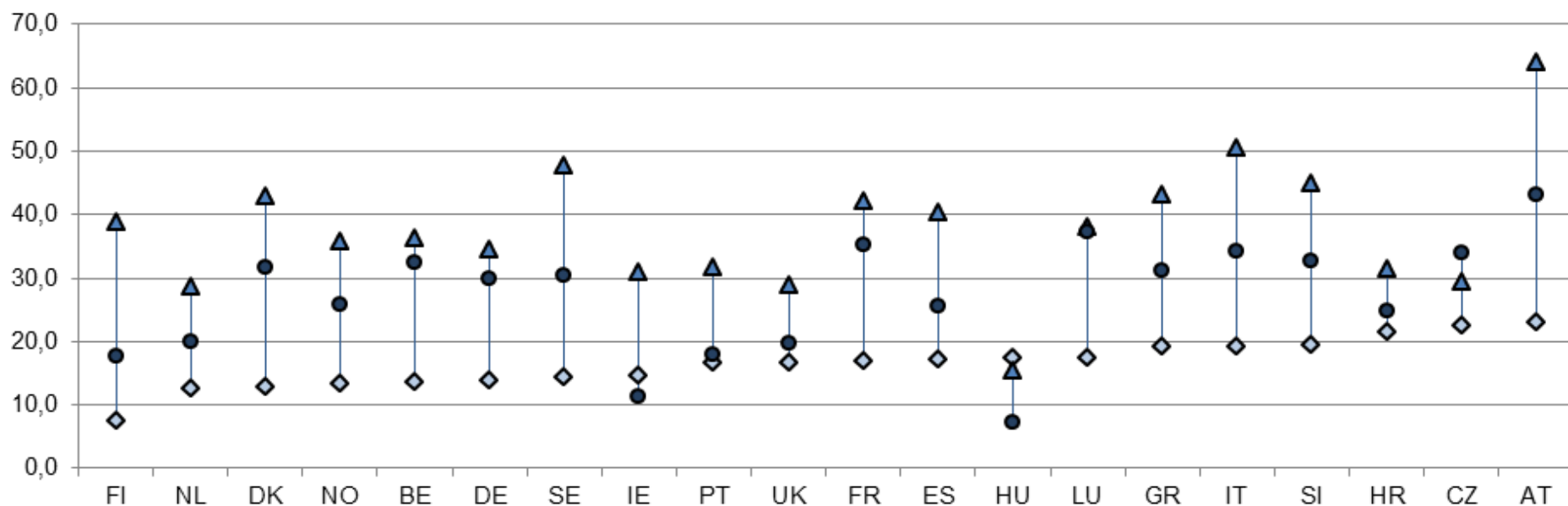
Early school leavers- foreign born, 2011 (rates)



