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# **Ad-Hoc Query**

## **2025.6 Access to Education for Migrant Children**

**European Migration Network**  
**Ad-hoc query**

**April, 2025**

# AD-HOC QUERY ON 2025.6 ACCESS TO EDUCATION FOR MIGRANT CHILDREN

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**Responses from:** EMN NCP Austria, EMN NCP Belgium, EMN NCP Bulgaria, EMN NCP Croatia, EMN NCP Cyprus, EMN NCP Czech Republic, EMN NCP Estonia, EMN NCP Finland, EMN NCP France, EMN NCP Greece, EMN NCP Hungary, EMN NCP Ireland, EMN NCP Italy, EMN NCP Latvia, EMN NCP Lithuania, EMN NCP Luxembourg, EMN NCP Malta, EMN NCP Netherlands, EMN NCP Poland, EMN NCP Portugal, EMN NCP Serbia, EMN NCP Slovakia, EMN NCP Slovenia, EMN NCP Spain, EMN NCP Sweden, EMN NCP Ukraine **(26 in total)**

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## BACKGROUND INFORMATION

Education is essential in fostering shared values and promoting inclusion, offering all children, regardless of their migration background or socio-economic status, an equal chance to succeed. In this context, early and effective access to inclusive, formal education becomes one of the most important and powerful tools for integrating children, as stated in the European Commission's Communication on the Protection of Children in Migration. This sentiment is further reflected in the Action Plan on Integration and Inclusion 2021-2027. The Action Plan recognizes schools as hubs of integration for children and their families and highlights the need for EU Member States to ensure that migrant children have access to quality education equipped to serve culturally and linguistically diverse children.

As a result, several initiatives and measures have been implemented at the European level to enhance access to quality education for migrant children. In 2022, the European Commission published a Staff Working Document, "Supporting the inclusion of displaced children from Ukraine in education:

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Considerations, key principles and practices for the school year 2022-2023”, and in May 2024, a meeting of the European Integration Network on migrant education took place. The European Education Area is another relevant initiative that helps European Union Member States work together to build more resilient and inclusive education and training systems and that includes specific aspects on supporting both teachers and learners when learners are migrants or have a migrant background (cf. Toolkit for school success). On this topic, the UN High Commissioner for Refugees (UNHCR) and United Nations Children’s Fund (UNICEF) published relevant reports: Paving pathways for inclusion (“Paving pathways for inclusion: Towards evidence-based policy-making for refugee education” and “Paving pathways for inclusion: a global overview of refugee education data”). The OECD has also produced relevant work on this topic (publication Making Integration Work: Young People with Migrant Parents and Programme for International Student Assessment (PISA) results).

Acknowledging the importance of ensuring effective access to education for migrant children, this ad-hoc query seeks to overview the situation of migrant children who legally staying third-country nationals in primary and secondary schools across EMN Member and Observer Countries. Focusing on migrant children who are legally staying third-country nationals is important because their education is often disrupted due to their leaving their country of origin and may continue to be negatively affected due to different cultural environments. To address this issue, the ad-hoc query will collect information on existing practices that assist migrant children who are legally staying third-country nationals in adapting to different cultural environments in primary and secondary schools, thereby improving their access to education. For purposes of this query, the age group of migrant children who are legally staying third-country nationals is defined as between 6 and 18 years old, aligning with the fact that primary education typically starts at age 6 in most European education systems. This ad-hoc query focuses on systematic measures at the national level and does not cover independent actions by other entities without any (financial) involvement from the EMN Member or Observer Country.


### WE WOULD LIKE TO ASK THE FOLLOWING QUESTIONS:

1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.
2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.

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3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.
4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?
5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.
6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.

### RESPONSES

		<b>Wider Dissemination?</b>	
	<b>EMN NCP Austria</b>	<b>Yes</b>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. In Austria, pupils who are unable to follow lessons due to insufficient language skills are taught in German support classes or in German support courses parallel to their lessons in order to ensure equal opportunities and better integration into the classroom. The aim of the German support model for extraordinary pupils is the early and intensive learning of German as the language of instruction so that they</p>


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			<p>can be taught in class as quickly as possible according to the curriculum of the relevant school type and school level. Allocation to a German support class or a German support course is based on MIKA-D (Measurement Instrument for Competence Analysis - German), a standardized test procedure used throughout Austria. Testing takes place as part of school enrolment. It is used to determine whether pupils are given extraordinary status and whether they are allocated to a German support course due to poor German language skills or to a German support class due to insufficient German language skills. Further reviews of extraordinary pupils with MIKA-D are then carried out by the teachers at the end of the semester, depending on the learning progress observed. This determines which form of German support the pupils will need in their further school attendance. Depending on the MIKA-D result, a transfer to the German support course or to regular status must be made immediately so that the pupils receive the appropriate support as soon as possible. Grade repetitions and the associated career losses should be avoided as far as possible. The German support class and the German support course are generally designed for one semester and can be attended for a maximum of four semesters. Pupils must then be transferred to regular status (<a href="https://www.bmbwf.gv.at/Themen/schule/schulpraxis/ba/sprabi/dfk.html">https://www.bmbwf.gv.at/Themen/schule/schulpraxis/ba/sprabi/dfk.html</a>).</p> <p>In addition, the internal training document 'Integration von schulpflichtigen AsylwerberInnen, anerkannten Flüchtlingen bzw. Subsidiär Schutzberechtigten – Schulungsmappe für Schulpsychologie und Schulsozialarbeit' ("Integration of school-age asylum seekers, recognized refugees and beneficiaries of subsidiary protection status - training folder for school psychology and school social work") was published by the Federal Ministry of Education and Women's Affairs.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>No information was provided by the Federal Ministry of the Interior.</p>
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			<p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>No information was provided by the Federal Ministry of the Interior.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>No information was provided by the Federal Ministry of the Interior.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>No information was provided by the Federal Ministry of the Interior.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p>
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			<p>No information was provided by the Federal Ministry of the Interior.</p>
	<p>EMN NCP Belgium</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. The Flemish Community provides reception education ('OKAN classes') for newcomers who do not speak Dutch. Reception education ('OKAN') aims to teach newcomers Dutch as quickly as possible. It also focuses on integration and civic education. This prepares newcomers who speak a foreign language to enter regular education and continue their educational pathways there. In secondary education, the reception year is a separate structural component with separate 'OKAN classes'. In primary education, there is no fixed model: primary schools can use 'additional teaching periods' for a number of 'reception class' teaching periods but also, e.g., for classroom support or immersion.</p> <p>The French Community (Fédération Wallonie-Bruxelles) also provides reception education for newcomers migrant children who do not speak French or whose level of French is low. The objective is to provide the education and integration of newcomer learners into mainstream education. The French Community provides funding to schools for the reception, guidance and academic and pedagogical support of new arrivals and assimilated pupils via two schemes:</p> <p>(a) DASPA (Dispositif d'Accueil et de Scolarisation des élèves Primo-Arrivants et Assimilés): this is a teaching structure for the reception, schooling and integration of new arrivals and assimilated pupils into</p>

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			<p>mainstream education. As soon as a school has at least 8 newcomer pupils, it can offer this structure to the pupils, who will benefit from additional specific supervision. Newcomer pupils join the DASPA scheme in schools for a period ranging from one week to 12 months - with a maximum of 18 months - during which time they will benefit from special support to help them adapt to and integrate into the Belgian socio-cultural and school system. They are then directed to the school best suited to their needs.</p> <p>(b) FLA (French as a learning language) support: this is a teaching structure aimed at learning the language of instruction. The organisation of a FLA support system is compulsory for schools that take in newcomer pupils or pupils from similar backgrounds but do not organise a DASPA, and for basic education schools that take in FLA pupils.</p> <p>The French Community also offers psychological, medical and social support through the Psycho-medico-social Centres (CPMS). Each school is attached to a PMS centre. A PMS centre is a place for reception, listening and dialogue by professionals who are bound by professional secrecy and who are available free of charge to pupils and their parents from the start of nursery education until the end of secondary education.</p> <p>In the German-speaking Community, if children do not speak German nor French, they can be enrolled in a class designed for newly arrived children, where they first learn to speak German. Most of the children stay for one school year in these 'bridge classes'. The classes are intended to prepare the children for general education.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Flemish Community: few direct professionalisation initiatives are set up by the government/ministry. If this does happen, it is more likely to be in the form of a subsidy. In recent years examples are the project Kleine</p>
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			<p>Kinderen Grote Kansen (Little Children Great Opportunities) Kleine Kinderen Grote Kansen, which focused on dealing with diversity, as did the pilot projects Strengthening Teacher Education Pilotprojecten versterken van lerarenopleidingen - for which schools were also involved. These projects also developed materials which remain relevant for the longer term. The schools also receive specific resources to implement their professionalisation plan, with which they can choose to receive support from NGOs, civil society or private organisations... For example, there are non-subsidised professionalisation organisations that set up initiatives around certain diversity-related sub-themes.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>Same answer as Q2.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>The Flemish Community has databases, based on which they can make observations about these groups, as data on migrant/newcomer pupils are recorded at pupil level. In time, this provides a lot of additional relevant information: pupil moves, school and educational careers, etc. However, this does not necessarily mean that every newcomer will effectively be registered as a 'migrant newcomer' straight away. It cannot therefore be ruled out that a limited number of these pupils still fall outside of the radar.</p>
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5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.


The Flemish Community reports that the educational careers of (former) newcomers appear sub-optimal, as there is a clear discrepancy with the educational careers of pupils in general. These third-country national pupils in secondary education often go on to follow a course of study in the professional stream or skills-oriented training to enter the labour market.

There is limited (international) scientific research available on what is the best approach for newcomers to reach their full potential in education. However, it does appear that the explanation is multifaceted and goes beyond purely Dutch language proficiency or cognitive skills. Individual factors such as socio-emotional well-being/trauma also play a role, as does the experience of support during the entire educational career. As it takes an average of 4 to 7 years to reach the language level required for a successful educational career in regular education, former newcomers - once they have entered regular secondary education - can only count on a limited and temporary form of support (follow-up school coaching), which perhaps is too limited a period.

Various professionalisation needs concern all educational professionals who teach (former) newcomer pupils: primary school teachers, teachers in the reception year for non-native newcomers, secondary school coaches and teachers in regular secondary education. Their vulnerabilities are related to their being illiterate, semi-literate, traumatised, in mourning, with psychosocial needs, unaccompanied minors, 16-/18-year-olds, etc.

6. What good practices have national authorities in your EMN Member or Observer Country identified

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		<p>regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Integrating or coordinating various services and/or regulatory arrangements relating to third-country pupils presumably has a positive effect on the quality of the system. So to ensure there is close cooperation with other services which support these children/youngsters and their families, and as part of a strategy to strengthen integrated working, the Flemish Ministry of Education has created at the regional level a platform which regularly meets and exchanges information and where the relevant services are represented.</p>
 <b>EMN NCP Bulgaria</b>	<b>Yes</b>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>All children and students seeking or benefitting from international or temporary protection are provided with free education and training in state and municipal kindergartens and schools in Bulgaria. The enrolment and training of persons seeking or benefitting from protection are provided for in the relevant national legislative and regulatory acts on education:</p> <ul style="list-style-type: none"> <li>- The Law on Preschool and School Education;</li> <li>- Ordinance No. 11 of 01.09.2016 on the evaluation of results of students' education – applies to cases where persons seeking or benefitting from international protection have a document for a completed class, grade or level of education;</li> <li>- Ordinance No. 3 of 06.04.2017 on the terms and conditions for enrolment and training of persons seeking or benefitting from international protection – applies to cases where persons seeking or benefitting from international protection do not have a document for a completed class, grade or level of education.</li> </ul>

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			<p>Additional training in Bulgarian as a foreign language is provided in kindergartens or schools after enrolling children and students seeking or benefitting from protection. The additional training is conducted individually or in a group according to the needs of each child and each student and has the following duration:</p> <ul style="list-style-type: none"><li>- 60 pedagogical lessons – for children in preparatory groups;</li><li>- 90 school hours – for students studying in primary school;</li><li>- 120 school hours – for students studying in junior high school;</li><li>- 180 hours – for students studying in first year of high school.</li></ul> <p>At the same time, training is also provided for teachers teaching Bulgarian as a foreign language. In 2023, 200 pedagogical specialists were trained for teaching Bulgarian as a foreign language, as follows:</p> <ul style="list-style-type: none"><li>- Burgas region – 90 pedagogical specialists;</li><li>- Varna region – 60 pedagogical specialists;</li><li>- Sofia-city region – 50 pedagogical specialists.</li></ul> <p>In addition, modern study aids were elaborated, funded by a national programme. In 2022, the Ministry of Education and Science, under the National Programme "Textbooks, study sets and study aids", elaborated a Bulgarian language study aid for students in primary school seeking or benefitting from international protection and for migrants, level A1 and A2. It has been published on the Ministry's website and is access free. Printed copies of the study aid have been distributed to schools where students with temporary protection are trained. In 2023, the Ministry of Education and Science, under the National Programme "Textbooks, study sets and study aids", elaborated a Bulgarian language study aid for students in junior high school seeking or benefitting from protection and for migrants, level A2 of the Common European Framework of Reference for Languages. In 2024, the Ministry of Education and Science, under the National Programme "Textbooks, study sets and study aids", elaborated a study aid in Bulgarian for students in junior high school seeking or benefitting from protection and migrants, level B1 of the Common European Framework of Reference for Languages.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are</p>
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			<p>legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>In 2020, the Office of the United Nations High Commissioner for Refugees in Bulgaria, assisted by the Ministry of Education and Science, organised two workshops on "Good practices and particularities in working with children seeking or benefitting from international protection in the Bulgarian education system". Twenty participants took part in the workshops – experts from the regional departments of education (Sofia-city and Haskovo regions), primary and junior high school teachers from schools in Sofia-city, Haskovo region and Veliko Tarnovo region. A special focus in the trainings was placed on sharing good practices among teachers working with children seeking or benefitting from international protection.</p> <p>In 2021, the Office of the United Nations High Commissioner for Refugees in Bulgaria organised in person two training workshops for teachers working with children and students seeking and benefitting from protection. Twenty participants attended the workshops – experts from the regional departments of education – Sofia-city, Haskovo and pedagogical specialists from schools in the city of Sofia and the city of Harmanli.</p> <p>In 2022, the International Organization for Migration and the Office of the United Nations High Commissioner for Refugees in Bulgaria jointly organised, with the support of the Ministry of Education and Science, two workshops in connection with the enrolment and education of refugee children from Ukraine in the cities of Burgas and Varna, where persons benefitting from temporary protection are located. The event was attended by experts from the relevant regional departments of education and pedagogical specialists from schools in the Burgas and Varna regions, where students from Ukraine seeking or benefitting from protection are educated.</p> <p>A special focus in the meeting was placed on access to education for refugee children in Bulgaria, referral to a specific grade of school education and provision of additional training in Bulgarian as a foreign language. The national external assessment procedure in Bulgarian language and literature for students after the 7th grade, which in Bulgaria is conducted at the end of the basic level of education, is related to the functional literacy of students, with knowledge of the grammatical, spelling and punctuation rules of the Bulgarian literary language. In mathematics, successful solving of problems also requires good knowledge of Bulgarian language. In order to successfully pass the tests within the national external assessment in Bulgarian language and literature and in mathematics to students with temporary protection studying in the</p>
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			<p>7th grade, an extended time was provided for the exams in Bulgarian language and literature and in mathematics within the national external assessment procedure at the end of the 7th grade.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>Children and students seeking or benefitting from protection, as well as children and students from migrant families, adapt and successfully integrate into the Bulgarian education system, therefore no measures are required to prevent discrimination or overcome segregation.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>After enrolling in the Bulgarian education system, children and students seeking or benefitting from protection, and migrants, enjoy the rights and obligations of Bulgarian citizens, and no separate statistics are kept on their educational performance.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p>
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			<p>The main challenges are related to:</p> <ul style="list-style-type: none"><li>- the differences between the educational systems of different countries, which may lead to the need to catch up on missed educational content, as well as difficulties in mastering the educational content in the new school, due to the increased volume of new knowledge and the existing language barrier;</li><li>- the need for continued qualification of teachers teaching Bulgarian as a foreign language;</li><li>- the need for continued qualification of teachers in terms of implementing an individualised approach to identifying difficulties, overcoming challenges and improving the educational outcomes of children and students seeking or benefitting from protection, and for migrants who do not yet speak Bulgarian when enrolling in a certain class in the Bulgarian education system.</li></ul> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The following good practices can be noted:</p> <ol style="list-style-type: none"><li>1. Conducting training workshops related to the cultural characteristics of children and students seeking or benefitting from international protection (mainly children and students from the Middle East) in connection with their successful adaptation in the Bulgarian education system.</li><li>2. Systematic qualification of teachers teaching Bulgarian as a foreign language to improve their knowledge, skills and competencies in working with children and students seeking or benefitting from protection, and migrants.</li><li>3. Providing modern study aids and training resources related to teaching Bulgarian as a foreign language.</li></ol>
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	<p>EMN NCP Croatia</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes.</p> <p>For migrant children, the Ministry of Science, Education and Youth systematically ensures the learning of the Croatian language in primary and secondary schools. Ministry of Science, Education and Youth organizes approvals for preparatory classes of the Croatian language in the duration of 70 hours. Preparatory classes of the Croatian language are conducted in accordance with the Ordinance on the implementation of preparatory and supplementary classes for students who do not know or do not have sufficient knowledge of the Croatian language for all children who start or continue their education in the Republic of Croatia and do not know the Croatian language.</p> <p>During the preparatory classes of the Croatian language, students are not evaluated, but only monitored in terms of socialization and language learning. During the attendance of preparatory classes, pupils can attend regular classes in the school in which they are enrolled to a lesser extent, namely those subjects where poor knowledge of the Croatian language does not represent a significant obstacle to following classes.</p> <p>The approved 70 hours of learning of the Croatian language are mostly sufficient for students to meet the minimum requirements for inclusion in the regular education system. If individual pupils have not sufficiently learned the Croatian language after the approved 70 hours of preparatory classes, they are provided with an additional 70 hours of re-attendance at preparatory classes of the Croatian language or attending supplementary classes of the Croatian language during one year for one or two hours per week.</p> <p>After completing supplementary classes of the Croatian language, the school's expert committee tests the knowledge of the Croatian language in writing and orally. If a student fails to pass the Croatian language exam after supplementary classes, the school will organize an additional 70 hours of Croatian language learning.</p> <p>After completing the cycle of preparatory and supplementary classes of the Croatian language, if necessary, students can also participate in supplementary classes of the Croatian language, which are organized in</p>
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			<p>accordance with the Curriculum for Primary School.</p> <p>When it comes to students under temporary protection from Ukraine, the procedure for approving the teaching of the Croatian language in schools has been shortened and simplified (no special county decision or consent of the Ministry for teaching hours is required, as is the case for other foreign students).</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>The Ministry of Science, Education and Youth has adopted a Decision on co-financing the program for providing additional support to primary and secondary school students displaced from Ukraine, according to which teaching materials for teachers working in preparatory classes of the Croatian language are co-financed.</p> <p>Textbooks are free for all elementary school students, including children from Ukraine.</p> <p>Two publications entitled Schools of Togetherness – A Manual for the Integration of Students from Ukraine into Primary Schools were created as part of a project implemented in cooperation with the Forum for Freedom of Education and the UNICEF Office in Croatia with the aim of supporting schools attended by children from Ukraine.</p> <p>Professional training is regularly organized by Education and Training Agency regarding the inclusion of migrant children in education and the prevention of trafficking in human beings.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p>
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			<p>The Ministry of Science, Education and Youth has sent a instruction to all primary and secondary schools on the Inclusion of refugee children and students from Ukraine in the educational system of the Republic of Croatia, informing the principals of primary and secondary schools that the Republic of Croatia, following the European Union Directive on Temporary Protection, has assumed the obligation to accept and integrate displaced persons from Ukraine and it is the obligation of all stakeholders and institutions to provide these persons with equal access to participate in the economic, social and cultural development of their new environment and to enable education through inclusion in the educational system of the Republic of Croatia. In order to make this process easier for every refugee child from Ukraine who is included in the educational system, it is necessary to ensure participation in preparatory classes of the Croatian language without testing, simultaneous inclusion in educational work in class departments in all subjects according to their possibilities and abilities, and at the end of the school year final grades and certificates.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>NO</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Through the exchange of information with all stakeholders in the educational process, the Ministry of Science, Education and Youth has identified several challenges related to the adaptation of children</p>
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			<p>displaced from Ukraine:</p> <ol style="list-style-type: none"> <li>1. Language barrier</li> <li>2. Adaptation to the new school environment</li> <li>3. Dealing with the psychological consequences of war.</li> </ol> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Examples of good practice identified by the Ministry of Science, Education and Youth regarding the adaptation of children displaced from Ukraine included in the educational system in the Republic of Croatia are:</p> <ol style="list-style-type: none"> <li>1. Quick inclusion of children in the teaching process and extracurricular activities</li> <li>2. Ensuring the learning of the Croatian language and opening schools according to the content of Ukrainian culture (events, cooperation with associations of the Ukrainian community, etc.)</li> <li>3. Providing psychological assistance with regular monitoring of the school's professional service.</li> </ol>
	<p>EMN NCP Cyprus</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES. Minors with migrant and refugee background residing in the Republic of Cyprus have the right to enroll</p>

