

SIRIUS WATCH 2025



SIRIUS Migrant Education Policy Index

A Comparative Assessment of Inclusive Policies
for Migrant Learners in Europe

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About SIRIUS

SIRIUS is the international Policy Network on Migrant Education, active since 2012 and co-funded by the European Commission. Its overall objective is to support leading education policy debates with evidence by analysing and co-creating knowledge on the main challenges and policy approaches for inclusive education in Europe and by mobilising migration and education policy stakeholders and building the capacity of migrant and grassroots education initiatives. SIRIUS Watch is one of the network's tools for achieving this objective. It monitors and informs policy development and implementation at different governance levels in the field of inclusive education, with a focus on migrant and refugee learners.



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Abstract

SIRIUS Migrant Education Policy Index

The SIRIUS Migrant Education Policy Index serves as a novel, comprehensive framework for evaluating and comparing policies for delivering inclusive, equitable and high-quality education to migrant learners in Europe. Launched as the 2025 SIRIUS Watch Report, the findings highlight existing disparities in access to education for migrant students, reinforcing the urgent need for systemic reform. In response, the report advocates for a multidimensional, learner-centred approach that prioritises structural flexibility, cultural and linguistic inclusion, and coordinated, targeted policy interventions to close equity gaps and foster meaningful integration.

Assessing Education Systems in Seven Dimensions

Developed through expert contributions from 15 partner countries, the index evaluates policy developments across seven dimensions aligned with the SIRIUS Clear Agenda for Migrant Education in Europe:

- National strategies and policies on migrant education
- Enrolment policies and educational tracking
- Equal and comprehensive education systems
- Full and equal access to and support in education
- Assessment of newly arrived migrant learners
- Language and multilingual education
- Teacher training and professional development

While none of the assessed education systems come close to achieving the benchmarks set by the SIRIUS Clear Agenda, France, Portugal and Spain (Catalonia) have the most advanced policy frameworks in place. Teacher training and professional development turns out to be the weakest dimension of migrant education policies.

Call to Action: Building Inclusive Education Systems for All

The report offers actionable recommendations for policymakers, highlighting the need for inclusive and equitable education policies for migrant learners. It calls for dedicated national strategies, sustainable funding, strong ministerial units supporting migrant education, standardised prior learning assessment procedures, reforming tracking and enrolment systems, strengthening language support, promoting intercultural education, and involving migrant families in the school settings. The report also stresses the importance of teacher training, migrant representation in schools, and targeted support services to ensure academic success and social integration.

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1. Introduction

Assessing Policies on Migrants' Education

The necessity of creating inclusive, equitable and high-quality education systems in Europe has become more urgent than ever, particularly in the context of increasing migration and diversity. The [SIRIUS Clear Agenda for Migrant Education in Europe](#), launched in 2014, provides a blueprint for governments and education authorities on how to achieve strong education systems for societies to become equitable and meritocratic at the same time, facilitating both social mobility and social inclusion.

The 2025 edition of the annual SIRIUS Watch reports monitors, for the first time, the progress made by countries represented in the SIRIUS network in achieving the agenda's objectives. Along seven dimensions of a comprehensive approach to migrant education, this report assesses and compares developments in policy, implementation and knowledge that impact inclusive education¹. Planned to be updated biennially, this SIRIUS Migrant Education Policy Index aims to provide a systematic understanding of how migrant learners are supported across European education systems. The assessment is drawn from expert insights across 15 partner countries, each presenting the evolving and distinct policy areas on migrant students'

¹ For a previous progress report which was not indicator-based see Graaf, L. van der et al. (2020). [SIRIUS Watch Report 2020](#)



education and is based on defined indicators and a scoring system. The results show that much more needs to be done to overcome the strong inequality of access to schooling and improve the quality of education for socioeconomically disadvantaged communities across the continent, in particular for migrants coming from a low socioeconomic background.

Policy makers, policy stakeholders and education practitioners can use the report to identify strengths, weaknesses and gaps in their country's policies, feed conclusions into policy debates, and advocate for change. Allowing to find inspiration from other education systems and international good practices, the research helps to develop roadmaps towards reform for strong educational outcomes that realise people's full potential and give them a better chance for economic and social development.

A Multidimensional Approach to Migrant Education

As emphasised by the SIRIUS Clear Agenda for Migration Education in Europe, all learners should have equitable access to high-quality education and training regardless of migration status, socioeconomic background or language. As a result, education should not be perceived merely as a policy sector but also as the backbone of social cohesion, economic opportunity and democratic vitality. Although education systems in Europe are well established and efforts have been made for their improvement over the past decades, access to education and educational outcomes remain unequal, particularly for socioeconomically disadvantaged groups such as migrant learners. This persistent disparity underscores the need for targeted

and systematic reforms to eliminate structural barriers, foster social inclusion and promote education and academic success.

As highlighted in this report, in many European countries, significant disparities exist in education systems that can negatively impact the educational attainment of those with a migrant background. These gaps can be further exacerbated by early tracking systems, school placement policies and insufficient support mechanisms, all of which limit upward mobility and reinforce cycles of disadvantage.

This report builds on the foundational principle that every learner should have full access to high-quality education and vocational training in inclusive environments. Such inclusivity should not be conditional upon a learner's background, whether related to parental income or education, ethnicity, gender, language or migration status. To achieve this, education systems need to adopt a learner-centred approach across all stages of learning, from early childhood through adulthood. Adopting such an approach requires structural reforms that make systems more flexible and responsive, including re-evaluating the age at which students are tracked into different educational pathways, enabling mobility between tracks and promoting comprehensive schooling models that support socioeconomic well-being among new members of society.

However, it is important to note that inclusion is not only about access but also about environment and outcomes. Educational environments require systemic interventions to prevent the segregation of disadvantaged learners and strategic investments to increase school capacity for demographic change. Providing additional funding for learners from disadvantaged backgrounds alongside giving school leaders the autonomy to use these resources for context-specific needs – such as language support, teacher training or assistant teachers – can be an effective approach. These efforts must be supported by robust governance and accountability mechanisms, including transparent evaluations and inspections.

Moreover, addressing the institutional and legal dimensions of inclusion is essential. As a starting point, migrant-receiving countries should recognise the need for a clearly defined national strategy specifically focused on migrant education, as many still lack such a policy framework. Additionally, national anti-discrimination laws must be rigorously applied to all aspects of the education system, covering a broad spectrum of identities and statuses. This includes not only race and ethnicity but also religion, gender, disability, social origin and residence status. Accessible reporting mechanisms, cultural and gender-sensitive complaint systems, and independent enforcement agencies must be made available to learners, parents and educators alike.

From early childhood through adolescence and beyond, the journey of a migrant learner requires tailored support at every stage. Universal and free access to high-quality Early Childhood Education and Care (ECEC) must be guaranteed, specifically focusing on reaching families regardless of origin or legal status. Reducing early school leaving is another critical policy goal that demands that at-risk youth be offered real choices between academic and vocational tracks, each with equal quality, value and transition prospects. For those who have disengaged from education, flexible second-chance programmes must be widely available.

Linguistic inclusion is another cornerstone of effective migrant education policy. Multilingualism should be embraced as an asset, not a barrier. All learners should be supported in achieving fluency in the official language(s) of instruction, with free and targeted assistance provided from pre-primary to adult education. Equally, the preservation and promotion of migrant languages should be encouraged within school curricula and extracurricular programming as a means of bolstering self-esteem, intercultural competence and broader employment prospects.

No education system can succeed in this endeavour without empowering its educators. Teachers and school leaders are pivotal agents of change. Their training – both initial and ongoing – must include robust modules on intercultural education, language learning and inclusive pedagogies. Furthermore, efforts should be made to increase the representation of individuals with migrant backgrounds among teaching and leadership staff. Greater migrant representation not only enriches the school environment with diverse perspectives but also provides much-needed role models for students from similar backgrounds.

Strong links with the local community are essential in creating a holistic educational ecosystem. Community-based mentoring, partnerships with NGOs and youth volunteer initiatives provide powerful complementary learning experiences, particularly for those lacking academic support at home. These programmes help build the social capital and personal competences needed for long-term integration and success. Schools must also make greater efforts to involve migrant parents in school life through accessible communication channels, culturally sensitive mediation and participatory governance mechanisms.

Finally, the inclusion of newly arrived migrant learners requires a dedicated and sensitive approach. Assessing prior learning, offering transitional support and tailoring curricula to individual needs are not optional – they are prerequisites for effective integration. A crucial part of this approach includes empowering teachers with the skills and resources necessary to navigate diverse classrooms and support learners who may have experienced educational disruption.

Analysis and Evaluation in Seven Dimensions

Drawing on the multidimensional approach to migrant education reflected in the SIRIUS Clear Agenda – which has shaped debates on migrant education and inclusion in Europe for nearly a decade – this index assesses and compares national education systems across 7 dimensions, using a total of 27 indicators (cf. Appendix):

1. National Strategies and policies on migrant education
2. Enrolment policies and educational tracking
3. Equal and comprehensive educational systems
4. Full and equal access to and support in education
5. Assessment of newly arrived migrant learners
6. Language and multilingual education
7. Teacher training and professional development

The comparison includes the following education systems: Belgium, Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Lithuania, the Netherlands, Poland, Portugal, Slovenia and Spain (Catalonia).

Methodology

The SIRIUS Migrant Education Policy Index relies on expert-driven indicator research² designed to systematically monitor progress and improvements in migrant education policies in different countries. To guarantee validity and accuracy, the index utilises a standardised questionnaire comprising various indicators, each reflecting a specified dimension of education policy. The assessment employs a 0–100 score scale consistently throughout the questionnaire. Each indicator is articulated as a question pertaining to a particular aspect of the education policy aimed at migrant pupils.

The assigned score reflects the degree to which the element fulfils the established normative requirements, with a score of 100 indicating full compliance and 0 indicating total non-compliance. The method utilised for aggregating individual indicators for each state is the simple average. Scores for each of the main and the sub-indicators (group) are averaged to produce an overall score for each indicator. Taken collectively, these composite indicators enable an assessment of the existence and extent of policies that facilitate migrant students' education in different countries. The aggregation scheme enables the assessment and comparison of analytical dimensions through composite indicators, such as the existence of national strategies and policies on migrant education, their institutionalisation, policy review, policy mainstreaming, policy on funding allocation and data collection policy.

The evaluation of policies that facilitate migrant students' access to education is conducted based on specific indicators, which are assessed by the national experts of the SIRIUS network. Data sources available to these experts include national laws and legal provisions, policy documents, official reports, budget and spending evidence, official data and local administrations' public communication channels for identifying local best practices. This process is supplemented by independent evaluations provided by the experts, which often require conducting key informant interviews. After the expert data was submitted, the coordinating MPG research team reviewed it through multiple rounds of examination. These reviews included verifying cited sources, aligning scores with the policies provided, and conducting comparative analyses to ensure reliability. Further validation was performed through clarification and consistency checks with experts and partners. All data refer to the legal and other provisions in place as of 31 December 2024.

The comparison includes a range of education systems, representing the full scope of organisational models of early, primary and secondary education found among European countries (European Commission/Eurydice 2023). With Belgium, Germany and Spain, three countries are included that see a high level of autonomy of education systems at the sub-national level, whereas, in the case of Spain, results refer to Catalonia in particular. It is worth noting that, when talking about the classification of education in different countries, this report relies on UNESCO's International Standard Classification of Education (ISCED) education levels (Eurostat, n.d.).

² For similar MPG-developed indices that monitor national-level integration policy frameworks cf. the Migrant Integration Policy Index MIPEX (2024 update forthcoming), the New Europeans Political Participation Policy Index (2024) and the National Integration Evaluation Mechanism (2022).





2. Key Results

Persisting Gaps Between Assessed Countries and Dimensions

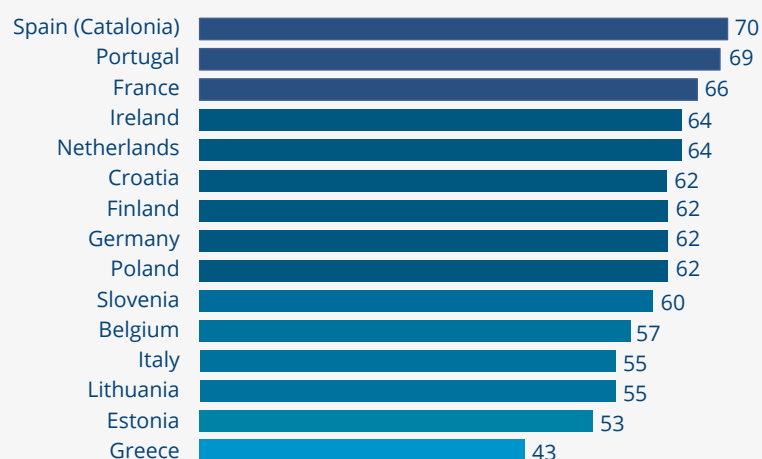


Figure 1: Overall country scores, averages of seven dimensions

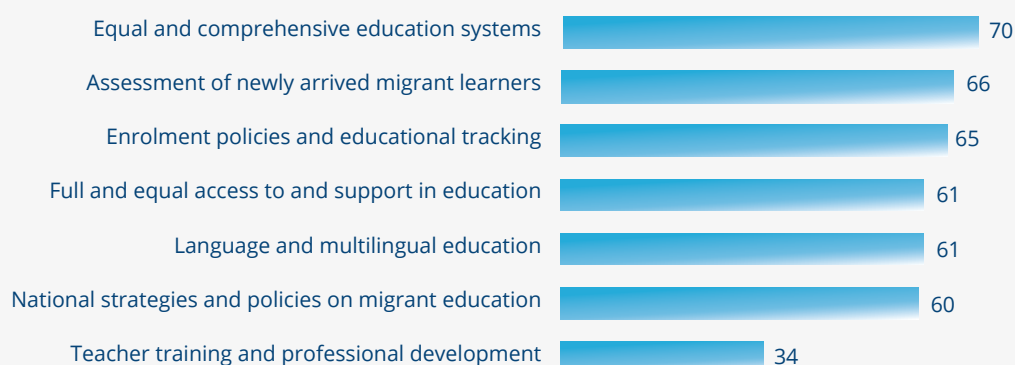


Figure 2: Average score in each assessed dimension

As illustrated in Figure 1, there are significant cross-national differences in migrant education policies when all seven dimensions are considered. The scores range from a high of 70 to a low of 43 out of 100, revealing the progress of policies targeting migrant students' education in these countries. When comparing the level of development achieved across the seven assessed dimensions (Figure 2), teacher training and professional development marks, with an average score across countries of 34, the weakest dimension of migrant education policies.

Although the surveyed countries are making promising progress in strengthening migrant education, there are opportunities for further advancement. Croatia, Estonia, Finland, Greece, Italy, Lithuania and the Netherlands can enhance their efforts through more comprehensive, migrant education-focused strategies. Others, like Belgium, France, Germany, Ireland, Italy and Slovenia, are in a position to institutionalise these efforts by establishing specialised units within their education ministries. Strengthening policy review mechanisms and embedding migrant education into broader integration strategies remain key steps, particularly for countries such as Belgium, Finland, France, Greece, Ireland and Portugal. Adequate and consistent funding, alongside improved data collection on migrant student outcomes, will further support effective policymaking.

Additionally, expanding access for all migrant learners, including undocumented students and improving anti-discrimination enforcement and reporting mechanisms are critical to ensuring equity in education systems. Targeted educational support is another major area of opportunity. Countries like Croatia, Italy, the Netherlands, Poland and Slovenia are poised to improve early childhood education by offering free and accessible education to all children. Belgium, France and Ireland already support access to upper secondary education, but further targeted measures could enhance outcomes. Interpretation services, mentoring programmes, and parental engagement strategies are being refined to better serve migrant families in countries including Germany, Greece and Slovenia.

Croatia, Poland, Portugal and Slovenia demonstrate promising practices in assessing the prior learning of newly arrived migrant students, highlighting a valuable opportunity for all other surveyed education systems to adopt clear, nationwide procedures that support accurate placement and smoother integration into schools. Language support policies are gaining traction, with Croatia, Lithuania and Slovenia leading on regular language needs assessments while others offer consistent instruction in both the language of schooling and students' family languages. Finally, integrating intercultural competence into teacher training and increasing migrant representation in the teaching workforce, especially in countries like Finland, France, and Spain (Catalonia), are essential to creating more inclusive, diverse and responsive education systems.

The arrival of Ukrainian refugees placed countries such as Poland, Lithuania, Ireland, Estonia, and Croatia at the forefront of efforts to rapidly adopt new policies for the educational inclusion of newcomers. At the same time, Greece and Portugal have made significant attempts to improve their policies on refugee and migrant education, whether independently or in collaboration with national and international organisations such as IOM, UNHCR, UNICEF and local NGOs.

After presenting policy recommendations derived from across the assessment (Chapter 3), this report provides a detailed analysis of each of the seven dimensions, including a comparative discussion, good practices and opportunities for policy learning (Chapter 4). Chapter 5 presents individual country profiles across the seven dimensions, while the Appendix provides the full table of results by country and indicator.



3. Policy Recommendations



As Europe navigates a complex social and political landscape, the imperative to build inclusive, resilient and future-oriented education systems has never been greater. This SIRIUS Watch report does not only report on existing challenges; it offers a blueprint for action rooted in evidence. In doing so, it reaffirms that inclusive education is not a peripheral policy concern but that it is central to the future of Europe's societies and well-being. In light of the report's findings, the surveyed countries are strongly encouraged to implement the following measures to actively support migrant students' education and integration and to foster long-term inclusion in diversifying societies:

1. National Strategies and Policies on Migrant Education

- **Develop and implement comprehensive national strategies for migrant education**

This report highlights the urgent need to develop and implement comprehensive national strategies for migrant education, ensuring that these are tailored to the specific needs of migrant learners at all educational levels. Such strategies should align with international goals (e.g., the global compact for safe, orderly and regular migration), promote cross-sector coordination, support language and cultural inclusion, and engage migrant communities. Effective monitoring and efforts to remove access barriers are essential for equitable, quality education.