Tertiary attainment 2009



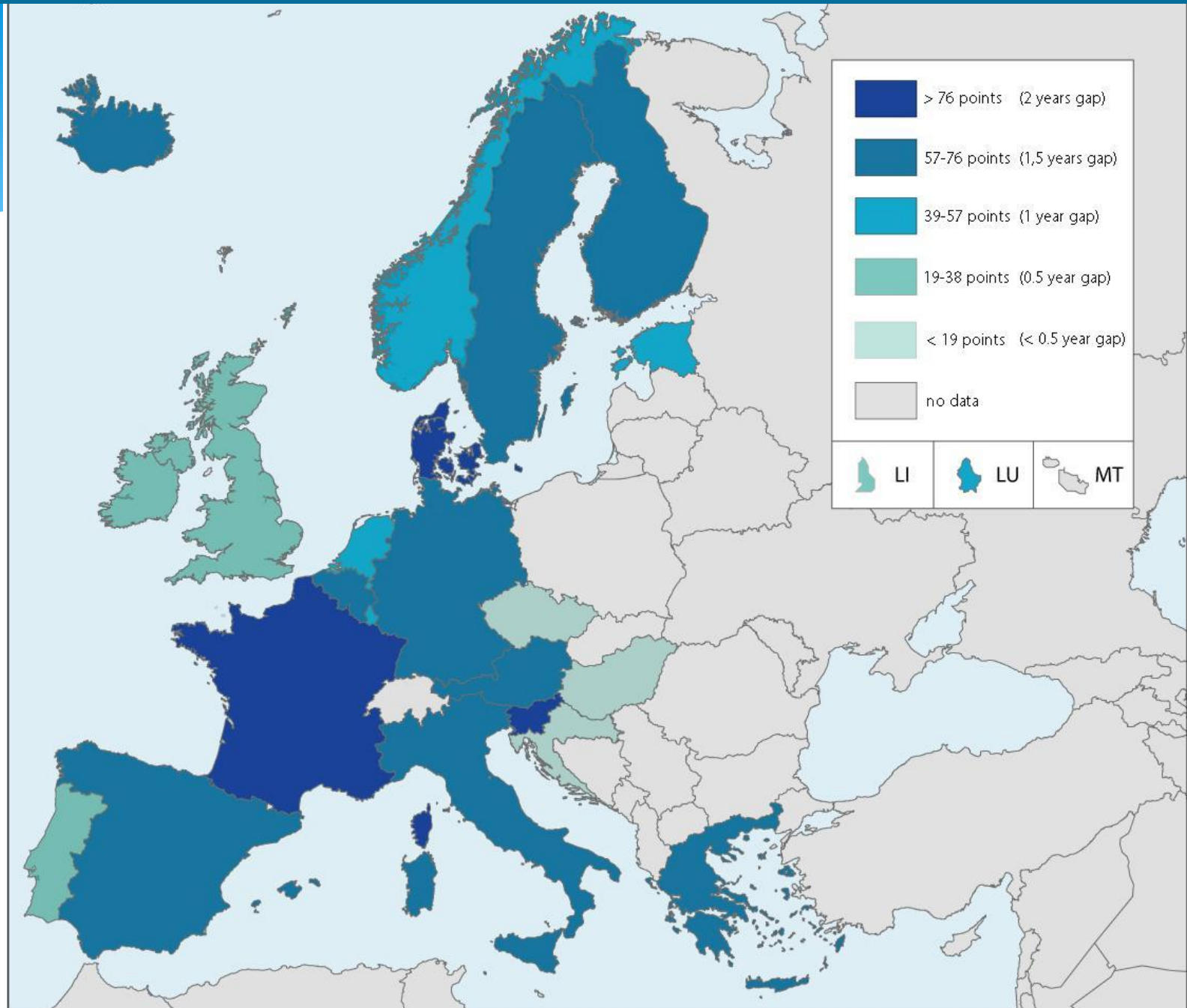
Percentage of low achievers in reading, by migrant status