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			<p>and receive free education in public schools, at all levels, from pre-school to higher education. This is safeguarded by the Article 20 of the Constitution of Cyprus and the Refugee Law of Cyprus of 2000. All minors, including asylum-seeking children, entering the country are obliged to register in primary or secondary schools, within three months of their arrival. Upon arrival at school, migrant's children language is being accessed through specifically designed tests and children receive tailored support on a daily basis for a minimum of two years. Children in primary education are placed in mainstream classrooms alongside indigenous children and withdraw for one or two teaching to attend lessons of Greek as a second language (levels A1 and A2). In secondary education, a number of schools, transitional classes operate, where children attend lessons of Greek as a second language (for 20 teaching periods a day), as well as differentiated lessons in History, Mathematics, Science and Biology.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES. In addition to the teaching material of Greek as a second language specifically developed for Cypriot primary and secondary schools which was based on the Curriculum of Greek as Second Language (2020), reception guides were developed with instructions, suggestions and guidelines on the reception of migrant children in primary and secondary schools. Also a "Guide to managing sociocultural diversity" was developed and distributed to schools which includes articles with ideas and suggestions for the linguistic and sociocultural integration of children with a migrant background in school.</p> <p>Moreover, teachers providing education to migrant children receive adequate training and continuous support through the various programs offered by the Cyprus Pedagogical Institute and the Ministry of Education, Sport and Youth. Teachers' Professional Learning is based on blended learning methodology, through the use of Moodle platform for training, interaction between teachers and trainers, exchange of teaching material, discussion etc and online lectures by specialists. Moreover, the Cyprus Pedagogical Institute gives emphasis to developing sustainable teachers' networks and the implementation of inquiry-</p>
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			<p>based methodologies in teachers' professional learning such as lesson study and quality teaching round methodologies as well as to the collaboration of schools with critical friends from the Cyprus Pedagogical Institute. Moreover, the Cyprus Pedagogical Institute organizes numerous trainings, seminars and courses for teachers in all levels of education on various topics, such as Greek as second language, integration and inclusion, intercultural education etc.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>YES. The antiracist policy "Code of Conduct against Racism &amp; Guide for Managing and Recording Racist Incidents" of the MOESY is being implemented with the support of the Cyprus Pedagogical Institute (CPI) since the school year 2014-2015. The antiracist policy was developed based on the Follow-up Report of Cyprus for Recommendation No 20 and a recommendation by the Anti-Discrimination Body. The development and implementation of the policy responds to the European Commission's against Racism and Intolerance guideline No. 10 and is also in line with various international and European conventions that Cyprus has ratified, such as the Convention on the Rights of the Child, the Council of Europe's Recommendation CM/Rec(2010) of the Committee of Ministers to member states, the Convention on the Elimination of All Forms of Violence Against Women, and the European Social Charter. The policy conceptualizes racism in a broad manner, including all sorts of discrimination. It includes definitions of basic concepts which form the theoretical background (e.g. racism, racist incident, discrimination, stereotypes, diversity, etc.), outlines the responsibilities and commitments, expected by each member of the school community, and provides the steps to be followed by schools for dealing with racist incidents in a practical rubric. It provides schools and teachers with a detailed plan on how to deal with and prevent racist incidents. As the antiracist views diversity as a multidimensional phenomenon, involving various aspects of people's identities, it is expected to contribute to the decrease of bullying and discrimination based on any form of diversity in schools, including religion, beliefs, ethnicity, language,</p>
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			<p>appearance, disability, gender, sexual orientation, etc.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>No</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <ul style="list-style-type: none"><li>a. Increasing numbers of migrant children in schools</li><li>b. Concentration of migrant children in specific schools</li><li>c. Migrant children arriving throughout the duration of the school year, after the teaching programs have started.</li></ul> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <ul style="list-style-type: none"><li>a. The European co-funded program DRA.S.E.+ has been implemented in 197 schools in all levels of education (pre-primary, primary, secondary) covering around 30% of the total school population. The</li></ul>
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			<p>participating schools are selected based on socioeconomical and educational criteria and are usually in deprived areas and/or have large number of migrant students. These schools receive various benefits such as additional time for teaching Greek as a second language, the presence of a second teacher in the classroom during lessons, subsidies for educational trips and creative activities, purchase of educational and technological equipment, provision for translation services, as well as services of clinical psychologists for children.</p> <p>b. Translation of official school documents in migrant children’s first languages that facilitate the communication between schools and families.</p> <p>c. Teachers that assigned with teaching migrant children participate in school and teacher networks organised by the Cyprus Pedagogical Institute. The design of the meetings is based on a blended learning approach, which included the combination of face to face meetings, videoconferencing, seminars and networking through discussions and activities on the Moodle platform, as well as synchronous and asynchronous communication. Regarding the face-to-face support of teachers, since in the school year 2023-2024, small networks of 3-4 schools (Secondary education) and up to 15 schools (primary education) have been organized. The collaborative professional learning methodology "quality teaching rounds" was used for the operation of the Networks. Support included an initial meeting for lesson planning, distance communication to organise a two-hour lesson, teaching by one or co-teaching by two team members, peer monitoring and reflective discussion.</p>
	<p><b>EMN NCP Czech Republic</b></p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES, the Czech Republic offers several support measures for migrant children.</p>

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			<p>Firs of all, in the assessment of foreign pupils in primary schools, the lack of the language knowledge is considered as a serious factor affecting the children's performance. Therefore, every newly arrived foreigner is entitled to free language training in compulsory pre-school, primary and high-school education. For migrant children in secondary school, there is a possibility to offer Czech as a second language to instead of a second foreign language. Children and pupils from different cultural backgrounds are entitled to support measures at school, if necessary, recommended by the counselling centre on the basis of an assessment of the child/pupil. Further, consultations with a psychologist and other specialists are provided or facilitated in the schools</p> <p>Through the directly managed organisation of the Ministry of Education (the National Pedagogical Institute of the Czech Republic), schools are offered free interpreting and translation services and the possibility to use the services of an adaptation coordinator, who is available at the school for the first four weeks to help the foreigner with adaptation and orientation at school.</p> <p>As a result of the migration wave from Ukraine, additional support measures were adopted, such as:</p> <ul style="list-style-type: none"><li>- Pre-entry adaptation groups (only in the initial phase after the outbreak of the war),</li><li>- the possibility to adjust the content of education for refugees during the adaptation period (possibility to focus primarily on improving of Czech language skills),</li><li>- relief from the high school entrance examination,</li><li>- support staff positions – particularly Ukrainian teaching assistants and other positions to support integration</li></ul> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES. The National Pedagogical Institute of the Czech Republic, an organisation directly managed by the Ministry of Education, offers schools free methodological materials for the education of foreigners on its website. Further, it offers free educational activities in this area (usually online) and provides advisory</p>
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			<p>services for schools in this area in all regions. The materials do not only cover the methodology of teaching the Czech language for foreigners, but also include practical materials on how to work with foreigners in specializes courses.</p> <p>After the migration wave from Ukraine, the Ministry of Education also launched the website <a href="http://edu.cz/ukrajina">edu.cz/ukrajina</a>, which contains methodological materials for schools, practical information, bilingual information materials and templates for schools and parents, possibilities for assistance, etc. Moreover, free Czech language textbooks for foreigners were distributed to schools.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>These are not specific projects, but mainly the long-term initial setting of non-discriminatory legislation. According to the Czech Education Act, foreigners have access to education under similar conditions as Czech citizens. For pre-school and high-school education, foreigners have to prove their right for residence, for primary education (compulsory school attendance) they do not have to prove anything. It is not possible for a primary school not to accept a foreigner who resides in its district for education if it has a free capacity. It is not possible to refuse admission based on that the child is a foreigner.</p> <p>Foreigners are always placed in standard classes; in some cases, primary schools use the option of language training first and then integrating the foreigners into the class, but most frequently, combining language training and classroom education is used (especially for subjects of an educative nature where lack of language skills is not a major obstacle).</p> <p>For a limited period of time after the migration wave from Ukraine, it was possible (under the Lex Ukraine Act) to open classes composed of Ukrainian children and pupils only, in cases where it was not possible to provide education in regular classes. Nowadays, the opening of Ukrainian classes is no longer possible, and the original ones are being closed (with the help of dedicated teams in the field).</p>
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4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?

Regular monitoring is not provided, only one survey was carried out to assess the level of the Czech language among Ukrainian refugees in 2024 in order to determine their level of proficiency and to adjust the scope of the required language training.


5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.

The main challenges are:

- There is a big difference in motivation to study between families of foreigners who are interested in long-term residence in the Czech Republic and families who plan to return to their country of origin. For high schools, early dropouts from education are a significant problem.
- The problem of early identification of special educational needs of foreign pupils.
- The concentration of foreigners in primary schools in some localities results in a high proportion of foreigners in some schools and discontent among Czech parents (not to be solved as foreigners freely choose their place of residence).

6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different

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			<p>cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The main good practices are:</p> <ul style="list-style-type: none"> <li>- Effective and accessible support in learning the language of education at least at a minimum level to enable integration into the classroom, assistance in adapting to the new environment.</li> <li>- Funding for support positions in schools - especially foreign language teaching assistants.</li> </ul>
	<p>EMN NCP Estonia</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. Estonian schools have a long tradition and diverse experience in supporting the studies of children from different linguistic and cultural backgrounds. We prefer to offer children and youth arriving to Estonia from Ukraine opportunities to continue their education in schools with Estonian as the language of instruction. If the parent wishes, they can also choose schools with Russian as the language of instruction. Starting from the autumn of 2024, a gradual transition to Estonian-language education is taking place in Estonia.</p> <p>The goal is to integrate the child into regular education as quickly as possible, help them adapt to Estonian school culture, learn the Estonian language, and their native language. Attention is also paid to maintaining mental health. The Ministry of Education and Research allocates funding to education institutions for additional Estonian language instruction, which is based on the following regulation: "Additional Estonian language education support for children with a native language different from Estonian and children with a migration background to promote their Estonian language skills".</p> <p>According to the Estonian Education Information System (EHIS), 104 war refugees work as teachers in</p>

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			<p>Estonian schools, with additional individuals working as psychologists, support persons, speech therapists, social pedagogues, cooks, cleaners, and in other roles.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes. The Ministry of Education and Research is focused on the professional development of teachers, with one of the key focuses being teaching in a multicultural and multilingual environment. Professional development for education sector employees is planned within the Swiss-Estonian Cooperation Program. With the support of Switzerland, through professional development, best practices will be introduced to educational institutions on how to conduct teaching more effectively in a multicultural and multilingual environment. This goes hand in hand with the implementation of contemporary teaching approaches. Harno (The Education and Youth Board) has compiled various learning materials and tools to support immigrant children. These materials are meant to guide teachers, school leaders, and other members of educational institutions in addressing topics related to the war in Ukraine. There are lesson materials that discuss the crisis, media warfare, as well as materials related to mental health and anxiety.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>No</p>
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4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?

Feedback on achieving learning outcomes is primarily collected by the state through national level tests, basic school final exams (grade 1-9), and state exams in upper secondary schools (grade 10-12). Samples are compiled for conducting the level tests. Students whose native language is not Estonian, according to the Estonian Education Information System database, will take the Estonian as a second language level test.

Therefore, the sample includes non-Estonian native-speaking children learning Estonian in various educational forms and different volumes: children studying in Estonian-language schools, children studying in Russian-language schools, and children studying in immersion classes. Thus, all children of third-country immigrants whose native language is not Estonian will participate in the Estonian as a second language level test. In natural science and mathematics level tests, children of third-country immigrant citizens may participate voluntarily.

All students must take basic school final exams at the end of the 9th grade. Separate statistics on students from third countries are not collected there. Similarly, statistics on the state exam results of students from third countries are not collected.

5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.

Regarding Ukrainian children in the Estonian education system, the main challenges are the language barrier, teaching in bilingual classrooms, significant differences between the Estonian and Ukrainian

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			<p>curricula, and providing support for Ukrainian students. This has resulted in an additional workload for teachers and, consequently, a shortage of teachers, teaching assistants, and support specialists. Furthermore, many Ukrainian parents want their children to attend Estonian school while also participating in Ukrainian distance learning, which creates a double workload for the children.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Most of the statistics collected in Estonia regarding migrant children who are third-country nationals applies to children from Ukraine. Ukrainian students have generally adapted well to Estonian schools. This was the finding of a survey conducted by the Ministry of Education and Research in December 2022, where 57% of schools with Ukrainian students reported positive adjustment.</p> <p>Schools support students with a migration background by offering assistance in both language learning and adapting to the school environment. Typically, a student is placed either in the age-appropriate class or, with the consent of the parent, one year lower to ensure the possibility of more intensive Estonian language learning. Students whose native language is different from Estonian are provided, under the conditions specified in the regulations, with two hours a week of teaching their native language and culture to maintain a connection with their language and culture.</p> <p>Other good practices: Possibility to choose the subjects based on their academic interests has supported adaptation of Ukrainian children to school life in Estonia Ukrainian war refugees working in Estonian schools as teachers or support persons for children</p>
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+	EMN NCP Finland	Yes	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES. Immigrants and asylum seekers who live in Finland and are of compulsory education age (7–17 years) are entitled to the same basic education as Finns. In basic education, pupils of compulsory education age are placed on the grade level that matches their age, knowledge and skills. Supportive teaching and special needs education, if needed, in various subjects should be provided for newcomers. In many municipalities, pupils of compulsory education age can participate in preparatory education that prepares them for basic education and lasts for one year. In preparatory instruction groups, pupils study Finnish and key content areas and concepts in other subjects. When a pupil has sufficient language skills, they can move to the grade that matches their age and skills.</p> <p>Immigrant pupils participate in all of the same education, teaching and training as the native learners. Preparatory education, Finnish/Swedish as a second language education (both official languages in Finland), pupil’s own mother tongue education as well as support is provided to achieve the language of instruction and other necessary skills. In Finnish schools the goal is to create a school culture that promotes learning, participation, well-being and a sustainable way of living for all pupils. To support the language-awareness at schools, there is a digital tool available. The Roadmap for schools to support language(s) of schooling (<a href="http://www.ecml.at/roadmapforschools">www.ecml.at/roadmapforschools</a>) enables schools to set up a tailor-made whole-school strategy to support the development of pupils’ competences in the language(s) of schooling.</p> <p>Other tailored support measures include studies of Finnish as a Second Language (FSL) as a sub-subject of the subject Mother tongue and literature. There is also a Swedish version called Swedish as a Second Language for the pupils in Swedish medium (Swedish-speaking) schools. FSL has a curriculum of its own as one chapter in the National Core Curriculum for Basic Education, in close cooperation with other Finnish studies during school years. Additionally, municipalities can offer studies in Mother tongues, e.g. in Arabic, Russian, Somali, Estonian etc. This is a voluntary subject regulated in the National Core Curriculum and offers 2 lessons of Mother tongue studies per week. There are also local supportive teaching models to enhance learning of Finnish/Swedish and Mother Tongues.</p>
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			<p>Between lower and upper secondary education there is a possibility for preparatory education. These TUVA-studies (Preparatory education for programmes leading to an upper secondary qualification) are open for all, but mainly used by immigrants for language studies and basic skills training before entering VET-studies (Vocational education and training).</p> <p>Students in general upper secondary education and vocational education and training are entitled to learning support as part of qualification and degree programmes. Students are entitled to special education if, due to verified learning difficulties, they need regular and long-term special education to achieve the objectives of the qualification and the support for learning is not sufficient for the student's needs for support.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes, for instance The Roadmap for schools to support language(s) of schooling. Other materials include e.g. following titles produced with public funding: Kielestä koppi, Minästä kiinni, Tähtijengi and other materials for FSL. Finnish National Agency for Education offers also in-service training for teachers and other school staff on various themes.</p> <p>VET (Vocational education and training) teachers are given opportunities to learn language awareness skills in order to be able to modify their pedagogical approach to different kinds of student groups. Ministry of Education and Culture has allocated funding for the years 2023-2027 for this.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p>
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			<p>YES. Under the Ministry of Social Affairs and Health, Finland has a general policy on the national level to promote participation, strengthen inclusion and social wellbeing and to reduce inequality: <a href="https://stm.fi/en/promoting-participation">https://stm.fi/en/promoting-participation</a>. The Finnish Institute for Health and Welfare (THL) produces statistical information on social exclusion and social inequality. THL also produces support material that is suitable for professionals in various fields working with immigrants. Mieli ry (Mental Health Finland) and Plan International Finland organize different support programmes for migrant children to prevent discrimination and the difficulties caused by discrimination.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>YES. The Finnish Education Evaluation Centre (FINEEC) is responsible for the national evaluation of education. Evaluations of learning outcomes assess the achievement of the objectives set in the national core curriculum for different subjects. Migrant children participate in these evaluations, which are sample based, and their results can be compared to the native children's' results.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>The main challenges are establishing a language-aware approach as part of the operational culture and teaching methods, practices for integrating students in preparatory education into basic education and appropriate arrangements and learning support when transitioning to basic education. Broader challenges</p>
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			<p>are the increase in social inequality, regional differentiation and school segregation. In VET (Vocational education and training), there are not enough qualified FSL (Finnish as a second language) teachers available for VET providers outside bigger cities.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Well organized preparatory education for migrant pupils in close integration with mainstream classes, enhanced support for migrant pupils who integrate to Finland as teenagers with a very limited school background or no school background at all, empowering parents by e.g. family school activity aimed at immigrant families, supporting integration and family well-being and cooperation between home and school, and women's activities to support the integration and networking of mothers. Another good practice are the preparatory TUVA-studies between lower and upper secondary education. These studies are mainly used by migrants for language studies and basic skills training before entering VET studies.</p>
	<p>EMN NCP France</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. School is a right for all children residing in France and common law applies to them in every respect.</p>

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			<p>They are therefore subject to the same conditions as everyone else and to the same rules of compulsory education from the ages of 3 to 16 and compulsory training from the ages of 16 to 18, whatever their nationality, migratory status or previous experience. In accordance with circular letter no. 2012-141 of 2 October 2012, the French school system has established a protocol for welcoming and registering newly arrived allophone (i.e. non French speaking) pupils' as part of the organisation of their schooling from the first year of elementary school. The aim of this circular is to implement the principles of inclusive education and access to quality training of newly arrived allophone pupils, as set out in Articles L. 321-4 and L. 332-4 of the French Education Code and reaffirmed in Law no. 2013-595 of 8 July 2013 on Guidance and Programming for Restructuring Schools. Allophone pupils benefit in the same way as other pupils from common rights to support their learning.</p> <p>Reception and schooling are based on shared principles such as:</p> <ul style="list-style-type: none"><li>The enrolment of an allophone pupil in the ordinary class corresponding to his/her grade and age (with a maximum gap of two years in relation to the reference age of the class concerned);</li><li>The assignment of a teaching module in French as a second language to an unit known as an educational unit for newly arrived allophone pupils "unité pédagogique pour élèves allophones arrivants" - (UPE2A) or UPE2A NSA (educational unit for pupils who have not previously attended schools) corresponding to the pupil's linguistic needs and the learning of French as a second language, the language of schooling;</li><li>The inclusion in an ordinary class with accessible lessons according to the pupil's profile. Care must be taken to ensure that the pupil follows the entire teaching sequence, whatever the subject, in order to facilitate the learning;</li></ul> <p>In total, he/she follows a number of hours equivalent to those scheduled in the ordinary classes of his/her school or establishment;</p> <p>He/she takes part in the projects and outings of his/her enrolment class, even if he/she does not yet attend all the lessons in his/her class;</p> <p>The participation in workshops, arts and culture clubs, common law programs (learning vacations, homework done, success courses, etc.) and school sports association activities is encouraged;</p> <p>Differentiated teaching practices are implemented in the ordinary classroom to meet his or her needs;</p> <p>A personalized monitoring is organised to ensure continuity of learning, in case of a teaching group in a different establishment, or when the pupil returns to the local school or establishment;</p> <p>The educational support and assistance mechanisms available in the school or establishment are mobilised,</p>
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			<p>according to the pupil's needs, to help him/her continue his/her education.</p> <p>In addition, pursuant to circulat letter no.2017-060 of 3 April 2017, the Ministry of the Interior and the Ministry of National Education, Higher Education and Research are co-piloting the Opening Schools to Parents for Children's Success (OEPRE) scheme, which the aim is to offer parents of allophone pupils free training in learning French, discovering the values of the French Republic and the way the school work, so that they can provide the best possible support for their children's schooling to ensure their success and equal opportunities. Depending on the local needs, the workshops are aimed at newly arrived allophone parents, including those benefiting from the international protection, who are third-country nationals (a priority target group for the Ministry of the Interior) and other allophone parents, where appropriate. Funding from the two ministries complements each other to cover these audiences.</p> <p>The aim of the training courses is to improve the skills of the beneficiary parents in three ways:</p> <ul style="list-style-type: none"><li>- the acquisition of the French language (understanding, speaking, reading and writing). The aim is to enable parents to:<ul style="list-style-type: none"><li>understand written documents relating to their children's schooling (school reports, school's correspondence books, school timetables, etc.) ;</li><li>take part in oral discussion about their children's schooling and in parents-teachers meetings.</li></ul></li><li>- the knowledge of the values of the Republic and their application in the French society. The aim is to enable parents to:<ul style="list-style-type: none"><li>embrace the values of the French Republic, such as freedom, equality (including equality between men and women), fraternity, secularism and the right to education;</li><li>understand and know their way around the implicit social customs of everyday life. Examples: making appointments, ways of addressing others, rules of politeness;</li></ul></li><li>- the knowledge of the way the school works and what it expects of pupils and parents. According to the terms of the circular no. 2013-142 of 15 October 2013 on the relationship between parents and teachers, third-country nationals allophone parents must:<ul style="list-style-type: none"><li>be able to cooperate with the school with a view to co-education, in particular by knowing the roles of the various stakeholders involved;</li><li>have effective access to their right to information and expression;</li><li>be able to keep track of their children's schooling, by understanding the rules governing schools and establishments and school documents (school reports, liaison books, etc.).</li></ul></li></ul>
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			<p>Moreover, in March 2021, the President of the French Republic launched the 1 young 1 mentor plan, with the aim of expanding the mentoring practices in France. Young people in vulnerable situations are particularly targeted by this policy. These vulnerabilities can be identified on the basis of a number of potential factors, such as the young person's geographical origin, economic situation or specific circumstances. Young newly arrived are among the target groups. The actions proposed by the associations aim to support their training path and integration. In 2019, a mentoring collective was set up and is now made up of 75 organisations developing mentoring programmes for young people (aged from 5 to 30), including allophone pupils.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes. The French school system is equipped with academic centres for the education of newly arrived allophone pupils and children from itinerant and traveling families (CASNAV) which, in accordance with the circular letter no. 2012-143 of 2 october 2012, provide the Rector and academic directors with expert advice on the organisation and management of schooling for newly arrived allophone pupils in France, on teaching resources and on training of teachers and managers. As such, it provides support to the educational teams involved in the education of allophone pupils in schools and educational establishments. This support takes the form of pedagogical assistance, training and advice for teachers to facilitate the reception, care and assessment of allophone pupils. Educational documents are available on the CASNAV academic websites. The Ministry of Education has drawn up, with the CASNAV network, materials that are available on the Ministry of National Education (EDUSCOL) website:</p> <ul style="list-style-type: none"><li>- a bilingual welcome booklet, a written and audio information and communication tool aimed at newly arrived allophone pupils and their parents, the public services concerned and association networks discovering the French education system;</li><li>- documents to guide schools and establishments in welcoming pupils and their families;</li></ul>
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			<p>- benchmark documents to support the inclusion of allophone pupils and develop differentiated teaching practices, teaching resources to support pupils who cannot benefit from an educational unit for newly arrived allophone pupils UPE2A scheme at primary and secondary schools;</p> <p>- links to online training courses for teachers on learning French as a second language, French as a language of schooling and teaching practices related to the disciplines. Here are some examples of self-training courses available online since May 2019: “What is an incoming allophone pupil” (4403 registrations), “Accompanying an incoming allophone pupil in school” (4958 registrations) and “Teaching reading to an allophone pupil” (5975 registrations).</p> <p>Since June 2022, the national management of the CASNAVs has been strengthened by the creation of a network bringing together the academic heads of the CASNAVs on a regular basis. Led by the General Directorate for Education (DGESCO), the purpose of the network meetings is to strengthen communication between the central administration and the CASNAVs and to encourage pooling and cooperation between academic centres. A professional development space dedicated to CASNAV managers and academic coordinators, on the M@gistère platform, facilitates exchanges between territories and strengthens the management and coordination of the network.</p> <p>- tools for academic and linguistic assessment of allophone pupils, such as the reading comprehension and mathematics assessment tools, translated into 24 languages, available on the Teacher Education network website (CANOPE), make it possible to build on pupils’ skills and develop pathways according to their needs. The “positioning test” test is available to the educational team that will be welcoming the pupil.</p> <p>With regard to local training initiatives run by the CASNAVs:</p> <p>- CASNAV is often involved in initial teacher training and in-service training, as part of the academic training plan, departmental plans and local courses in schools and establishments;</p> <p>- CASNAV prepares primary and secondary school teachers for additional certifications in French as a second language. Teachers assigned to an educational unit for newly arrived allophone pupils (UPE2A) without certification receive support.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant</p>
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			<p>children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>Yes. The policy for the inclusion of allophone pupils in France has introduced into the French school system a national educational project deployed at academic, departmental and local levels, based, on the one hand, on principles shared by all those involved in education, such as the professional posture and ethics necessary for taking into account the linguistic and cultural otherness and on the other hand, on explicit procedures toward inclusive education ensuring that allophone pupils have access to schooling under the best conditions, while taking account of their specific needs, thereby preventing discrimination and the segregation of allophone pupils.</p> <p>The policy of preventing racism and anti-semitism is based on the inclusion of these schemes in teaching content, the promotion of dedicated educational actions, the establishment of specific cooperation with associative or institutional partners and the training of the staff concerned. On 30 January 2023, the Prime Minister presented a national plan against racism, anti-Semitism and discrimination on grounds of origin (2023-2026). A vademecum entitled Acting against racism, anti-semitism and discrimination on grounds of origin (“Agir contre le racisme, l’antisémitisme et les discriminations liées à l’origine” – (version of June 2024) is made up of a set of sheets designed to help understand, analyse, respond to and prevent racist and anti-semitic acts in schools. In addition, training courses and resources are available for education staff.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>Yes. There is no cohort monitoring of allophone pupils at national level. A national survey on newly arrived allophone pupils (élèves allophones nouvellement arrivés-EANA) with needs in the learning of French as a second language, the language of schooling for at least one period of the current year carried out by the Directorate of Evaluation, Forecasting and Performance (direction de l'évaluation, de la prospective et de la</p>
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			<p>performance-DEPP) of the Ministry of National Education and the information note enables the number of allophone pupils to be tracked, distinguishing between pupils who have previously attended school and those who have not, and their access to services according to the type of care provided. National assessments are carried out for all pupils. Allophone pupils are subject to an assessment of prior learning upon arrival "a positioning test" (assessment of skills in French, written comprehension in the first language, mathematics in the pupils' first language, other languages if possible). After that, skills are monitored in the same way as for other pupils, as part of the single school record book for primary and secondary schools ("livret unique scolaire-LSU"), with assessments of pupil's achievements and progress. In addition, the scholar version of the Diploma in French Language Studies ("diplôme d'études en langue française-DELF") is offered every year to primary and secondary pupils under an agreement between the French Ministry of Education and 'France Education International' (a public service provider responsible for a wide range of certifications in French as a foreign language to confirm skills in French, from learning as a beginner to more advanced levels the certifications on behalf of the ministry of Education, enabling assessment in line with the Common European Framework of Reference for Languages (CECRL).</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>The information report submitted on 15 March 2023 to the Presidency of the Senate the education of allophone pupils has identified a number of challenges concerning the adaptation of allophone pupils in primary and secondary schools in particular:</p> <ul style="list-style-type: none"><li>- the absence of a specific national education benchmark for assessing pupils leaving the educational unit for arriving allophone pupils "unité pédagogique pour élèves allophones arrivants (UPE2A). As a result, at the end of their year in the UPE2A, pupils return to the ordinary classes without any assessment of their level, either in French as a second language or in the general subjects they will be required to take. The Defender of Rights' report in 2019 already indicated "that the actual exit from the UPE2A system was almost never decided on the basis of the pupil's academic performance in the reference class or the progress made</li></ul>
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			<p>by the pupil since his or her arrival in the education system;</p> <ul style="list-style-type: none"><li>- Excessively long delays in the assignment of allophone pupils to the secondary school level: Significant slippage have been noted in the delays in assignating allophone pupils to the secondary school level, due in particular to the overcrowding of reception facilities and the summer closure of test facilities. In 2020-2021, 53 % of lower secondary school pupils waited less than two weeks, but 15 % waited more than three months. By 2022-2023, 55,4 % of newly arrived allophone lower secondary pupils are enrolled in a fortnight or less. Such delays are difficult to accept, as they contribute to the delay in school attendance, which is mandatory;</li><li>- Teacher training is lacking: the survey of the education authorities indicates that teachers in an educational unit for arriving allophone pupils "unité pédagogique pour élèves allophones arrivants (UPE2A) are far from all certified in French as a second language (FLS). In this regard, even though the CASNAV provide training for teachers assigned to UPE2A and to ordinary class and more broadly for educational teams, in-service training for teachers in welcoming allophone pupils in ordinary schools remains very limited. In 2020-2021, only 0,26 % of primary school teachers and 2,2 % of secondary school teachers had receive continuous training in this area.</li></ul> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The information report submitted on 15 March 2023 to the Presidency of the Senate on the education of allophone pupils has identified good practices in adapting to the needs of allophone pupils in primary and secondary schools, in particular:</p> <ul style="list-style-type: none"><li>- the rapidity with which allophone pupils are assigned in primary school level: In the primary school level, the assignment of allophone pupils can be very fast, particularly if the school has an educational unit for arriving allophone pupils "unité pédagogique pour élèves allophones" (UPE2A), as the assessment of prior learning upon arrival "the positioning test" is carried out at the same time or after the enrolment in a school,</li></ul>
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			<p>and the placement in the UPE2A is generally done at the same time as the enrolment. In 2022-2023, 69,4 % of allophone pupils were assigned to a primary class on the same day as their placement. Enrolment has risen sharply, both in primary (+16 %), lower secondary "collège" (+14 %) and upper secondary "lycée" (+19 %) levels. By 2022-2023, nine out of ten allophone pupils have benefited from linguistic support: 84 % in primary, 92 % in lower secondary "collèges" and 88 % in upper secondary schools "lycées". By 2022-2023, 55,4 % of newly arrived allophone lower secondary pupils are enrolled in a fortnight or less;</p> <ul style="list-style-type: none"> <li>- the rapid enrolment of thousands of Ukrainian pupils: Since 24 February 2022, displaced children from Ukraine have been welcomed in schools and given extra support in learning French, either through UPE2A classes or by following modules in French as a second language. In November 2022, 20 075 Ukrainian pupils were enrolled in France, 54 % of them in primary school and 33 % in lower secondary school. In addition, the Ministry of Education has set up a national unit responsible for monitoring and coordinating ministerial issues relating to the Ukrainian crisis;</li> <li>- Good schooling conditions for allophone pupils in the education unit for arriving allophone pupils: allophone pupils receive support in learning French and are included in ordinary classes to varying degrees;</li> <li>- the introduction of exam adaptations for allophone pupils who have newly arrived in France: authorisation to use a bilingual dictionary, a provision enabling the construction of a pathway for the gradual acquisition of the knowledge and skills of the programme in the second year in college (high school);</li> <li>- a recent human resources tool can be used to count teachers with the certification in French as a second language (FLS);</li> <li>- the setting up training courses for teachers assigned to an educational unit for newly arrived allophone pupils (UPE2A), to ordinary classes, as well as the educational teams.</li> </ul>
	EMN NCP Greece	<b>Yes</b>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or</p>