- **Establish dedicated migrant education units within ministries of education**

There is a need to establish dedicated migration education units within ministries of education with clear mandates, sufficient resources and trained staff to coordinate and oversee migrant education policies. Equipped with sufficient financial and human resources, they should be staffed by trained professionals with expertise in migration, education and inclusion. These units would serve as central hubs for inter-ministerial coordination, data collection, stakeholder engagement, and the dissemination of best practices, ensuring that national efforts are coherent, responsive and aligned with both domestic priorities and international obligations.

- **Integrate migrant education policies into broader national integration strategies**

The findings of this report highlight the need to embed migrant education policies within broader national integration strategies to ensure coherence and long-term impact. Aligning education with wider integration efforts allows for a more holistic approach to the complex challenges migrant communities face. It also promotes cross-sector collaboration and resource sharing, strengthening both education systems and broader social policy outcomes.

- **Ensure sustainable funding for migrant education**

There is a need to ensure consistent and sustainable funding for migrant education by implementing policies providing adequate and consistent financial support for schools serving migrant and disadvantaged students. Without reliable financial backing, efforts to improve access, equity and outcomes for migrant students may be undermined. Long-term investment not only strengthens educational institutions but also contributes to the broader social and economic integration of migrant communities.

- **Establish a standardised, data-driven and participatory review framework**

To regularly assess and update migrant education policies, there is an urgent need to establish a standardised, data-driven and participatory review framework in many surveyed countries, ensuring they remain effective, equitable and responsive to changing needs (cf. Yilmaz 2024: [SIRIUS Watch Report](#)). By institutionalising regular assessments and feedback loops, this approach will help adapt policies to changing migration trends and educational challenges, promoting continuous improvement and accountability.



2. Enrolment Policies and Educational Tracking

- **Facilitate early childhood education for migrant children**

There is a need to facilitate early childhood education for migrant children to strengthen early language acquisition and cognitive development from the outset, ensuring long-term educational success. Quality, inclusive education systems provide children with the foundational skills and confidence needed to navigate future learning environments and opportunities.

- **Extend compulsory education or training beyond lower secondary**

To support the long-term integration and success of migrant learners, it is essential to extend compulsory education or training beyond lower secondary education that helps to ensure that migrant students remain engaged in learning during critical developmental years and are better prepared for future employment or higher education opportunities. Equally important is removing other administrative or financial barriers that hinder smooth transitions to upper secondary education or vocational pathways.

- **Reassess the impact of early tracking and promote fair practices**

There is a need to reassess the impact of early tracking in some countries and to promote fair practices for the continuation of higher levels of education so that migrant learners are not disadvantaged in their educational progression. To promote equity and support the continued educational progression of migrant students, it is essential to implement fair and flexible tracking practices, provide targeted support and allow for mobility between educational pathways. Such reforms can help ensure that migrant learners are given equal opportunities to pursue higher levels of education and reach their full potential.

- **Support migrant parents and students in educational decision-making**

There is a need to support migrant parents and students in educational decision-making by providing administrative guidance and counselling services. Providing targeted guidance and outreach through multilingual materials, community liaisons, and school-based support staff empowers families to actively participate in their children's education and fosters better academic and social outcomes for migrant students.

3. Equal and Comprehensive Education Systems

- **Provide access to education for all migrant students**

Access to education for all migrant students, including undocumented migrants, should be guaranteed at all levels to prevent systemic disadvantages throughout their educational journey. Ensuring inclusive access helps foster social integration, reduces the risk of marginalisation, and supports the overall development of migrant students, preparing them for future economic and social participation.

- **Enforce the existing anti-discrimination laws**

The enforcement of existing anti-discrimination laws needs to be strengthened within education systems to ensure that migrant students are not subjected to unequal treatment. While legal frameworks are in place in several countries, their consistent and effective implementation is essential to address systemic discrimination, promote equal opportunities and foster inclusive learning environments for all, regardless of their migration background.

- **Enhance discrimination reporting mechanisms**

The accessibility and effectiveness of discrimination reporting mechanisms need to be enhanced within the education system. Although independent reporting structures exist in some countries, their inconsistent accessibility and reliability hinder efforts to combat discrimination. Strengthening these mechanisms is essential to ensure that migrant students can safely and confidently report incidents of unequal treatment and that appropriate follow-up actions are taken to uphold their rights and foster inclusive educational environments.

- **Embrace intercultural education**

Intercultural education – explicitly aimed at fostering an appreciation for cultural diversity – should be systematically embedded in school curricula at all levels. Achieving this integration requires clear objectives, age-appropriate content and dedicated teacher training to ensure meaningful delivery. Introducing intercultural learning from pre-primary through upper secondary education can strengthen mutual understanding, respect for diversity and social cohesion.



4. Full and Equal Access to and Support in Education

- **Introduce targeted measures and interventions**

There is a need to introduce more targeted interventions to improve migrant students' access to education at ISCED levels 2 (lower secondary) and 3 (upper secondary). Strengthening support at these critical educational stages will help reduce dropout rates, promote equity and enhance long-term educational and social outcomes for migrant youth.

- **Implement inclusive policies**

Implementing inclusive policies to ensure free or low-cost access for all children, regardless of origin or residence status, should be a top priority. By prioritising access to quality early education for migrant and non-national children, the surveyed countries can promote social integration, early development and long-term educational success, laying a strong foundation for equal opportunities from the very beginning of a child's educational journey.

- **Enhance the existing psychosocial support services**

There is a need to enhance the existing psychosocial support services by tailoring them to the specific needs of migrant learners. By making these services more accessible and tailored to the experiences of migrant students, the surveyed countries can better support their emotional well-being and help mitigate the potential impact of trauma or stress related to migration.

- **Strengthen parental involvement in school settings**

Inclusive strategies are needed to strengthen parental involvement by actively engaging and empowering migrant parents in school life. Strategies in this vein could include providing language support, offering flexible communication channels and creating opportunities for participation in both school activities and decision-making processes. Such efforts help build stronger connections between migrant families and school communities, ultimately supporting the educational success of their children.

- **Enhance mentoring programmes**

There is a need to enhance mentoring programmes by introducing targeted initiatives specifically designed to better support newcomer students in the surveyed countries. These initiatives could include pairing students with mentors who share possibly similar cultural backgrounds or knowledge, offering specialised guidance in language acquisition and integration, and providing tailored academic support. Such initiatives would help newcomer students adapt more effectively to their new educational environments, improving their overall academic success and emotional well-being.

- **Strengthen and refine interpretation services**

There is a need to refine interpretation services through tailored policies to better assist migrant families. Tailored policies could include expanding access to qualified interpreters, providing language support across a wider range of services, and ensuring timely availability during key educational and administrative interactions. By improving these services, migrant families will be better equipped to navigate the educational system, support their children's learning and engage more effectively with school representatives.

5. Assessment of Newly Arrived Migrant Learners

- **Introduce prior learning assessment guidelines nationwide**

To strengthen the effectiveness of education systems, all surveyed countries should introduce clear, nationwide guidelines for assessing the prior learning of migrant students. These guidelines may include standardised procedures for evaluating language proficiency, prior learning and performance in key school subjects, and cultural background to determine the most appropriate educational placement. By implementing such measures, migrant students can receive a tailored education that fosters both academic success and social integration.



6. Language and Multilingual Education

- **Ensure support in the language of instruction**

There is a need to further enhance educational systems in several surveyed countries by adopting policies that ensure continuous and consistent support in the language of instruction across all levels (ISCED 0–3), similar to successful models such as those found in Finland and the Netherlands. By fostering language proficiency from an early age and ensuring that language support is sustained throughout a student's educational journey, these countries not only improve academic outcomes but also foster greater inclusivity and integration, ensuring that all students have equal access to quality education.

- **Appreciate proficiency in first/family languages**

There is significant potential for the surveyed countries to introduce initiatives that fully appreciate and support full proficiency in migrant students' first/family languages. Programmes focused on maintaining and strengthening students' first languages alongside the official language are likely to enhance cognitive skills, improve academic outcomes, create more opportunities in later life and career, and ensure better integration of migrant communities.

7. Teacher Training and Professional Development

- **Build intercultural competence**

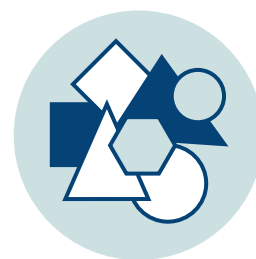
To better adapt education systems to the reality of immigration, education systems should mandate the inclusion of intercultural competence as a core component in teacher training and ongoing professional development. These countries can foster more inclusive learning environments by ensuring that teachers are equipped with the necessary skills to navigate and embrace diversity. Teachers would benefit from practical tools to manage diverse classrooms, communicate effectively with students from different cultural backgrounds, and create a more inclusive educational experience for all learners.

- **Include migrants in the education workforce**

Targeted measures need to be introduced to support the inclusion of migrants in the teaching workforce. Expanding these efforts across all countries could help ensure a more diverse and representative teaching staff, which would enhance students' engagement and learning outcomes. Additionally, migrant educators can act as cultural ambassadors, offering valuable perspectives and fostering greater intercultural understanding in the classroom. Taking these measures across all countries would contribute to a more inclusive, diverse and representative education system.



4. Results in Seven Dimensions



4.1 National Strategies and Policies on Migrant Education

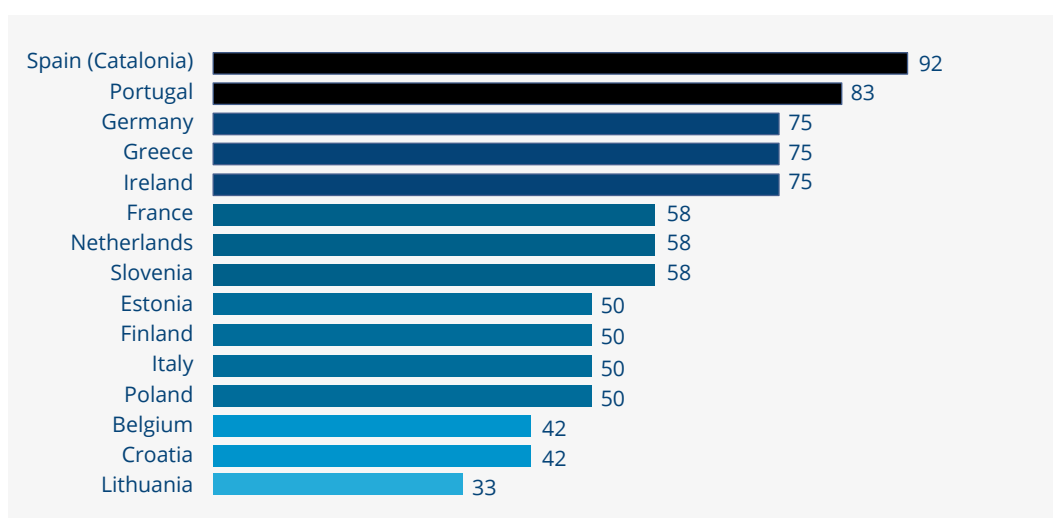


Figure 3: National Strategies and Policies on Migrant Education, country scores as average of six indicator scores

The first dimension captures measures about the existence of a well-defined national strategy or policy that targets migrants' education. It examines whether a clear and institutionalised strategy is contributing to streamlining efforts across sectors, ensuring that migrants receive the necessary educational support. With mechanisms for policy review, needs-based allocation of resources to schools, and data collection, such strategies can adapt to the evolving needs of migrant students, promote social inclusion and provide equal educational opportunities. Hence, the existence of a comprehensive, strategic approach to migrants' education does not only provide a roadmap and orientation for policymakers, state service providers and practitioners to better allocate resources, assist them in sound decision-making, and create coherence among stakeholders. It also has a long-term impact on migrants' educational attainment and their integration into receiving societies (OECD, 2015, Ismail, 2019, Koehler and Schneider, 2019). The assessment is based on the following indicators:

- Existence of a national strategy
- Institutionalisation
- Policy review
- Policy mainstreaming
- Policy on funding allocation
- Data collection policy

With the lowest indicators average of 33 and the highest of 83, the results show a remarkable disparity among the level of development in the assessed education systems.³ The most comprehensive approaches are found in Spain (Catalonia) and Portugal, followed by Germany and Ireland.

National Strategies for Migrant Education: Policy Focus and Commitment

Comparing the education systems, we observe that a comprehensive strategy targeting specifically migrants' education exists in France, Germany, Ireland, Portugal, Slovenia and Spain (Catalonia). In Croatia, Estonia, Finland, Greece, Italy, Lithuania and the Netherlands, strategies that cover only certain aspects of migrant education can be further enhanced.

As one of the most advanced systems in this dimension, **Portugal** has made significant efforts to promote the inclusion of migrant and refugee students within its education system. Portugal has a national plan for implementing the Global Migration Pact. The Ministry of Education contributes to achieving its objectives, such as empowering migrants and societies to achieve full social inclusion and cohesion. (Presidency of the Council of Ministers, 2019). The ministry has provided schools with the *Inclusion of Migrant Pupils in Education* document, which outlines principles and strategies to support inclusive practices. In partnership with the High Commission for Migration (ACM), the Ministry of Education helps fund and implement initiatives that facilitate integration. Additionally, the OECD's *Review of Inclusive Education in Portugal* highlights the country's progress and offers recommendations for enhancing diversity, equity and inclusion in schools.

In **Spain**, there is a national strategy aimed at supporting newly arrived students. Additionally, a national agreement against school segregation has been signed by both regional and local authorities in Catalonia. Furthermore, specific agents known as Language, Interculturalism, and Social Cohesion (LICS) play a key role in welcoming newly arrived students through targeted programmes.

Ireland's Migrant Integration Strategy was published in 2017 to support migrants' participation in Irish life and address integration barriers. The strategy aimed to ensure migrants and their children fully benefit from the education system. Actions related to the strategy include the enactment of the Education (Admission to Schools) Bill 2016 and maintaining the adequacy of

³ In the absence of a well-defined national strategy on migrant education – which is often the case (except in Ireland) – countries where migrant education is addressed through broader education policies are classified under “there is a strategy, but it covers only certain aspects of migrant education” and scored accordingly.

language support in schools. The Department of Education is working on a new strategy, and the Social Inclusion Unit at the Department of Education is responsible for developing and promoting a coordinated response to tackling educational disadvantages. The Department of Education offers various supports to schools. Key among these is the DEIS programme, which provides extra resources to disadvantaged schools and students. Additional supports are available for students with English as an Additional Language (EAL), including extra assistance for newly enrolled pupils and schools with high EAL needs (Department of Education, 2022, March 25).

Germany's Federal Ministry of Education runs the Integration through Education programme, which aims to provide equal chances and participation for all migrants staying in the country. The National Action Plan Integration (NAP-I) is the overall strategy for integration politics, targeting all groups of migrants legally residing in Germany. The plan focuses on different stages of integration and sets goals for each stage. Due to Germany's federal structure, school education is mainly the responsibility of federal states, with some having dedicated education strategies for migrants.

In another example, in 2024 **Slovenia** introduced the "Guidelines for the Integration of Children and Students from Other Language and Cultural Backgrounds", emphasising multilingualism, mother tongue learning and inclusive education across all levels. The strategy includes enrolment protocols and practical recommendations but is not backed up by a dedicated unit for migrant education, with various ministry departments handling migrant students' needs. The national integration strategy focuses on employment-related education, particularly in vocational and tertiary sectors, while ensuring access to early, primary and secondary education for migrant children. State-funded Slovenian language courses and mother tongue teachers are provided, though their organisation depends on schools and parents. The majority of Slovenian schools are public, with limited private options.



Good Practice

Strengthening the basic skills and language of instruction of pupils with a migrant background Action Plan, Finland

The Ministry of Education action plan runs from 2022 to 2026, and it is designed especially for pupils in grades 7 to 9 who only have between one and four years of schooling in Finland. It aims to ensure that the school system is properly equipped to meet the needs of learners who arrive in Finland at the lower secondary level with limited prior education. The support programme plays a positive role in strengthening their language and foundational skills before they transition to upper secondary and higher levels of education.

Institutionalisation of Migration Policies

When examining the institutionalisation of migration policies, Greece, Poland and Portugal stand out for having established dedicated units with clear mandates, sufficient resources and specialised staff focused on migrant education. Belgium, Croatia, Estonia, Finland, France, Germany, Ireland, Italy and Slovenia have integrated responsibility for migrant education within their ministries of education, providing a foundation that could be further strengthened through dedicated units and increased resources.

In **Greece**, the Ministry of Migration and Asylum, Directorate of Inclusion, in collaboration with the Ministry of Education through the Independent Department for the Coordination and Monitoring of Refugee Education is responsible for this institutionalisation. Overall, the Ministry of Education is implementing comprehensive policies to fully include refugee and migrant children in the national education system, aiming to create an inclusive, intercultural school environment.

In **Poland**, the Department of International Cooperation (DWM) within the Ministry of Education is explicitly responsible for issues related to the education of students from abroad. Advocates for migrant children's education recognise DWM as one of the key institutions shaping relevant laws and regulations. Stakeholders broadly agree on the department's central role while also acknowledging that some local governments – especially in large cities like Kraków – have set up units dedicated to multicultural education. These local initiatives, however, are relatively new and still developing their expertise.

The Directorate-General for Education in **Portugal** provides schools with guidance on principles, strategies and resources to support migrant inclusion. Additionally, the education ministry collaborates with the High Commission for Migration (ACM), which funds initiatives to help integrate migrant and refugee students into the education system.