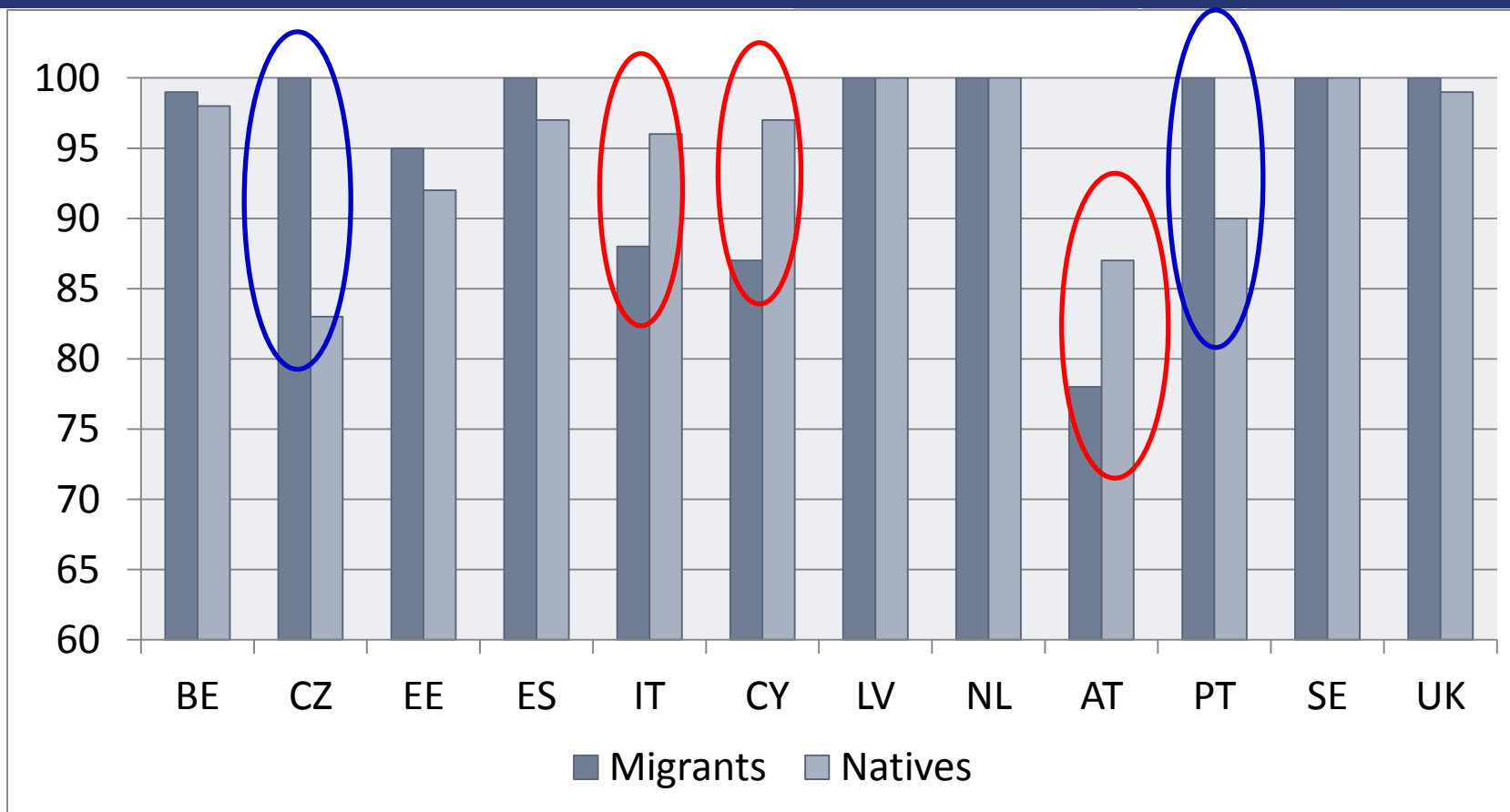
% 2nd	1,4	3,2	2,8	3,2	6,9	5,9	3,7	6,8	2,8	4,8	3,2	8,4	1,2	16,1	6,1	4,2	1,4	3,5	0,8	4,8
% 1st	1,1	8,9	5,9	3,6	7,8	11,7	8,0	1,4	2,7	5,8	10,0	1,1	0,9	24,0	2,9	1,3	6,4	7,2	1,4	10,5