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			<p>psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Contributions by the Ministry of Education, Religious Affairs, and Sports</p> <p>Law No. 1566/1985 [Government Gazette (G. G.) A' 167], as in force, stipulates that school attendance is compulsory at pre-school, primary school and lower secondary school, provided that the pupil has not exceeded the age of 16. Anyone who has custody or actual care of a minor and fails to enrol the minor in a school or supervise the minor in terms of their school attendance shall be punished with imprisonment of up to two (2) years and with a fine.</p> <p>Children from vulnerable social groups are accepted at schools regardless of whether they have registered or have not registered in Registries or Municipal Rolls. Furthermore, their registration shall not be impeded if a certificate of permanent residence is missing, instead any evidence indicating the pupil's home address is accepted, thus the principle of leniency applies. Where registration is impossible due to non-vaccination, it is necessary to cooperate with local government authorities, the NPHO (National Public Health Organisation), etc.</p> <p>Similarly, it is necessary to cooperate with those bodies so that the medical examinations required for the issuance of a Student Health Certificate (AD.Y.M.) are also carried out. In any case, the school should be the first to contact the body which will carry out the vaccination. Finally, the enrolment of pupils from vulnerable social groups in the non-compulsory all-day programmes is unconditional.</p> <p>Additionally, according to relevant Ministerial Decision (G.G. B' 4183/2020) at the beginning of each school year, a School Life Counsellor – or two School Life Counsellors, if the school's pupil population is more than 150 pupils – is appointed in each secondary education school. The main responsibilities and duties of the School Life Counsellor include: counselling, informing and supporting pupils, parents, and guardians, on topics related to pedagogy, to the address of issues in areas of concern to the school, including, but not limited to, crisis management, and prevention of extreme behaviours,</p>
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			<p>encouraging and strengthening the communication of the school with the family and the wider community, providing support through socio-educational programmes, methods and practices for the creative connection between school, family and community as well as for their cooperation, with the purpose of crisis management, i.e. the prevention of all types of anti-social behaviour, the support of pupils with special learning or emotional difficulties, the support of them and their families, etc.</p> <p>In addition, by Ministerial Decision, secondary education schools are included in the Educational Priority Zones (ZEPs), where ZEP Reception Classes (RCs) I and II may be operated. The operation of Reception Classes is aimed at reducing the early school leaving of pupils from vulnerable social groups and of pupils with special cultural and religious background, as well as at improving learning outcomes, mainly in literacy and numeracy and also in additional subjects, so that pupils are able to cope with their curriculum and remain in the education system by completing their studies. The general purpose of the implementation of the ZEP programme is to formulate and test, under real classroom conditions, alternative and flexible educational approaches of differentiated teaching, so that it is ensured that pupils from areas with low educational and socio-economic indicators are equally integrated into the educational system [Law No. 3879/2010 (G. G. A' 163)] and that social and economic barriers which hinder the pupils' progress are removed.</p> <p>Moreover, taking into account the specific characteristics of the refugee population, as well as the size of the pupil population, there have been established Reception Facilities for Refugee Education, which operate within the framework of the formal education system and apply specialised curricula of limited duration.</p> <p>Also, since the school year 2021–2022, the curriculum of all types of compulsory education, i.e. pre-schools, primary schools and lower secondary schools, includes in the weekly timetable, for all pupils, the teaching unit titled “Skills workshops aiming at strengthening the cultivation of soft skills, life skills, technology and science skills in pupils” [Article 52, Law No. 4807/2021 (G.G. A' 96)].</p> <p>What is more, the Ministry of Education, Religious Affairs, and Sports implements, in cooperation with the Ministry of Social Cohesion and Family Affairs, the programme titled “School Meals”, which involves the provision of a hot lunch to pupils of selected public primary schools in the country. One of the criteria for</p>
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			<p>selecting a particular school is the attendance of a high number of pupils coming from vulnerable social groups.</p> <p>Finally, in order to enhance school attendance and psychosocial support of pupils from vulnerable social groups, Article 70(6) of Law No. 4485/2017 (G.G. A' 114) is in force, according to which members of Special Teaching Staff who are civil servants with specialisation PE23 Psychologist (Note: PE is used in the Greek public sector to indicate that the person is a civil servant holding a university degree) and PE30 Social Worker can perform duties in specific units of general and vocational education, if there are special needs to support vulnerable social groups or it is deemed necessary to implement psychosocial and emotional support programmes for pupils.</p> <p>Contribution by the General Secretariat for Vulnerable Citizens and Institutional Protection of the Ministry of Migration and Asylum</p> <p>Article 55(1) of Law No. 4939/2022 and Article 21(7) and (8) of Law No. 4251/2014 stipulate that third country minors are facilitated to enrol in the public education system, in all classes of pre-school, primary school, secondary school and exclusively in the first grade of upper secondary school, at any time during the academic year, with incomplete documents, even if their legal residence in the country has not been regulated. Moreover, both the General Secretariat for Vulnerable Citizens and Institutional Protection of the Ministry of Migration and Asylum and the Ministry of Education, Religious Affairs and Sports highlight that, if during the enrolment of a minor foreign pupil not all supporting documents required for the enrolment are available, the school shall cooperate with the pupil's parents/guardians so that they are complemented.</p> <p>Also, Article 55(2) of Law No. 4939/2022 stipulates that minors must be enrolled in a public school no later than three months after their identification. If there are reasons why the minor cannot attend school, special measures must be taken [Article 55(4)]. Unaccompanied minors are also subject to compulsory school attendance in the same way as nationals, according to the provisions of Law No. 1566/1985, as in force (G. G. A' 167).</p> <p>To support both the access and enrollment of unaccompanied minors in school and the attendance of</p>
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			<p>classes, the following are being implemented:</p> <p>compulsory Greek language teaching for a minimum of six (6) hours per week within the accommodation facilities,</p> <p>access to remedial or additional teaching shall be ensured for minors who have learning gaps or need additional support to participate and respond successfully to the pace of formal education,</p> <p>compulsory employment of teachers within the accommodation facilities. Each Accommodation Center for Unaccompanied Minors must have one teacher if it accommodates up to 15 children, and two teachers if the number of the accommodated minors ranges between 16 and 30 people. It should also be noted that teachers are also employed in the context of the accommodation of unaccompanied minors in supervised semi-independent living apartments.</p> <p>in order to enhance school attendance and reduce student dropout, the above-mentioned General Secretariat proposed and incorporated a provision in the Migration Code (Law No. 5038/2023, Article 161), according to which: "Third-country nationals residing in the country are granted a ten-year residence permit, which provides the right to full access to the labor market, provided that: [...] c) they are adult third-country nationals or stateless persons who have entered Greece as unaccompanied minors and have successfully completed at least three (3) grades of secondary education in Greek schools in Greece before reaching the age of twenty-three [...]".</p> <p>the concept of guardianship plays a supporting role in the effort to integrate unaccompanied minors who are third country nationals into our country. Each unaccompanied minor has a guardian who ensures their best interests and overall well-being. With regard to the minor's education and training, the guardian registers the minor in the country's formal education system, communicates with the teaching staff, receives the minor's grades, ensures the minor's access to vocational training and non-formal education, and the learning of the Greek language as well as of the mother tongue or other languages. To this end, it again cooperates with the staff of the minor's accommodation facility or with the minor's carers, to set common objectives and take coordinated action for the child's education. The accommodation facility responsible for the child's care supports the formal and non-formal education of the minor, as among the staff members of the accommodation facility there is a teacher for that purpose.</p>
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			<p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>According to the contribution by the General Secretariat for Vulnerable Citizens and Institutional Protection of the Ministry of Migration and Asylum, as part of the support for teachers working in the accommodation facilities, the Unit for Integration and Support for Unaccompanied Minors has been organising fixed, monthly online teacher's meetings since 2020. These meetings consist of educational seminars and training, while an exchange of good practices is taking place among employees working in the field so that they in turn support unaccompanied minors in studying and attending school.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>-</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>-</p>
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5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.

6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.


According to the contribution by the Social Integration Directorate of the Ministry of Migration and Asylum, within the framework of the program “All Children in Education” (ACE), implemented by UNICEF from 2021 to 2024 and monitored by the Ministry of Migration and Asylum, 25,366 refugee and migrant students benefited by receiving language support and help with their homework, in 40 locations across the country. Among the children who benefited from the program, 5,982 were unaccompanied minors or separated from their families, and 273 children had disabilities.

The program served as a true “bridge” between non-formal and formal education, additionally preventing school dropout: 75% of ACE students enrolled and remained in the Greek public school system.

Alongside non-formal education, 8,322 ACE children received structured psychosocial support activities, 532 were referred to specialized services, 4,642 children were supported for their enrollment in public schools, and 379 schools received support through interpretation services.

A range of teaching and learning tools were developed through the program, including a rapid learning program, which is now available for use in schools as educational material for secondary school students

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			<p>with a refugee or migrant background, as well as for children with disabilities and special educational needs.</p> <p>Additionally, more than 5,000 teachers were trained in inclusive education methodologies and pedagogy through Teach4Integration – a certified 400-hour capacity-building program implemented in collaboration with the Educational Policy Institute of the Ministry of Education, Religious Affairs, and Sports.</p> <p>These achievements and lessons emerged from the three-year implementation of the “All Children in Education” program, which was an initiative of the Ministry of Migration and Asylum, co-funded by the European Union and implemented by UNICEF in collaboration with various NGOs and academic partners.</p> <p>Following the completion of ACE under UNICEF’s direct management with EU co-funding, a process of transferring the program to the Ministry of Migration and Asylum began, and the Ministry is currently planning the continuation of the program, with a focus on Greek language.</p>
	<p><b>EMN NCP Hungary</b></p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes</p> <p>Primary concern is the support of Ukrainian children (largest nationality of migrant children - approximately 5000 ) who joined the Hungarian education system since 2022.</p> <p>To facilitate a smooth adaptation and to ensure the easiest possible integration into the schoolwork, the Government decided in its Government Decree 229/2022 (VIII. 29.) on the funding necessary for the</p>


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			<p>development, education and training of pupils entitled to temporary protection in public education and vocational training institutions to provide refugee pupils with an additional 5 lessons per week besides the normal school timetable.</p> <p>Children from larger diasporas (English, German, French speaking countries), as well as from neighbouring countries usually attend bilingual international or national minority schools, where (partial) education in first language is available. Special mentorship or psychological consultation is organized on school level when needed.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES.</p> <p>Regarding educational materials for better integration, for example, there is a workbook and a textbook for Ukrainian pupils to support their Hungarian language learning. The books are called Hungarian language for beginners. These books are included in the official textbook list for schools, which means that these are available free of charge for pupils.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>No</p>
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			<p>The relatively low number of migrant children does not justify such targeted initiatives.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>There is no separate monitoring. According to the legal requirements, the pedagogical programme of the school specifies the evaluation process, the methods of monitoring and how to assess pupils' schoolwork, so the assessment of pupils' progress is based on their periodic evaluation process.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>A challenges arise from the transition between different school systems (for exmple, from Ukrainian to Hungarian). The different school curricula may necessitate grade retention.The lack of knowledge of Hungarian language is a significant challenge.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p>
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			<p>Targeted Hungarian language courses for Ukrainian children - 5 lessons per week, extracurricular. Large number of bilingual schools throughout the country.</p>
	<p>EMN NCP Ireland</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. Schools across Ireland welcome children of all backgrounds and nationalities.[1] All migrant children including children of international protection applicants, children of migrant workers and unaccompanied minors can access primary and post-primary education in a manner similar to Irish nationals, until they have reached 18 years of age.[2]</p> <p>Following the large influx of children and young people in Ireland as a result of Russia's invasion of Ukraine, there have been further developments in the Irish education system to shape a more inclusive and diverse curriculum for children and students in Ireland.[3]</p> <p>According to the Department, key to facilitating access to Ireland's education system is that all recognised schools have policies and procedures in place that promote and facilitate the inclusion of all children and their families, including refugee and migrant children which is underpinned by The Education (Admission to Schools) Act 2018, which ensures equity in enrolment policies.[4][5]</p> <p>Ireland provides a range of tailored support measures to help migrant children adapt to different cultural environments in schools. According to the Department of Education, inclusive education is a fundamental principle of Ireland's education and training system – "a system that welcomes and meaningfully engages all learners".[6] This includes:</p>

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			<p><b>Regional Education and Language Teams</b></p> <p>The Regional Education and Language Teams (REALT), hosted by the 16 Education and Training Boards (ETBs) across Ireland, play a crucial role in enrolling migrant children in local schools.[7]</p> <p>The primary role of the REALT is to assist children in finding school places and to support schools to meet the needs of these children as they emerge. The REALT also advise and support the Department in developing new capacity where required, and to co-ordinate the provision of education services to children and families across their defined area. These teams work with the Education Welfare Service and act as a liaison between schools, local education support services and national support structures for Ukrainian children, IPAS arrivals and children arriving under the Irish Refugee Protection Programme (IRPP). Education Welfare Service (EWS)[8]</p> <p>The EWS operates under the Education (Welfare) Act, 2000, a piece of legislation that emphasises the promotion of school attendance, participation and retention. This is a statutory service, and its primary role is to ensure that every child either attends school regularly or otherwise receives a certain minimum education; to ensure and secure every child's entitlement to education. Educational Welfare Officers (EWOs) work with families and children in a child-centred way to overcome barriers to their school attendance, participation and retention. EWOs work closely with REALT, schools, educational support services and other agencies to support school attendance and resolve attendance problems for the benefit of children and families.</p> <p><b>Additional Supports</b></p> <p>Many additional resources and supports are now provided in all recognised Primary and Post Primary schools to address specific challenges faced by migrant children and young people enrolling in school in Ireland for the first time.[9]</p> <p>School policies and supports that are part of the inclusive multicultural environment of the school will underpin the approach to inclusion and will inform the response of schools.[10]</p> <p><b>English as an additional language (EAL)[11]</b></p> <p>The Special Education Teaching allocation provides a single unified allocation for special educational support teaching needs to each school, based on each school's educational profile and encompasses the Language Support (EAL) allocation that schools were allocated in previous years. All schools are advised in the first instance to review whether the needs of newly enrolled pupils can be met from within existing allocations.</p> <p>The Department has adapted to the dynamic landscape of student enrolment particularly with the increase</p>
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			<p>of newly arrived students into the country who require support with English as an additional language.[12] The Department's policies enable flexible resource allocation, including additional EAL hours and positions, to meet these varying needs. Schools may also apply for further language support through the staffing appeals process.[13]</p> <p>The Department's Inspectorate report 'Meeting Additional Language Needs – Whole-school and Classroom Approaches for Inclusive Language Learning'. Published in February 2024, this review focused on the quality of teaching, learning and assessment for children and young people learning English as an additional language.[14] Areas for improvement were identified included promoting school attendance among children and young people and implementing the most effective teaching, learning and assessment approaches to meet their identified language needs.</p> <p>The Department is currently reviewing the Inspectorate report, with a view to identifying actionable measures based on the recommendations that can be implemented by various sections across the Department.[15]</p> <p>English to Speakers of Other Languages (ESOL)</p> <p>To provide for English language support to speakers of other languages (ESOL), additional resources are available to schools in addition to EAL supports. ESOL is provided through the Education and Training Board (ETB) network, where panels of tutors will be available to provide supports to schools at local level.[16]</p> <p>Parents or guardians, who themselves have very low host language proficiency will also require and have access to English language learning programmes delivered through appropriate further and adult education structures.</p> <p>Primary &amp; Post Primary School Mainstream Staffing Allocation</p> <p>The key factor for determining the level of staffing resources provided at individual school level is the staffing schedule for the relevant school year and pupil enrolments on the previous 30 September.[17] The staffing arrangements include a provision whereby schools experiencing rapid increases in enrolment can apply for additional permanent mainstream posts, using projected enrolment. This would include where a large number of migrant children are enrolled in a school.</p> <p>The staffing process also contains an appeals mechanism for schools to submit a staffing appeal under certain criteria, including a specific one aimed at small schools, to an independent Primary and Post Primary Staffing Appeals Board.[18]</p>
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			<p><b>Special Education Needs Allocations</b> Since 2022, the Department also provides additional temporary special education supports for schools enrolling Ukrainian and International Protection students.[19] This scheme was designed to ensure that the children and young people could continue their education in the most inclusive environment possible. The allocation of these supports is based on school enrolments and is adjusted approximately every six weeks to take account of changes.[20]</p> <p><b>Wellbeing Framework</b> The Department of Education's Wellbeing Policy Statement and Framework for Practice (2018) promotes a whole-school, preventative approach to supporting student wellbeing and mental health.[21] It focuses on social-emotional skill-building, supportive relationships, and a safe school environment where students feel connected and heard. Schools use self-evaluation to address their specific wellbeing needs.[22]</p> <p>The National Educational Psychological Service (NEPS) is the psychological service of the Department and provides educational psychological support to primary, post-primary and special schools in Ireland. NEPS has developed a range of supports and resources for refugee and migrant children, including well-being resources for students.[23] NEPS provides schools with casework support for individual students, training and development for teachers in wellbeing promotion, ongoing advice and support, and critical incident response.[24]</p> <p><b>Delivering Equality of Opportunity in Schools (DEIS) Programme</b> Supplementing the universal supports available to all schools, the Delivering Equality of Opportunity in Schools (DEIS) Programme is a key policy initiative of the Department of Education to address concentrated educational disadvantage at school level in a targeted and equitable way across the primary and post-primary sector.[25]</p> <p>The DEIS programme is targeted at schools with the highest levels of concentrated disadvantage. Additional schools included in the programme from 2022 were those with the highest levels of concentrated disadvantage as identified through the refined DEIS identification model. The refined DEIS identification model includes a component to reflect the level of educational disadvantage experienced by students who reside in International Protection Accommodation Services (IPAS) centres or Emergency Orientation and Reception Centres (EROC).[26]</p> <p>The DEIS programme now includes in the region of 1,200 schools and supports approximately 260,000 students. 1 in 4 students and 30% of schools are now supported under this programme.[27]</p>
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- [1] <https://www.gov.ie/en/policy/655184-education/>
- [2] Correspondence with the Department of Education, March 2025.
- [3] Correspondence with the Department of Education, March 2025.
- [4] <https://www.irishstatutebook.ie/eli/2018/act/14/enacted/en/html>
- [5] Correspondence with the Department of Education, March 2025.
- [6] <https://www.gov.ie/en/policy/655184-education/>
- [7] <https://www.gov.ie/en/press-release/db8d6-minister-foley-announces-establishment-of-regional-education-and-language-teams-for-ukraine/>
- [8] <https://www.tusla.ie/services/educational-welfare-services/ews/>
- [9] Correspondence with the Department of Education, March 2025.
- [10] <https://www.gov.ie/en/publication/75ade-intercultural-education-strategy/>;  
[https://ncca.ie/media/2102/intercultural\\_education\\_info.pdf](https://ncca.ie/media/2102/intercultural_education_info.pdf);  
<https://developmenteducation.ie/resource/intercultural-education-in-the-primary-school-guidelines-for-schools/>
- [11] <https://ncca.ie/en/primary/primary-developments/language/english-as-an-additional-language-in-primary-schools/>; <https://ncca.ie/en/senior-cycle/curriculum-developments/english-as-an-additional-language-for-post-primary-schools/>
- [12] Correspondence with the Department of Education, March 2025.
- [13] Correspondence with the Department of Education, March 2025.
- [14] <https://www.gov.ie/en/press-release/985fa-department-of-education-inspectorate-publishes-findings-from-school-inspections-of-english-as-an-additional-language/>
- [15] Correspondence with the Department of Education, March 2025.
- [16] Correspondence with the Department of Education, March 2025.
- [17] Correspondence with the Department of Education, March 2025.
- [18] Correspondence with the Department of Education, March 2025.
- [19] The Department of Education's aims to integrate school aged migrant children into schools as quickly as possible. As part of this, when new children arrive into a community, the education teams locally are informed and will support the family, with the IPAS team, to access school places. See