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Strategic Approaches to Policy Review

Germany and Spain (Catalonia) have established regular and systematic reviews of migrant education policies. Meanwhile, Belgium, Croatia, Finland, France, Greece, Ireland, Italy, the Netherlands, Poland and Portugal have implemented some form of policy review mechanism, reflecting ongoing efforts to evaluate and improve migrant education, although there is potential for greater consistency in its application. In Estonia and Lithuania, there is an opportunity to develop regular review processes to further strengthen their migrant education policies. In **Germany**, the Education Monitor is an annual report on the progress in different areas of education, including integration. The analysis also formulates policy recommendations, while in **Spain (Catalonia)**, the welcome processes are evaluated annually

by LICs agents. The national plan against school segregation is overseen by a monitoring and assessment commission, which meets twice a year (once per semester). This commission produces an annual report each January to track the progress of the national strategy against school segregation. Its primary goal is to review and assess the effectiveness of the strategy.

When examining policy mainstreaming, migrant education policies are partially integrated into the national integration policy in Belgium, Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Poland, Portugal, Slovenia and Spain (Catalonia), but there are gaps or inconsistencies in coordination across sectors. In the **Netherlands** and **Spain (Catalonia)**, migrant education policies are fully integrated into broader national education and integration policies. Spain (Catalonia) has a National Education Act from 2009, which establishes that the education system should be inclusive of migrants and refugees, serving as a general framework. Within this legislation, two decrees outline more specific policies. One decree from 2017 focuses on inclusive education by shaping regional educational policies to address the needs of students with special requirements. It identifies six categories of students with special needs, one of which includes migrant students. Another decree from 2021 addresses student admission and school planning, providing explicit guidelines for the inclusion of migrant students.

Needs-based Funding of Schools

There is a clear and consistently applied policy that allocates additional funding to schools serving migrant and disadvantaged learners in Estonia, France, Ireland, Lithuania, Poland, Portugal and Spain (Catalonia). In other countries – including Belgium, Croatia, Finland, Germany, Greece, Italy, the Netherlands and Slovenia – funding policies or instruments exist, but there is an opportunity to enhance their focus, consistency and sufficiency to better support migrant learners.

In **Estonia**, schools can apply for state support to provide additional Estonian language instruction for children and students whose first language is not Estonian. Childcare institutions (for children aged 3–7) can receive a group-based subsidy, while basic schools (grades 1–9) can receive a per capita subsidy. To be eligible, at least 15% of the students in a class/group must have a mother tongue other than Estonian, with a minimum of six such students. Additionally, schools can apply for a per capita subsidy for newly arrived migrants in basic, upper secondary and vocational education institutions. To qualify, schools must implement at least two of the following measures: an individual curriculum, Estonian as a second language, or additional Estonian language studies.

In **France**, the priority education system is organised into two types of networks: REP (Réseaux d'Éducation Prioritaire) and REP+. REP+ networks serve areas with the most severe concentrations of social disadvantage, while REP networks operate in more socially mixed environments that still face greater challenges than mainstream schools. Both receive additional funding to mitigate the effects of social and economic inequality on educational outcomes. Since September 2021, part of this funding has been allocated based on the collective professional engagement of school staff. The priority education policy seeks to strengthen teaching and learning in schools serving disadvantaged communities. As of the 2023 school year, 1,093 networks were in operation—comprising 731 middle schools and

4,136 primary schools in REP, and 362 middle schools and 2,459 primary schools in REP+. More than 1.7 million students benefit from the system, with teachers granted improved working conditions to support collaboration and ongoing professional development.

In **Ireland**, the DEIS programme is the government's main policy initiative for addressing educational disadvantage among children and young people from disadvantaged communities at both primary and secondary levels. Introduced in 2005, DEIS currently supports 1,194 schools and over 240,000 students. The Department of Education provides a broad range of supports to all schools – both DEIS and non-DEIS – to promote inclusion and remove barriers to student success. At the primary level, DEIS schools are categorised as either urban or rural, with urban schools further subdivided into Urban Band 1 (the most disadvantaged) and Urban Band 2. All primary and secondary schools participating in DEIS receive additional staffing, funding, access to literacy and numeracy programmes, and support for activities such as school planning. Targeted interventions, including the Home School Community Liaison Scheme and the School Completion Programme, are available to DEIS urban primary schools and DEIS secondary schools. Through DEIS, schools may also offer extra support to students, such as breakfast clubs or homework clubs. Schools in DEIS work closely with parents/ guardians to support their child's learning. Evaluation reports consistently show that the DEIS programme has had a positive effect on tackling educational disadvantage.



In **Lithuania**, migrant learners are classified as learner groups with special needs. Therefore, as is the case with other target groups with special needs, schools receive higher funding for migrant learners to fund additional expenses. Schools should have the resources for additional language lessons, consultations or any other measures and in practice are able to provide them for learners for free. This does not, however, mean that these measures must necessarily be implemented, as their implementation depends on schools.

In **Poland**, the long-established educational subsidy mechanism effectively provides additional funding to schools that accept children with migration experience, as well as other groups, such as students with disabilities. However, this funding is not specifically earmarked for migrant learners, meaning schools can use the funds for any purpose, such as adoption of rooms for new teaching and learning needs, without being required to demonstrate how the money supports migrant students' educational needs. While some mechanisms aim to support intercultural integration, awareness among school directors about available resources, such as hiring assistants for migrant students, remains limited.

In **Portugal**, in the 1990s, Portugal created the TEIP (Educational Territories of Priority Intervention) programme to address the needs of schools in deprived areas facing structural inequalities. This programme promotes positive discrimination and develops tailored projects for schools, providing additional funding to support socially disadvantaged students, including migrants in vulnerable situations. While not specifically aimed at migrants, TEIP serves as an important measure to improve educational equity. Additionally, Portugal has specific educational measures for the reception and inclusion of migrant and refugee students. The School Social Assistance (Ação Social Escolar, ASE) is a nationwide initiative that helps prevent school dropout and social exclusion for students from disadvantaged backgrounds, including immigrants and ethnic minorities. Refugee students also benefit from ASE support for food, transport and other essential resources available through their enrolled schools.

Spain (Catalonia) uses a system to classify schools based on their "complexity", which is determined by several variables, including the proportion of migrant students enrolled. Schools are categorised into two levels: (1) high complexity and (2) maximum complexity. Schools in both categories typically have a student population where migrant learners make up over 50%. Currently, there are 327 schools in Catalonia classified as having maximum complexity. These schools receive additional resources, including extra funding, grants, school materials and a higher number of assigned teachers.

Evidence-based Policymaking for Migrant Education

There is a mandated policy, and data is regularly collected and analysed to inform policy decisions in Germany, Greece, the Netherlands, Portugal and Spain (Catalonia). In Slovenia, Lithuania, Italy, Ireland, Finland, Estonia and Belgium, some data is collected on the educational outcomes of migrant students, but it is either irregular or not mandated by national policy. Poland, France, and Croatia present an opportunity for developing a structured data collection policy to better assess the educational outcomes of migrant students.

In **Germany**, the **National Education Report** is an annual publication that provides insights into education outcomes in the country, specifically focusing on students with migrant backgrounds. This report highlights disparities and trends in education for students from

diverse backgrounds, offering valuable data for policymakers. The **Education Monitor** is another annual report that tracks progress in various areas of education, including the integration of migrant students.

In **Greece**, data is collected by the Independent Department for the Coordination and Monitoring of Refugee Education, which uses this information for effective planning. Additionally, partnerships between UNICEF, the Ministry of Migration and Asylum, and other NGOs track the registration rates of refugee children in formal education through the “All Children in Education” programme. The programme, coordinated by UNICEF in partnership with the Greek Ministry of Migration and Asylum and co-funded by the European Union, has provided valuable insights into the integration of refugee and migrant students into formal education.

The **Netherlands** regularly collects and analyses data on the educational outcomes of students, including those with a migrant background, but there is no national policy that exclusively mandates this for migrant students. Data collection is done by Statistics Netherlands (CBS), a directorate of the Ministry of Home Affairs. It is a separate entity entirely focused on collecting data.

In **Portugal**, the Directorate-General for Education and Science Statistics (DGEEC) has data about the performance of all students, including migrants. However, there are examples of data analysis that only refer to migrant students, as in the document “School Profile of Children of Parents with Foreign Nationality 2022/23”. Additionally, the Migration Observatory, included in the High Commissioner for Migrants, develops a systematisation of statistics and provision of studies and publications on migratory phenomena.

In **Spain (Catalonia)**, the aforementioned Catalan monitoring and assessment commission oversees the national plan against school segregation, and one area of analysis focuses specifically on migrant students. Decisions are made based on the data collected and analysed.

Comprehensive Approaches to Migrant Education: Opportunities for Policy Learning

Croatia, Estonia, Finland, Greece, Italy, Lithuania, and the Netherlands can enhance their approaches by adopting more comprehensive strategies specifically targeting the education of migrants. Belgium, Croatia, Estonia, Finland, France, Germany, Ireland, Italy and Slovenia can further institutionalise migration policies by establishing dedicated units within their education ministries with clear mandates, adequate resources and staff focused on migrant education. Policy review mechanisms can be further strengthened in Belgium, Croatia, Finland, France, Greece, Ireland, Italy, the Netherlands, Poland and Portugal. Additionally, there is a need to integrate migrant education policies into national integration strategies in Belgium, Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Poland, Portugal and Slovenia fully. To better support migrant learners, countries such as Belgium, Croatia, Finland, France, Germany, Greece, , Italy, the Netherlands, Portugal and Slovenia can ensure that funding policies are both sufficient and consistently applied. Finally, systematically collecting data on migrant student outcomes across education systems will help to further improve educational results for migrant students.

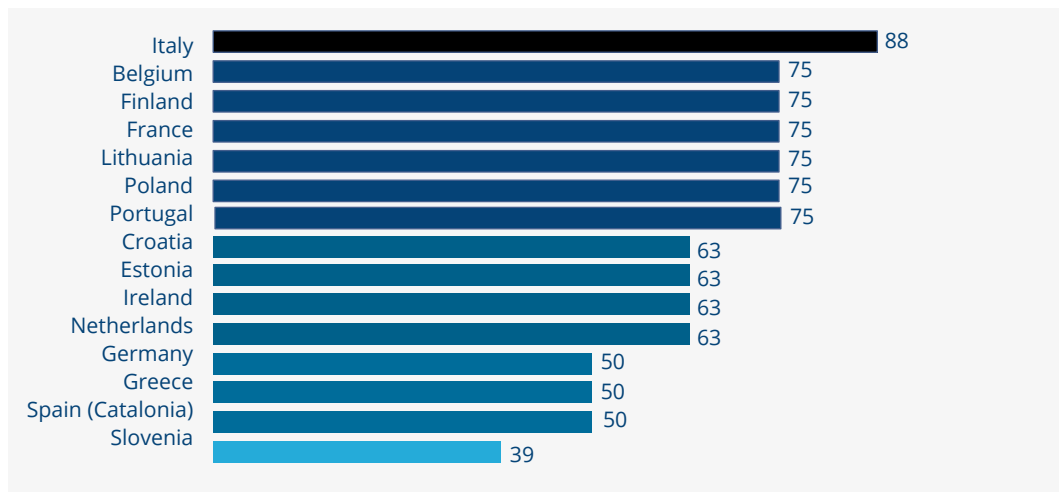


Figure 4: Enrolment Policies and Educational Tracking, country scores as average of four indicator scores

The second dimension examines structural features of education systems that significantly shape migrant learners' educational outcomes. Longer periods of compulsory schooling tend to improve language acquisition and expand educational opportunities. By contrast, early tracking can hinder migrant students, especially those not yet fully integrated into receiving societies (Ruhose and Schwerdt 2016). It may also dampen their educational aspirations (Nygård, 2017). Systems that delay tracking until ages 14 to 16 – or avoid it altogether – are generally considered best practice. Therefore, the following indicators are assessed in this dimension:

- Compulsory enrolment in early education
- Compulsory education or training in teenage age
- Age of first tracking
- Criteria for educational tracking

From Early Enrolment to Late Compulsory Education

Among the assessed education systems, France stands out with three years of compulsory enrolment in early education, which differs from one or two years (starting at age 4 or 5) of compulsory education in Belgium, Finland, Germany and Poland. Early education is not compulsory in Estonia, Ireland, Italy, the Netherlands, Portugal, Slovenia, and Spain (Catalonia).

Compulsory education or training beyond secondary school extends to age 18 or 19 in Belgium, Finland, Germany, the Netherlands, Poland and Portugal. In Croatia, Greece and Slovenia, it ends at 15. Estonia, France, Ireland, Italy, Lithuania and Spain (Catalonia) require

participation until 16 or 17, often through part-time education or training schemes.

In **France**, the Law for a School of Confidence (2019) lowered the age at which compulsory education begins to three. As of the start of the 2019 school year, any child affected by this new obligation must therefore be enrolled in a public or private educational establishment; failing this, the child must receive instruction in the family, with the individuals responsible for the child declaring to the mayor and the departmental services directorate of the national education service that they have made this choice. Additionally, since the commencement of the 2020 academic year, the mandate for training has been extended until the age of 18 to ensure that no young individual is left in a state of being neither in education, training, or work.



Good Practice

Vocational Integration Classes, Germany

Vocational Integration Classes in Bavaria are an overall functioning model that increases the chances of young migrants and refugees who arrive in Germany after their compulsory full-time education to enter vocational training. Within one to two years, participants of these classes have intensive classes in basic subjects such as German, maths, and social studies and, at the same time, learn about different professions and do several internships in different companies. If they have no recognised school degree, they can complete the Lower Secondary Degree. They are also supported in applying for vocational training positions (in the German dual vocational training system). For those with unstable permission to stay in Germany, entering vocational training comes with the opportunity for stable permission to stay (on the condition of successfully completing the vocational training and working in the training field for at least two years afterwards). As such, the policy supports the educational rights of newly arrived migrants, as it considerably improves the chances of those beyond the compulsory schooling age to enter into vocational training.

Patterns of Educational Tracking

Croatia, Estonia, Ireland, Italy, Lithuania, Portugal, and Spain (Catalonia) are ranked highest in terms of both the age of first tracking and the criteria for educational tracking. In many countries, decisions about whether to pursue upper secondary or vocational pathways are made between the ages of 14 and 16. These decisions are shaped either by clearly defined, equity-oriented criteria—combining teacher input with standardised assessments—or by systems that give significant discretion to pupils and their parents.

For example, in **Croatia**, after the age of 15, students are tracked between upper secondary schools and vocational education institutions, with guidelines and policies that regulate the placement of students into different educational tracks. The criteria for admission to secondary schools are based on grades from primary school, but other factors, such as

language proficiency and socioeconomic status, may also be taken into account. According to the “Regulations on the Elements and Criteria for the Selection of Candidates for Enrolment in the 1st Grade of Secondary School”, each student is evaluated on one common, one additional and one special element. The common element consists of the average final grades from all subjects to two decimal places in the last four grades of primary education. The additional component of evaluation consists of the candidate’s abilities based on results achieved in competitions, talents and knowledge. Finally, the special evaluation element accounts for health conditions and challenging educational circumstances linked to economic, social or environmental disadvantage.

Estonia is an example of a country with relatively high parental and student discretion. At the age of 16, students can choose between upper secondary education or a vocational education track. There are no standardised criteria for tracking, and several factors – such as grades, teachers’ recommendations, parents’ decisions and pupils’ interests – are decisive in their tracking. Since tracking takes place relatively late and parents and students have discretion in choosing educational pathways, this system is considered less likely to systematically disadvantage migrant students. However, migrant students’ language proficiency and socioeconomic status might affect their decisions negatively at this stage.

Other education systems that track pupils aged between 14 and 16 see a lack of consistently applied guidelines or criteria, with teacher recommendations still playing a dominant role and related risks of discriminatory effects. For example, in **Finland**, after comprehensive school, students have to choose between a general upper secondary school, a vocational upper secondary school, or leaving the educational system altogether. At the upper secondary level, students must choose between general and vocational tracks, each of which leads to distinct post-comprehensive education pathways. Selection for the general track is competitive and based on academic performance, introducing a form of between-school tracking at this stage. France, Greece, Poland and Slovenia show a similar pattern. In Greece, although teachers’ recommendation plays a significant role, students can register for General Lyceum or Vocational Upper Highschool.

In **Belgium**, the education system is managed separately by the Flemish, French-speaking and German-speaking communities, each with its own policies but having in common that tracking into different types of schools happens around the age of 14. In Flanders, early tracking begins with a division into 1A (completed school with the standard certificate) and 1B (needs more support) in the first year of secondary school, that is, at the age of 12. Pupils later choose educational orientations, moving toward general, technical, vocational or artistic tracks. Standardised tests at the end of primary school help guide these decisions but are not binding. In Wallonia and Brussels, students also begin secondary school at 12, with broader education for the first two years and more defined tracking starting around age 14. The German-speaking Community follows a similar pattern. Although NGOs offer support for migrant students, tracking is determined and administered by government educational authorities, often influenced by teacher recommendations. Migrant pupils may be disadvantaged by early tracking due to language and cultural barriers, though parents have the final say. Each community sets its own laws, with no unified national framework.

In the **Netherlands**, the process occurs at the age of 12 or 13, and in Germany, at an earlier age of 10 or 11. The Netherlands has clear guidelines and policies for placing students into different educational tracks, primarily based on academic performance, teacher recommendations and standardised testing. In **Germany**, where educational tracking begins even earlier than in the Netherlands, placement decisions are typically based on a combination of grades, teacher recommendations and parental input. However, the weight assigned to each factor varies significantly across the different federal states.

Although longer joint schooling provides children with more time for their personal and educational development and weakens the impact of the social background on educational outcomes, it is important to note that no tracking or later tracking is unlikely to lead to improved performance or academic success for migrant students unless it is accompanied by adequate support and more equitable opportunities (OECD, 2015) as examined under different indicators in this report.

A Just and Inclusive Educational Setting: Opportunities for Policy Learning

Educational policies must ensure that early tracking does not place migrant students at a disadvantage that could negatively impact their educational outcomes. If tracking is in place, the criteria must be fair, transparent and inclusive, allowing all students equal access to academic opportunities regardless of background. To support migrant learners from the beginning, their enrolment in early childhood education should be actively facilitated, helping them develop essential language and cognitive skills. Migrant parents should receive the necessary financial, administrative, and counselling support to help them make more informed decisions about their children's educational pathways. Furthermore, compulsory education or training should extend beyond lower secondary school to provide migrant students with continued learning opportunities and better prospects for integration and future success.