◆ Native students ▲ First-generation students ● Second-generation students

Achievement gap in mathematics, PISA 2009

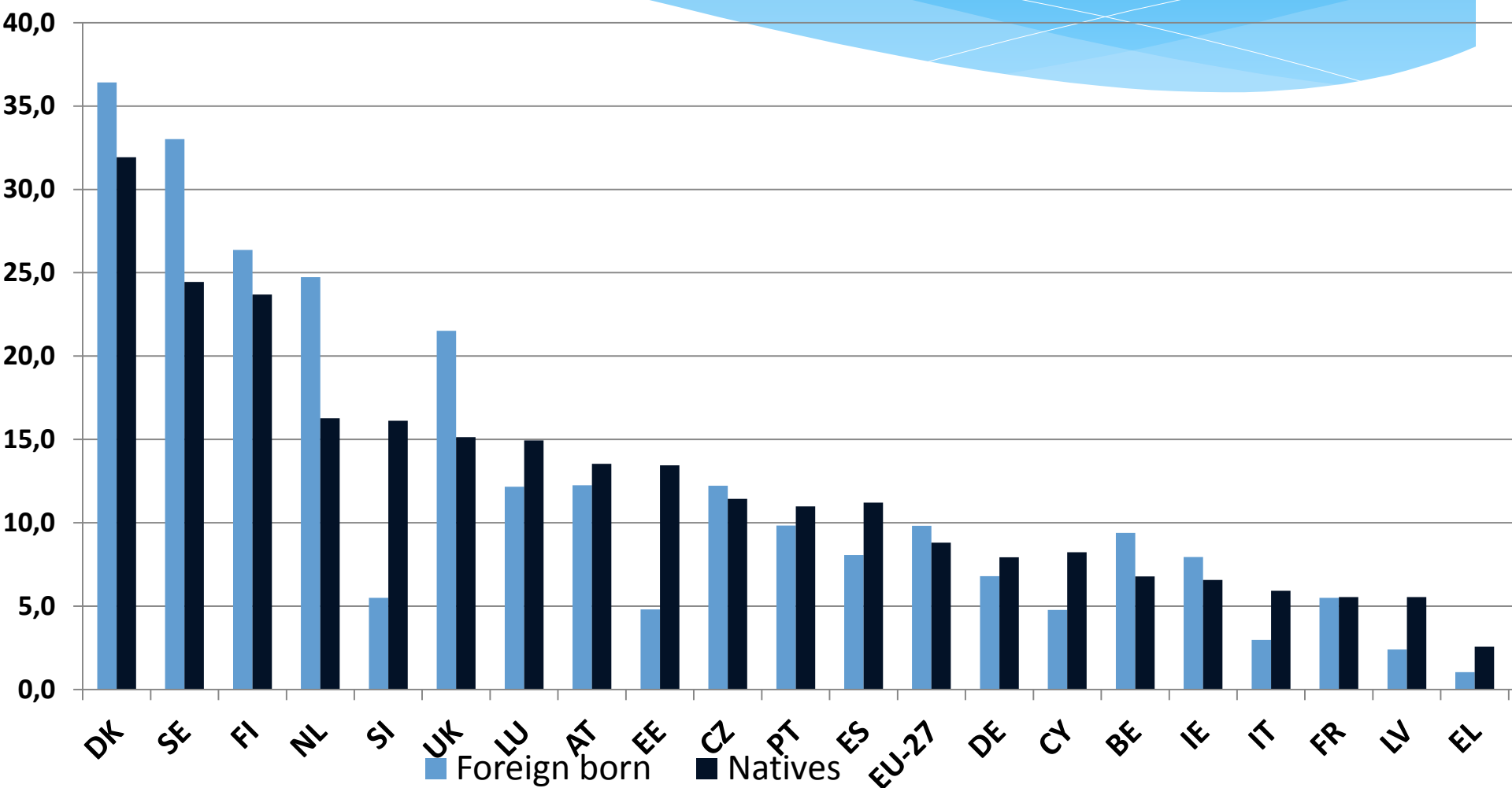


Participation in early childhood education and care 2008



EU SILC 2008

Adult participation in lifelong learning 2011





EC Policy cooperation on the education of migrant children

2008: Green Paper followed by public consultation

2009: Council Conclusions

2010-2012: Thematic priority in ET 2020

2012: SIRIUS network

Language support:

Council Conclusions

- Policies for teaching host country language(s)
- Teacher training for managing linguistic diversity
- Possibilities for developing mother tongue

Consultation

- Policies for learning the language of instruction
- Qualified teachers, continuous support, parents
- Debate on added value of heritage language

Green Paper

- Language is key factor
- Early language support
- Promote learning of heritage language

Systemic reform - school segregation:

Council Conclusions

- Permeability of education pathways
- Reducing quality differences between schools
- Keep best teachers and strengthen leadership in underperforming schools

Consultation

- Breaking the link between SES and achievement
- Avoiding segregation
- Ensuring quality for all

Green Paper

- Preventing segregation; integrated education
- Desegregating “ghetto” schools
- Early tracking

Structural reforms: equal opportunities:

Council Conclusions

- Increase access to high quality ECEC
- Strengthen anti-discrimination mechanisms
- Personalized learning and individual support
- Targeted support for pupils who also have SEN

Consultation

- Participation in quality ECEC
- Ensuring equal opportunities
- Additional support (mentors, tutors, mediators, assistants)

Green Paper

- Participation in ECEC
- Ensure quality standards in all schools
- Mentors and tutors
- Second chance and adult education

Council Conclusions

- Training in managing linguistic and cultural diversity and intercultural competences
- Relevant curricula, methods and materials
- Partnerships with migrant communities and better communication with parents