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			<p><a href="https://assets.gov.ie/233032/27caf7e2-0e00-4a42-8e9f-ed6ba58b364f.pdf">https://assets.gov.ie/233032/27caf7e2-0e00-4a42-8e9f-ed6ba58b364f.pdf</a> [20] Correspondence with the Department of Education, March 2025. [21] <a href="https://www.gov.ie/en/publication/aca1d-wellbeing-information-for-primary-schools/#:~:text=The%20Wellbeing%20Policy%20Statement%20and%20Framework%20for%20Practice,work%20in%20the%20area%20of%20wellbeing%20in%20education.">https://www.gov.ie/en/publication/aca1d-wellbeing-information-for-primary-schools/#:~:text=The%20Wellbeing%20Policy%20Statement%20and%20Framework%20for%20Practice,work%20in%20the%20area%20of%20wellbeing%20in%20education.</a> [22] Correspondence with the Department of Education, March 2025. [23] <a href="https://www.gov.ie/en/service/5ef45c-neps/#:~:text=The%20National%20Educational%20Psychological%20Service%20(NEPS)%20is%20the,psychologist%20is%20assigned%20to%20a%20group%20of%20schools.">https://www.gov.ie/en/service/5ef45c-neps/#:~:text=The%20National%20Educational%20Psychological%20Service%20(NEPS)%20is%20the,psychologist%20is%20assigned%20to%20a%20group%20of%20schools.</a> [24] Correspondence with the Department of Education, March 2025. [25] <a href="https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/">https://www.gov.ie/en/policy-information/4018ea-deis-delivering-equality-of-opportunity-in-schools/</a> [26] Correspondence with the Department of Education, March 2025. [27] Correspondence with the Department of Education, March 2025.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes. A central repository of resources has been published by the National Council for Curriculum and Assessment (NCCA) which is a statutory body of the Department of Education, to support learners with English as an additional language (EAL) across early childhood, primary and post-primary settings.[1] The NCCA is progressing a review and revision of the Intercultural Education Guidelines for primary and post-primary schools. This work responds to the evolving social, cultural, and educational landscapes in Ireland and builds on the original guidelines published for primary and secondary schools. While we published separately, both documents share a common purpose: to enable children to respect and celebrate diversity, to promote equality, and to challenge unfair discrimination. According to the NCCA, the decision to revise and reimagine the guidance arises from the significant political, societal, and educational changes</p>
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			<p>that have in Ireland since the original publication of these guidelines. Ireland's population has become more diverse, and education policy has undergone substantial development, including revised curricula and assessment frameworks across early childhood, primary, and post-primary levels. International and national work on key competency frameworks has also advanced understanding of the transversal skills required for effective intercultural engagement. In this context, the NCCA Council has approved the updating of the guidelines which is now a key area of work in 2025. According to the NCCA, the following has progressed to date:</p> <p>Preliminary focus groups and bilateral meetings have been completed in primary, post-primary schools and with relevant stakeholders. These engagements provided valuable insights into current practices, opportunities, and challenges in intercultural education, helping to inform the direction of the revised materials. A targeted literature review is currently underway, led by a research team at the DCU Institute of Education. Drawing on their deep expertise in intercultural education, the review will provide a rigorous, theory-informed foundation for the updated guidelines. It will clarify key terminology, support the development of the curriculum audit, and ensure the revised materials are aligned with both Irish educational policy and international best practices. Importantly, it will also identify synergies between intercultural education and related pedagogical approaches to support coherent implementation across all sectors. According to the NCCA, this work represents "an important step toward embedding interculturalism more fully in Irish education, equipping learners with the understanding, skills and values needed to thrive in a diverse and dynamic society."</p> <p>A central repository of information and continuous professional development (CPD) resources for school leaders and teachers to support cultural and linguistic diversity has been developed on the Scoilnet.ie website. These supports include EAL, intercultural and relevant curriculum supports developed by the teacher education supports services, including Oide (support service for teachers and school leaders), the NCCA and the Education and Training Board (ETB) sector.[2]</p> <p>Included among the wide array of resources is information in relation to free digital tools, and apps that can assist with text and voice translation. These resources are particularly useful in terms of making forms and documents accessible to all and for assisting with communication between schools and parents.[3]</p> <p>The National Council for Special Education (NCSE) also has a full system in place for the translation of professional reports into Ukrainian and other languages through the engagement of an external service.[4]</p> <p>Oide is a support service for teachers and school leaders, funded by the Department of Education, formed</p>
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			<p>from the integration of four existing support services and launched on September 1, 2023 (Centre for School Leadership (CSL), Junior Cycle for Teachers (JCT), the National Induction Programme for Teachers (NIPT) and the Professional Development Service for Teachers (PDST).[5] Oide works with teachers and school leaders to provide ongoing support and professional development, which promote inclusive practices. Oide also provides bespoke school-based support which allows teachers and school leaders to explore inclusive practices and, as a result, to respond directly to the needs of learners in their own context.[6]</p> <p>Fostering an Inclusive Culture in Schools PLE (Professional Learning Environment)</p> <p>The Fostering an Inclusive Culture in Schools PLE (Professional Learning Environment) programme was Introduced in 2023/24, as a measure to develop and deliver CPD for schools in the DEIS programme, and for leading on the development of bespoke Teacher Professional Learning (TPL) on anti-racism and embracing diversity.[7] PLE continue to be offered in 2024/25 at both primary and post-primary level. [8] School leaders and teachers are invited to attend this full day in-person PLE.</p> <p>[1] NCCA, English as an additional language in Irish Primary Schools Guidelines for teachers, <a href="https://ncca.ie/media/1794/english_as_an_additional_language_in_irish_primary_schools_guidelines_for_teachers.pdf">https://ncca.ie/media/1794/english_as_an_additional_language_in_irish_primary_schools_guidelines_for_teachers.pdf</a>; see also NCCA, English as an additional language in Irish Post-Primary Schools, <a href="https://ncca.ie/en/senior-cycle/curriculum-developments/english-as-an-additional-language-for-post-primary-schools/">https://ncca.ie/en/senior-cycle/curriculum-developments/english-as-an-additional-language-for-post-primary-schools/</a>; see also NCCA, Intercultural Education in the Primary School: Guidelines for Schools, <a href="https://developmenteducation.ie/resource/intercultural-education-in-the-primary-school-guidelines-for-schools/">https://developmenteducation.ie/resource/intercultural-education-in-the-primary-school-guidelines-for-schools/</a> and NCCA, Intercultural Education in the post-primary school <a href="https://developmenteducation.ie/media/documents/IntercEdPostPrimaryGuide.pdf">https://developmenteducation.ie/media/documents/IntercEdPostPrimaryGuide.pdf</a></p> <p>[2] Correspondence with the Department of Education, March 2025.</p> <p>[3] Correspondence with the Department of Education, March 2025.</p> <p>[4] <a href="https://ncse.ie/">https://ncse.ie/</a></p> <p>[5] <a href="https://oide.ie/">https://oide.ie/</a></p> <p>[6] Correspondence with the Department of Education, March 2025.</p> <p>[7] Correspondence with the Department of Education, March 2025.</p> <p>[8] Correspondence with the Department of Education, March 2025.</p>
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3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.

Yes.

The Roadmap for Social Inclusion 2020 – 2025

The Roadmap for Social Inclusion 2020 – 2025, under the responsibility of the Department of Social Protection, is an overarching statement of Government strategy, which acknowledges the range of sectoral plans already in place that have social inclusion as a core objective, in areas such as education, health, children and childcare, community development and housing.[1] The Department of Education works closely with other Government Departments and agencies to ensure the commitments set out in this strategy are progressed, achieved and advanced. [2]

Education (Admission to Schools) Act 2018

A key element of the vision of the Migrant Integration Strategy (2017-2021) was for migrants, and particularly their children, to benefit fully from the education system. Education-related actions included enactment of the Education (Admission to Schools) Bill 2016, and to keep the adequacy of language supports in schools under review. This Act was commenced in 2018 and provides that schools shall prepare and publish an admission policy that includes a statement that the school shall not discriminate in its admission of a student on specified grounds.[3]

The Migrant Integration Strategy expired in 2021, but work is currently underway by Department of Childre, Equality, Disability, Integration and Youth to develop a new strategy, intended to be published in 2025, which will build on the momentum of its predecessor and address ongoing and emerging needs in supporting and promoting migrant integration in Ireland. [4]

National Action Plan against Racism (NAPAR)

The National Action Plan Against Racism (NAPAR) 2023-2027 has a strong focus on education. The Department will continue to progress the actions to strengthen inclusion and anti-racism at all levels of the education system, which includes measures to address ethnic differentials (enrolment, retention, attendance, outcomes) for groups experiencing racism.[5] The former Minister of State with responsibility for

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			<p>Community Development, Integration, and Charities, Joe O'Brien appointed Dr Eburn Joseph as the National Action Plan Against Racism Special Rapporteur and officials from the Department who are members of the advisory committee on racism and racial equality met with Dr Joseph recently.[6]</p> <p>Cineáltas: Action Plan on Bullying</p> <p>This plan published on 1st December 2022, is a whole-education approach, which aims to prevent and address bullying in all its forms, including racist bullying, cyberbullying, gender identity bullying, and sexual harassment.[7]</p> <p>Cineáltas is grounded in a child-rights-based approach and aligns with UNESCO's Whole Education Approach to bullying prevention. It is built around four core principles: prevention, support, oversight, and community. By fostering a collective vision and providing a clear roadmap, the initiative ensures that students, parents, school staff, and the wider community work together to create inclusive and supportive school environments. [8]</p> <p>[1] <a href="https://www.gov.ie/en/publication/ca8bf-roadmap-for-social-inclusion-2020-2025/">https://www.gov.ie/en/publication/ca8bf-roadmap-for-social-inclusion-2020-2025/</a></p> <p>[2] Correspondence with the Department of Education, March 2025.</p> <p>[3] <a href="https://www.irishstatutebook.ie/eli/2018/act/14/enacted/en/html">https://www.irishstatutebook.ie/eli/2018/act/14/enacted/en/html</a></p> <p>[4] Correspondence with the Department of Education, March 2025.</p> <p>[5] <a href="https://www.gov.ie/en/publication/14d79-national-action-plan-against-racism/">https://www.gov.ie/en/publication/14d79-national-action-plan-against-racism/</a></p> <p>[6] Correspondence with the Department of Education, March 2025.</p> <p>[7] <a href="https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/">https://www.gov.ie/en/publication/52aaf-cinealtas-action-plan-on-bullying/</a></p> <p>[8] Correspondence with the Department of Education, March 2025.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p>
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			<p>The Department of Education publishes annual retention reports, offering a detailed analysis of student progression through the education system. [1] The latest report tracks the retention rates of students who entered first year in 2017, monitoring their journey through each stage of secondary education. The report includes a dedication section on Ethnicity.[2]</p> <p>[1] Correspondence with the Department of Education, March 2025. [2] <a href="https://www.gov.ie/pdf/?file=https://assets.gov.ie/313737/4f9ac787-d71f-45e6-9c37-a1eb42e53424.pdf#page=null">https://www.gov.ie/pdf/?file=https://assets.gov.ie/313737/4f9ac787-d71f-45e6-9c37-a1eb42e53424.pdf#page=null</a></p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>The main challenges according to the Department, include: Attendance at school can be a significant factor in supporting the integration of students from Ukraine, IP applicants and students with recognised status, and their families, with their local community. These students are particularly vulnerable to the risks associated with poor attendance.[1]Acquiring sufficient proficiency in the language of instruction of the school is a key challenge for many students from Ukraine, IP applicants and students with recognised status.[2]Students' sense of connection and belonging to their new school community.[3]</p> <p>[1] Correspondence with the Department of Education, March 2025. [2] Correspondence with the Department of Education, March 2025. [3] Correspondence with the Department of Education, March 2025.</p>
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			<p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The main good practices reported by the Department, include:</p> <p>Regional education and language teams (REALT): As outline in Q1, Ireland responded to the unprecedented migration of families from Ukraine from early 2022 with a whole-of-government approach. As part of this approach, the Minister for Education, in conjunction with the education partners, established regional education and language teams (REALT) under the aegis of the education and training boards (ETBs). In each of the sixteen ETB areas, the REALT works to provide access to education for school-aged children and young people and to provide support both to their families and to the schools in which they are enrolled. REALTs also advise and support the Department in developing new capacity where required, and in co-ordinating the provision of education services to schools and families. [1]English as an Additional Language (EAL) support: In 2022, when the enrolment of large numbers of children and young people from Ukraine commenced, the Department provided additional resources to schools to support them in meeting the needs of the children and young people arriving to Ireland from other countries. These resources comprised additional teaching hours based on the number of children and young people with EAL needs arriving in Ireland.[2]Additional Special Education Supports: In 2022, the Department also provided additional temporary special education supports for schools enrolling students from Ukraine and other countries. This scheme was designed to ensure that the children and young people could continue their education in the most inclusive environment possible. The allocation of these supports is based on school enrolments and is adjusted periodically to take account of changes in enrolments. [3]</p> <p>The Summer Programme supports migrant children to adapt to different cultural environments in primary and secondary schools. Initially designed for children with complex educational needs, the programme has expanded to provide holistic, school-based learning experiences that foster peer interaction, engagement with fully qualified teachers, and participation in adapted activity-based learning. Approximately 59,338 children participated in the Summer Programme (school-based and home-based) in 2024. In relation to refugees and migrants, in 2023 alone, the Summer Programme has helped over 1,800 Ukrainian children to integrate into their new learning environments. The Summer Programme has continued to address the needs of refugee and migrant pupils, such as addressing English language skills and integration, including</p>
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			<p>those who continue to arrive in Ireland from the Ukraine and through the International Protection Accommodation Scheme (IPAS). [4]                  [1] Correspondence with the Department of Education, March 2025.                  [2] Correspondence with the Department of Education, March 2025.                  [3] Correspondence with the Department of Education, March 2025.                  [4] Correspondence with the Department of Education, March 2025.</p>
	<p>EMN NCP Italy</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Italy promotes the institutions of Family Foster Care and Voluntary Guardianship for Unaccompanied Minors, in order to encourage their reception and integration. Both Family Foster Care, in any form (full-time, daytime, part-time, homocultural, intercultural, etc.), and voluntary guardianship allow MSNA to be placed in a protected environment that offers the minor and their needs greater attention compared to what they would receive in a reception facility. This attention is also extended to the minor's educational needs. Foster care or guardianship allows the minor to attend school continuously and safely, without sudden changes of institution, with the support of the local community they become part of and the foster family or guardian. In this context, the projects of the Authority for Children and Adolescents, funded by the Asylum, Migration and Integration Fund 2021-2027, are included: the first project "Monitoring of voluntary guardianship for unaccompanied minors in implementation of art. 11, law no. 47/2017" aims to strengthen and promote the institution of voluntary guardianship, while the second "AFFIDO - Promotion of family foster care for Unaccompanied Minors (MSNA)" promotes activities to strengthen the institutions and actors involved in the institution of family foster care.</p>

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			<p>Whitin the framework of the Asylum, Migration and Integration Fund 2021-2027 (AMIF 2021-2027) Italy support several measures for migrant children. In the context of the public notice “Qualification of the system of territorial services aimed at migrant minors who are in conditions of psychosocial vulnerability”, the AMIF provides for the implementation of actions aimed at strengthening the system of territorial services, including social, health, and educational services, through enhancement and qualification interventions. The measures include:</p> <ul style="list-style-type: none"><li>• Training interventions to enhance the specific skills of territorial service operators (social workers, school staff, health personnel, reception system operators, and anti-trafficking system operators).</li><li>• Information and awareness-raising actions aimed at strengthening the intercultural approach of the system for preventing and combating distress, vulnerability, and violence against migrant minors.</li><li>• Experimental interventions for the activation or enhancement of prevention, promotion, and care services aimed at migrant minors and their families.</li></ul> <p>Also, the public notice “Innovative language training services” aims at promoting the enhancement of language training for third countries nationals, with particular reference to unaccompanied minors and young adults, through customized training paths that facilitate access to the courses and the development of previous skills. Therefore, measures are also envisaged to foster the linguistic-scholastic integration of children and also promoting moments of social inclusion for parents.</p> <p>Finally, The Ministry of the Interior, in collaboration with the Ministry of Education and Merit, financed 13 regional projects aimed at enhancing school integration policies for students from third countries and improving services in multicultural and peripheral contexts. These projects, managed by Regional School Offices or designated educational institutions, involve 1,700 schools and are set to run from 2024 to 2027. These projects aimed at promoting integration through improved language learning and active family involvement. Activities include Italian language courses, active citizenship programs, and measures to prevent school failure, fostering an inclusive and welcoming educational environment for non-Italian children.</p> <p>In this context, the Ministry of Education has published the guidelines titled "Intercultural Guidelines. Ideas and proposals for the integration of pupils from migratory contexts," aimed at promoting the integration of students from migratory backgrounds. The document provides suggestions to enhance teaching and student relationships in a culturally diverse environment and offers operational guidance for schools, considering the evolving multicultural landscape of Italian education over the past decade (Orientamenti+Interculturali.pdf).</p>
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2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.

In the context of the public notice "Qualification of the system of territorial services aimed at migrant minors who are in conditions of psychosocial vulnerability", the Italian AMIF National Program 2021-2027 includes training interventions to enhance the specific skills of territorial service operators, including school staff. These interventions aim to improve the intercultural and psychosocial skills of teachers to support migrant children in adapting to a different cultural environment.


3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.

Within the framework of the Asylum, Migration and Integration Fund 2021-2027 (AMIF 2021-2027), in complementarity with other initiatives aimed at directly promoting the school integration of migrant children from third countries, the AMIF Managing Authority for Italy has published a public call for proposals titled "Promotion of the Right to Family Relationships for Unaccompanied Foreign Minors, with particular reference to the increase of various forms of family fostering." This initiative is funded under Specific Objective 2 "Integration and Legal Migration,". and aims at enhancing family fostering for Unaccompanied Minors (MSNA) in its various forms (full-time, daytime, part-time, same-culture, intercultural, etc.) and promoting social inclusion and autonomy for MSNA through the establishment of privileged and meaningful family relationships and accompanying actions. The call has financed a total of 7 projects, which, through

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			<p>promotion, awareness-raising, and training actions directed at both MSNA and families, as well as through actions to strengthen the local network of stakeholders, contribute to the social integration of migrant minors and help prevent segregation and discrimination.</p> <p>Also, in the context of the public notice "Qualification of the system of territorial services aimed at migrant minors who are in conditions of psychosocial vulnerability", the AMIF provides for information and awareness-raising actions aimed at strengthening the intercultural approach of the system for preventing and combating distress, vulnerability, and violence against migrant minors. These actions include the modeling and dissemination of practices, methodologies, and tools already tested and validated at the territorial level.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Some of the main challenges identified in the context of the funding of the AMIF 2021-2027 public notice "Qualification of the system of territorial services aimed at migrant minors in conditions of psychosocial vulnerability" include:</p> <p>Educational poverty: Foreign minors are particularly exposed to educational poverty, and their school attendance rate is lower than that of their Italian peers.</p> <p>Violence and abuse: Foreign minors are often victims of discrimination, prejudice, and marginalization,</p>
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			<p>which increase their vulnerability and make it more difficult for them to access support and protection services.</p> <p>Inadequacy of territorial services: Territorial services do not always have the necessary skills to detect, decode, and address critical situations in multicultural contexts.</p> <p>Also, an important challenge is certainly the increase in the phenomenon of Unaccompanied Minors (MSNA) in the Italian territory, which has seen a steady rise in the three-year period from 2021 to 2023, despite a slight decline in 2024. The complexity of the status of Unaccompanied Minors (MSNA), determined by the convergence of multiple vulnerability factors inherent in their condition, increasingly requires the development of social inclusion pathways that respond to their specific needs and complement school integration, in order to promote a holistic approach to the integration of migrant children from third countries.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p>
	<p><b>EMN NCP Latvia</b></p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES, Latvia has been providing tailored support measures at national level for legally residing third-country national children to help them adapt to the different cultural environment in primary and secondary school.</p>