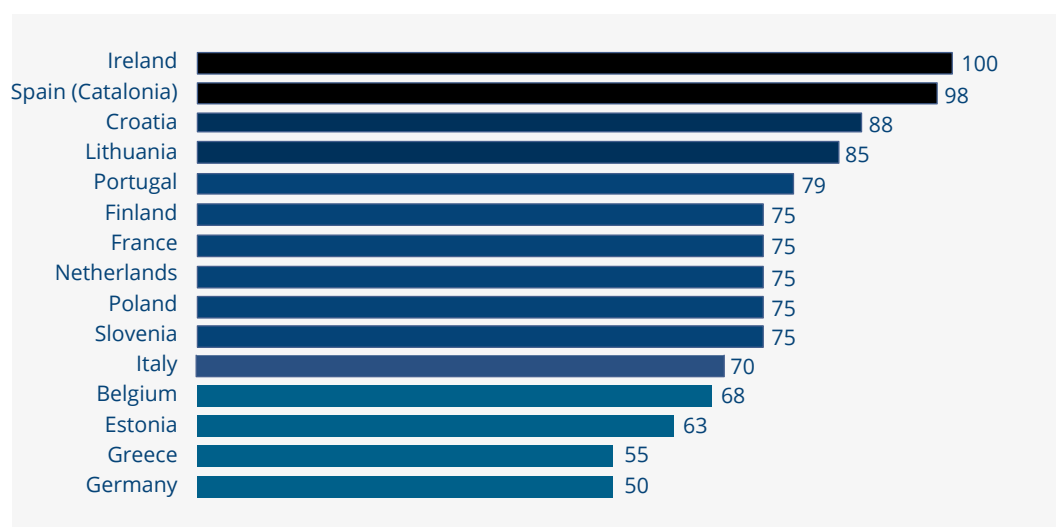


Figure 5: Equal and Comprehensive Education Systems, country scores as average of four indicator scores

This dimension includes a set of indicators that measure how education systems ensure, protect and foster equality for migrant learners. The indicators assess rights but also how equality and appreciation of diversity are promoted in curricula:

- Educational rights for all migrant students
- Anti-discrimination laws in education
- Independent discrimination reporting mechanism
- School curriculum to reflect diversity

As shown in Figure 5, while no country achieves less than a score of 50, significant differences exist with highly developed policies in Ireland and Spain (Catalonia), followed by Croatia and Lithuania.

Equal Access to Education Across All Levels

Migrant students, including those who are undocumented, ought to enjoy the same access to education as nationals – from early education to tertiary level. In Belgium, France, Ireland, Lithuania, the Netherlands, Poland, Portugal and Spain (Catalonia), the law guarantees this right free from restrictions or bureaucratic hurdles. Elsewhere, protections are patchier. In Croatia, Finland, Germany, Greece, Italy and Slovenia, legal safeguards apply only to certain categories of migrant pupils, and access may be constrained. Estonia offers no explicit legal protections at all.

In **Ireland** – one of the best-scoring systems – all migrant students, including those who are undocumented, have the right to access education from early years through to upper secondary level on the same basis as Irish nationals. Education governance is shared between



Good Practices

“Everyone Has the Right to be Different”, Poland

The pedagogical experiment “Everyone Has the Right to be Different”, taking place from 2023 to 2026 at Papcio Chmiel Primary School No. 361 in Warsaw, is an innovative approach aimed at promoting intercultural understanding and social integration. This experiment focuses on establishing an intercultural fourth-grade class that fosters empathy and inclusivity among Polish and foreign students. Under the scientific patronage of the Faculty of Education at the University of Warsaw, the programme emphasises the importance of embracing cultural diversity by integrating Ukrainian and other cultural traditions, languages, and customs into the educational framework. The class follows the Polish core curriculum, with modifications that include additional English language hours and intercultural classes led by specialists and supported by external organisations. The core goal of this initiative is to create a cohesive community that values cultural differences while discouraging assimilation and exclusion. The project’s objectives include eliminating the problem of exclusion, opening students to cultural diversity, and fostering empathy toward others. By integrating multiculturalism into the regular curriculum and offering workshops that develop communication skills and intercultural competences, the programme prepares students to function in an increasingly multicultural world. Students engage in intercultural projects and workshops, many of which are designed and led by foreign students, ensuring a hands-on approach to learning about diversity. Moreover, the balance between Polish and foreign students in the class promotes collaboration and mutual respect. The partnership with the largest Ukrainian school in Warsaw and the continuous academic supervision from researchers of the University of Warsaw further enrich the programme, ensuring that the educational and social goals are met while supporting the students’ emotional and cognitive development in a culturally diverse environment.

Intercultural Schools, Greece

Intercultural schools in Greece were first established by law in 1996, aiming to provide equal educational opportunities to migrant and refugee students. These schools follow the standard national curriculum but offer flexibility to address the specific needs of diverse student populations, with smaller class sizes and additional or alternative courses. Intercultural classes can also be integrated into mainstream schools. The goal is to promote equality, foster acceptance of diversity and utilise the cultural and linguistic richness that students bring. The law covers a range of educational levels, including kindergartens, primary schools, secondary schools and vocational institutes. Currently, most intercultural schools operate at the primary and secondary levels, primarily in Athens and Thessaloniki. Teachers are selected based on their qualifications, including proficiency in the most common languages spoken by students, postgraduate studies in intercultural education, and relevant experience. At the secondary level, students are assessed in Greek language skills at the start of each year and are divided into tiers based on their proficiency. Although the same curriculum is used across all tiers, the language of instruction varies. Some students may be placed in grades based on age and previous schooling, even if they have unclear residency status. These students receive certificates of attendance and successful completion if they pass exams. While the initial intention was to include Greek students to encourage integration, this has not been widely realised due to language barriers. Nevertheless, intercultural schools have successfully provided a supportive environment for migrant and refugee students to socialise and learn, leading to a strong demand for more such schools in the country.

different departments, with the Department of Education overseeing primary and secondary education and the Department of Children, Equality, Disability, Integration and Youth managing early childhood education. Immigrant-origin youth can also pursue further and higher education after completing secondary school. Most undergraduate students attending publicly funded third-level courses do not have to pay tuition fees. The Free Fees Initiative means the Department of Further and Higher Education, Research, Innovation and Science pays the fees to the colleges instead.

In **Spain**, Article 9 of the Spanish Migration Act from 2000 states that all minors under the age of 18 have the right to access education on the same terms as Spanish nationals, regardless of their documentation status. However, for individuals over 18, certain rights are only protected if they are documented. In **Belgium**, education is compulsory for children aged 5 to 18, and all children, regardless of migration status, are entitled to attend school. This rule applies across Flanders, Wallonia, Brussels and the German-speaking Community, with public schools required to accept any child of compulsory school age, including undocumented migrants, without additional administrative barriers. Early childhood education (ISCED 0) is open to undocumented children, and there are no restrictions for migrant students in primary or secondary education. However, while there is no legal prohibition against undocumented learners entering higher education, practical barriers such as the need for identity documents and financial aid eligibility may limit access. This challenge is particularly evident in universities and vocational programmes, with variations in enforcement across regions.

In the **Netherlands**, the Compulsory Education Act and Dutch constitutional law ensure equal access to education for all migrant children, including those who are undocumented, at least until age 16. This right aligns with international human rights agreements. However, access to higher education remains more limited due to financial and legal barriers.

In **Poland**, the Education Act, the Convention on the Rights of the Child, and legal regulations guarantee every child the right to education. Still, at the same time, it depends on the situation, the statute, and the willingness/decision of the parents and migrant students themselves. For example, when amending the Law on Aid to Citizens of Ukraine, the Polish government linked social assistance (child benefits) to compulsory schooling. As of September 2024, up to 60,000 Ukrainian students were expected to be enrolled in Polish schools; however, fewer than 20,000 were actually placed. In practice, school directors and local municipalities lack the means to enforce this requirement among Ukrainian parents.

In other countries, equal access to education is mostly ensured but is less comprehensive. For example, in **Lithuania**, the law guarantees access to pre-primary and general education for all minors, regardless of their legal status, as long as they begin schooling within three months of arrival. Higher education is accessible for free only to those with permanent residency or who completed secondary education in Lithuania and usually requires passing competitive exams, including a high-level Lithuanian language test – posing a challenge for many migrants. While universities and vocational institutions may offer support to specific migrant groups, such measures are not mandated by national policy.

In **Greece**, educational rights are protected for all migrant students but there are restrictions due to practical and logistical obstacles regarding the educational access of some migrant/

refugee groups. Although the law guarantees equal educational rights at ISCED 0 to ISCED 2 levels, educational rights are protected only for some migrant students at the ISCED 3 level. Meanwhile, there are no explicit protections for migrants' educational rights beyond ISCED 3.

In **Croatia**, education laws ensure equal rights for all students, including migrants. However, the level of access can vary significantly based on legal status. Ukrainian students under temporary protection enjoy relatively smooth access to education and support services, while other migrant groups, especially those without proper documentation, face administrative and financial barriers.

Effective Anti-Discrimination Frameworks

Other indicators determine the presence of anti-discrimination laws in education, which should be fully applicable to the education system and cover various forms of discrimination such as race, ethnicity, religion, belief and citizenship. It is also asked whether independent mechanisms exist for reporting discrimination within educational institutions and if they are equally accessible for migrant and native students.

Comprehensive anti-discrimination laws cover all grounds of discrimination and are fully applicable and enforced within the education system in Croatia, Estonia, Finland, Ireland, the Netherlands, Poland, Portugal, Slovenia and Spain (Catalonia). Some anti-discrimination laws exist in Belgium, France, Germany, Greece and Lithuania, but they are either not or are not fully enforced within the education system. Moreover, in Belgium, Estonia, France, Germany, Greece, the Netherlands, Poland, Portugal and Slovenia, independent discrimination reporting mechanisms exist, but they are not fully accessible or effective for migrant students compared to native students. On the contrary, independent mechanisms exist and are easily accessible to all students, including migrant students, ensuring that cases of discrimination are addressed effectively in Croatia, Finland, Ireland, Italy and Lithuania.

In **Ireland**, for instance, legal protections against discrimination are enshrined in the Equal Status Acts (2000–2018), and complaints can be escalated through school processes, the Ombudsman for Children or the Workplace Relations Commission.

In **Spain**, Article 14 of the Spanish Constitution establishes that no one may be discriminated against on the basis of race or other identity factors. Furthermore, Article 510 of the Criminal Code (Law 10/1995) criminalises incitement to hatred on the grounds of race. Within the education system, a national strategy known as *Convivencia* – meaning “coexistence” – emphasises the importance of mediation and trained mediators in resolving conflicts within schools.

In **Lithuania**, equal opportunity laws aim to prevent discrimination in education but do not address peer-to-peer discrimination or violence. Reporting mechanisms are available to both migrant and local students, yet they have proven largely ineffective, as bullying remains a significant problem in schools. In **Croatia**, anti-discrimination laws and the Education Act support equal treatment and non-violence in education, but a lack of resources, institutional discrimination and insufficient awareness often hinder actual implementation. Independent mechanisms exist for reporting discrimination.

In **Portugal**, the Commission for Equality and Against Racial Discrimination (CICDR) addresses racial and ethnic discrimination in schools through the Guide to Preventing and Addressing Racial Discrimination. In **Estonia**, students or their parents can report discrimination to the school authority, the Ministry of Education and Research, or the Chancellor of Justice, who ensures the protection of children's rights and can mediate discrimination cases. Estonia also follows the Convention on the Rights of the Child and guarantees student safety in schools under the Basic Schools and Upper Secondary School Act. In the **Netherlands**, independent reporting mechanisms for discrimination in schools are available to both migrant and native students. Although these mechanisms exist, their effectiveness varies and efforts are ongoing to improve access and awareness, particularly among migrant students, with institutions like the Netherlands Institute for Human Rights offering support.

Fostering Equality in School Curricula

A final indicator in this dimension captures whether school curricula systematically promote intercultural education with the stated aim of fostering appreciation for cultural diversity. Such instruction is embedded across the curriculum in Croatia, Estonia, France, Ireland, Lithuania, Portugal and Slovenia. In Belgium, Finland, Germany, Greece, the Netherlands and Poland, by contrast, it is offered only sporadically or as an optional course.

Ireland's education system, for example, emphasises inclusion, diversity and citizenship across all levels. Early childhood education promotes social justice and citizenship, while schools teach global citizenship, civic responsibilities, human rights, and "participating in society" linked with other topics like climate action and sustainable development. Ireland is also updating its intercultural education guidelines to reflect its growing diversity and global standards, fostering greater intercultural understanding and equity.

Moreover, **Spain's** educational system is defined as intercultural, as established by the Education Act 12/2009 and related legislation. Accordingly, the national curriculum is designed to reflect and promote cultural diversity.

In **Croatia**, the school curriculum includes elements of intercultural education, especially through the curriculum of social subjects and foreign languages. Through extracurricular activities and projects, schools also provide various opportunities for intercultural education, exchanges and joint learning. The ministry encourages schools to organise various activities and projects that include cultural exchange and joint learning between students of different nationalities and ethnic backgrounds. However, it is important to note that implementing intercultural education can vary between schools, depending on different cultural contexts, resources, teacher education and recognition of intercultural differences.

In **Lithuania**, since 2023, a "Life Skills Course" has been added to the curriculum, aiming to build intercultural and social competencies. However, this course is broad, and its effectiveness in promoting intercultural education remains to be seen. Intercultural learning also occurs through optional study visits and school-organised cultural events, although there are no formal regulations guiding these initiatives. In Croatia, the curriculum includes elements of intercultural education, particularly in social subjects and languages. Schools are encouraged to engage in cultural exchange projects, though the quality and extent of

intercultural education depend heavily on local factors such as resources, teacher training and political context.

Equal and Comprehensive Education Systems: Opportunities for Policy Learning

Access to education for all migrant students, including undocumented migrants, as is the case in Belgium, France, Ireland, Lithuania, the Netherlands, Poland, Portugal and Spain (Catalonia), should be provided in Slovenia, Italy, Germany, Finland and Croatia as well. While comprehensive anti-discrimination laws exist, their enforcement needs to be improved in Lithuania, Greece, Germany, France and Belgium. These countries should work on ensuring that anti-discrimination laws are fully implemented within the education system to ensure that migrant students are not subjected to unequal treatment. In Slovenia, Portugal, Poland, the Netherlands, Greece, Germany, France, Estonia and Belgium, improving the accessibility and effectiveness of discrimination reporting mechanisms is crucial in combating discrimination. Independent reporting mechanisms exist in several countries; their effectiveness and accessibility are inconsistent. In Lithuania, Italy, Ireland, Finland and Croatia, discrimination reporting mechanisms are more accessible and effective. Slovenia, Portugal, Poland, the Netherlands, Greece, Germany, France and Belgium should work on enhancing these systems to ensure that migrant students have the same level of support as native students when reporting incidents of discrimination.



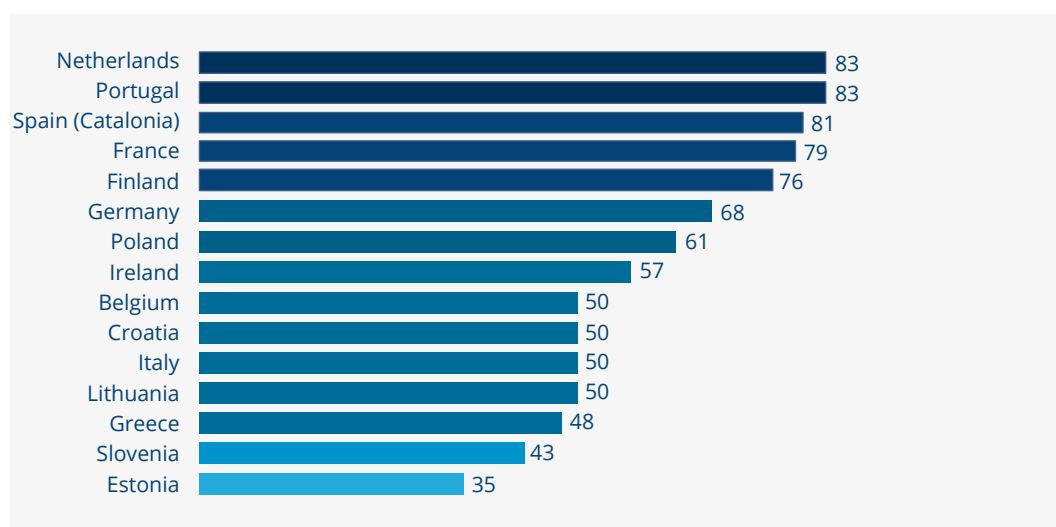


Figure 6: Full and Equal Access to and Support in Education, country scores as average of five indicator scores

This dimension includes a wide set of indicators that measure how migrant learners are supported throughout their educational pathways, responding to their specific needs. Together, they show how education systems make an effort to enhance the learning outcomes of migrant pupils in a holistic way:

- Free and accessible early childhood education
- Targeted measures for migrant students' access to higher levels of education
- Measures to address the educational situation of migrant groups: mentoring, translation services, targeted learning support
- Parental participation
- Psychosocial support

As shown in Figure 6, significant variances exist between France, Finland, the Netherlands, Portugal and Spain (Catalonia) – owing to their more developed policies – compared to the rest of the countries presented in the index.

Advancing Free and Inclusive Early Childhood Education

An important indicator captures the existence of accessible early childhood education. Policies that ensure that early childhood education is free (or offered at reduced fees based on income) and moreover, fully accessible to all children, regardless of their origins or residence status, exist in Belgium, Estonia, Finland, France, Germany, Greece, Ireland, Lithuania, Portugal and Spain (Catalonia).