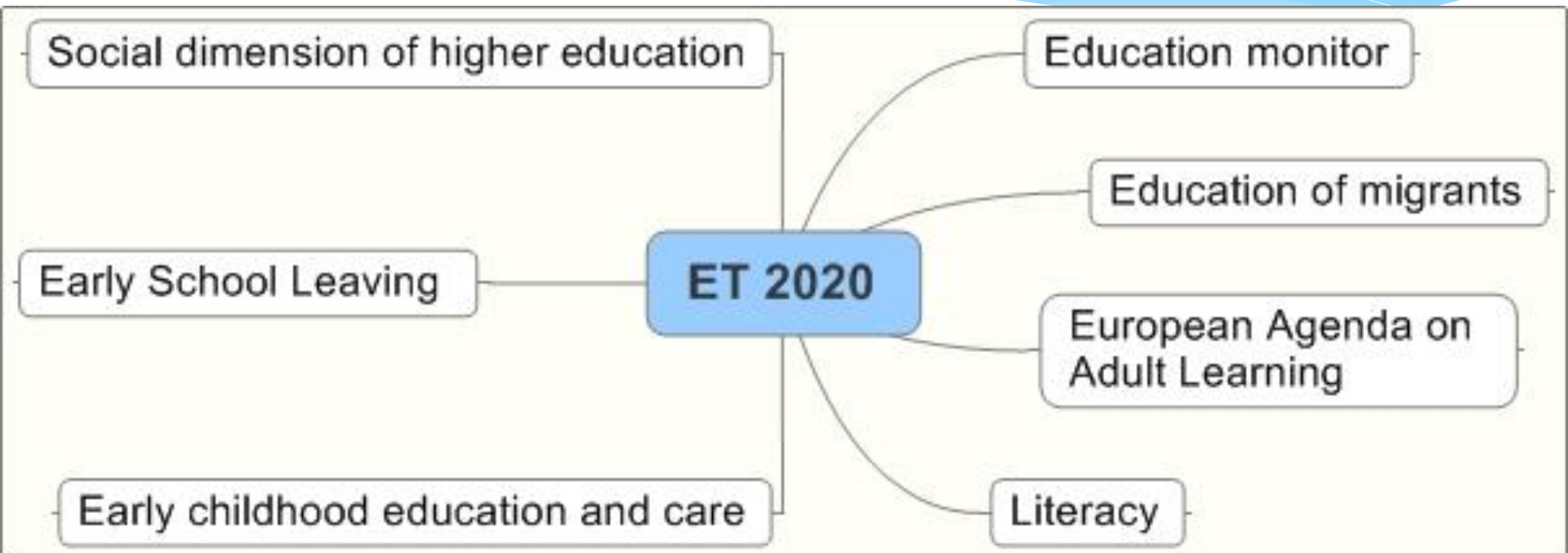
Consultation

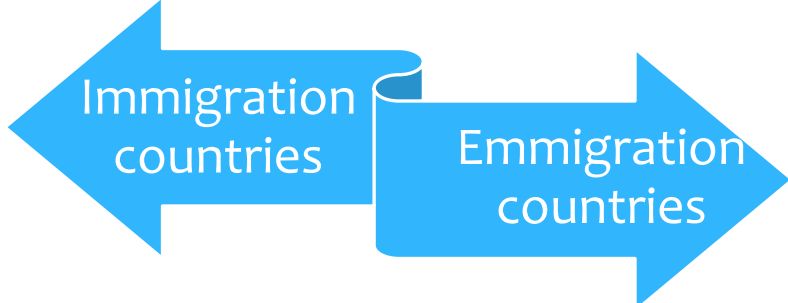
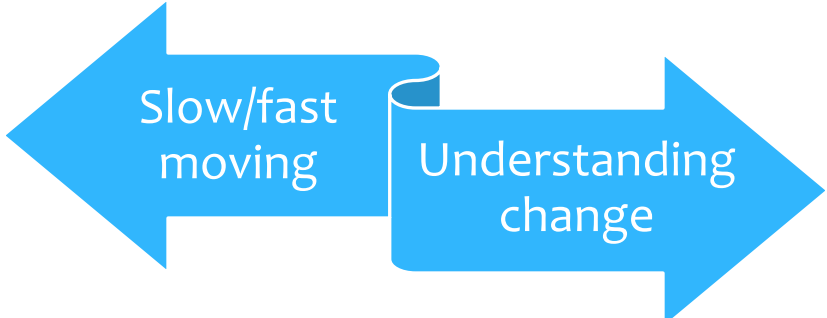
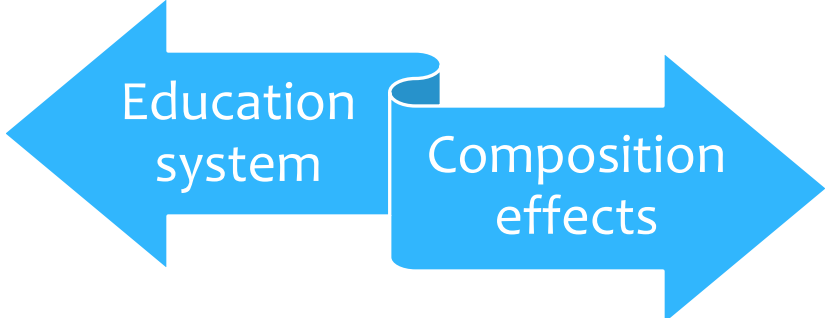
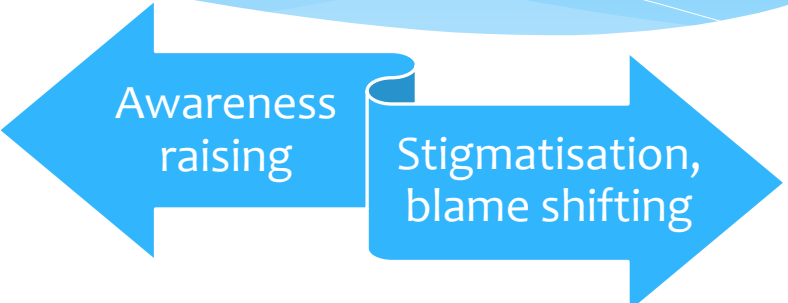
- Teacher training for all teachers
- Intercultural education
- Partnerships with parents and communities