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			<p>These measures include:</p> <p>Language support: children are offered extra language lessons in Latvian to improve their language skills and help them integrate more successfully into the education system. This is important as Latvian is the official language of instruction. There are slight differences in access to language courses, depending on the status of the child (beneficiary of international protection, Ukrainian or with temporary residence permit and others). Language courses are often organised by educational institutions, NGOs and government agencies. Several language courses are co-financed by Asylum, Migration and Integration Fund (2021-2027).</p> <p>If a child is not a native speaker of Latvian and does not speak the language well, the school may offer an individual learning plan or a facilitated programme for learning Latvian. Many schools provide extra Latvian lessons for migrant children, which can be integrated into the daily learning process or available after school hours.</p> <p>The educational establishment has the right to develop an individual curriculum plan in order to adapt the learning outcomes set out in the national education standards to the children's prior knowledge and skills.</p> <p>Mentorship: Not all schools have official mentors or teacher assistants for migrant children, but many schools try to offer individual support depending on the child's needs.</p> <p>Psychological support: Schools can offer psychological counselling to help children cope with the psychological difficulties of moving to a new country and culture. This type of support can also help with emotional adjustment and social integration.</p> <p>Integration and Inclusion Agency offers its clients free professional counselling with a psychologist and a psychotherapist, available on an individual basis for adults, children and families. The service is designed to provide psychological support, improve emotional stability and promote overall adaptability. In addition, on individual request, the opinion of a psychologist or psychotherapist can be requested for submission to public institutions or organisations.</p> <p>In recent years, adaptation camps have been organised once or twice a year for Ukrainian children. The camps were organised with the aim to support the socialisation and psycho-emotional well-being of Ukrainian children and young people, as well as the Latvian language practice and skills development, communicating and cooperating with each other and with Latvian children and young people in various creative and educational activities in cultural education, environmental education, technical creativity, sports, healthy lifestyle and safety issues.</p>
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			<p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes, Latvia offers educational materials, tools and training for teachers to improve their intercultural and psychosocial competence. In order to ensure the successful integration of third-country nationals into the Latvian educational environment and to assist educators working with these learners, the Latvian Language Agency (LLA) is developing support materials for educators to work with learners who have no or only limited knowledge of Latvian. LLA also provides methodological support to Latvian educators working with newly-arrived children from Ukraine and other countries.</p> <p>Over the years, various projects have been implemented with the support of EU funds to improve the education system's capacity to integrate children from third countries. The materials and methodologies developed in these projects help teachers to better understand the needs of migrant children and to adapt their teaching to their needs.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>Yes, Latvia has introduced a number of initiatives and programmes to prevent discrimination and segregation of migrant children in primary and secondary schools and to promote their inclusion in society. These initiatives are part of a nationwide effort to build an inclusive education system that allows all children, including migrants from third countries, equal opportunities to learn and develop.</p> <p>1. Inclusion and Adaptation measures: the Latvian Ministry of Education and Science has developed policies and measures aimed at inclusive education that seek to eliminate discrimination and segregation. This</p>
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			<p>includes state-funded projects that help educational institutions to adapt learning processes for children from different cultural backgrounds and with different language skills. This approach promotes equal opportunities and integration in schools.</p> <p>2. EU-funded projects: Latvia participates in various EU-funded projects that help to promote the integration of migrant children into the education system. One such project is the European Social Fund programmes, which offer support to schools and teachers and develop materials to improve the integration of children from other backgrounds. These projects focus on educational adaptation and inclusion, as well as anti-discrimination, while improving the learning environment for all pupils.</p> <p>3. Inclusive education: To prevent segregation, Latvia is implementing an inclusive education policy, which aims to ensure that children with different linguistic and cultural backgrounds receive learning materials and support to help them adapt to the Latvian education system. Schools provide extra Latvian language lessons and psychosocial support to reduce inequalities and promote children's equal participation in the learning process.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>Currently, there is no information available that Latvia systematically monitors the learning achievements of children of third-country nationals in primary and secondary schools at national level, comparing them with the results of other pupils. Monitoring is more focused on integration and support than on direct comparison with other pupils. Data and analysis are collected to improve the accessibility and efficiency of the education system for migrant children, taking into account their individual needs and challenges. All children take national tests or final exams in the Latvian language, mathematics and other subjects in different year groups.</p>
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			<p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Latvian authorities and education experts have identified a number of key problems related to the adjustment of third-country national children in Latvian primary and secondary schools:</p> <ol style="list-style-type: none"><li>1. Language barriers: Migrant children who are not native speakers of Latvian often have difficulties adjusting to an education system where Latvian is the main language of instruction. Despite language support, these children often need more time and resources to learn the language and be able to participate successfully in the learning process. Language barriers can hinder their ability to understand learning materials, participate in discussions and communicate with peers and teachers.</li><li>2. Differences in education systems: In some cases, migrant children may have a different educational experience from Latvian pupils, which can make it difficult for them to follow the curriculum. For example, education systems, teaching methods and assessment criteria may be very different from those they were exposed to in their home countries. This can create difficulties for both pupils and teachers, as migrant children may not know how to deal with specific learning situations.</li><li>3. Lack of resources (teaching resources and teacher training): sometimes schools lack the resources to provide sufficient support for migrant children, such as language learning materials, mentors, interpreters or specialists. Teachers may not have sufficient training on how to work with children from different cultures and how to deal with language barriers, psychosocial problems or integration issues.</li></ol> <p>In Latvia, most support measures are focused on learning Latvian, but other needs are often overlooked, such as emotional support or adapting learning materials to individual learning rhythms. Schools need more resources to fully support children not only in language issues, but also in social and psychological integration.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different</p>
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			<p>cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Latvian authorities have introduced a number of good practices to support the adaption of third-country national children in primary and secondary schools:</p> <p>It is possible to draw up an individual education plan for a migrant pupil in primary or secondary education. By Cabinet of Ministers Regulation No 259 of 23 April 2024 "Amendments to Cabinet of Ministers Regulation No 747 of 27 November 2018 "Regulations on the State Standard of Basic Education and Model Basic Education Programmes"", Annex 11 to the Regulation was supplemented with the 2nd variant of the model basic education programme - for a minor asylum seeker, refugee or a person with an alternative status to acquire basic education. The aim of this model programme is to ensure the comprehensive development and value orientation of the pupil, integrating into the education system, and to provide additional support in learning the Latvian language, so that the pupil is willing and able to continue general education or acquire a profession, participate in society and develop into a happy and responsible person. Ukrainian teachers are employed in Latvia to support the education of Ukrainian refugee children and facilitate their integration into the Latvian education system. There are 3 types of employment opportunities for Ukrainian teachers:</p> <p>Teacher assistant: Ukrainian teachers are often employed as teaching assistants in Latvian schools. In this role, they help Ukrainian pupils to learn, overcome language barriers and adapt to the new educational environment.</p> <p>Foreign language teachers: qualified Ukrainian teachers can teach foreign languages in Latvian schools, such as English or Ukrainian. This practice not only helps Ukrainian pupils to preserve their mother tongue, but also enriches the language skills of Latvian pupils.</p> <p>Vocational and leisure education teachers: Ukrainian teachers with experience in vocational or interest education have the opportunity to work in their respective fields in Latvian educational institutions, in cooperation with local teachers and mentors.</p>
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	<p>EMN NCP Lithuania</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>NO. At the national level, there are no systematic tailored support measures for migrant children who are legally staying third-country nationals in primary and secondary schools. The integration process is carried out based on each school's internal arrangements. Additionally, it should be mentioned that before 2022, the number of migrant children from other countries was not substantial, therefore, tailored support measures at the national level were not deemed necessary. However, the recent influx of Ukrainian children has led to the development of certain initiatives to aid children in adapting to different cultural environment in primary and secondary schools.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>NO. There are no education materials, tools, or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children offered on a national level. Nevertheless, it should be noted that individual initiatives exist. For instance, in 2019, a school network linking various Lithuanian municipalities was established to strengthen schools' preparedness for fully integrating children arriving in Lithuania. This network, coordinated by Vilnius Lithuanian House (Vilniaus lietuvių namai), aims to improve the integration of migrant children and provides methodological support for teachers in the aforementioned competence fields. Training and seminar series, organized since 2021, cover topics such as "Inclusive</p>
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			<p>Education - A School for Everyone”, “Creative Thinking”, and “Lithuanian Language Methodology and Practice”. Other seminars have addressed subjects including the use of interactive teaching tools, lesson plans, integrated teaching methodologies, and the initial 10 steps for teaching Lithuanian to non-native speakers. In addition, Vilnius Lithuanian House has provided methodological support by offering recommendations on teaching strategies and integration practices. Beyond the seminars, consultations were organized for teachers - particularly those working with students who arrived due to the conflict in Ukraine - with nearly 233 such consultations taking place in 2022. Furthermore, the initiative included the development of learning materials, manuals, and recommendations to ensure that teachers have access to up-to-date methodological information, thereby enhancing their intercultural and psychosocial competencies. These measures contribute to preparing teachers to work with school children from abroad who do not speak Lithuanian, ultimately fostering an integrated and inclusive learning environment.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>NO.</p> <p>At the national level, there are no special initiatives (e.g., preventive campaigns) specifically designed to prevent discrimination and combat negative attitudes towards students from third countries, although studies indicate a growing importance of addressing these issues among both students and teachers.[1]</p> <p>[1] Diversity Development Group. (2022). Analysis of the Needs of Citizens from Non-European Union Countries. An Overview of the Situation in the Municipalities of Vilnius, Kaunas, Klaipėda, and Šiauliai Cities, as well as the Districts of Akmenė and Jonava, <a href="https://www.diversitygroup.lt/wp-content/uploads/2022/11/National-report.pdf">https://www.diversitygroup.lt/wp-content/uploads/2022/11/National-report.pdf</a>.</p>
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			<p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>NO.</p> <p>At the national level, such data is not collected. According to the Ministry of Education, Science and Sports, the achievements of foreign children are analyzed as part of the overall performance of all Lithuanian students.[1] Conducting such analysis is challenging, as at least three years' worth of data should be examined to evaluate progress and achievements. Moreover, as of February 2022, the number of third-country national children in Lithuania was small, and the process was further complicated by significant refugee movements both within Lithuania and the EU.[2] Nevertheless, the monitoring of progress and outcomes for non-Lithuanian-speaking migrant children from non-EU countries is carried out at the discretion of general education institutions - according to 2022 data, only one third (33 percent) of schools conduct such monitoring.[3]</p> <p>[1] Diversity Development Group. (2022). Analysis of the needs of citizens from non-European Union countries. An overview of the situation in the municipalities of Vilnius, Kaunas, Klaipėda, and Šiauliai cities, as well as the districts of Akmenė and Jonava, <a href="https://www.diversitygroup.lt/wp-content/uploads/2022/11/National-report.pdf">https://www.diversitygroup.lt/wp-content/uploads/2022/11/National-report.pdf</a>.</p> <p>[2] State Control. (2023). Assistance to refugees, their social integration. Preliminary study report, <a href="https://www.valstybeskontrole.lt/LT/Product/24169">https://www.valstybeskontrole.lt/LT/Product/24169</a>.</p> <p>[3] Diversity Development Group. (2022). Analysis of the needs of citizens from non-European Union countries. An overview of the situation in the municipalities of Vilnius, Kaunas, Klaipėda, and Šiauliai cities, as well as the districts of Akmenė and Jonava, <a href="https://www.diversitygroup.lt/wpcontent/uploads/2022/11/National-report.pdf">https://www.diversitygroup.lt/wpcontent/uploads/2022/11/National-report.pdf</a>.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different</p>
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			<p>cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Lack of bridging classes: Due to psychological trauma and interruptions in their education, the integration of refugee children into schools is more challenging than that of other migrant children, making it important to establish bridging (introductory) classes. The education system should be more adapted to the needs of foreign children, as they face additional challenges - both in terms of language proficiency and the school's capacity to meet their needs. Additionally, in some municipalities, bridging classes are not formed because the number of asylum seekers is small, with Ukrainians being concentrated in major cities and their numbers fluctuating, making it difficult to establish such classes.</p> <p>Unestablished achievement assessment criteria: Although the Government of the Republic of Lithuania's resolution "On the approval of the state support provision for the integration of asylum seekers" stipulates[1] that during the first month of receiving integration support, school-aged children must have their acquired learning achievements assessed and education services provided accordingly, the laws do not regulate how the receiving school should conduct such an assessment - there are no nationally established assessment criteria; it is not ensured that the assessment is carried out with a proper translation into a language the child understands; and the state has not prepared guidelines on how to proceed in situations where there is no documentation substantiating the child's previous education.[2]</p> <p>Lack of learning support: The learning support system is one of the key challenges hindering the successful integration of migrant children into the education process. There is a shortage of educational support specialists, such as teacher assistants and foreign language advisors.[3] According to survey data, about 37% of educational institutions indicated that they do not have a designated person to help a non-Lithuanian-speaking minor integrate smoothly into the school community and ensure an adequate learning and educational process.[4] Additionally, there is a notable lack of training and seminars to help teachers improve teaching methods and organize final exams, and new arriving students often lack appropriate textbooks. This shortage of specialists, trainings, and textbooks complicates not only language learning but also the overall integration of students into the education system.</p> <p>[1] Government of the Republic of Lithuania. (2016). Resolution "On the approval of the state support provision for the integration of asylum seekers", No. 998, October 5, 2016, in force in its consolidated version from October 15, 2020, <a href="https://www.etar.lt/portal/lt/legalActEditions/5c01c030913d11e69ad4c8713b612d0f?faces-redirect=true">https://www.etar.lt/portal/lt/legalActEditions/5c01c030913d11e69ad4c8713b612d0f?faces-redirect=true</a>.</p>
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			<p>[2] Diversity Development Group. (2022). Responsible approach to refugee integration in Europe. National Report (iii) of the “National Integration Assessment Mechanism” (NIEM) project, <a href="https://www.diversitygroup.lt/wp-content/uploads/2022/04/NIEM_Evaluation-II_National-report_LT_final4-1.pdf">https://www.diversitygroup.lt/wp-content/uploads/2022/04/NIEM_Evaluation-II_National-report_LT_final4-1.pdf</a>.</p> <p>[3] National Education Agency. (2020). Integration of migrants in general education schools, <a href="https://www.nsa.smm.lt/wp-content/uploads/2020/12/Migrantuintegravimas.pdf">https://www.nsa.smm.lt/wp-content/uploads/2020/12/Migrantuintegravimas.pdf</a>.</p> <p>[4] Diversity Development Group. (2022). Analysis of the needs of citizens from non-European Union countries. An overview of the situation in the municipalities of Vilnius, Kaunas, Klaipėda, and Šiauliai cities, as well as the districts of Akmenė and Jonava, <a href="https://www.diversitygroup.lt/wpcontent/uploads/2022/11/National-report.pdf">https://www.diversitygroup.lt/wpcontent/uploads/2022/11/National-report.pdf</a>.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>National school network: A network of 99 schools has been established to educate newly arrived children from abroad, bringing together schools with experience working with children arriving in Lithuania. This network facilitates the sharing of good practices and provides specialized support to students to ease their integration into the new cultural environment. Vilnius Lithuanian House community offers consultations to all school communities in Lithuania, advising on how to educate students from other countries and organizing professional development events. The integration process for these children is carried out individually according to each school’s internal arrangements. From 2014 to 2021, Vilnius Lithuanian House implemented a unique joint Ukrainian and Lithuanian educational program for children from the Donetsk and Luhansk regions, enabling them to study according to a coordinated curriculum.</p> <p>Bridging classes model: Despite the challenges mentioned in the answer to question 5, the bridging classes model remains one of the essential measures in integrating students from third countries into the education system. This model ensures that migrant children can transition to mainstream classes based on their age and academic readiness. It helps to overcome language barriers more effectively and facilitate smoother</p>
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			<p>integration into the education system. The model provides an opportunity for intensive Lithuanian language learning, while also introducing students to Lithuanian history and geography and developing their English language skills. Practical examples indicate that primary school students integrate more easily, and the time spent in the bridging class provides a solid foundation for successful participation in the general education curriculum.</p> <p>Psychological and social support for migrant children: Attention is given not only to linguistic issues but also to the psychosocial challenges of migrant children's adaptation. In some educational institutions, the "We are different, but united" integration and adaptation program has been implemented for many years. Its goal is to create a supportive environment where children feel accepted at school and can integrate more easily into the community. To reduce cultural and social differences, activities are organized to present the cultures of the migrant countries, thereby promoting intercultural dialogue and mutual understanding. Additionally, individual psychological and social pedagogical support is provided to help students overcome adaptation difficulties.</p> <p>Other significant initiatives include:</p> <p>Mentorship programs: Some Lithuanian schools run mentorship programs where local students volunteer to help newly arrived children become familiar with the school environment, cultural specificities, and the education system. This promotes intercultural dialogue and helps migrant children adapt more quickly.</p> <p>Cultural and linguistic adaptation through interactive activities: Integration is carried out gradually, initially focusing on familiarizing students with Lithuanian culture and traditions. In the first months, teachers focus on language comprehension, followed by a deeper introduction to national symbols such as the flag, coat of arms, and key institutions. To practically reinforce these cultural aspects, educational trips to museums and other culture-based activities are organized. Interactive teaching methods are used, and students' knowledge is assessed with digital tools. Moreover, to encourage language use in real-life situations, students are included in mainstream classes with Lithuanian-speaking peers, thereby enhancing their vocabulary and understanding through subject-specific lessons (Lithuanian language, mathematics, art).</p>
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 <p>EMN NCP Luxembourg</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>There are no measures aimed specifically and exclusively at the children of migrants who are third-country nationals. The measures put in place are aimed at all children, regardless of their status or nationality. Article 1 of the Law of July 14, 2023, on the reception, orientation, integration and educational support of newly arrived pupils and the creation of the School Integration and Welcoming Service (SIA Law) establishes that the target group for school reception and integration measures are newcomer pupils. That said, the SIA offers personalized and tailor-made support in exchange with the schools over a two-year period for all newly arrived children. They can also benefit from specific support from an intercultural mediator (available in around 30 languages).</p> <p>The Service de l'intégration et de l'accueil scolaires (SIA, School Integration and Welcoming Service): welcomes all families who have recently arrived in Luxembourg; offers information and counselling for the pupils and their parents on all questions related to the Luxembourgish school offer; provides an individual monitoring during two years.</p> <p>There are four stages in welcoming newly arrived pupils to Luxembourg: Appointment: request made by the family (before arriving in Luxembourg: possibility to contact the SIA); Support: The SIA assists the family with an intercultural mediator if necessary; Guidance: Orientation suggestion towards an adequate class; Monitoring: Monitoring of the pupil during two years.</p> <p>Parents, guardians, teachers and education professionals can request free help from an intercultural mediator. Mediators provide support to pupils and parents of newly arrived pupils in the following situations: during the first meeting, they translate information about previous schooling in the country of origin as well as information about the school system in Luxembourg; oral translations during parent/teacher meetings; occasional or regular assistance in class, etc.</p>
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			<p>In collaboration with embassies and non-profit organisations, the Ministry of Education, Children and Youth organizes first language and heritage culture classes. After the signing of a convention with the respective state or non-profit organisation, the Ministry of Education, Children and Youth provides facilities for the courses, whereas the embassy or non-profit organisation provides the teachers. The coordination and supervision of these courses, both pedagogically and organizationally, are ensured by the SIA.</p> <p>Courses in or on students' first languages and heritage cultures are organized in facilities belonging to the Luxembourg public institutions, provided that a cultural agreement is concluded with another state or that a convention is signed by the minister with a non-profit association. The coordination and supervision of these courses, both pedagogically and organizationally, are ensured by the SIA.</p> <p>Integration classes and classes for newly arrived children:</p> <p>Primary school (age 4-12):</p> <p>Intensive language lessons (cours d'accueil) for pupils without the required language skills to fully integrate a regular class (classe d'attache). The pupils join these lessons for some hours during the week, while already being partially integrated in a regular class.</p> <p>Specialized state reception classes – CSAE (Classes spécialisées d'accueil de l'Etat) were set up within reception structures for applicants of international protection or within schools in proximity to reception structures, as required. In July 2023, there were 34 CSAE classes for 447 pupils. With the entry into force of the Law of 14th July 2023, integration classes for newly arrived pupils - CLI (Classes d'intégration pour élèves nouvellement arrivés) have replaced CSAE classes.[i]</p> <p>Secondary school (age 12-22):</p> <ul style="list-style-type: none"><li>o Insertion classes (classes d'insertion) for pupils who have achieved a very good academic level in their country of origin but have little knowledge of the languages taught in Luxembourg</li><li>o Classes for newly arrived pupils and young adults - ACCU (classes d'accueil), CLIJA (classes d'insertion pour jeunes adultes) and CLIJAA (classes d'insertion pour adultes) provide newly arrived pupils in Luxembourg with basic training in French, open up access to the whole public schooling landscape (international and regular) as well as to the labor market.[1] As for the above mentioned CSAE classes, ACCU, CLIJA and CLIJAA have been replaced through CLI classes.</li></ul>
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			<p>[1] Ministry of Education, Children and Youth, Schooling for foreign pupils – Secondary education, URL: <a href="https://men.public.lu/en/systeme-educatif/scolarisation-eleves-etrangers/enseignement-secondaire.html">https://men.public.lu/en/systeme-educatif/scolarisation-eleves-etrangers/enseignement-secondaire.html</a></p> <p>[i] Ministry of Education, Children and Youth, Rapport d'activité 2023, March 2024 p.30, URL: <a href="https://men.public.lu/en/publications/rapports-activite-ministere/rapports-ministere/rapport-activites-2023.html">https://men.public.lu/en/publications/rapports-activite-ministere/rapports-ministere/rapport-activites-2023.html</a></p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes. However, this is not only specific to migrant children from third countries but also applies to EU and EEA migrant children. In accordance with article 2 of the SIA Law there are targeted initiatives such as the school reception and integration measures: enable the pupil to access and participate in a regular class through in-class support measures that take account of the pupil's educational background, their socio-cultural background, their language repertoire, their abilities and ambitions, and the diversity and social, economic, cultural and linguistic specificities of Luxembourg.</p> <p>Regarding interculturality the SIA Law establishes that:</p> <p>The SIA supports schools and departments of basic education, secondary schools and skills centres in the implementation of projects relating to interculturality and contributes to respect for the principles of interculturality and citizenship, through designing actions and projects, collecting examples of good practices and drafting guidelines through the center for intercultural education (CEI – centre d'éducation interculturelle) of the SIA.</p> <p>With the funding of the European Social Fund+ (ESF+) of the European Union, the SIA is creating information sheets on the languages, cultures and educational systems of some countries of origin of the pupils (EU and non-EU). The goal of these sheets is to help teachers and socio-educational staff working</p>
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			<p>directly with the pupils and/or their parents, to get a better understanding of the context of the respective countries in order to facilitate collaboration and learning.</p> <p>Finally, schools, high schools and skills centres shall ensure intercultural mediation in order to facilitate the reception and integration into school, as well as communication either with the pupil and those with parental authority, or with the adult pupil. To this end, each school, high school and skills centre, with the support of the SIA as a resource service :</p> <ul style="list-style-type: none"><li>provides information on the Luxembourg school system and extracurricular activities to the persons invested with parental authority and to the pupil or the pupil of full age;</li><li>provides oral or written translation of the information concerning the school career and orientation of the pupil concerned for the persons invested with parental authority and the pupil or the pupil of full age.</li></ul> <p>The SIA informs the school, high school or skills centre in question about the educational, cultural and linguistic aspects of the pupil's country of origin. This information is passed on to the pupil's classmates through the elaborated information sheets above and the intercultural mediators working for the SIA.</p> <p>The SIA Documentation Centre (CDD) is a multifunctional space dedicated to the educational staff who work with newly arrived pupils. The CCD offers information and exchanges on reception, gives advice and support to teachers, and presents ideas for the classroom and for creating a fun teaching experience. The CDD also organizes educational workshops and provides up-to-date educational materials that can be borrowed by teachers. All these offers are available for teachers from the primary and the secondary educational system.</p> <p>Furthermore, the Ministry of Education, Children and Youth, as well as the SIA (which is part of the same ministry) offer intercultural and other training opportunities aimed for teachers and socio-educational staff that work directly with migrants (classes d'intégration, cours d'accueil, etc.), including a welcome day. Courses are accessible on the website of the National Education Training Institute (Institut de formation de l'Education Nationale).</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes,</p>
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			<p>please briefly describe these initiatives highlighting their main components.</p> <p>YES. Depending on their needs, children can be taught in integration classes for newly arrived children and benefit from dedicated welcome courses (cours d'accueil) (see articles 9, 10 and 11 of the law of 14th July 2023). In addition to its "normal" education system, Luxembourg has developed international public schools to better respond to the diversity of its school population. Furthermore, a literacy pilot project was launched at the start of the 2022/2023 school year in four basic education schools. The aim of the project is to offer parents of primary school pupils the choice of learning to read and write in German or French. The project will help to diversify the range of courses on offer in state schools that follow the national curriculum, and thus marks a further step in the adaptation of Luxembourg schools to meet the needs of the school population. Based on the conclusions of the interim review, it will be decided to extend the offer of literacy in French to Cycle 1 at national level at the start of the 2026/2027 school year.</p> <p>Another important step was the creation of public schools that follow an international curriculum, e.g. the European and International Bacalaureate, as well as the A-Levels. These public schools give the parents the possibility to choose from a range of instruction languages that are English, French or German.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>Yes, the National Report on Education Luxembourg[1] published every three years by the SCRIPT (Service de coordination de la recherche et de l'innovation pédagogiques et technologiques) and the Luxembourg Centre for Educational Testing (LUCET) is a longitudinal study of the Luxembourg school system. The 4th edition of the report published at the end of 2024 had a specific focus on diversity and inclusion. The school performance of children with a migratory background or of immigrant origin is also studied. Nevertheless, as it was mentioned above, this study is not specific to third-country national children.</p>
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[1] On 9 December 2024 the fourth edition of the National Report on Education Luxembourg with focus on diversity and inclusion was published. <https://men.public.lu/en/actualites/communiqués-conference-presse/2024/12/09-bildungsbericht.html>

5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.