For instance, in **Spain (Catalonia)**, education is free for children aged 3 to 6 under the same conditions as compulsory schooling. Education is not universally free for children aged 0 to 3;

however, provisions exist to ensure free access for families in need. Similarly, in **Portugal**, in preschool education, teaching is free in public and non-profit private schools, although there is a shortage of public institutions.

In Croatia, Italy, the Netherlands, Poland and Slovenia, there is a policy for free or reduced-fee early childhood education, but there are some limitations in accessibility for certain groups of migrant children. For example, the **Netherlands** has policies ensuring that Early Childhood Education and Care (ECEC) is accessible and subsidised, with specific measures to support children from lower-income families and migrant backgrounds, including undocumented children. Moreover, the Netherlands partially ensures that ECEC is free or subsidised based on income and is accessible to all children, regardless of origin or residence status. However, not all early education programmes are free, and some migrant families may face barriers due to administrative requirements or lack of information.

Educational Resources and Support Across All Levels

Targeted measures to improve migrant students' access to higher levels of education are likely to reduce disparities between native and migrant learners. In Germany, the Netherlands, Poland, Portugal and Spain (Catalonia), such measures are in place to support migrant students' access to higher education at both ISCED 2 and ISCED 3 levels. In contrast, such measures do not exist at both levels in Finland, Greece and Italy. In Belgium, Croatia, Estonia, France, Ireland, Lithuania and Slovenia, migrants only benefit from general support in accessing higher education.

There are several measures to support migrant students in the **Netherlands** – one of the most advanced education systems under this dimension – in succeeding in education. However, these efforts are not fully comprehensive. The country's Newcomer Education Policy promotes access to higher education and vocational training through programmes like the vocational (MBO) "Entree" track and refugee support initiatives, offering financial aid and mentoring. It facilitates the recognition of foreign diplomas, helping migrants transition into education or employment. Overall, it has improved outcomes by reducing dropout rates, increasing access to higher education, and fostering cultural diversity, serving as a strong model for integrating migrant students into Dutch society.

Moreover, the Dutch education system tracks students into different pathways at an early age (12), with the more academic tracks (HAVO and VWO) leading to higher education. Support programmes are in place, particularly in schools with high numbers of migrant students, to help them transition into these academic tracks. These include bridge classes, transition programmes from vocational education (MBO) to general education, mentoring programmes, language support, and diversity campaigns. However, there are no universal admission targets for migrant students, and challenges persist, particularly financial barriers for low-income migrant families. While universities offer programmes to prevent dropout, such as academic coaching and financial aid, national coordination of these initiatives is limited, with many efforts driven locally by universities, municipalities or specific initiatives. This lack of comprehensive national policy hinders the consistency and reach of support services for migrant students in higher education.



Good Practice

Training Scheme to Improve Access to Higher Education, Finland

In 2021, the Ministry of Education and Culture launched the AKVA training scheme to enhance immigrants' access to higher education and Finnish professional life. Funded by the ministry, the training has been organised in cooperation with the University of Helsinki and the University of Helsinki Centre for Continuing Education HY+ (University of Helsinki, 2023). The target group for the training is immigrants with higher education qualifications or eligible for higher education who wish to study in Finnish-language degree programmes or supplement their skills. The training focuses on polishing proficiency in the Finnish language to CEFR-level B2, an entry-level requirement for most university degrees. The training also includes IT skills, English, learning skills and social studies, as well as education and career guidance. In addition, students can take courses in their field to see concretely what studies in the field are like at university. In the courses, students also accumulate their field-specific Finnish-language vocabulary.

Portugal has implemented inclusive education policies to support students – particularly those from Ukraine – through a 2022 decree that allows flexible admissions, recognition of foreign qualifications and equal financial conditions for students granted temporary protection. These students can directly apply to higher education institutions with documentation from the Immigration and Borders Service and alternative methods like interviews or tests are used when official academic documents are missing. However, the availability of social scholarships for international students remains limited.

Targeted measures are also in place in Germany and Poland to support migrant students' access to higher education at both ISCED 2 and ISCED 3. In 2022, the **German** government introduced two packages of measures to support the education of migrants and refugees. Package 1 focuses on general education and vocational integration, while Package 2 aims to improve access to higher education through language support, counselling and subject-specific assistance. A key initiative in Package 2 is the provision of 10,000 additional spots at study colleges over the next four years. These spots are designed to help foreign nationals without direct access to the German university system qualify for higher education.

Poland has implemented several measures to support migrant students, including financial aid such as social scholarships and student loans for foreign students with permanent residence permits. Some higher education institutions have developed initiatives specifically for Ukrainian student migrants. Additionally, Poland offers preparatory classes for children with foreign backgrounds and has created solutions to integrate Ukrainian refugees into the education system. While these efforts have been significant, there is still potential for further improvement in supporting migrant students' access to higher levels of education.

In **Spain (Catalonia)**, targeted measures to access higher levels of education have so far been implemented only in the metropolitan area of Barcelona and have not yet been extended to other parts of the region. A notable initiative is *Prometheus*, a municipal programme designed to ensure that young people from public secondary schools in neighbourhoods with below-average university enrolment rates can access higher education. The programme provides comprehensive support, including personal, social and technical assistance, helping students navigate processes such as enrolment and public grant applications, as well as offering financial aid for specific needs.

Empowering Learners, Engaging Families: Strengthening Educational Support and Parental Participation

An inclusive education system not only facilitates targeted learning support for migrant learners but also paves the way for the effective provision of interpretation services, mentoring schemes and parental participation.

Concerning learning support for migrant pupils at the different levels of education, comprehensive policies can be found in Croatia, Finland, France, Ireland and Lithuania. The Netherlands sees only targeted learning support at ISCED1 and ISCED 2 levels, and Poland and Portugal only at ISCED 1.

In the **Netherlands**, for instance, the Newcomer Education Policy provides equal educational opportunities for newly arrived migrant students through intensive language support, integration into mainstream education and personalised learning. Newcomers at the ISCED 1 level receive strong learning support through dedicated classes, small-group tutoring and NGO involvement. This Newcomer Primary Education for ages 6–12 focuses on language acquisition, prior learning assessment and intercultural education. At the ISCED 2 level, International Transition Classes (ISK) for ages 12–18 offer structured support, including extra tutoring, transition guidance and after-school programmes.

In **Portugal**, the framework Inclusion of Migrant Students in Education, defined by the General Directorate of Education, asks each school to define the process of welcoming migrant students, including the stages, the professionals involved and the resources to be mobilised. Monitoring and evaluation feature prominently in the framework to increase effectiveness and identify improvement areas. Schools implement both general and specific measures to support migrant students, including adapting the curriculum, planning gradual integration into classes, and strengthening assessment and learning support. Additionally, the Network of Schools for Intercultural Education promotes intercultural practices at the levels of school culture, curriculum and community engagement.

Regarding interpretation services, in Portugal and Spain (Catalonia), there are targeted policies on interpretation services for families of migrant students at both primary and secondary levels. In the Netherlands, interpretation services are systematically available through schools, municipalities and NGOs, at least for primary education. In **Portugal**, for example, the Office of the High Commissioner for Migration (ACM) offers a telephone translation service in 69 languages to help migrant families and students overcome language barriers through conference calls. Schools also provide translated documents in multiple languages.

Additionally, multilingual brochures offer general information about the Portuguese education system for migrant families. Some interpretation services exist in Belgium, Croatia, Finland, France, Germany, Greece, Ireland, Italy, Poland, and the Netherlands (lower secondary). Still, they are limited in scope or insufficiently implemented across all schools (in Ireland, for example, typically provided on an ad hoc-basis, depending on where the need emerges). In other countries such as Estonia, Greece, Lithuania, Poland, Slovenia, and the Netherlands (upper secondary), if there are targeted interpretation services for migrants, they are only on an ad hoc or pilot project basis.

Moreover, when examining policies that foster mentoring in Finland, France, the Netherlands, and Portugal, we see mentoring is available at most levels (except in Finland, where it is only for ISCED 2 and ISCED 3). For instance, although **Finland** does not have a formal policy, there are many mentorship initiatives organised by NGOs. Of these, the biggest is carried out by the Mannerheim League for Child Welfare, which operates in secondary schools and is based on the idea of peer support. A peer supporter is an ordinary student who works voluntarily to strengthen the school community and help other students. The primary peer support activities are mentoring newcomers and providing support such as sharing information about school services and activities, organising games and experiential learning opportunities for the students, and acting as trustworthy partners with whom to talk about difficult personal issues (Mannerheim League for Child Welfare, n.d.).

In the **Netherlands**, mentoring services exist at all levels of education, though their structure varies depending on the stage. In primary education, the focus is on school-based mentors, peer support and social workers. At the lower secondary level, ISK programmes provide intensive mentoring and transition guidance supported by peer involvement and NGOs. In upper secondary education, mentoring continues in both vocational (MBO) and academic (HAVO/VWO) tracks, strongly emphasising career and study guidance. Despite these efforts, challenges persist in ensuring that mentoring support continues after ISK and that students receive adequate long-term support in regular education settings.

Zooming in on parental participation, we see that in **Spain (Catalonia)**, for instance, there are comprehensive policies that actively empower and encourage migrant parents to support their children's education and participate in the school community. Within the Ministry of Education of Catalonia, a General Directorate for Families regulates the democratic participation of families in school life through school councils. The school council is a formal body that includes representatives from the school staff, parents and students. The school principal chairs it, but decisions are made collectively. Additionally, every school has a long-standing tradition of (informal) parent associations, which actively organise various activities. In France and the Netherlands, similarly comprehensive policies for parental participation are in place. In all other assessed countries, some initiatives that aim to support migrant parents to actively support their children's education in the school community exist, but they are limited in scope.



Good Practices

Ghent Community Bridge Figures, Belgium

By placing trained “bridge figures” within communities to strengthen connections between schools and families, this policy initiative aims to improve educational equity, especially for students from migrant backgrounds in the city of Ghent. These individuals explain school systems to parents – especially those with limited Dutch skills – by interpreting communications, encouraging participation, and serving as cultural mediators for teachers. They also work with social services to address non-academic issues like housing or mental health that affect learning. The project improves school-family cooperation, enhances parental involvement, boosts teachers’ cultural understanding and helps students adjust better socially and academically. Funded by the city of Ghent, the programme has shown positive outcomes such as better attendance and increased parental engagement. Other cities in Flanders are exploring similar models, though implementation depends on local funding and priorities.

Educational Plans for the Environment, Spain (Catalonia)

The “Plans Educatius Entorn” in Catalonia represents an innovative approach to addressing the educational needs of disadvantaged and migrant communities. These plans promote an inclusive, cohesive and intercultural education focusing on lifelong learning, social integration and equal opportunities. The structure of the plans includes participatory committees, an operational committee, and a representative institutional committee, all of which collaborate to ensure the effective implementation of educational initiatives. The plans are flexible, adapting to local contexts, with strong coordination between municipalities and the Department of Education, fostering a networked, community-driven approach.

Fostering Well-Being and Mental Health

The availability of psychosocial support is crucial for migrant learners’ mental health and overall well-being. This entails both social support services (e.g. social workers or social pedagogues) as well as mental health support (e.g. psychologists). Such services are readily available to all learners, including migrants, in Finland, France, Ireland, Lithuania, the Netherlands, Portugal, Slovenia and Spain (Catalonia). While at least mental health support is sufficiently provided in Poland (and here in particular to migrant learners from Ukraine), in Germany and Italy, only social support services are broadly available. In Belgium, Croatia, Estonia and Greece, both types of psychosocial support services are available, but they are not enough or easily accessible for all migrant learners.

As one of the highest-ranking education systems in this dimension, the **Netherlands** has both in-school and external mental health and social support services available for migrant learners. While schools provide basic support through care teams, more complex cases are

handled by various municipal services or NGOs. However, accessibility and awareness of these services can vary depending on the municipality and school resources. In **Spain (Catalonia)**, each secondary school has at least one “psycho-pedagogue” who is responsible for providing mental and psychosocial support and who works within the school. In addition, the educational system receives external support from the Catalan Ministry of Education, provided by psychological support teams for both primary and secondary schools. In **Portugal**, schools have multidisciplinary support teams for inclusive education, psychology offices, social services staff (child protection system), and other community resources (national health system, local governance bodies and local associations). In some places, local centres of migrant inclusion are also available at the community level or integrated into higher education institutions.



Good Practice

Helpline for School Psychologists, Estonia

The Estonian education system responded swiftly to the challenges posed by the influx of Ukrainian war refugees, including students, starting in February 2022. Just one month after the war began, the Ministry of Education and Research of Estonia, in collaboration with the Estonian Association of School Psychologists, launched a free Ukrainian-language helpline for school psychologists. This service aimed to provide easily accessible support to educational staff, children and parents.

Holistic Support Measures for Migrant Students and Families: Opportunities for Policy Learning

Countries such as Croatia, Italy, the Netherlands, Poland and Slovenia have the opportunity to enhance their early childhood education systems by implementing inclusive policies that offer free or low-cost access to all children, regardless of origin or residence status.

In Belgium, Croatia, Estonia, France, Ireland, Lithuania, Slovenia and Spain (Catalonia), while migrants currently benefit from general support in accessing higher levels of education, there is great potential to introduce more targeted measures that further facilitate their access at both ISCED 2 and ISCED 3 levels. Similarly, there is an opportunity to expand targeted learning support in countries like Belgium, Estonia, Germany, Greece, Italy, the Netherlands (ISCED 3) and Slovenia, building on existing best practices from countries such as Croatia, Finland, France, Ireland, Lithuania, the Netherlands (ISCED 1 and ISCED 2), Poland and Portugal (ISCED 1). Interpretation services, while already available in several countries, could be further refined through tailored policies to better assist migrant families in Belgium, Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Lithuania, the Netherlands (ISCED 3), Poland and Slovenia.

In addition, mentoring programmes in Belgium, Croatia, Germany, Italy and Slovenia can be enriched through targeted initiatives that better support newcomer students. Parental

involvement can be further strengthened in Belgium, Croatia, Estonia, Finland, Germany, Greece, Ireland, Italy, Lithuania, Poland, Portugal and Slovenia by adopting inclusive strategies that actively engage and empower migrant parents to contribute to their children's educational journeys and school communities. Finally, psychosocial support services in Belgium, Estonia, Greece and Poland are in place and could be made even more effective and accessible with targeted enhancements tailored to migrant learners.



4.5 Assessment of Newly Arrived Migrant Learners

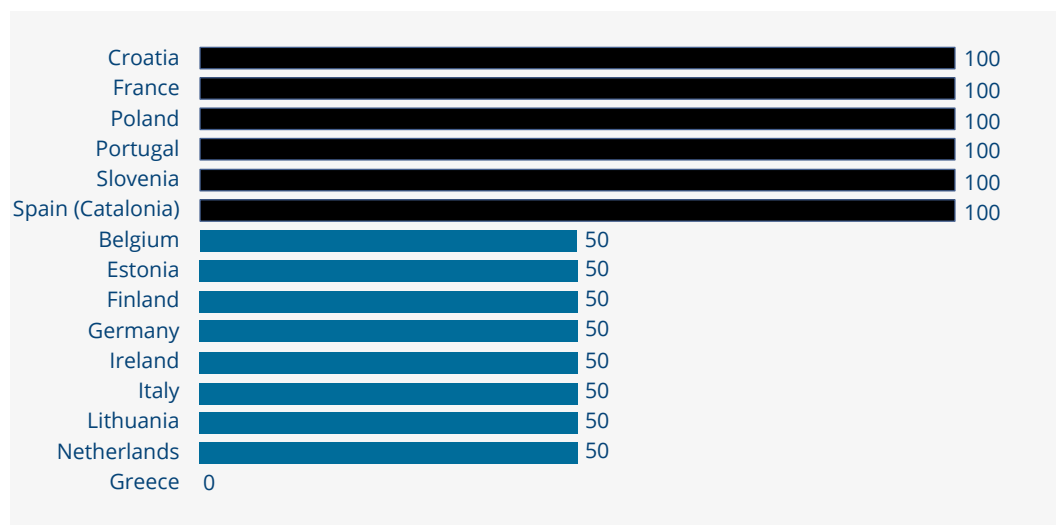


Figure 7: Assessment of Newly Arrived Migrant Learners, country scores in one indicator

This dimension measures how education systems ensure that the prior learning of newly arrived migrant children and youth is properly assessed as a starting point for individualised, needs-based support and placement in the most suitable school types. In particular, in countries where education systems are marked by early tracking, careful and systematic assessments of newcomers' existing learning attainments are the key to appropriate placement in educational institutions. Done comprehensively and based on nationwide criteria, such assessments avoid that learning support needs are not identified or migrant learners end up in classes that do not match their potential. Thus, one indicator focuses on:

- Comprehensive assessment of prior learning

Assessing Prior Learning Systematically

The most advanced education systems systematically assess migrants' previous learning, experiences and skills using clear national criteria. This practice helps smooth their integration into the education system and supports both academic and social success. Among the assessed education systems, this benchmark is met in Croatia, France, Portugal, Slovenia and Spain (Catalonia).

For example, in **France**, the inclusion of newly arrived allophone students (EANA) in mainstream classes is the primary educational goal, supported by flexible arrangements through specialised units (UPE2A) that personalise learning pathways while maintaining strong links with regular classes. Students are assessed upon arrival to guide their placement and receive tailored support, including daily French instruction. Integration is prioritised from the start, especially in subjects where students show strength, with individualised

timetables ensuring parity in school hours with peers. The national framework, supported by CASNAV (->see Good Practice) and local education authorities, ensures structured reception, assessment and ongoing support, helping EANA students acquire the language and skills needed to thrive in the French school system. In a similar fashion, in **Spain**, the Ministry of Education provides materials and standardised assessment tools for schools. LICs agents support newly arrived students through targeted programmes and are responsible for conducting the assessments after the enrolment of migrant students. Assessment tools are provided in the native language of newly arrived students.