Green Paper

- Training and professional development of teachers
- Teachers from a migrant background
- Intercultural education
- Partnerships with parents and communities

Mainstreaming migrant education







What is SIRIUS?

- * SIRIUS is a European platform for collaboration among policy makers, researchers and practitioners to facilitate exchange of ideas and transfer of information and knowledge.
- * The network was established to promote development of national and EU policies that are based on evidence and tested in practice.

What is our frame?

- * We focus our attention according to a specific thematic priority with regards to the EC priorities:
 - * Policy implementation
 - * Schooling
 - * Educational support

What works for migrants?

- * **General quality of school system** – Children and youngsters from migrant background:
 - * have access to high-quality childhood education and care
 - * can easily move between education pathways (e.g. between academic and vocational tracks)
 - * are not concentrated in underperforming schools
 - * are taught by high quality teachers and school leaders, including migrant & foreign-trained teachers

What works for migrants?

- * **Diversity in schools** - Children and youngsters from migrant background:
 - * are not discriminated against in school
 - * follow a curriculum that is high quality and relevant for all pupils and accounts for migrant pupils' specific needs and different backgrounds in teaching methods and materials
 - * benefit from teachers that have acquired intercultural education skills in pre/in-service teacher training

What works for migrants?

- * **Targeted measures for migrant pupils** - Children and youngsters from migrant background:
 - * received personalised learning and individual support, esp. for underperforming migrant pupils
 - * are taught the country's language well
 - * are supported in school to maintain and develop their mother tongue if they choose
 - * go to schools that partner with migrant communities and can communicate with migrant parents

What works for migrants?

- * **Governance and mainstreaming** - Children and youngsters from migrant background:
 - * are addressed in many areas of life and not just in school (e.g. an ‘integrated approach’)
 - * are monitored and analysed as a specific grouping terms of their school experience and performance
 - * are the subject of exchanges of good practice in our country

Wht doesn't it work?

- * **From a school to a community approach:**
 - * policies addressed to an articulated school system within a community rather than policies addressed to single schools.
 - * policies addressed to fill the gap in transition processes between schools (from primary to lower secondary, from lower secondary to upper secondary, from secondary to adult education).
 - * policies addressed to facilitate a strategic participation of migrant families, by creating a sense of belonging, by setting up a positive relationship.
 - * policies addressed to reinforce the educational role of groups and institutions within the community, by highlighting the educational role of all.

Why doesn't it work?

- * **From a sector to a systemic approach:**
 - * policies addressed to train teachers in strategic thinking – not just to learn how to teach children from migrant background but also to learn how to make the teaching meaningful for migrant pupils.
 - * policies addressed to promote equity in school composition, but considering a complex interaction of factors, internal and external.
 - * policies addressed to facilitate the constitution of schools as learning communities where all the participants have the chance to learn from each other.
 - * policies addressed to regulate anti-discriminatory measures from a systemic approach (race, class and gender).

Why doesn't it work?