Multilingualism and the language barrier:

The Luxembourgish education system is based on three languages (Luxembourgish, French, and German), which can be a major challenge for migrant children whose mother tongue differs from these languages of instruction. Learning multiple languages simultaneously can slow down their school integration and hinder their academic success. Additionally, there is a gap between European or Western migration, where children may have some familiarity with these languages, and migration from Africa, the Middle East, or other regions where linguistic and cultural differences are more pronounced, making adaptation even more complex.

Unequally distributed school offerings, difficulties in orientation, and classroom heterogeneity:

Access to different educational tracks is not always equal for all students, particularly for migrant children who arrive with diverse educational backgrounds and varying levels of competence. This heterogeneity in classrooms makes pedagogical adaptation complex and can affect students' progress. Moreover, the diversity of school offerings in Luxembourg, including international schools, technical education, and different language-based programs, can make orientation difficult for schools and migrant families unfamiliar with the system, potentially leading to misplacement or suboptimal educational choices.



A holistic approach needed for successful integration:

The integration of migrant children goes beyond academic aspects and also concerns their social and emotional well-being. The lack of appropriate support, including psycho-social assistance, intercultural

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			<p>mediation, and extracurricular activities fostering inclusion, can hinder their adaptation and academic success.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Reception classes and intensive language support: Luxembourg has implemented a diversified offer and range of measures for newly arrived pupils, providing them with intensive language support in French, German, English and/or Luxembourgish to facilitate their gradual integration into the school system. Additional language courses are also offered to strengthen their linguistic skills.</p> <p>Diverse educational offerings and integration pathways: To meet the diverse needs of migrant students, the Luxembourgish education system provides multiple educational tracks, including international schools and specific language-based classes (e.g., French- or English-speaking classes). Transition pathways allow students to gradually integrate into different sections of the education system based on their level and language proficiency.</p> <p>Holistic approach and personalized support: The integration of migrant children is supported by a comprehensive approach combining educational, psycho-social, and intercultural support. SIA (intercultural mediators, CEI, CDD, etc.), school psychologists, and social workers collaborate with teachers and families to provide tailored assistance based on students' individual needs, promoting both academic success and social inclusion.</p>
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* 	EMN NCP Malta	<b>No</b>	Response is marked as EMN Sensitive
	EMN NCP Netherlands	<b>Yes</b>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES, the Netherlands provides tailored support measures:          Language support measures: Migrant children can either start in a mainstream or special needs school or start in a transitional / reception class. In transitional classes, pupils are offered language courses in Dutch. If children start in mainstream education, language support can also be provided. Migrant children in the age from 4 to ca. 12 years old can enrol in so called 'newcomer classes' or 'language classes' (Nieuwkomersklas of Taalklas).[1] For older students who can start secondary education, there are 'International Transition Classes' (Internationale Schakelklassen, 'ISK').[2]These classes focus on learning the Dutch language and introducing migrant children to the Dutch society and its educational system.[3] After completing these classes, they can move on to mainstream classes or schools.[4] By the Primary Education Act (WPO) and the Secondary Education Act 2020 (WVO 2020) it is determined that schools in primary and secondary education may use other languages as additional language of instruction, e.g. the mother tongue of migrant children, to support learners. Additional support measures: Apart from language lessons, schools are required to examine whether migrant children need additional educational support and determine which support measures can be provided. If a school cannot provide the necessary support itself, it must, after consultation with the parents or guardians and the child, find a suitable mainstream or specialised school that can offer the necessary additional support.[5]Temporary measures: Since October 2023, the Temporary Act on Temporary Newcomer Facilities in Education (Tijdelijke Wet Tijdelijke Nieuwkomersvoorzieningen in het Onderwijs) has entered into effect. Based on this act, both primary and secondary schools can establish temporary newcomer facilities in emergency situations where existing schools do not have enough places for newcomers. The act applies to all newcomers and aims to relieve pressure on existing educational facilities by allowing schools to create a temporary extension. This may include a separate class,</p>

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			<p>department, or even a different location. The aim is to make education available to newcomers as soon as possible.[6]LOWAN: LOWAN is a national network organisation, funded by the Ministry of Education, Culture and Science, that supports both primary and secondary schools which provide education for migrant children. LOWAN advises schools, municipalities and other educational support organisations on the management of this type of education, laws and regulations, financing and educational practice.[7] Regional coordinators of the Ministry of Education, Culture and Science: The Ministry of Education, Culture and Science deploys regional coordinators to support, inform and advise schools and municipalities on newcomer education. These coordinators serve as a link between the ministry and the field and promote regional cooperation.[8]</p> <p>[1] Ministry of Education, Culture and Science, 'Informatiedocument onderwijs aan asielzoekerskinderen', p. 26, <a href="https://open.overheid.nl/documenten/ronl-f5dbdcac-f5dbdcac-2d00-4c49-9911-09c319b1864e/pdf">https://open.overheid.nl/documenten/ronl-f5dbdcac-f5dbdcac-2d00-4c49-9911-09c319b1864e/pdf</a>, last accessed on 5 February 2025.</p> <p>[2] Central Government of the Netherlands, 'Onderwijs voor nieuwkomers: Hoe is het onderwijs voor nieuwkomers georganiseerd?', <a href="https://www.rijksoverheid.nl/onderwerpen/basisonderwijs/onderwijs-voor-nieuwkomers">https://www.rijksoverheid.nl/onderwerpen/basisonderwijs/onderwijs-voor-nieuwkomers</a>, last accessed on 5 February 2025.</p> <p>[3] COA, 'Onderwijs kinderen', <a href="https://www.coa.nl/nl/onderwijs-kinderen">https://www.coa.nl/nl/onderwijs-kinderen</a>, last accessed on 12 February 2025.</p> <p>[4] Government of the Netherlands, 'Onderwijs voor nieuwkomers: Hoe is het onderwijs voor nieuwkomers georganiseerd?', <a href="https://www.rijksoverheid.nl/onderwerpen/basisonderwijs/onderwijs-voor-nieuwkomers">https://www.rijksoverheid.nl/onderwerpen/basisonderwijs/onderwijs-voor-nieuwkomers</a>, last accessed on 5 February 2025.</p> <p>[5] Ministry of Education, Culture and Science, 'Informatiedocument onderwijs aan asielzoekerskinderen', p. 26, <a href="https://open.overheid.nl/documenten/ronl-f5dbdcac-f5dbdcac-2d00-4c49-9911-09c319b1864e/pdf">https://open.overheid.nl/documenten/ronl-f5dbdcac-f5dbdcac-2d00-4c49-9911-09c319b1864e/pdf</a>, last accessed on 5 February 2025.</p> <p>[6] Ministry of Education, Culture and Science, 'Wet tijdelijke nieuwkomersvoorzieningen in het onderwijs maakt onderwijs voor nieuwkomers sneller mogelijk', (Press release, 13 October 2023), <a href="https://www.nieuwsbrievenminocw.nl/actueel/nieuws/2023/10/13/wet-tijdelijke-nieuwkomersvoorzieningen-in-het-onderwijs-maakt-onderwijs-voor-nieuwkomers-sneller-mogelijk">https://www.nieuwsbrievenminocw.nl/actueel/nieuws/2023/10/13/wet-tijdelijke-nieuwkomersvoorzieningen-in-het-onderwijs-maakt-onderwijs-voor-nieuwkomers-sneller-mogelijk</a>, last accessed on 12 February 2025.</p> <p>[7] LOWAN, 'Experts in onderwijs aan nieuwkomers', p. 2, <a href="https://www.lowan.nl/wp-">https://www.lowan.nl/wp-</a></p>
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			<p>content/uploads/2020/02/Folder-LOWAN.pdf, last accessed on 5 February 2025.</p> <p>[8] LOWAN, 'Overzicht regiocoördinatoren nieuwkomersonderwijs van het ministerie van OCW', <a href="https://www.lowan.nl/wp-content/uploads/2025/01/Overzicht-regiocoördinatoren-OCW.pdf">https://www.lowan.nl/wp-content/uploads/2025/01/Overzicht-regiocoördinatoren-OCW.pdf</a>, last accessed on 4 March 2025.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES, the Netherlands offers education materials, tools, and trainings for teachers. These resources are not regulated at the national level but are offered by different organisations and institutions, such as universities, universities of applied sciences and the umbrella organisations in compulsory education.[1]</p> <p>LOWAN:</p> <p>For primary schools, LOWAN has developed learning pathways for teachers to provide guidance and insights into the focus areas for teaching Dutch to migrant children at different developmental stages.[2] On its website, LOWAN also provides an overview of the current courses, e-learning programs, webinars, and studies available for primary school teachers working with migrant children, for example courses on trauma-sensitive teaching.[3]</p> <p>For secondary schools, LOWAN provides a list of universities and other institutions that offer training for Dutch teachers of International Transition Classes.[4]</p> <p>[1] See for example: Vrije Universiteit Amsterdam, 'Opleidingen, trainingen en maatwerk voor nieuwkomersonderwijs', <a href="https://vu.nl/nl/onderwijs/meer-over/opleidingen-trainingen-en-maatwerk-voor-nieuwkomersonderwijs">https://vu.nl/nl/onderwijs/meer-over/opleidingen-trainingen-en-maatwerk-voor-nieuwkomersonderwijs</a>, last accessed on 11 February 2025.</p> <p>[2] LOWAN, 'Leerlijnen PO', <a href="https://www.lowan.nl/po/leerlijnen/">https://www.lowan.nl/po/leerlijnen/</a>, last accessed on 5 February 2025.</p> <p>[3] LOWAN, 'Professionalisering PO', <a href="https://www.lowan.nl/po/professionalisering/">https://www.lowan.nl/po/professionalisering/</a>, last accessed on 5 February 2025.</p>
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			<p>[4] LOWAN, 'Professionalisering VO', <a href="https://www.lowan.nl/vo/professionalisering/">https://www.lowan.nl/vo/professionalisering/</a>, last accessed on 5 February 2025.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>YES, the Netherlands has introduced initiatives to prevent discrimination and segregation in primary and secondary schools. However, these initiatives concern preventing discrimination and segregation in education in general instead of specifically targeting migrant children.</p> <p>Equal Opportunities Alliance: The Equal Opportunities Alliance (Gelijke Kansen Alliantie, 'GKA') is a national program established by the Ministry of Education, Culture and Science aimed at promoting equal opportunities in education. The GKA, in collaboration with municipalities, schools and civil society organisations, has developed different projects to achieve this goal.</p> <p>School and Safety Foundation: The School and Safety Foundation (Stichting School en Veiligheid), with support from the Ministry of Education, Culture and Science, assists both primary and secondary schools in promoting a socially safe environment by providing information and expert advice. Discrimination is one of the issues they focus on.[1]</p> <p>[1] School and Safety Foundation, 'Over ons', <a href="https://www.schoolenveiligheid.nl/over-ons/">https://www.schoolenveiligheid.nl/over-ons/</a>, last accessed 12 February 2025.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of</p>
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			<p>academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>NO, at the national level, there is no specific monitoring of the educational performance of migrant children. In general, however, the school performance of all children is monitored by the Inspectorate of Education. However, the educational performance of migrant children is monitored by other independent research institutions.[1]</p> <p>[1] See for example: LOWAN, <a href="http://www.lowan.nl">www.lowan.nl</a> and Kohnstamm Institute, <a href="https://kohnstamminstituut.nl/">https://kohnstamminstituut.nl/</a>.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>In 2022, the SEO Economic Research (SEO Economisch onderzoek) and the Kohnstamm Institute (Kohnstamm Instituut), commissioned by the Ministry of Education, Culture and Science, conducted a study to understand the different migration groups in primary and secondary education and their size, characteristics and educational needs.[1] It also identified how the education of migrant children is currently provided.[2] In response to this research, the Minister of Education, Culture, and Science sent a letter to the House of Representatives with a policy response to this research.[3] It is relevant to note that the study was designed and carried out before the large influx of mainly Ukrainian displaced persons began. This is important when interpreting the results of the study. Since then, the influx of migration children into Dutch education has increased significantly, both at primary and secondary level.[4]</p> <p>Several challenges have been identified, including the following three:</p> <p>Difficulty transitioning to the mainstream educational system: The study concludes that migrant children often face a difficult transition from newcomer classes to mainstream or specialized education. A newcomer class or school offers special support by focusing on learning Dutch as a second language and learn more about the society and learning system. This first phase children follow classes with other migrant children.</p>
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			<p>(See Q1.) The transition to mainstream education can therefore be a big step. Especially when migrant children have to change schools. Moreover, the transition from the newcomer school to mainstream education is difficult because of a possible language barrier. For example, it is likely that a migrant child will not have reached the same level of the Dutch language as a Dutch native speaker after attending a newcomer school for two years. The migrant child may therefore experience more difficulties in keeping up with mainstream education.[5] Shortage of teachers: There is a shortage of teachers in the Netherlands. This includes a high turnover of staff, teachers and board members.[6] There is also a shortage of NT2 teachers. These are teachers with expertise in teaching Dutch as a second language to newcomers. As a result, a growing number of migrant children is missing out on suitable education.[7]Lack of appropriate teaching methods and materials: Another challenge is the lack of appropriate teaching methods and materials for migrant children. For example, materials are outdated, do not correspond to migrant children's perceptions and are not appropriate for the (lower) language level combined with the higher age of the migrant children.[8]</p> <p>[1] SEO Economic Research &amp; Kohnstamm Institute, 'Nieuwkomers in het primair en voortgezet onderwijs: doelgroepenonderzoek', (Final report), <a href="https://open.overheid.nl/documenten/ronl-187f09e3b46e6175b491a2c4bd761c957e7275d1/pdf">https://open.overheid.nl/documenten/ronl-187f09e3b46e6175b491a2c4bd761c957e7275d1/pdf</a>, last accessed on 13 February 2025.</p> <p>[2] Ministry of Education, Culture, and Science, 'Nieuwkomers in het primair en voortgezet onderwijs', <a href="https://www.rijksoverheid.nl/documenten/rapporten/2022/06/30/nieuwkomers-in-het-primair-en-voortgezet-onderwijs">https://www.rijksoverheid.nl/documenten/rapporten/2022/06/30/nieuwkomers-in-het-primair-en-voortgezet-onderwijs</a>, last accessed on 13 February 2025.</p> <p>[3] Ministry of Education, Culture, and Science, 'Letter to Parliament with policy response to research on the education of newcomers in primary and secondary education', <a href="https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo">https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo</a>, last accessed on 13 February 2025.</p> <p>[4] Ibid, p. 1.</p> <p>[5] Ibid, p. 5.</p> <p>[6] Ministry of Education, Culture, and Science, 'Nieuwkomers in het primair en voortgezet onderwijs', p. 27, <a href="https://www.rijksoverheid.nl/documenten/rapporten/2022/06/30/nieuwkomers-in-het-primair-en-voortgezet-onderwijs">https://www.rijksoverheid.nl/documenten/rapporten/2022/06/30/nieuwkomers-in-het-primair-en-voortgezet-onderwijs</a>, last accessed on 13 February 2025.</p> <p>[7] Ministry of Education, Culture, and Science, 'Letter to Parliament with policy response to research on the education of newcomers in primary and secondary education', p. 6,</p>
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			<p><a href="https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo">https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo</a>, last accessed on 13 February 2025.</p> <p>[8] Ibid.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The following good practices have been identified in the Netherlands:</p> <p>Newcomer schools &amp; International Transition Classes (ISK): the International Transition Classes for migrant children in the Netherlands are a good practice as a lot of attention is paid to stability and serenity for the migrant child. Special attention is given to helping the child's social and emotional development. In addition, the education offered in newcomer schools or transition classes is characterized by Dutch language lessons, group formation activities and attention for cultural background. Moreover, the topic of (Dutch) citizenship is addressed.[1]Regional cooperation: Regional cooperation between schools, municipalities and other educational support organisations is used to enhance the quality of newcomer education.[2] Both LOWAN and the regional coordinators of the Ministry of Education, Culture and Science promote this form of cooperation and initiate different regional projects.[3] One example is the use of transition coaches in primary and secondary schools in Groningen. These coaches are deployed to facilitate a smooth transition to mainstream education.[4]Guidelines for schools and municipalities: Schools and municipalities can rely on various guidelines. The Secondary Education Council (VO-Raad) has for example published in 2023 a revised guideline titled 'Newcomers in Secondary Education.'[5] This guideline is meant for all professionals involved in secondary education for newcomers and offers a combination of scientific insights and practical experiences.[6]</p> <p>[1] Ibid, p. 3.</p> <p>[2] Ibid, p. 2.</p> <p>[3] Information provided by LOWAN on 28 February 2025 and by the Ministry of Education, Culture and Science on 3 March 2025.</p>
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			<p>[4] LOWAN, 'Schakelcoaches PO en VO in Groningen', <a href="https://www.lowan.nl/wp-content/uploads/2025/01/Schakelcoaches-PO-en-VO-Groningen.pdf">https://www.lowan.nl/wp-content/uploads/2025/01/Schakelcoaches-PO-en-VO-Groningen.pdf</a>, last accessed on 4 March 2025.</p> <p>[5] Ministry of Education, Culture, and Science, 'Letter to Parliament with policy response to research on the education of newcomers in primary and secondary education', p. 2-3, <a href="https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo">https://www.rijksoverheid.nl/documenten/kamerstukken/2023/06/19/beleidsreactie-doelgroepenonderzoek-onderwijs-aan-nieuwkomers-po-en-vo</a>, last accessed on 13 February 2025</p> <p>[6] Secondary Education Council, 'Handreiking Nieuwkomers in het voortgezet onderwijs', p. 1, <a href="https://www.lowan.nl/wp-content/uploads/2021/10/VO-raad_Nieuwkomers_taal-in-vo-deel-1-2.pdf">https://www.lowan.nl/wp-content/uploads/2021/10/VO-raad_Nieuwkomers_taal-in-vo-deel-1-2.pdf</a>, last accessed on 4 March 2025.</p>
	<p>EMN NCP Poland</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES.</p> <p>In line with art. 165 of the Education Law, foreign students are entitled to benefit from education and care in all types of public schools, up to the age of 18 under the equivalent conditions as Polish citizens/students. Education in these types of schools is free of charge. A decision of admission of a foreign student(s) to a school, is based on documents confirming school attendance in another country or completion of the most recent stage of education, without the need to validate these documents. In the case of absence of such documents, a foreign student may be admitted to a school on the basis of a statement of the completed years of education. Such declaration may be made by parents/guardians, or other persons taking care of the student. Each student, including students with migrant background and according to his needs, has the right to psychological and pedagogical assistance organized by the school s/he attends. This assistance is</p>