Good Practice

Assessments Supported by CASNAV, France

In elementary school, allophone students undergo an assessment conducted by a designated education inspector and supported by trainers from the dedicated Academic Centre for the Education of Newly Arrived Allophone Students and Children from Itinerant and Traveller Families (CASNAV). This assessment evaluates their proficiency in French and other modern languages, as well as their writing skills and academic knowledge, such as in mathematics, based on their previous education. The results help determine the most appropriate teaching strategies and aim to integrate the student into a class with peers of similar age as soon as possible. In secondary education, guidance and information centres, along with the CASNAV trainers, collaborate to assess the student's academic background and create a tailored educational plan involving the family and a guidance counsellor or psychologist. This process ensures the student receives the necessary support for successful integration.

In **Portugal**, schools are responsible for welcoming, assessing and defining personalised educational pathways for migrant students, following national guidelines outlined in decree-laws from 2018 and an order from 2022. These laws promote individualised support based on a universal learning design. Placement is determined through equivalence of previous schooling, supported by official documents or alternative declarations in the absence of proof. National reception guides assist schools in supporting students, including those seeking international protection and unaccompanied minors. Schools determine the most suitable integration into the curriculum and decide on measures for supporting learning and inclusion, including which subjects the student should attend. Progressive integration into the curriculum is supported through adapted assessment methods, ensuring that all students receive appropriate and inclusive educational support based on the student's individual needs.

In **Slovenia**, newly arrived migrant students are directly enrolled in schools at all levels. On enrolment, the school develops a so-called "individual plan" for the newly arrived migrant student to identify their knowledge and skills to best adapt the learning process to the student's existing knowledge and needs. This individual plan is regularly revised according to the student's progress. For the first two years, newly arrived migrant students also have an additional intensive Slovene language course.

Similarly, in **Croatia**, an initial assessment of the educational status and language of migrant students is carried out in school institutions and is legally required. It may include collecting information about educational history from parents and guardians, questionnaires for students about, for example, the type of previous schools, knowledge acquired, expertise in certain areas and subjects that the student has already studied, and an interview with the student to collect information about the level of language understanding. All schools must follow the general legal guidelines and procedural guidelines of the Ministry of Science, Education and Youth, but each school has flexibility in how they conduct the assessment and in practice, this can also lead to various challenges and inconsistencies in implementation.

In many countries, assessments of migrant learners exist but are inconsistent and lack a binding, system-wide framework. This is the case in Belgium, Estonia, Finland, Germany, Ireland, Lithuania and the Netherlands, where assessments are typically carried out by individual schools or apply only to certain migrant groups. In the **Netherlands**, procedures for evaluating newly arrived students – particularly in primary and secondary education – are in place but vary by region and depend heavily on local policy and school resources. Formal diploma recognition exists in vocational and higher education but is often slow and bureaucratic. In **Ireland**, schools use their own assessment methods for newly arrived students. While there is no national standard, the government has shown strong support (Department of Education, 2025) for integrating pupils from Ukraine (→ Good Practice).



Good Practice

Regional Education and Language Teams, Ireland

Meeting the educational needs of children and young people arriving from Ukraine and other countries is a priority for the Irish Government. To support schools in this effort, the Department of Education established Regional Education and Language Teams (REALTs) in 2022. REALTs help newly arrived children find school places, assist schools in meeting emerging needs, advise on expanding capacity, and coordinate education services locally. As of the latest data, nearly 17,500 Ukrainian pupils are enrolled in Irish schools (Department of Education, 2023). In November 2022, REALT's remit was expanded to include support for non-Ukrainian arrivals in the international protection system and under the Irish Refugee Protection Programme (IRPP) (Department of Education, 2022).

Likewise, in **Estonia**, the assessment of prior learning usually takes place at the school. The state has provided schools with step-by-step guidelines, including an interview plan for the acquaintance conversation. The questions provide information on the child's language and literacy skills, previous educational experience, as well as health conditions and cultural practices. The school should conduct, as soon as possible, the acquaintance conversation with the student, their parent or guardian, and the class teacher, including, if necessary, other professionals. If necessary (and possible), an interpreter participates in the conversation. To prepare the conversation, the principal or the headteacher shall collect as much pre-information as possible concerning the child and his or her family, including the residence status, as these are accompanied by different rights and support measures. However, testing the student's skills and knowledge is not recommended, as the actual assessment of knowledge and skills occurs later, during the normal course of study. In practice, some schools use testing, but there are no standardised tests, and if a school uses a test for assessment, it is developed by the school's teachers.

In **Lithuania**, individual schools are also responsible for evaluating prior learning. No comprehensive guidance or national evaluation system exists, and no formal evaluation procedures are in place. Additional learning support is provided to help the learner equalise knowledge levels if knowledge gaps are present. After migrant learners join the mainstream classroom, their progress is monitored by individual teachers. However, this entire process is based on individual ad hoc evaluations by individual specialists, and no clear procedures are developed.

In **Germany**, procedures vary considerably between the federal states. For example, in Baden Württemberg and Hamburg, quite detailed materials exist that guide the first assessment of language and competences. Materials for assessments provided by many other states primarily target the evaluation of German language skills but hardly take account of other competences.

Recognising Prior Learning and Ensuring Fair School Placement: Opportunities for Policy Learning

This policy dimension highlights practices in Croatia, France, Portugal, Slovenia and Spain (Catalonia), where systematic procedures are in place to assess the prior learning and educational background of newly arrived migrant students. These examples underscore the potential for other education systems to strengthen their approaches by adopting more comprehensive procedures. While current practices vary, there is a need across a majority of the assessed countries to establish clear, nationwide guidelines for assessing prior learning and ensuring appropriate school placement for migrant learners.

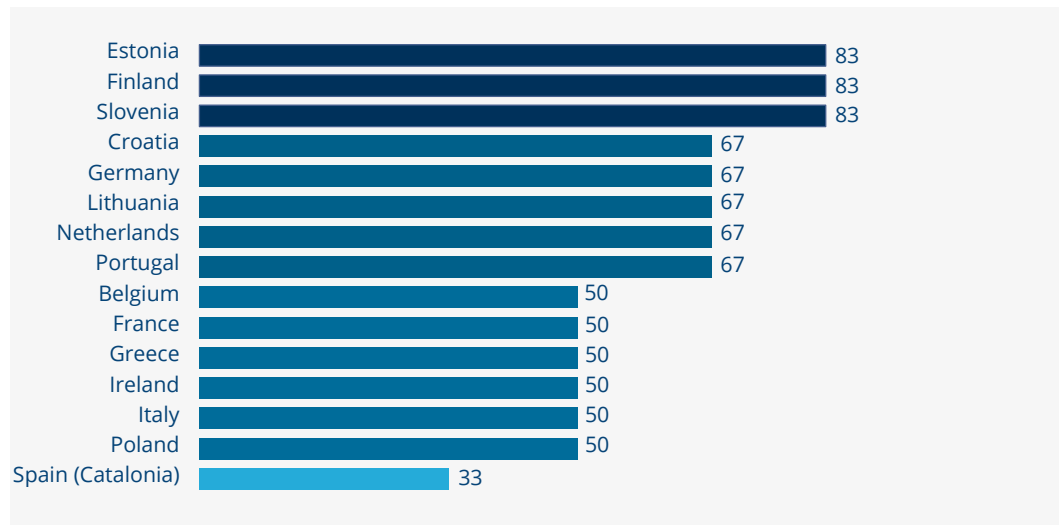


Figure 8: Language and Multilingual Education, country scores as average of three indicator scores

This dimension crucially looks into how education systems support migrant learners in acquiring the language of the receiving society in terms of identifying language support needs and targeted learning support. In addition, the dimension captures the extent to which there are provisions to attain full proficiency in first/family languages, their value is acknowledged and migrant pupils' future opportunities are increased. Three indicators are included in the dimension:

- Regular assessment of language needs
- Language instruction
- Appreciation of first/family languages

As shown in Figure 8, a remarkable disparity is apparent between the assessed education systems. Estonia, Finland and Slovenia show the highest level of development in the language and multilingual dimension, followed by Croatia, Germany, Lithuania, the Netherlands, Poland and Portugal.

Targeted Support Based on Learners' Language Needs

A policy that mandates regular assessment of the language needs of migrant students, ensuring they receive tailored language support based on their assessed needs, exists in Croatia, Lithuania, Slovenia, and Spain (Catalonia). In contrast, only some procedures for assessing language needs, such as individual school-level or ad hoc assessments, are found in Belgium, Estonia, Finland, France, Germany, Greece, Ireland, Italy, the Netherlands, Poland and Portugal.



Good Practice

The NAUSICAA Project, Italy

The NAUSICAA project seeks to enhance social inclusion by supporting territorial, social, health and educational services. The initiative provides Italian language summer classes at primary and secondary schools for foreign-origin students with linguistic difficulties who have just arrived in Italy and enrolled in school within the last year. In the summer of 2024, 21 schools participated, including 6 high schools and 15 comprehensive schools, engaging about 300 students in Italian courses. The focus is not on conventional, direct instruction but rather on interactive encounters and the everyday exploration of the language, both inside and outside the classroom. The classes use a playful educational methodology that emphasises interaction and shared experiences within the group to facilitate genuine language acquisition. Techniques used include linguistic hiking, group games, instructional activities in parks and the production of digital postcards and podcasts. These events motivate participants to investigate and communicate many aspects of the city, envision novel applications for public places and articulate beauty in their home languages. The city transforms into a school, stimulating language awareness and cultivating shared civic experiences. The initiative is funded by the National Fund for Migration Policies under the Ministry of Labour and Social Policies and implemented by the RiESco Center, overseeing educational initiatives targeting young immigrants.

For instance, in **Croatia**, supplementary Croatian language classes are provided for all migrant students in primary and secondary schools, and regular assessments of the language needs of migrant students are conducted in schools. Preparatory Croatian language classes last 70 hours, after which students' knowledge is evaluated. If necessary, the ministry approves additional hours of language learning. However, there is potential for improvement in supporting teachers to provide personalised language support to students in the classroom. In **Lithuania**, all migrant learners are allowed to take additional Lithuanian language courses through an individualised education plan for one or more years. The general curriculum stipulates that during these additional language courses, the language abilities are evaluated formatively throughout the entire duration of learning. It is up to the teacher to assess the progress of each learner. An individualised education plan is usually revised two to three times per year. During this assessment, Lithuanian language teachers can consider the formal evaluation of the learner, and additional measures like an extended period of language study might be assigned.

Also in **Slovenia**, the policy mandates regular language needs assessment for the first two years. After that, migrant pupils receive individual support if they are found to need it. Likewise, in **Spain (Catalonia)**, there is a specific policy for assessing the language competencies of migrant students. Based on the results, students are assigned to specific tracks, such as Welcome Classrooms or regular classes.

Continuous and ongoing learning support to become fluent in the language of instruction is provided at both preschool (ISCED 0) and school (ISCED 1–3) levels in Estonia, Finland, Italy, the Netherlands, Portugal and Slovenia. In Poland, Ireland, Greece, Germany, Croatia and Belgium, such support is provided at primary and secondary school levels.

In **Estonia**, all migrant students whose language skills or prior learning fall short of the national curriculum are provided with individualised learning plans. Pupils who have lived in Estonia for less than three years and whose first language or language spoken at home differs from the language of instruction qualify as newly arrived migrants. Upon enrolment, schools may apply for a special subsidy to support students' integration.

In **Finland**, the national programmes in primary and secondary education include teaching Finnish/Swedish as a second language and providing language support for migrant/refugee students. Pre-primary education includes language training to support children's transition to further education. Pupils are taught essential Finnish or Swedish skills along with other key competencies. Preparatory education focuses on introductory and basic-level language instruction. An individual learning plan is recommended for each pupil (Finnish National Agency for Education, n.d.). As for targeted support, migrant and refugee students can be provided with additional language support and training based on an individual assessment of special education needs. This opportunity is legally provided at all education levels.

The **Netherlands** provides ongoing Dutch language support for migrant students, especially in early and primary education and for newly arrived secondary school students in transition classes (ISK). However, long-term, structured support in mainstream secondary education is inconsistent, and there is little structured support beyond secondary school.

In **Slovenia**, language support occurs in the context of daily activities in early childhood education (curricula for kindergartens). In primary and secondary education, each newly arrived migrant student receives an additional Slovenian language course alongside regular instruction for the first two years and, later, receives individual support.

Appreciating and Supporting First/Family Languages

While in Estonia, Germany and Finland, policies are in place that systematically support full proficiency in at least some of the first/family languages of migrant students, some such initiatives exist in Belgium, Croatia, France, Greece, Ireland, Poland, Portugal, Slovenia and the Netherlands. In contrast, Italy, Lithuania and Spain (Catalonia) still need to develop more stringent policies supporting learning first/family languages, reaching beyond individual initiatives at the school or municipal level.

In **Estonia**, since 2010, a regulation has been in force that provides for the creation of opportunities for basic school (grades 1 to 9) students whose native language is not Estonian to learn about their native language and national culture if the parents of at least 10 students with the same native language ask for it. In addition, the school is entitled to replace the student's mandatory foreign language study from the second stage of basic school (grades 4 to 6) with the student's mother tongue and culture study. In **Germany**, in some federal states, there are regulations on additional classes for the mother tongue. In those states, additional

classes are offered for second languages, often conditioned by a certain minimum number of pupils in a school who are interested in learning that language. These classes are often organised by the respective countries' diplomatic representations. In **Finland**, legislation grants each person living there the right to maintain and develop their own language and culture. Pupils are encouraged to use their own language diversely in different subject lessons and other school activities. If the teacher has at least four pupils, they can request teaching in the pupils' mother tongue. Funding can be granted for up to two hours a week in primary and lower secondary education.

Assessing Needs and Adapting Instruction: Opportunities for Policy Learning

Croatia, Lithuania and Slovenia have taken important steps by implementing policies that mandate the regular assessment of migrant students' language needs, setting a good example for other education systems to introduce similar measures that ensure tailored and effective language support. In addition, countries like Belgium, Croatia, Germany, Greece, Ireland, Poland, and Spain (Catalonia) further enhance their educational systems by adopting policies that ensure continuous and consistent support in the language of instruction across all levels (ISCED 0 to 3), as successfully implemented in other countries.

While Estonia, Germany and Finland have already established systematic policies that support the learning of some migrant students' first/family languages, there is significant potential for Slovenia, Portugal, Poland, the Netherlands, Ireland, Greece, France, Croatia and Belgium to introduce similar initiatives that foster full proficiency in these languages.



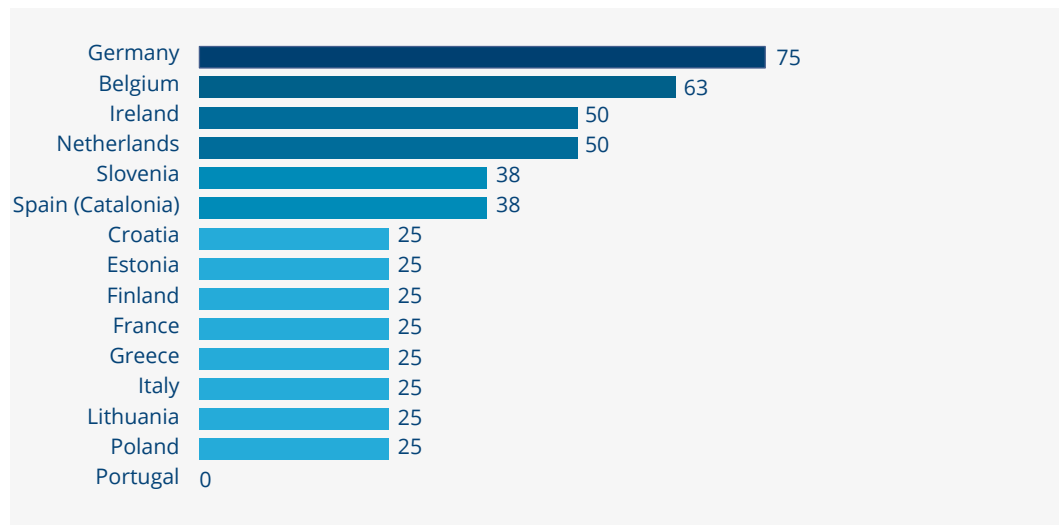


Figure 9: Teacher Training and Professional Development, country scores as average of two indicator scores

This dimension assesses efforts to create an interculturally competent teacher workforce that is able to effectively perform its tasks for migrant learners. Incorporating diversity into teacher training and establishing pathways for migrants to enter the teaching profession is crucial for developing inclusive, culturally responsive educational institutions that mirror and support the varied student population they serve. Therefore, two indicators measure the state of development:

- Teacher training to reflect diversity
- Measures to bring migrants into the teacher workforce

With an average score of 34, this dimension represents the weakest part of migrant education policies across the assessed countries. As shown in Figure 9, only Germany and Belgium stand with more advanced policies, while all other countries need further improvement.

Preparing Educators to Embrace Diversity

With the exception of Belgium and Spain (Catalonia), where intercultural competence training is mandatory in teacher education, such training is offered only on an ad hoc basis elsewhere. In Croatia, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Lithuania, the Netherlands, Poland and Slovenia, it remains non-compulsory in both initial teacher education and on-the-job training.

In **Belgium**, initial teacher education in all three language communities – Flemish, French and German-speaking – includes mandatory competencies related to diversity, equity and

inclusion. These are embedded in formal training frameworks and ensure that future teachers develop intercultural awareness and the ability to work effectively in diverse classrooms. Each community integrates these principles into its teacher education curriculum, with specific requirements in Flanders, Wallonia-Brussels and the German-speaking region. Also, in **Spain (Catalonia)**, intercultural competence is an important component of teacher education and professional development programmes. It is included in both curricula, but this does not necessarily translate into effective teaching practices.

In other countries, the development of teachers' intercultural competencies is supported less systematically. For example, in **Germany**, intercultural competence training is offered to teachers ad hoc, and it is not obligatory. Intercultural competence training has become part of many teacher training programmes, but not all of them. Some educational institutions may make it compulsory for newly recruited teachers to already have respective competencies or participate in on-the-job training.