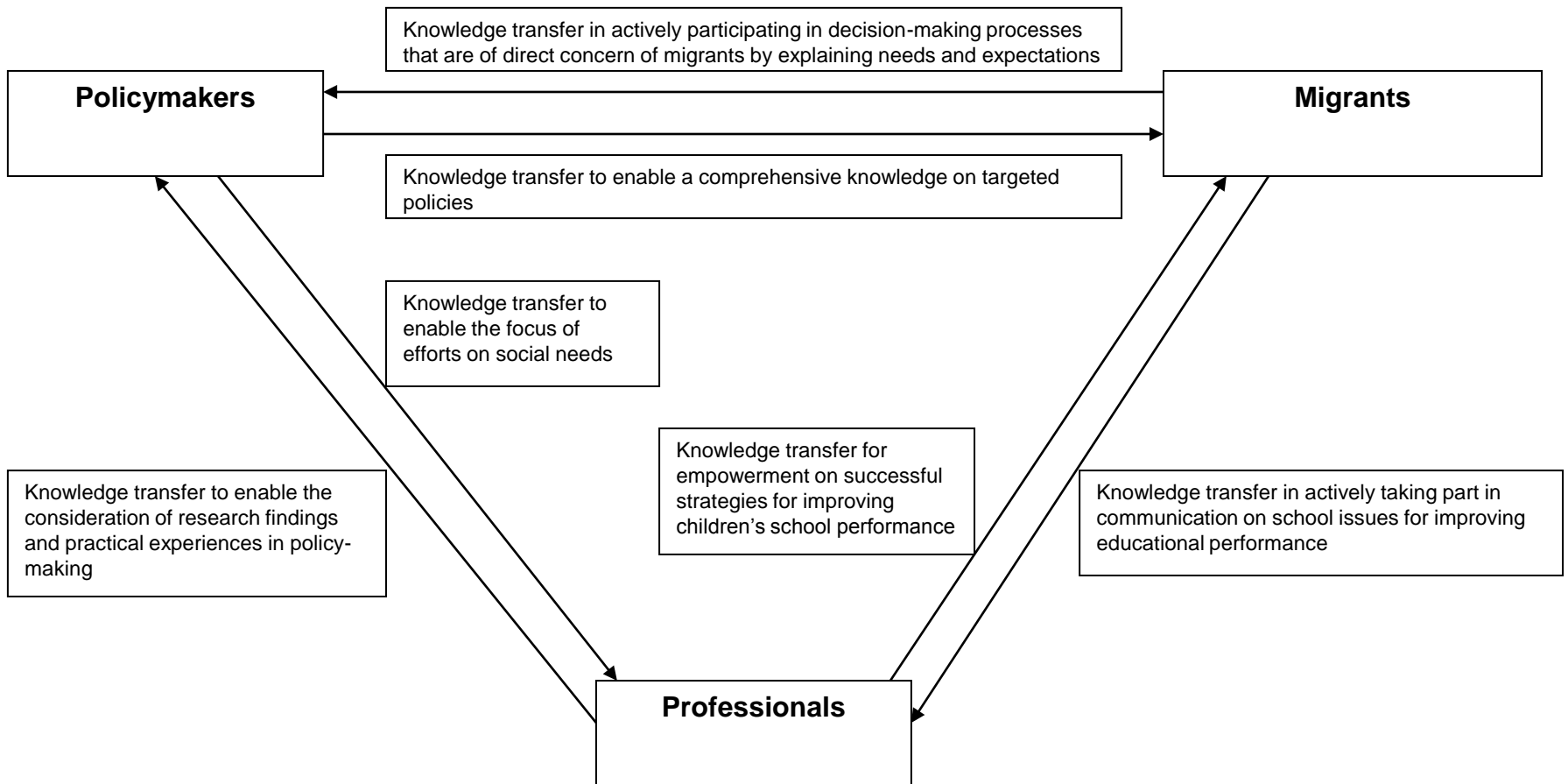
- * **From an integration to an inclusion approach:**
 - * policies addressed to reduce the early division into tracks, combined with a clear reduction of internal school streaming.
 - * policies addressed to focus on teachers' competences: attitudes, behaviour and skills.
 - * policies addressed to promote a human rights approach on Citizenship Education.
 - * policies addressed to consider the specificities of migrant pupils according to their age (language development for ISCED-0, school disaffection for ISCED-1, school transition for ISCED-2).