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			<p>provided free of charge and on a voluntary basis; it probes and meets student's personal needs (e.g. developmental, educational). It also evaluates individual abilities of a student (e.g. psychological, social, physical, etc.) as well as environmental factors affecting their functioning, in order to support intellectual potential of a student and create conditions for their active participation in the life of institutions (e.g. kindergarten, school) and social environment. Detailed issues in this regard are regulated in the regulation of the Minister of National Education of August 9, 2017, on the principles of organization and provision of psychological and pedagogical assistance in public kindergartens, schools and institutions.</p> <p>In order to benefit from psychological and pedagogical assistance, a student shall report this need to the school principal. This can be done by his or her parents/guardians, teacher, or specialist conducting classes with the student, teacher's assistant or Roma education assistant. Psychological and pedagogical assistance at school is provided during ongoing work with the student and through integrated activities led by teachers and specialists. It can be provided in the form of: classes developing talents, specialized classes (e.g. corrective and compensatory, speech classes, developing emotional and social competences), other therapeutic classes and one-year pre-school preparation under the form of an individualized and compulsory schooling. This assistance may also include advice and counseling.</p> <p>Furthermore several solutions have been implemented to facilitate adaptation of migrant children in Polish schools; to identify the most important, we point to the following:</p> <p>If needed, foreign students can benefit from supplementary classes of the language of instruction (Polish). Currently, students from Ukraine are entitled to at least 4 lessons per week, other foreigners - 2 lessons, conducted individually or in groups of no more than 15 students.</p> <p>Setting education process in a preparatory classes to facilitate education for foreign students; in these classes the scope of the teaching material may be adapted to the student's psychophysical abilities. In a preparatory class organized in the VET schools of first- or second degree, a foreign student can attend activities designed to achieve selected learning outcomes specified in the core curriculum of vocational education. These activities can be adapted in terms of the scope of teaching content and methods of implementation, depending on students' developmental and educational needs and their psychophysical abilities.</p> <p>In line with art 165, para. 8 the Education Law, students with special educational needs may benefit from teacher's assistant support, in order to catch up with others; the support can length up to twelve months; Introduction to schools the post of an intercultural assistant; the main task of the intercultural assistant is to</p>
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## Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>help international students interact with the school environment, as well as facilitate interactions between their parents and the school environment (e.g. educators, teachers, etc.).</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES</p> <p>Students being trained to practice as teachers in Poland acquire, during their studies, practical knowledge and skills to work with children with limited proficiency of the Polish language. They learn how to make use of intercultural competences and intercultural sensitivity. This is guaranteed by the provisions of the current standards of education aiming to prepare for the profession of teacher, i.e.:</p> <ol style="list-style-type: none"><li>1) the standard of education preparing to practice as a teacher, and</li><li>2) the standard of education preparing to practice as a kindergarten teacher and early school education (grades I-III of primary school).</li></ol> <p>To meet the above-mentioned standards, students acquire:</p> <ul style="list-style-type: none"><li>- practical skills and knowledge to work with children with adaptive difficulties related to the migration experience, skills to work with children from culturally diverse backgrounds and limited Polish proficiency;</li><li>- skills and to implement intercultural and glottodidactic competences including teaching children for whom Polish is second language;</li></ul> <p>In order to optimally prepare Polish teachers to work with children with migration experience, the Minister of Education has adopted the following directions of the state's educational policy for the 2024/2025 school year:</p> <ol style="list-style-type: none"><li>1) supporting well-being and mental health of children and young people; developing students' empathy and sensitivity, and being aware of the needs of others; improving the quality of inclusive education and the ability to work with a culturally diverse class;</li><li>2) work with a student with migration experience, including teaching Polish as a foreign language.</li></ol>
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			<p>Introduction this directions to the state's education policy means, that schools are obliged to implement them at the local level, to guide teachers' professional development. In addition, the Centre for the Development of Education in Warsaw, the nationwide teacher training institution run by the Minister of Education, supports public teacher training institutions in the field of the adopted directions by organizing workshops, seminars, trainings, etc. for teachers and educators.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>YES</p> <p>The Ministry of Education in cooperation with Foundation for the Development of the Education System launched the project and pilot study (August 2024-November 2028) : "Peer support for youth's psychological health". The aim of the project is to develop a method, to support students in mental crises; it is based on peer support. The method involves participation of coordinators (psychologists, teachers, educators) and schoolworkers (students). The primary role of the latter is to identify in school environment peer students in need, to offer them a support and, essentially, report the issue to the coordinator. Such pro-active approach is expected to create a good atmosphere – leading to “good vibrations” and stimulating conversations about discomforts, emotions, as well as preventing stigmatisation and isolation. It is expected that the climate of openness and empathy built by peers, will better motivate to ask for help. 200 high schools/400 educators are enrolled to elaborate structural methods to support students (including those with migration background) in psychological crisis. Schoolworkers' main task will be to prevent stigmatization, social alienation and identifying peer students in need. Results of the pilot study will guide further legislative modifications. Moreover, on 1 July 2024 act on assistance to Ukrainian citizens in connection with armed conflict on the territory of that state have been amended. This amendment included provisions that granted aid aimed at supporting continuation of education, for children from Ukrainian institutional foster care evacuated to</p>
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		<p>Poland after 24.02.2022, that are leaving foster care due to reaching adulthood. Assistance may be granted to a person who has been in foster care in the territory of the Poland for at least one year and is studying within the Polish educational system.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>YES</p> <p>The Central Examination Commission collects the data of the eighth-grade exam; the table below presents this data, split to two groups: native students and non-native students who are citizens of Ukraine (immigrants); estimates of averages for three subjects: Polish, Mathematics and Modern foreign language (English or Russian) for 2024 school year are reported in the tables below.</p> <p>Polish</p> <p>8th Grade Exam native students              8th Grade Exam for Ukrainian Citizens</p> <p>Sample size              189 990              11 261</p> <p>Average              61              49</p> <p>Standard deviation              20,7              23,4</p>
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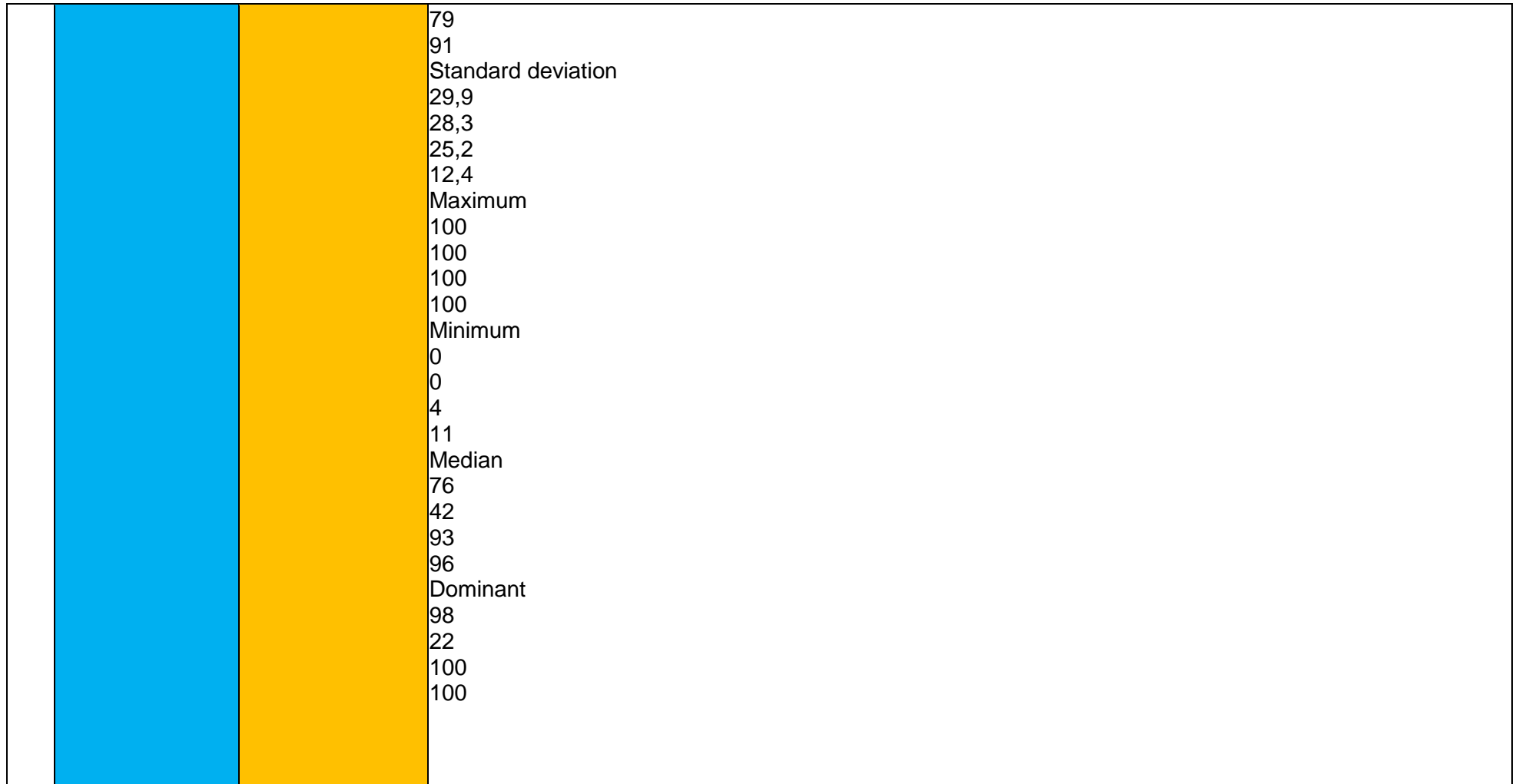
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			Maximum	100
			Minimum	0
			Median	64
			Dominant	69
				62
			Matemathics	
			8th Grade Exam native students	
			8th Grade Exam for Ukrainian Citizens	
			Sample size	189 964
				11 103
			Average	52
				38
			Standard deviation	29
				25
			Maximum	100
			Minimum	100


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		0
		0
		Median
		48
		32
		Dominant
		20
		20
		Modern foreign language
		English – 8th Grade
		Exam native students
		English - 8th grade
		exam for Ukrainian
		citizens
		Russian - 8th Grade
		Exam native students
		Russian - eighth grade
		exam for Ukrainian
		citizens
		Sample size
		191 808
		7 102
		1 294
		2 618
		Average
		66
		49

# Ad-Hoc Query on 2025.6 Access to Education for Migrant Children



**Ad-Hoc Query on 2025.6 Access to Education for Migrant Children**

			<p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>The biggest challenge is language barrier. Secondly, due to traumatic experiences, some students suffer from post-traumatic stress and disorders, this leads to alienation, mental turmoil and deteriorated mental health.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The Ministry of National Education created a Team on the Educational Integration of Children Who Are Citizens of Ukraine which hosts meetings with leaders representing a.o. national minority organizations: the Central Council of Roma, the Roma Educational Association.</p>
	<p><b>EMN NCP Portugal</b></p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>In Portugal, all migrant children and young people or refugees, from 6 to 18 years old, whether or not they</p>

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			<p>are in a regular situation, have access to regular Education with the same rights as any national and are integrated in the Education system as quickly as possible. Portugal has a whole-school approach to integrating pupils and their families and not a tailored support approach. However, apart from the Agency for Integration, Migration and Asylum (Agência para a Integração, Migrações e Asilo - AIMA, I.P.) national Strategic Plan launched for Learning Portuguese as a Foreign Language (Plano Estratégico para a Aprendizagem de Português como Língua Estrangeira), the Ministry of Education, Science and Innovation presented it as one of its priorities and dimensions, related the exponential increase in the number of immigrant students and their families.</p> <p>These measures that are being heavily reinforced for this school year, 2024/25, are the ones related to integrating migrant students. Portugal has experienced a significant increase in its migrant student population, which has nearly tripled in less than five years, rising from 50,000 to 140,000 in 2024. In 2023 alone, 34,000 migrant students enrolled in Portuguese public schools. Additionally, about 25% of these students do not speak Portuguese, posing new challenges for schools that are often unprepared for this reality.</p> <p>"Learning More Now" Plan (September 2024) in its second axis — Inclusion and Success of migrant students — includes measures that promote the integration of migrant students and their families based on the premise that integrating the families is a cornerstone of the success of students' integration. The main goal of this measure is to improve the integration of the increasing student migrant population in Portuguese public schools.</p> <p>To address these issues directly related to Inclusion, the government planned, for school year 2024/25, among others, the following measures:</p> <ol style="list-style-type: none"><li>1. Assign linguistic and cultural mediators: appointing specialized tutors to guide the integration of migrant students (it has already started – legislation published).</li><li>2. Improving “Portuguese for Foreigners” Courses: Updating language diagnostic tools, assessment methods and onboarding content to better meet the needs of individual students (ongoing).</li><li>3. Family Language Support: Extending Portuguese language learning opportunities to parents, facilitating the integration of entire families into the educational system and broader society (it has already started).</li></ol> <p>Presentation of the plan by the Ministry of Education (Part II – slides 16-25): - <a href="https://www.portugal.gov.pt/download-">https://www.portugal.gov.pt/download-</a></p>
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			<p>ficheiros/ficheiro.aspx?v=%3d%3dBQAAAB%2bLCAAAAAAABAAzNDE2MgAAyTayAUAAAA%3d</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>The Ministry's guidelines for the 2024/25 school year clearly state that all schools (where applicable) must constitute a multidisciplinary inclusive education support team (EMAEI) to host migrant students and their families, according to the Guidelines quoted and described below. The teams integrate technical specialised staff (psychologists, speech therapists, social workers, social educators and cultural mediators), teachers and non-teaching staff and must develop and implement the hosting process: stages, intervenient staff and other local organisations, resources to mobilise, evaluation and monitoring.</p> <p>Individual Educational Plan (Plano Educativo Individual)</p> <p>Decree-law 54/2018 of 6th July establishes the principles and rules that guarantee inclusion, as a process that aims to answer to the diversity of the needs and potential of each and every student by increasing participation in the learning processes and in the life of the educational community. According to the legal framework for inclusive education, in place since 2018, the curriculum and student learning are being placed at the centre of the school's activity. This implies a strong commitment to the autonomy of schools, their professionals and educational teams in defining strategies and monitoring curricular diversification. The methodological options used in this decree-law are based on an universal design for learning and a multi-level approach to accessing the curriculum, abandoning the idea that it is necessary to categorise in order to intervene. The main objective is to ensure that the Students Profile at the end of compulsory</p>
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			<p>schooling is achieved by all even if through a differentiated pathway, which allows everyone to progress through the curriculum with a view to their educational success.</p> <p>Schools have the autonomy to mobilise measures to support learning and inclusion at different levels throughout the student's school years, depending on their educational needs. These measures are organised into three levels of intervention: universal, selective and additional.</p> <p>The measures to be implemented are defined based on evidence from monitoring, systematic evaluation and the effectiveness of the measures in addressing the needs of each child or student, always involving the families, the student and the school's educational team.</p> <p>Each school has its own multidisciplinary inclusive education support team (EMAEI), which, among other responsibilities, should accompany and monitor the application of learning support measures and advise teachers on the implementation of inclusive teaching practices.</p> <p>In the scope of this legal framework, we can refer the Specific Tutorial Support (Apoio Tutorial Específico - ATE).</p> <ul style="list-style-type: none"><li>- In addition, schools have the Personal, Social and Community Development Plans, where psychologists, speech therapists, social workers, social educators and cultural mediators are working for helping schools to systematically gather a range of student data in order to monitor the situation of learners at risk of ELET.</li><li>- Aiming at the promotion of equity and equal opportunities at schools, educational responses that facilitate access to the curriculum may be provided to students who have recently enrolled into our educational system at the beginners' level of language proficiency (A1, A2), jointly with their parents or guardians. Thus, measures for supporting learning and inclusion may be taken, such as: a progressive integration into the mainstream curriculum, through the attendance of selected school activities, based on the sociolinguistic profile and the students' learning pathway, in order to reinforce their learning of the Portuguese language as the language of instruction; the development of other projects approved by the school, with the assent of the Directorate-General for Education (DGE) or the National Agency for Qualification and Vocational Education and Training, I.P. (ANQEP, I.P.), depending on the educational provision and training attended. Education and teaching establishments, within the scope of their autonomy and their educational project, should provide students with other activities that enhance language immersion, interpersonal relationships, inclusion, and a sense of belonging, such as tutoring and mentoring, clubs and sports at school.</li></ul> <p>Additionally, in accordance with the Legislative Order No. 2044/2022, of February 16th, the application of the measures under consideration requires the following actions: the student's enrolment in a class of the</p>
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			<p>respective school year; progressive integration in the curriculum involves the attendance of at least 480 minutes per week in the Primary Education, 450 minutes per week in the Upper Primary Education, 350 minutes per week in the Lower Secondary Education and 300 minutes/week in the Upper Secondary Education, namely those subjects included in curriculum structure of the corresponding school year. During[VBVC1] [DEAMC2] [VBVC3] the time students are not attending the other subjects foreseen in the curriculum structure of the respective school year, they participate in learning activities of Portuguese as a Second Language (PL2), according to the respective Essential Learning which includes the approach of the Portuguese language as a vehicular language of access to the syllabus of the remaining school subjects. The legislation aims to make the curriculum more flexible and integrate foreign students gradually. It concedes autonomy to schools to define the support measures for learning and inclusion to be mobilised, namely the subjects to be studied, according to the specific situation of each student and the profile of teachers, namely in terms of foreign language proficiency, to facilitate communication with students.</p> <p>- Guidelines for the Reception, Integration and Inclusion of Children and Young People; Integration of refugee children into pre-school education <a href="https://www.dge.mec.pt/noticias/inclusao-de-alunos-migrantes-em-meio-educativo">https://www.dge.mec.pt/noticias/inclusao-de-alunos-migrantes-em-meio-educativo</a></p> <p>Training for teachers:</p> <p>Learning Communities - INCLUD-ED: a project to transform the school and its community through the implementation of Successful Educational Actions (SEAs), that aims to promote educational success for all children and young people, involving the family and the community and making the most of cultural diversity. It includes training actions.</p> <p>Health Promoting and Social and Emotional Skills Training for Teachers. In 2017 a partnership between the Directorate-General of Education and the Directorate-General of Health, developed a Social and Emotional Competences Manual.</p> <p>Since 2017, Social and Emotional Training Sessions have been carried out. Since 2017, Portuguese schools can apply for the Healthy School Label, an initiative that aims to recognise and reward schools that value the well-being of the entire educational community, healthy interpersonal relationships, the involvement of the entire educational community, and the positive image of the school.</p> <p>Within the scope of the National Strategy for Citizenship Education, in the Citizenship and Development curricular component, the following topics are included: mental health, elimination of stereotypes and prejudices, non-discrimination and inclusion.</p>
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			<p>Among other activities webinars are promoted with different groups in the educational community as a target audience, as well as training actions for teachers. There is a health education reference that guides the work to be carried out in schools, where the mental health theme is particularly highlighted, as well as mental health, violence prevention, elimination of stereotypes and prejudices, non-discrimination and inclusion.</p> <p>Digital Academy for Parents - The Digital Academy for Parents Programme, a joint initiative of the Directorate-General for Education (DGE) in partnership with a company (E-Redes), gives parents and guardians of children in Basic Education the opportunity to attend digital training actions.</p> <p>EUN Project digi.well – The overall objective of the digi.well project is to explore, develop and foster a whole-school approach to well-being in a digital world, building upon an in-depth understanding of the needs of children, young people, teachers and a wider range of school professionals, while developing and implementing a set of self-assessment, capacity building and outreach tools.</p> <p>The implementation of Digital Education Laboratories (LED) promotes differentiation in teaching methodologies, helping to integrate students through the application of practical, collaborative, experimental and inclusive teaching.</p> <p>Promotion of training of trainers in the area of citizenship education, promotion of inclusive educational environments and digital citizenship.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>We can describe the following initiatives: Tutoring outside the school day The Multidisciplinary Support Teams for Inclusive Education (EMAEI) are a specific organisational resource with a recognised role in supporting learning and inclusion. With a set of duties and transversal</p>
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			<p>competences, the diversity of professionals that work in the team allows a holistic intervention with learners and in educational contexts: tutoring sessions in teams composed by teachers, psychologists and school counsellors. This intervention was initiated with Decree-Law 54/2018, 6 of July and, from 2020/2021 onwards, an additional hourly credit of up to four teaching hours per week has been allocated exclusively for the EMAEI to carry out its duties. The maintenance of the reinforcement of up to four hours per week additional to that provided for in article 9 of Legislative Order no.10-B/2018, 6 July, it is to be used exclusively by the Multidisciplinary Support Team for Inclusive Education (Resolution of the Council of Ministers n.º 140/2024, 17 de October.</p> <p>One of the measures included in Resolution of the Council of Ministers n.º 140/2024, 17 October, is to act before failure occurs. This measure aims to extend specific tutorial support to preventive psycho-pedagogical tutoring for learners who have not been retained in school but show learning difficulties, right from lower primary education, to develop learners' metacognition, self-regulation and social and emotional skills. These tutorials follow the logic of early intervention to prevent school failure and retentions, and should be organised by teachers or other specialised staff, based on the hourly credit of specific tutorial support.</p> <p>Programme for Priority Intervention Educational Areas (TEIP4): TEIP schools are located in socioeconomically disadvantaged areas, with high rates of early school-leavers, associated with exceptionally poor school failure rates and, as such, receive increased funding and greater autonomy to address the specific needs and constraints of their school communities. Throughout the development of the programme, schools are challenged to build and implement multi-year improvement plans (PPM), based on evidence and the knowledge that the organisational units have about local situations, by consolidating their autonomy and adopting positive discrimination measures.</p> <p>"Learning More Now" Plan, is being developed in 2024-2025 school year and intends to give schools better instruments to support students, whether in their inclusion or in their academic success. The second axis promotes "Inclusion and Success of migrant students". This axis includes measures that promote: (i) improving inclusion of students who do not know the Portuguese language, assigning linguistic and cultural mediators to schools; (ii) update the Portuguese Nonnative Language (PLNM) subject; (iii) adapt the rules of the evaluation of students who take the PLNM discipline. " Learning More Now" Plan also allows schools to carry out some actions planned for the 2023-2024 academic year, thus closing the cycle of learning recovery.</p>
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## Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>The operationalisation and monitoring of this Plan are followed by a monitoring committee made up of representatives from various Services and Entities of the Ministry of Education, Science and Innovation. Specific guidelines for schools reinforce the instruction to create multidisciplinary teams to host migrant students and help them integrate.</p> <p>Specific tutorial support to those identified, especially with a PEI (see Individual Educational Programme): see previous answer – question 2.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>NO.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Portuguese schools are facing new challenges due to the significant increase of migrant student population who do not speak Portuguese.</p> <p>So, in order for them to be better prepared to deal with this new reality, Portugal is engaged to: Assigning linguistic and cultural mediators; Improving “Portuguese for Foreigners” Courses; Promoting family Language Support.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified</p>
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Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>We identified the following three god practices:</p> <p>Multidisciplinary inclusive education support team (EMAEI) Specific Tutorial Support (Apoio Tutorial Específico - ATE) Pedagogical resources/guidelines to parents (Training and support resources were developed for teachers, class directors and for dissemination to families, in order to encourage cooperative work on behalf of students. These resources will aim to increase mutual knowledge, ways of monitoring and sharing information, as well as communication strategies - "Plan 21 23 School+", Specific Action 1.4.1 — Family closer. Includes resources for parents, for example, workshops in digital literacy or online tools to accompany the students' school work. Vide: Digital academy for parents or Autonomous online study platform for students with resources for the family's involvement (question 2).</p>
	<p>EMN NCP Serbia</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES.</p> <p>The Republic of Serbia continuously works to improve the quality and accessibility of education for migrant and asylum-seeking children and students. The commitment to ensure access to education for all children is reflected in the legislative framework that enables a simplified procedure for enrolment of children from</p>

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			<p>vulnerable groups in the system of compulsory primary education. This includes the possibility of enrolling in school without having the documentation required for enrolment, with only a mandatory certificate of the child's health examination. Parents and school administrations are obliged to complete the documentation by the end of primary school.</p> <p>In addition, a number of measures aimed at children have been designed to facilitate their inclusion. Some of them are:</p> <ul style="list-style-type: none"><li>introducing the subject Serbian as a foreign language in primary schools - this opens up the possibility for schools to organize the teaching of the Serbian language for students who do not know the language.</li><li>translation of educational materials - the Ministry of Education has provided translations of educational materials into the native languages of migrants. The material has been translated into Arabic, Farsi, French (due to the large number of French-speaking children from African countries) and Ukrainian. This measure has proven to be an extremely significant support for children.</li><li>small grants for the implementation of curricular and extracurricular activities - small grants have been provided to the schools in order to ensure financial resources for the implementation of innovative and inclusive extracurricular and curricular activities during the school year (visit to museums, landmarks, exhibitions, sport and science competitions etc.).</li></ul> <p>for migrant students who leave Serbia and who were part of the education system, a school report is prepared (in Serbian and English) containing the level of educational competencies that the migrant student has achieved during their education in Serbia, which represents a kind of educational passport.</p> <p>within the reception system, for children accommodated in asylum centres, organized support is provided to help them in learning teaching materials and doing homework.</p> <p>children from low-income families and children granted international protection are also entitled for support in school supplies and clothing, as well as snacks if organized at school.</p> <p>considering the number of children from Ukraine, the existence of the subject Ukrainian language with elements of national culture, which was developed for the Ukrainian national minority, is also important.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are</p>
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			<p>legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES</p> <p>With the aim of continuously improving the competencies of employees in the education system, the Ministry of Education, in cooperation with the Institute for the Improvement of Education, has been implementing several activities:</p> <p>An Expert Guide for the inclusion of migrant students in the regular education system has been prepared.</p> <p>Web portal REMIS with different useful content for teachers as information, translated school materials, example of good practice and other documents</p> <p>Provision of mentoring support through engagement of advisors already engaged in education system, who are implement inclusive practice together with schools</p> <p>Training in the field of education, prevention and protection against discrimination, as well as in the field of implementation and promotion of multicultural schools.</p> <p>Special trainings for identification of potential victims of trafficking</p> <p>Expert trainings for the implementation of curricula Serbian as a foreign language</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>YES</p> <p>In educational institutions, all violence and discrimination are prohibited in accordance with Articles 111 and 112 of the Law on the Foundations of the Education System. Rulebook on the detailed criteria for recognizing forms of discrimination by an employee, child, student or third party in an educational institution was adopted in 2016. The Rulebook on proceedings in the event of suspected or established discriminatory behavior and insult to the reputation, honor or dignity of a person was adopted in 2018. Both documents</p>
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			<p>regulate very precisely the procedures for the actions of educational institutions in situations of suspected or established discriminatory behavior.</p> <p>The Catalogue of Continuous Professional Development Programs for Teachers, Educators and Professional Associates for School Education includes 7 accredited programs with the theme of interculturality, 5 programs with the theme of gender equality, and the theme of protection from discrimination is represented by 20 programs.</p> <p>The project " Together safely through childhood ", which the Ministry of Education is implementing in cooperation with the Ministry of Internal Affairs, the Commissioner for the Protection of Equality, the University of Criminal Investigation and Police Studies in Belgrade, the OSCE Mission to the Republic of Serbia and other partners, aims to improve the system of protecting children from violence.</p> <p>The National Platform "I Protect You" was established by the Government of the Republic of Serbia with the aim of strengthening intersectoral cooperation and more coordinated action of the competent actors. Every citizen, including children can report violence or discrimination through this platform.</p> <p>The Ministry of Education is introducing the Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC) into the work of schools.</p> <p>In order to introduce all available tools for protection of discrimination and violence, regular workshops are organized for the children and employees in the education system.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>There is no specific monitoring of the educational achievement of migrant students, asylum seekers and refugees.</p>
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**Ad-Hoc Query on 2025.6 Access to Education for Migrant Children**