Similarly, in **Ireland**, institutions providing initial teacher education have modules on intercultural education. The Professional Development Service for Teachers (PDST) provides high-quality professional development for teachers and school leaders in various educational areas. Its goal is to empower educators and schools to deliver the best possible education for students. PDST supports teacher learning, collaboration, and evidence-based practice through a range of development opportunities. Key focus areas include curriculum, pedagogy, school improvement, leadership, and the use of technology in education (Department of Education, 2022).

In the **Netherlands**, intercultural education is included in teacher training but not always in-depth. Intercultural competencies are not a central or mandatory component of teacher education in all institutions, with some universities placing more emphasis on them than others. Ongoing training opportunities during in-service training exist, but participation is not mandatory. Also, professional development is school-dependent. Some schools prioritise diversity training, while others focus more on general pedagogy.

Likewise, in **Poland**, intercultural competence training for teachers is offered on an ad hoc and voluntary basis, primarily through NGOs, universities, and teacher training centres, without a systematic, continuous approach. In Kraków, for example, while the city heavily subsidises many training opportunities, participation remains low and some courses have failed to launch due to insufficient interest. Content related to intercultural education is also limited in the training of future teachers. Opportunities exist for those who seek them, but no structured national framework exists.



Good Practice

“Schools of Togetherness”, Croatia

With the onset of the war in Ukraine, schools and educators were faced with the urgent challenge of adapting to support displaced students. However, resources and materials to assist in this transition were limited. In response, the Forum for Freedom in Education, in collaboration with the UNICEF Office for Croatia, took swift action to create materials aimed at helping teachers support Ukrainian students in their integration, inclusion, learning and emotional recovery. Thus, in May 2022, the one-year project “Schools of Togetherness” was launched to assist schools in Croatia that were hosting students from Ukraine. The project aimed to equip educational professionals with the knowledge and tools necessary to support displaced students, particularly in understanding and addressing the trauma they had experienced and its impact on their mental health and well-being. Additionally, the project focused on helping educators restore students’ social and emotional well-being and ensure the continuation of their education. The project’s first step involved an online survey to assess teachers’ immediate needs. The feedback gathered guided the creation of tailored resources, including online lectures, training materials for teachers in three counties, and bilingual publications with workshops for both primary and secondary school educators. In addition to the online content, bilingual publications were created, featuring workshops for both primary and secondary school teachers. These publications covered topics such as communication and language, socialisation, teaching and assessment methods, dealing with loss and trauma, and caring for students’ mental health – and the well-being of the teachers working with them.

Migrant Inclusion in the Teaching Force

Education systems benefit from teachers who themselves have migrant backgrounds, not only by bringing intercultural competencies and language skills into the workforce but also by making this workforce more representative of society and providing role models. Among the assessed education systems, **Germany** is the only country that has seen efforts both to encourage more migrants to qualify as teachers and to bring them into the teacher workforce. There have been several programmes, often supported by foundations, to motivate migrants for the teaching profession and to facilitate their entry into the profession. Furthermore, there are self-organised networks of teachers with a migrant background, e.g., a national network and several networks on the level of federal states, some of which are supported by the respective state governments. These networks support teachers with a migrant background and new teachers through lobbying, capacity building, counselling and networking activities. Requirements in several countries, including Poland and Greece, constrain efforts to bring migrants from non-EU countries into the teaching workforce, leading some migrant teachers to work as intercultural assistants or pursue a new profession.

While Belgium, the Netherlands and Ireland have implemented some measures to support the inclusion of migrants in the teaching workforce, there is still a need for all other assessed

countries to develop similar initiatives. For instance, **Belgium** faces teacher shortages and aims to diversify its teaching workforce but lacks comprehensive, nationwide programmes specifically targeting the recruitment of migrants into the profession. Support measures for migrant teacher candidates are limited, vary across the Flemish, French, and German-speaking communities and often rely on local or project-based initiatives. These include bridging programmes for foreign-qualified teachers, occasional information campaigns and local projects in cities like Antwerp and Ghent. However, administrative barriers, language proficiency requirements and the absence of national targets or systematic strategies continue to limit migrant teacher recruitment.

In **Ireland**, the [Migrant Teacher Project](#) at the Marino Institute of Education supports qualified migrant teachers to enter the Irish education system. One of the specific policy levers to increase the diversity of the teaching population is the National Access Plan (2022–2028) to increase equity in access to higher education, including teacher training. While migrant and minority ethnic status are not included as direct target groups, they may fall into the target category of students who are socioeconomically disadvantaged. The **Netherlands** has some measures to support migrants entering the teaching profession, mainly through lateral entry programmes and diploma recognition pathways. However, no systematic national policies or targets exist to actively recruit migrant-background teachers. Most efforts are regional or institution-led, and language proficiency requirements remain a major barrier.

Portugal is an example of a country that until now has not seen any efforts to increase the intercultural competence of the teacher workforce. However, in July 2024, the Council of Ministers approved measures to combat the shortage of teachers in schools. One of the measures is the recognition of teaching qualifications for immigrant teachers who are to be integrated into the Portuguese education system.

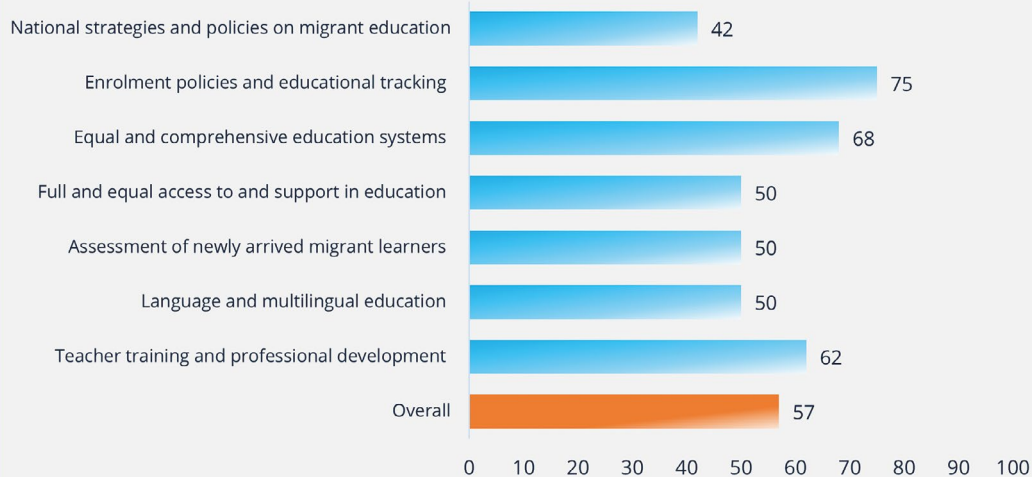
Teacher Training and Professional Development: Opportunities for Policy Learning

This dimension highlights crucial policy gaps and a key opportunity for adapting education systems to the reality of immigration: intercultural competence and a deeper understanding of the impact of diversity can be more fully integrated into teacher training and professional development across the various education systems, as many countries' education systems currently offer intercultural competence development on a non-obligatory basis, underscoring the need for further improvement. Additionally, Croatia, Estonia, Finland, France, Greece, Italy, Lithuania, Poland, Portugal, Slovenia and Spain (Catalonia) should introduce measures that support the inclusion of migrants in the teaching workforce, with all other assessed countries in need to expand their existing measures.