SIRIUS mission

- * Our mission can be described through three basic actions:
 - * Knowledge transfer
 - * Influencing policy development and implementation
 - * Bringing together partners from EU countries and key stakeholders, including policy makers, researchers, practitioners, representatives of migrant communities, NGOs, international organisations...

Strategy	SIRIUS strategic contribution to EU and ET 2020 for National policy development and implementation
CONSTITUTION	<ul style="list-style-type: none"> • Define a message and a vision on effective policy implementation. • Structure the means and the spaces to spread this vision on policy implementation.
EXPANSION	<ul style="list-style-type: none"> • Develop concrete effective policy implementation experiences in National contexts. • Strengthen the European cooperation on migration and education across the EU.
CONSOLIDATION	<ul style="list-style-type: none"> • Evaluate the effective policy implementation process that has been run. • Articulate an on-going process for monitoring a structural follow-up of the network

National knowledge exchange strategy



	2012	2013	2014
GOALS ON NATIONAL AND EUROPEAN LEVEL			
National level	<p>Identification of core elements for a successful policy implementation according to the National context. Methodology: focus groups.</p> <p>Construction of the basic infrastructure for the network management: agreements, communication tools</p>	<p>Design of a National pilot experience in one area of development identified in 2012. Methodology: National meeting.</p> <p>Construction of the essential structure of information and documentation management: presentation of first outcomes, website management</p>	<p>Implementation and evaluation of a National pilot experience. Methodology: international cooperation.</p> <p>Construction of a financial strategy for the sustainability of the network: new calls, new EC contract, private funding.</p>

<p>European level</p>	<p>Identification of a European vision and strategy for a effective policy implementation at EU.</p> <p>Methodology: national reports, WP reports and literature review.</p> <p>Construction of the basic infrastructure for the network management: corporate image, partnership expansion.</p>	<p>Discussion with EU bodies (EC, EP and the Council) on the need of new EU policy instruments to ensure an effective policy implementation.</p> <p>Methodology: meetings, conference.</p> <p>Construction of the essential structure of information and documentation management: releasing of policy implementation series, EU bodies (official, civil society) introduction.</p>	<p>Lobby action for the approval of renewed EU instruments (directive, resolution, or recommendation) that facilitate effective policy implementation across the EU.</p> <p>Methodology: campaign, civil society mobilization.</p> <p>Construction of a financial strategy for the sustainability of the network: new calls, new EC contract, private funding.</p>
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BASIC ACTION BY WORK PACKAGES

<p>WP1- Policy implementation and networking</p>	<ul style="list-style-type: none"> • Focus group dynamics to explore the discourse and promote the local participation of partners. • Position paper that explains the core elements and the strategy of the network. • National meetings to design an innovative action on a specific topic, and implement it. • Study and proposals on new legal EU instruments that help consolidate new strategies.
<p>WP2- Schooling</p>	<ul style="list-style-type: none"> • Teacher leadership • School leadership (related to the EC network on SCHOOL LEADERSHIP). • Intercultural curriculum (related to the EC on KEY COMPETENCES). • Instruction language. • (...)
<p>WP3- Educational support</p>	<ul style="list-style-type: none"> • Mentoring (related to the EC network on KEY COMPETENCES). • Migrant participation in school system (related to the EC network on SCHOOL LEADERSHIP). • Parental involvement. • Community engagement. • (...)

Structure	Country involved	Functions
General coordination	Spain	<ul style="list-style-type: none"> ▪ General coordination ▪ Communication with EC ▪ Management of SIRIUS internal communication ▪ Administrative requirements ▪ Financial issues
Steering committee	Germany Spain The Netherlands	<ul style="list-style-type: none"> ▪ WP coordination ▪ Management of general meetings ▪ Quality supervision of papers and documents ▪ Institutional representation ▪ Sustainability and transference of knowledge

National partners	Austria Belgium Croatia Estonia Finland Germany Hungary Italy Latvia Lithuania Romania Spain The Netherlands	<ul style="list-style-type: none"> ▪ National coordination ▪ Management of National meetings ▪ Management of National and local network ▪ Input for WP activities
Collaborative partners	IMISCOE MPG-MIPEX MPI NEPC OSF-OSE CICE	<ul style="list-style-type: none"> • Scientific quality assurance - consultancy • Knowledge update and gathering - publishing • Dissemination through their own networks and events - publicizing • Contact with other stakeholders - networking

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We are SIRIUS people



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