Country Profiles

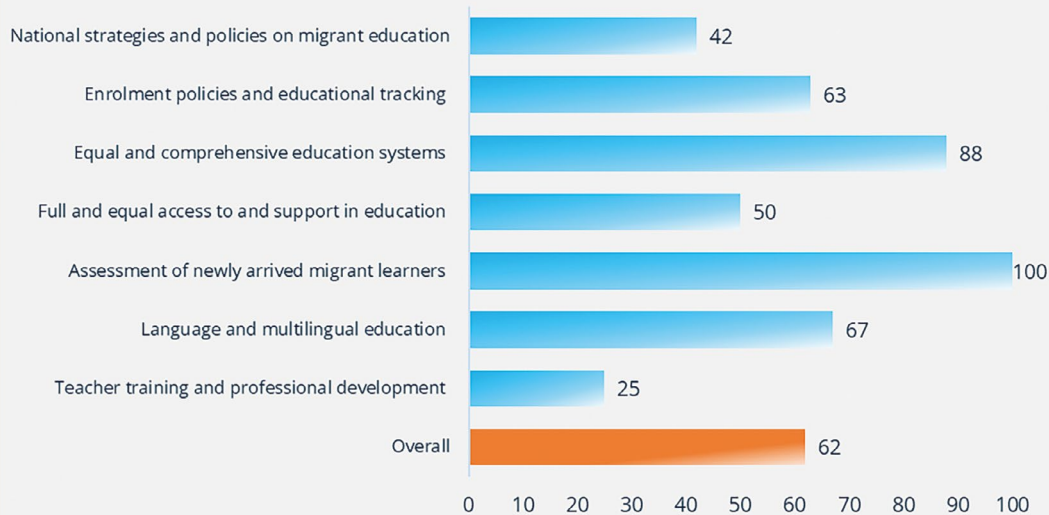
Belgium

Overall scores



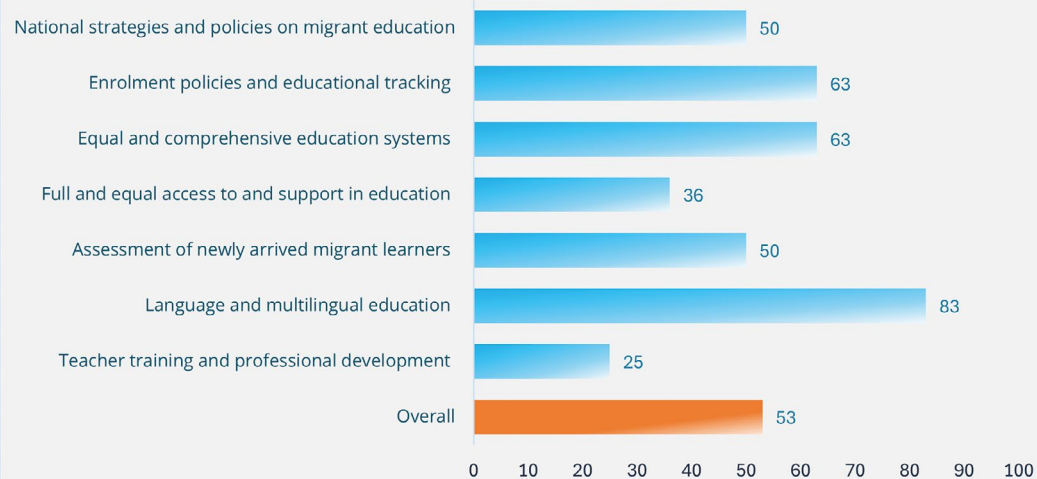
Croatia

Overall scores



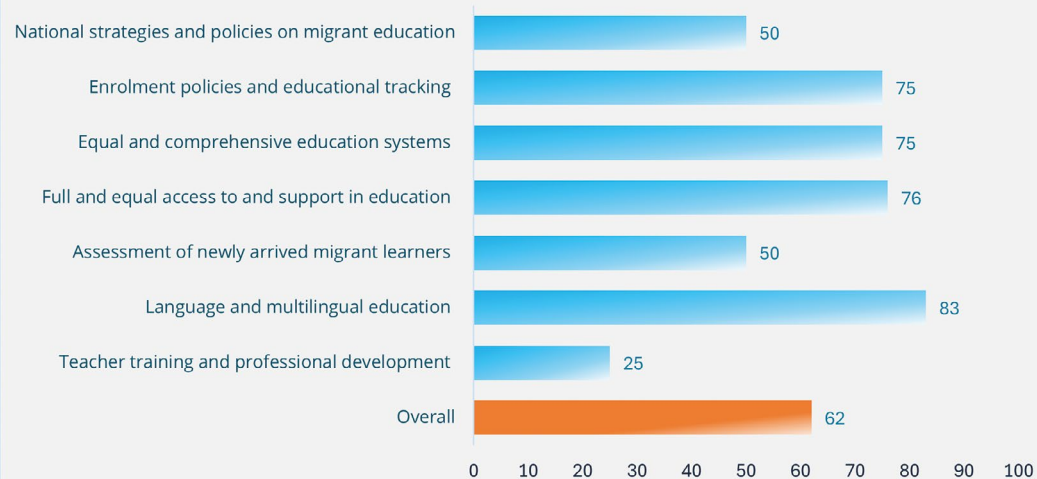
Estonia

Overall scores



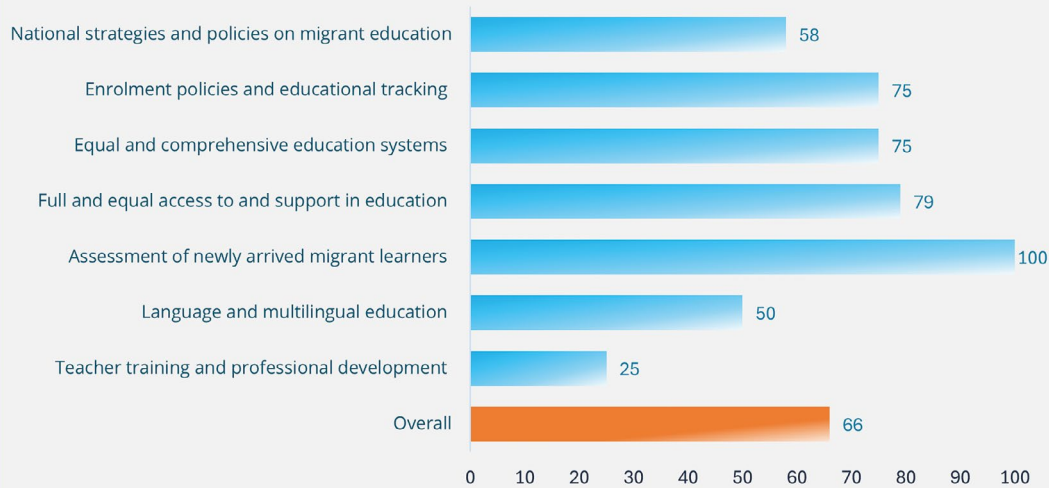
Finland

Overall scores



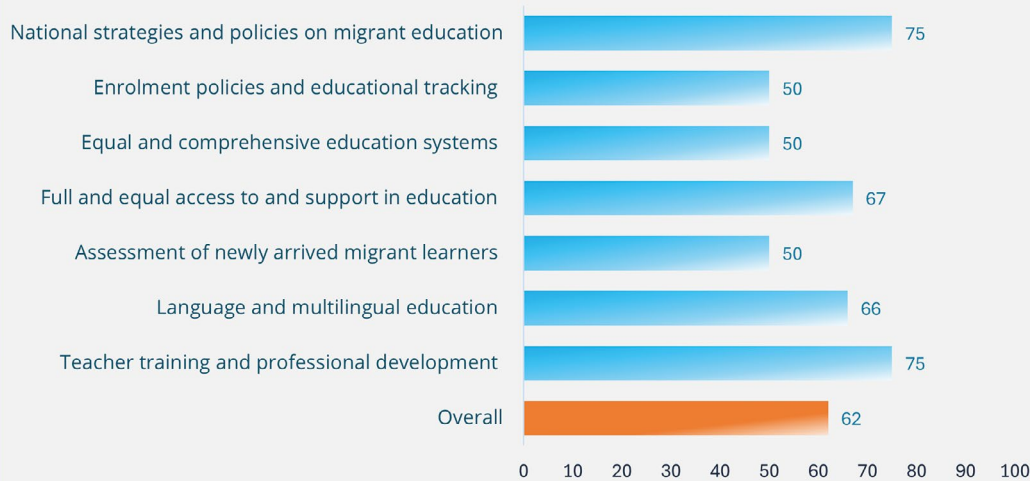
France

Overall scores



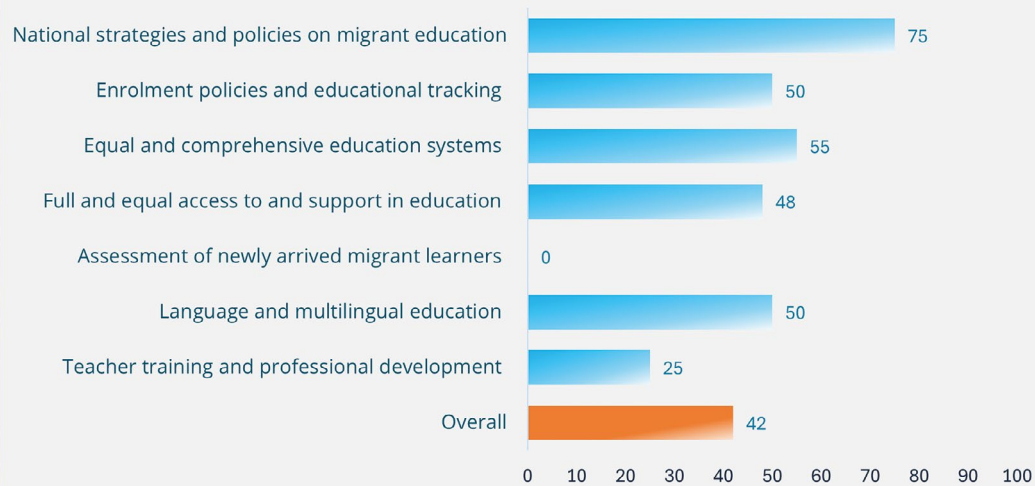
Germany

Overall scores



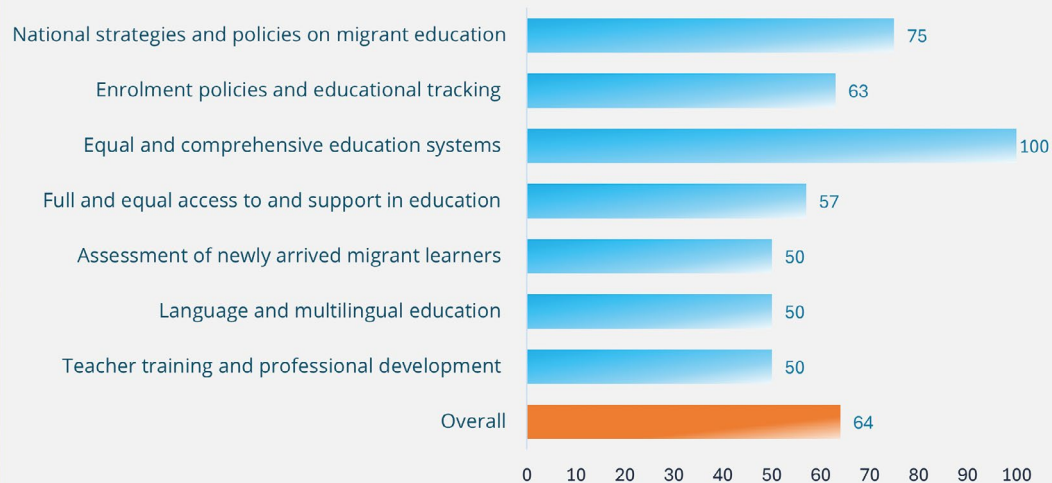
Greece

Overall scores



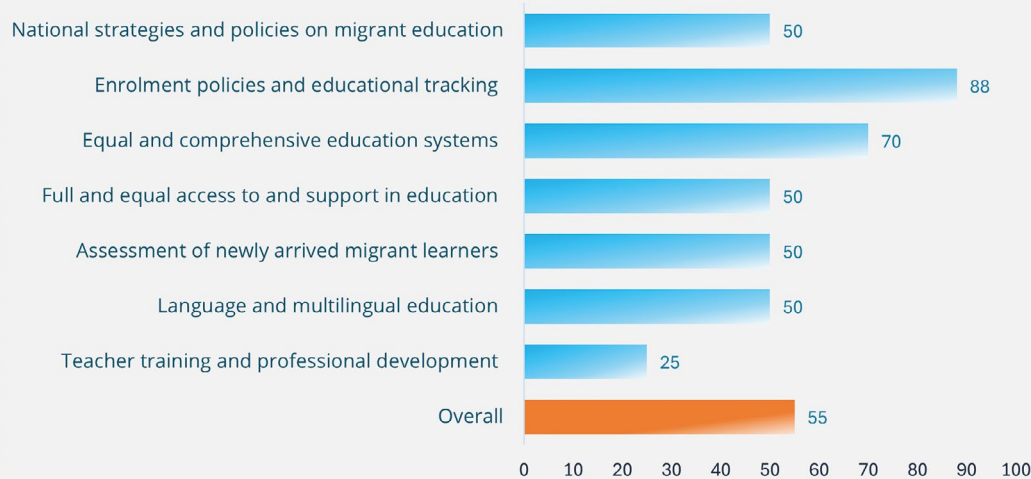
Ireland

Overall scores



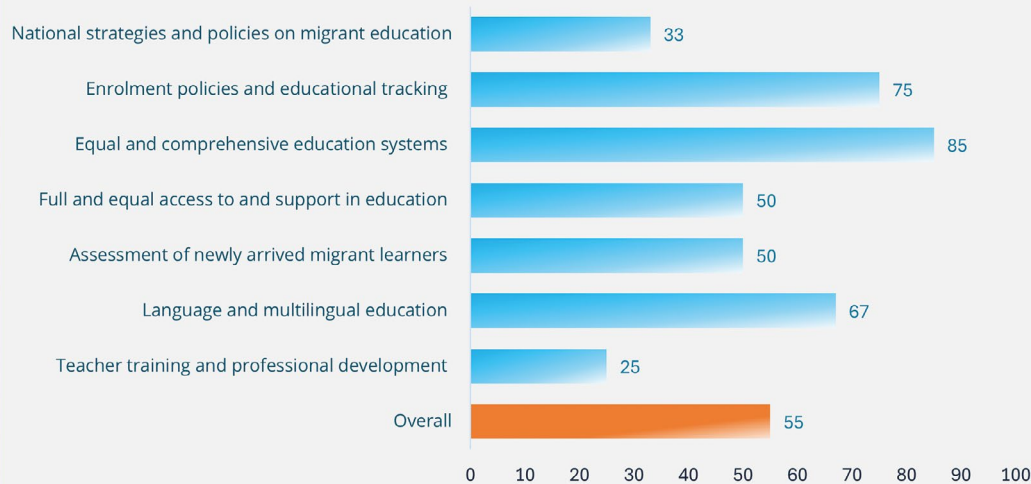
Italy

Overall scores



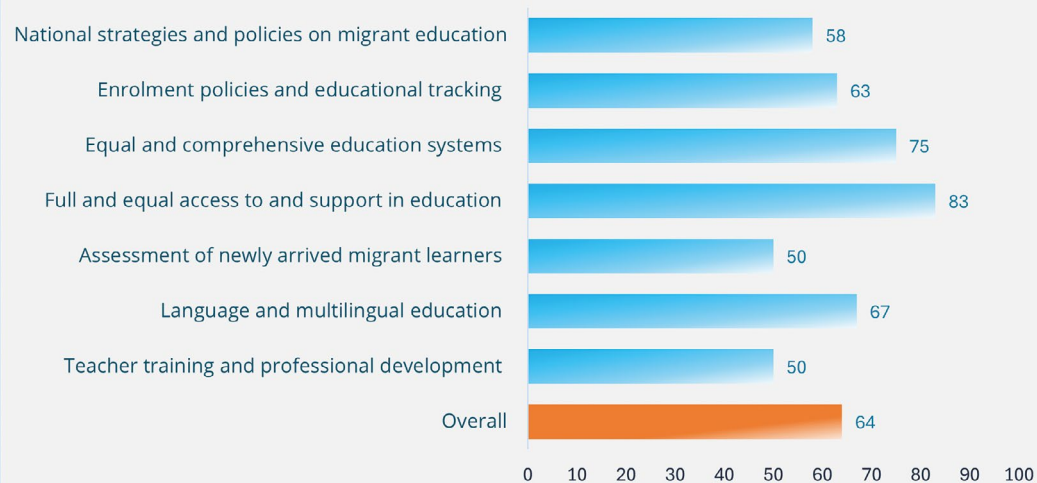
Lithuania

Overall scores



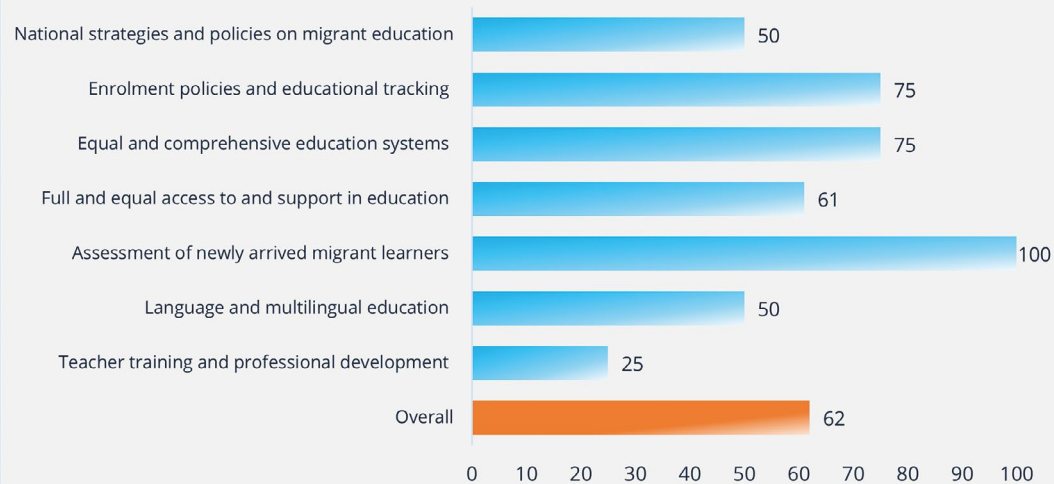
Netherlands

Overall scores



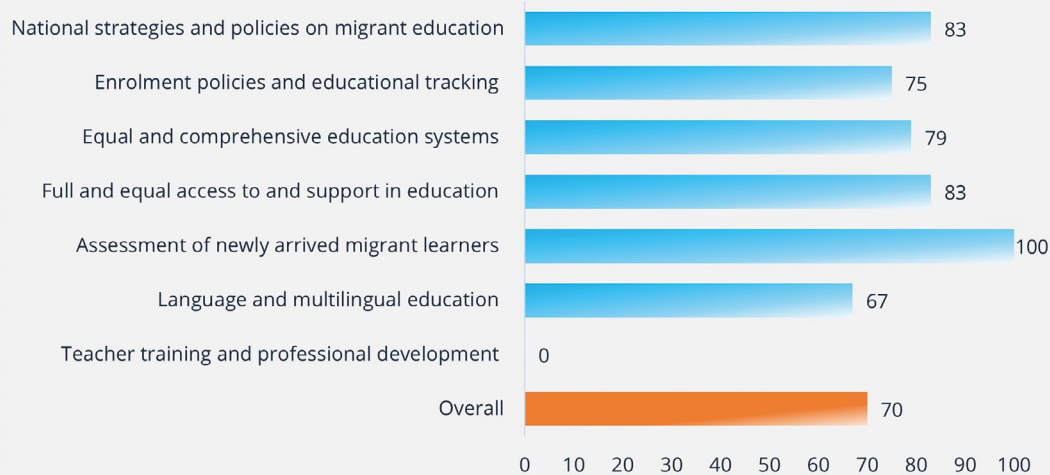
Poland

Overall scores



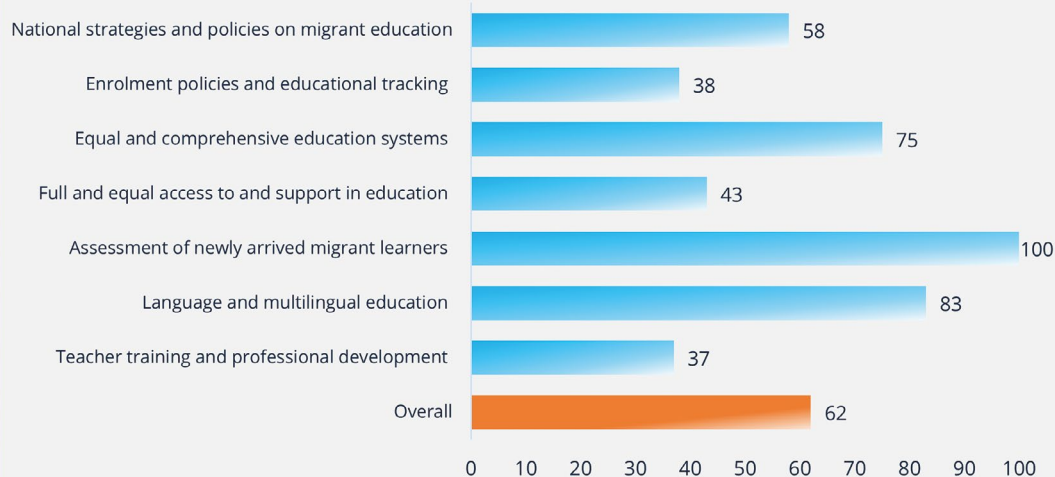
Portugal

Overall scores



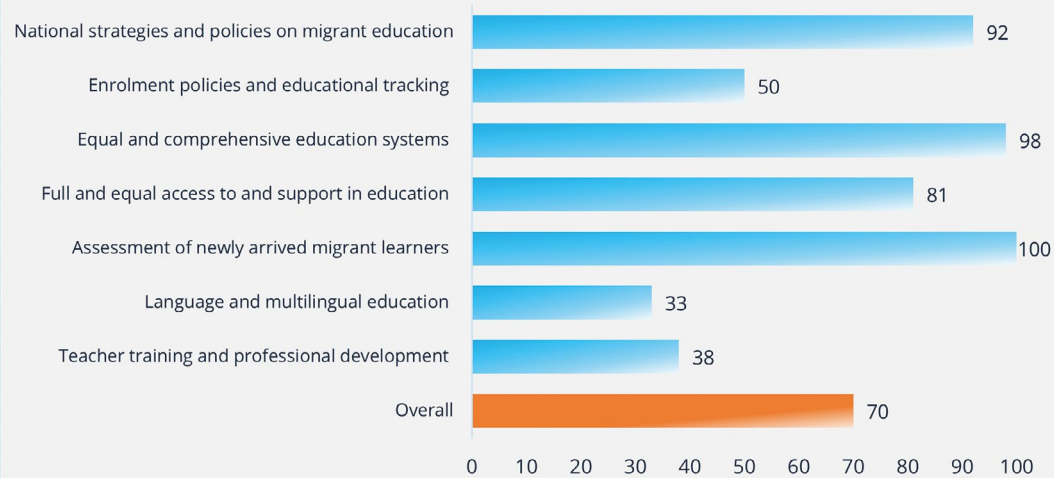
Slovenia

Overall scores



Spain (Catalonia)

Overall scores



Appendix:

Index scores by country and indicator

Dimensions and indicators	Belgium	Croatia	Estonia	Finland	France	Germany	Greece	Ireland	Italy	Lithuania	Netherlands	Poland	Portugal	Slovenia	Spain (Catalonia)
1. National Strategies and Policies on Migrant Education															
1.1. Existence of national strategies	0	50	50	50	100	100	100	100	50	50	50	0	100	100	100
1.2. Institutionalisation	50	50	50	50	50	50	100	50	50	0	0	100	100	50	50
1.3. Policy review	50	50	0	50	50	100	50	50	50	0	50	50	50	50	100
1.4. Policy mainstreaming	50	50	50	50	50	50	50	100	50	0	100	50	50	50	100
1.5. Policy on funding allocation	50	50	100	50	100	50	50	100	50	100	50	100	100	50	100
1.6. Data collection policy	50	0	50	50	0	100	100	50	50	50	100	0	100	50	100
Average Score	42	42	50	50	58	75	75	75	50	33	58	50	83	58	92

Dimensions and indicators	Belgium	Croatia	Estonia	Finland	France	Germany	Greece	Ireland	Italy	Lithuania	Netherlands	Poland	Portugal	Slovenia	Spain (Catalonia)
2. Educational Tracking and Enrolment Policies															
2.1. Compulsory enrolment in early education	50	50	0	50	100	50	50	0	100	50	0	50	0	0	0
2.2. Compulsory education or training in teenage age	100	0	50	100	50	100	0	50	50	50	100	100	100	0	50
2.3. Age of first tracking	100	100	100	100	100	0	100	100	100	100	50	100	100	100	100
2.4. Criteria for educational training	50	100	100	50	50	50	50	100	100	100	100	50	100	50	50
Average Score	75	63	63	75	75	50	50	63	88	75	63	75	75	38	50
3. Equal and comprehensive education systems															
3.1. Educational rights for all migrant students	90	50	0	50	100	50	70	100	30	90	100	100	100	50	90
3.2. Anti-discrimination laws in education	50	100	100	100	50	50	50	100	100	50	100	100	100	100	100
3.3. Independent reporting mechanism	50	100	50	100	50	50	50	100	100	100	50	50	50	50	100
3.4. School curriculum to reflect diversity	83	100	100	50	100	50	50	100	50	100	50	50	67	100	100
Average Score	68	88	63	75	75	50	55	100	70	85	75	75	79	75	98

Dimensions and indicators	Belgium	Croatia	Estonia	Finland	France	Germany	Greece	Ireland	Italy	Lithuania	Netherlands	Poland	Portugal	Slovenia	Spain (Catalonia)
4. Full and Equal Access to and Support in Education															
4.1. Targeted measures for migrant students' access to higher education	0	0	0	50	0	100	50	0	50	0	100	100	100	0	100
4.2. Free and accessible early childhood education	100	50	100	100	100	100	100	100	50	100	50	50	100	50	100
4.3. Psycho-social support	50	50	50	100	100	75	50	100	50	100	100	75	100	100	100
4.4. Parental participation	50	50	50	50	100	50	50	50	50	50	100	50	50	50	100
4.5. Measures to address educational situation of migrant groups															
4.5.1. Mentoring services for newcomer students	50	50	0	83	100	50	0	0	50	0	100	0	100	50	0
4.5.2. Targeted advice and guidance for families of migrant students	50	50	0	50	50	50	50	50	50	0	50	50	100	0	100
4.5.3. Targeted learning support for migrant students	50	100	50	100	100	50	33	100	50	100	83	100	33	50	67
Average Score	50	50	36	76	79	68	48	57	50	50	83	61	83	43	81

Dimensions and indicators	Belgium	Croatia	Estonia	Finland	France	Germany	Greece	Ireland	Italy	Lithuania	Netherlands	Poland	Portugal	Slovenia	Spain (Catalonia)
5. Assessment of Newly Arrived Migrant Learners															
5.1. Comprehensive assessment of prior learning	50	100	50	50	100	50	0	50	50	50	50	100	100	100	100
Average Score	50	100	50	50	100	50	0	50	50	50	50	100	100	100	100
6. Language and Multilingual Education															
6.1. Regular assessment of language needs	50	100	50	50	50	50	50	50	50	100	50	50	50	100	100
6.2. Language of instruction	50	50	100	100	50	50	50	50	100	100	100	50	100	100	0
6.3. Appreciation of first/family languages	50	50	100	100	50	100	50	50	0	0	50	50	50	50	0
Average Score	50	67	83	83	50	67	50	50	50	67	67	50	67	83	33
7. Teacher Training and Professional Development															
7.1. Teacher training to reflect diversity	75	50	50	50	50	50	50	50	50	50	50	50	0	50	75
7.2. Measures to bring migrants into the teacher workforce	50	0	0	0	0	100	0	50	0	0	50	0	0	0	0
Average Score	63	25	25	25	25	75	25	50	25	25	50	25	0	25	38
Overall Score	57	62	53	62	66	62	43	64	55	55	64	62	69	60	70

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