			<p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>For the most of the migrants western EU countries are the destination countries. The Republic of Serbia is just transit country and temporary destination for migrants. Because of this, migrant population stays in Serbia for a short time. Such situation is big challenge both for teachers and children. Weak motivation of migrant families with school children to more actively involve children in the education system and learn the Serbian language regardless of their plans for final destination, is one of challenges. Poverty and the unenviable material situation of migrant families with school children could be challenge.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Use of visual tools as teaching aid to overcome language barriers Various activities that include cooperation with migrant children parents Inclusion of migrants in the celebration of important dates - International Migrants Day, Mother Language Day, School Day, New Year's celebrations, and the celebration of national holidays of migrant students when migrant students participate in the program in their mother tongue.</p>
	<p>EMN NCP Slovakia</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or</p>

## Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>The School Act (245/2008) stipulates that basic and advanced courses of the state language are organised for children of foreigners in order to remove language barriers. More specific information regarding the organization is provided by the Act on State Administration in Education and School Self-Government (596/2003), according to which language courses for children of foreigners are financially and organizationally provided by the relevant regional office of school administration in cooperation with local government bodies.</p> <p>The main tool for language education for children is primarily state language courses for children of foreigners at schools (basic and advanced courses), which are financed by the state. Schools can also use other tools to teach Slovak (e.g. hobby clubs, tutoring, etc.). Language education for children of foreigners is thus provided mainly through the school that pupils attend. The curriculum and curriculum of the state language course for children of foreigners are approved by the Ministry of Education, Research, Development and Youth of the Slovak Republic (MERDY). Schools are applying for funding from the Ministry of Education through regional offices of school administration, which, in cooperation with local government bodies, organizationally and financially provide language courses for children of foreigners.</p> <p>The MERDY is gradually adopting measures aimed at improving the quality and effectiveness of language teaching for children of foreigners. In 2023, it approved a new State Educational Programme, which, among other things, introduced a new subject "Slovak language as a second language". The state educational programme was tested in the school year 2023/2024 at 40 selected pilot schools (it will be mandatory from the school year 2026/2027), but all schools were allowed to include the new subject "Slovak language as a second language" in teaching as early as in the school year 2023/2024.</p> <p>Until September 2023, teachers used only non-accredited textbooks and materials when teaching Slovak as a foreign language. The approval of the new state educational programme, which contains standards for teaching the new subject Slovak language as a second language, enabled the use of approved textbooks ("Aha Slovak", "The World Around Us in Slovak"). In addition, the Catalogue of Support Measures (effective from 1 September 2023) has been adopted, which specifies the support measures that are necessary for the pupil to be fully involved in education and training. The Catalogue also includes support for learning the school's language.</p>
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			<p>From 1 April 2022, the number of hours in the basic language course for children of foreigners has increased (to 6 hours per week). A school facility can provide a pupil with 48 hours of Slovak language during 8 weeks. A pupil can also complete an advanced course with a total duration of up to 16 weeks, i.e. 64 teaching hours.</p> <p>In addition to language support, schools can also provide other support measures, such as mentoring support and psychological consultations, to help children of foreigners adapt to their new environment and integrate into the school. These measures are tailored to the individual needs of children and pupils and can be temporary or permanent. For example, after the outbreak of the war in Ukraine, the Center for Pedagogical-Psychological Counseling and Prevention Bratislava created a "Support Team for Ukraine". This team provides systemic support to children, pupils and students, parents, teachers and professional staff. Also, after the outbreak of the war in Ukraine, Slovakia developed information leaflets for parents on how to proceed after arriving in Slovakia. A lot of information was available on the MERDY website.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>After the outbreak of the war in Ukraine, the National Institute of Education and Youth (NIVAM) developed methodological recommendations on how to help children coming from abroad with adaptation in schools in the Slovak Republic, how to proceed when enrolling and also how to proceed with their assessment. A manual on how to admit children of foreigners to the educational process in the Slovak Republic has been developed, which contains a set of other materials for primary schools. A glossary of basic terms for primary school was also created. The documents are being prepared in six languages, including Ukrainian, and will be further amended. These and other guidelines are available on the NIVAM website.</p> <p>There are also several courses available for pedagogical and professional employees in various areas of support for pedagogical and professional employees of schools and school facilities as well as youth workers from NIVAM: <a href="https://nivam.sk/wp-content/uploads/2024/08/katalog-odbornych-cinnosti-a">https://nivam.sk/wp-content/uploads/2024/08/katalog-odbornych-cinnosti-a-</a></p>
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			<p>programov-vzdelavania-24-25_online.pdf Teachers have at their disposal a methodological manual Language Course - Slovak Language as a Second Language Jazykovy-kurz_bez-priloh.pdf Attachements: Priloha-4.pdf, Priloha-5.pdf, Priloha-6.pdf Učíme - metodický portál - Slovenský jazyk ako druhý jazyk In 2024, MERDY granted Comenius University accreditation to the educational programme of the course, the main goal of which is the professional and methodological training of teachers of the Slovak language as a foreign language, who work at primary, secondary and higher education institutions, as well as at language schools in Slovakia or abroad. This course is running successfully. Link to accreditation: <a href="https://isdv.iedu.sk/CourseDetail.aspx?moduleId=43431">isdv.iedu.sk/CourseDetail.aspx?moduleId=43431</a></p> <p>In this context, a Memorandum of Cooperation was also signed between MERDY and the Association for Teacher Education. This association is also a partner in the project preparation of future teachers. At the same time, MERDY monitors Ukrainian students studying at Slovak universities at the Faculty of Education or the Faculty of Arts as potential future teachers with adequate language competencies that are relevant for working with children from Ukraine.</p> <p>Since 2022, several multiplier events for teachers have taken place as part of Erasmus+ "Slovak for Children of Foreigners". As part of the programme, teachers were trained to work with methodological manuals and didactic materials in the inclusion of children in the educational process in the Slovak Republic, such as Aha, Slovak!; The World Around Us in Slovak; Manual for the Inclusion of Children of Foreigners - instructions on how to proceed "step by step" in preparation for the arrival of a foreigner children to school; Translation dictionary of basic terms for primary schools - an aid for pupils-foreigners attending primary school in the Slovak Republic (see also question 1).</p> <p>Since 2022, teachers have also been involved in the Support of Multilingual Classrooms projects.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>The education of children of foreigners is based on the overall educational policy of the state, while the key</p>
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			<p>law is the School Act, which defines the term “children of foreigners”, regulates their inclusion in specific grades and also establishes other principles of inclusive education (such as the principle of equal access to education, prohibition of all forms of discrimination and especially segregation, free education at state primary and secondary schools, free compulsory pre-primary education in a state kindergarten, etc.). Also, according to the School Act, children of foreigners who have been granted residence are included in the school system under the same conditions as children who are citizens of the Slovak Republic.</p> <p>The MERDY Directive No. 36/2018 on the prevention and solving the bullying of children and pupils in schools and school facilities regulates the basic features and elements of bullying of pupils, as well as the possibilities of preventive action and methods of dealing with bullying of pupils.</p> <p>From 2024, a national project is being implemented in Slovakia as part of the call Programme Slovakia "Integration of third-country nationals, including migrants". Within the framework of the project activities, support for the integration of the target group by the municipality and non-governmental organizations is ensured, which are systematically, transparently and efficiently provided with funds to ensure the implementation of socio-economic integration activities, with the intention of facilitating the contact of the target group with the social environment, supporting better access to services and thus supporting their inclusion in society. Within the project, activities related to the education and integration of children, pupils and students are carried out in the field of primary and secondary education according to their individual needs beyond the standard teaching process. Coordination of the placement of children and pupils/students in schools and school facilities, coordination at the first contact with the school is ensured. Language clubs and Slovak language courses for children/students are implemented, as well as the creation of didactic aids, study materials, and language aids. Clubs are organized for 9th grade pupils, professional lectures for their parents about the possibilities of studying at secondary schools. Extracurricular sports, cultural, educational and cognitive events related to the successful adaptation and integration of children and students are coordinated and organized. Individual consultations and tutoring, psychological diagnostics, counselling and consultations with families and children, as well as the coordination of psychosocial team and crisis intervention staff are supported.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area)</p>
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			<p>and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>The education and integration process of migrants, specifically children from Ukraine, is monitored by the State School Inspection, e.g. reports: <a href="https://ssi.sk/wp-content/uploads/2024/12/sprava_2024_web.pdf">ssi.sk/wp-content/uploads/2024/12/sprava_2024_web.pdf</a> , <a href="#">sprava_2023_v6_dvojstrana-na-web_compressed.pdf</a> and <a href="#">vzdelavanie_ziakov_odidencov_z_Ukrajiny_2_cast.pdf</a>. However, their goal is not specifically achieved academic results, the analyses concern children's access to education in their mother tongue, the success of integration measures, and the like.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>The inclusion of children of foreigners in education is a great challenge for Slovakia, as it has relatively little experience in this area. In the period before the war in Ukraine, as of 15 September 2021, only 0.97% of pupils who had a citizenship other than Slovak were educated in kindergartens, primary and secondary schools.</p> <p>Another great challenge is the education of pedagogical staff, as it is an important prerequisite for managing the integration of children of foreigners into schools. Pedagogical staff only rarely undergoes training that would focus on working with the foreign community and on the field of education of foreigners (e.g. training focused on the development of so-called soft skills or work in a multicultural environment).</p> <p>Another challenge is that in the Slovak Republic, there is no institution that would cover comprehensive education of teachers in this area. The adaptation of pupils in school facilities is also a challenge for schools. Children are placed directly in classes with their classmates, without additional adaptation programmes that would be adapted to their needs. To address this challenge, with effect from 1 September 2025, the possibility of establishing an "adaptation class" in primary school has been introduced in relation to</p>
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			<p>improving the adaptation of Ukrainian pupils in schools. The aim is to compensate for the missing content of education, the adaptation of pupils to the educational environment and the adaptation of children of foreigners.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>Especially after the outbreak of the war in Ukraine, good practices were:          Ensuring the provision of a school language course or other support for learning the language of the school. The aim is to improve the language competences of children/pupils in the language of the school by supporting the acquisition of the language for children/pupils whose mother tongue differs from that of the school they attend and for children/pupils whose knowledge of the language of the school is lower than the age-appropriate knowledge of the language of the school.          Schools were also encouraged to use funds for non-formal education – schools in nature and physical activity courses – and the creation of support teams for Ukraine (counselling and prevention facilities).</p>
	<p>EMN NCP Slovenia</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>The Ministry of Education provides schools with migrant students with extra Slovenian lessons in the first</p>

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			<p>year of school from the school year 2020/2021. The Regulations on Norms and Standards for the Implementation of the Primary School Curriculum providing Slovenian lessons for migrant students (up to 4 pupils - 120 hours; 5-8 pupils - 160 hours; 9-17 pupils - 180 hours). There is also the possibility of systemising the share of a teaching workplace (WP) if 9 or more students join the school at the beginning of the school year (from 9 to 17 pupils - WP 0.25; from 18 to 26 pupils - WP 0.50; from 27 to 35 pupils - WP 0.75; from 36 to 44 pupils - WP 1).</p> <p>The amendment to the Basic School Act allows migrant students join compulsory subjects gradually, depending on their knowledge of the Slovene language. Immigrant students are included in the initial Slovenian language classes and intensive work on learning the language of instruction as soon as they enter the school. Gradual integration into compulsory subjects such as sports and fine arts enables them to learn intensively in the initial lessons and to socialise with their classmates at the same time. The Regulations on the Examination and Assessment of Knowledge and the Promotion of Pupils in Primary School provide that, for migrant pupils, the methods and time limits for assessment may be adjusted during the school year, for a maximum of two school years after their enrolment into a primary school in the Republic of Slovenia.</p> <p>In 2023, by amending the Rules on Norms and Standards for the Implementation of Educational Programmes and the Educational Programme in the Field of Secondary Education, schools were able to employ more counsellors depending on the number of pupils or classes. Counsellors use their expertise and activities, such as workshops for the development of social skills, peer mediation programmes and individual and group counselling.</p> <p>For upper secondary school students, schools organise an intensive Slovenian language course at the beginning of the school year, which is compulsory and free of charge for these students when they first enrol in school. They are entitled to additional hours of Slovenian language lessons in the second semester. Upper secondary school students are entitled to have their school commitments adapted by means of a personalized education plan. Students are offered various forms of support during the remainder of the school year (supplementary teaching, individual and group support, adaptations to teaching methods and forms of work). In the first year of inclusion, students, except for those in their final school year, will not be given a negative mark in the Slovene language subject, with their grade report only containing a note that the student has not been assessed. Nevertheless, the student in question will be allowed to progress to the</p>
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## Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>next year if he/she obtains positive grades in other subjects and if the principal himself brings up such a decision on the proposal submitted by the teachers' board.</p> <p>Schools inform on various programmes and services provided in the local area, information is available on the website "For Intercultural Coexistence" (Slovene: Za medkulturno sobivanje).</p> <p>Every year, more migrant children are included in Slovenian kindergartens, as we notice that the shares are increasing in the last ten years. Children can enrol in kindergartens with 11 months and as pre-school teachers are reporting sooner they start to learn the new language better are results. Since pre-school education is not compulsory in Slovenia and the parents can decide either to enrol their child in kindergarten or not the time space is crucial which is related also to soft transition into primary school. Kindergarten teachers, together with the counsellors (psychologists and social/special pedagogues) that provide support to professional workers, represent a support pillar in the inclusion of migrant children, so that everyone is provided with good development opportunities. Among the important goals in the pre-school period, we consider that every child, regardless of their cultural orientation, skills and needs, achieves their optimal development. Without cooperation with parents, this would not be possible, so it is very important to establish a good relationship with them, which kindergartens make great efforts to achieve.</p> <p>Additionally, beneficiaries of temporary protection are entitled to child benefit and reduced kindergarten fees under the conditions set out in the Exercise of Rights from Public Funds Act. The application for exercising the right to child benefit and reduced kindergarten fees are done in the social work centre. Beneficiaries of temporary protection who are eligible to receive financial support or pocket money are exempt from paying kindergarten fees.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES</p> <p>In 2022, the National Education Institute Slovenia (Zavod Republike Slovenije za šolstvo) adopted</p>
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## Ad-Hoc Query on 2025.6 Access to Education for Migrant Children

			<p>Guidelines for the Integration of Children and Adolescents with Temporary Protection in Educational Institutions (Smernice za vključevanje otrok in mladostnikov z začasno zaščito v vzgojno-izobraževalne zavode). They are intended for managers and professionals in kindergartens, primary and secondary schools and serve to support the integration and work with children and adolescents who come from war zones and need assistance in integration and for the creation of an inclusive environment, in which children and adolescents learn to respect diversity. In 2024 the same institute adopted Guidelines for the Inclusion of children, Pupils and Students from Other Linguistic and Cultural Backgrounds in the Slovenian Education System. They follow a comprehensive inclusive approach based on acceptance, and welcome, conversation with the child and parents, creation of an individual plan of activities in the kindergarten and primary school and a personal education plan in secondary school, initial learning of Slovene and a comprehensive integration into the new environment and involvement in the activities of the school and the local environment.</p> <p>The Ministry invests a great deal of effort in the education of professionals who should take into account the linguistic and cultural diversity of immigrant groups and children in their pedagogical work and provides funds for continuous professional education and training of professionals in kindergartens and schools. The integration of immigrant students in the system of further education and training of professionals is already addressed with priority topics, on the basis of which providers prepare and implement such programmes. In the school year 2023/2024, 13 professional training programs were published and 11 were implemented, with a focus on communicative skills in the Slovenian language, bilingualism/multilingualism and media literacy, the implementation of lifelong career guidance and the provision of equal opportunities with an emphasis on vulnerable groups, as well as sustainable development and active citizenship. For implementation in the 2024/2025 school year, 12 vocational training programmes were published with the same emphasis.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p>
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			<p>The most important measure in prevention of segregation is that migrant students are enrolled in basic education and upper secondary education under the same conditions as citizens of the Republic of Slovenia, which means that their education is free of charge, with increase in class sizes being allowed to address capacity challenges (upper secondary education).</p> <p>The Slovenian education system is based on an inclusive approach (in the context of the fastest possible inclusion in kindergartens and regular classes) in exercising the rights of immigrant children, pupils and students to education and in ensuring their social inclusion in the daily life of the country where they have moved for various reasons.</p> <p>An analysis "Inclusion and Work with Immigrant Children in Kindergartens and Schools in Slovenia" is currently being prepared by ZRC SAZU, the Institute for Slovenian Emigration and Migration. The analysis will present and evaluate the current state of inclusion and work with immigrant children in schools and kindergartens in the Republic of Slovenia, the findings will serve as an important resource for upgrading implementation models and protocols and support mechanisms on integration of migrant children in students in schools. The project is funded by the European Union under the Recovery and Resilience Plan. The Ministry of Education is planning a programme and measures under the European Social Fund to support schools and kindergartens with the highest number of migrant students. A national project titled Inclusion of migrant Children in the Slovenian Education System is being planned with the aim of establishing and upgrading implementation models, protocols, and support mechanisms for the effective inclusion of children in primary and secondary schools as well as kindergartens. This will be achieved through professional training, the development of intercultural competencies among education professionals, and the creation of an inclusive and supportive learning environment.</p> <p>We have to point out as well that on 3 May 2022, twenty children and the accompanying staff from the Ukrainian Luhansk orphanage arrived organised by the Ukrainian Embassy in Slovenia in the village of Slavina, where they are since accommodated in the local centre. The only project of the kind in the country was initiated at the request of the Embassy of Ukraine for the transfer of the children from the Luhansk orphanage to Slovenia. The project has been successfully implemented in cooperation with the Government Office for the Support and Integration of Migrants, Municipality of Postojna, local community, Civil Protection, Postojna Student Dormitory, Association of Friends of Youth.</p> <p>The accompanying staff who had already taken care of children in Ukraine has provided education and care</p>
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			<p>to the children also in Slovenia, while Slovenia has provided additional educators as well as enrolment of children first in the kindergarten into shorter programme in duration of 240 hours in the first year in 2022 and in the school year 2023/24 and this year 2024/25 they are enrolled in the regular daily programme and the Ministry of Education has covered all the costs (as well for the shorter programme and for the full day programme in total costs - including the meals which are part of the programme). Some children attended primary school. The government decided on 27 of February 2025 to extend the accommodation of applicants for temporary protection and persons with temporary protection from Ukraine who fled their homeland due to the war in the accommodation centre in Postojna. The government also decided to continue the project of housing children from the Lugansk regional orphanage from Ukraine and their accompanying staff with their own children in the Student Home of the Postojna Secondary Forestry, Woodworking and Health School and in the accommodation facility in the settlement of Slavina until 30. 6. 2025.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>No.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>In recent years, primary schools have seen a significant increase in the number of immigrant children and students whose first language is not Slovene. Some lack of skills or experience of staff and school</p>
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			<p>managements in the implementation of pedagogical processes in linguistically and culturally heterogeneous groups. Due to the diversity of the first languages and cultures, the difficulty of communicating with each other among students in schools is increasing. Secondary schools also report a shortage of extra staff for teaching Slovene language. For certain groups of migrant students, the adjustment period with adapted measures in schools is too short.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>A planned and systematic implementation of educational work by providing integration and work protocols with students, involvement of entire collectives, creating an inclusive environment, empathy and openness of staff and management to diversity and their willingness to continue their education and training.</p>
	<p>EMN NCP Spain</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>YES. These measures are tailored support (language classes, mentoring, psychological counseling) to help migrant students adapt to the cultural differences in their primary and secondary education environment (6-</p>

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			<p>18 years old).</p> <p>In accordance with current education regulations, the educational authorities of the autonomous communities must address the following:</p> <ul style="list-style-type: none"><li>• Ensure the integration into the education system of migrant students who arrive in the country once the school year has begun, so that they can be enrolled in the most appropriate course based on their characteristics and prior knowledge, with appropriate support.</li><li>• In the case of students who present difficulties, the educational authorities must facilitate their integration through specific programs that address language deficiencies or gaps in their basic skills or knowledge. These programs will be implemented simultaneously with regular schooling, according to the student's level and learning progress.</li><li>• Provide the necessary measures to prevent student segregation and ensure adequate and balanced schooling for all students.</li><li>• Adopt the necessary measures to ensure that parents or guardians of students receive the necessary advice.</li><li>• Regulate protocols for action against signs of bullying, cyberbullying, sexual harassment, gender-based violence, and any other manifestation of violence that schools must implement.</li></ul> <p>Likewise, the Ministry of Education, VET and Sports promotes territorial cooperation programs to promote equity and inclusion and thus contribute to offsetting inequalities. These programs are developed and managed by the autonomous communities for the educational centers within their jurisdiction. Among all the territorial cooperation programs, the following stand out:</p> <ul style="list-style-type: none"><li>• PROA+: Program for educational guidance, advancement, and enrichment. Its fundamental pillars are to guarantee quality, equity, and inclusiveness in the education system. It aims to provide support and guidance to students in situations of educational vulnerability and to reduce early school leaving rates by strengthening educational centers with particular educational complexity, including those with the highest percentage of students vulnerable due to social, economic, or personal reasons. This group includes students from other countries who lack knowledge of the language of instruction or are unfamiliar with the customs and culture of the host school. Leverage activities, with a knock-on effect, have been designed to provide personalized attention to these students. Specifically, the lever activity "A209 Reception Plan for Immigrant Students and Classroom Integration" has the specific objective of developing a plan to welcome students of immigrant origin and laying the foundations for their personal success. To achieve this, the</li></ul>
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			<p>participation of the entire educational community is counted on from a multifactorial and inclusive point of view, increasing the participation of the families of said students, favoring the inclusion of said students and advancing towards minimum conditions of their educability.</p> <ul style="list-style-type: none"><li>• Emotional Well-being Program in Education. Its objective is to help address students' emotional well-being and mental health needs from an educational intervention perspective. The goal is to facilitate the freeing up of school hours for well-being and protection coordinators, whom all schools are required to have, according to regulations. Furthermore, the program aims to increase and/or strengthen human resources for interventions in the field of promoting emotional well-being and the comprehensive health of students by incorporating specific advisors or professionals, and by developing training, dissemination, and the development of materials that serve to implement best practices in the field of caring for and promoting emotional well-being.</li><li>• Inclusive Education Program: Its objective is to increase and optimize the provision and organization of specialized resources that address student diversity and optimize their organization, promote early detection and intervention, and enhance the central role of families.</li></ul> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>YES.</p> <p>Educational regulations establish that the educational authorities of the autonomous communities must train their teachers in the application of human rights in all educational practices and in the adoption of competency-based approaches established in the curricula for the different stages. Likewise, teachers must have the skills to accompany and guide students in the development of civic competence, one of the basic competencies included in the curricula. This competence is defined as ethical reflection and respect for human rights, equality between women and men, the elimination of stereotypes, the prevention of violence in all its forms, and respect for other cultures.</p>
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			<p>Although teacher training is the responsibility of the educational authorities, the Ministry of Education, VET and Sports contributes to supporting teachers through various training activities and materials to educate in democratic citizenship, human rights, sustainable development, the culture of peace, peaceful coexistence, gender equality, and the prevention of violence and discrimination in all its forms for all areas and subjects. Likewise, following the creation of the position of well-being and protection coordinator in all schools, the Ministry of Education, VET and Sports also offers training materials to support teachers holding this position in the performance of their duties.</p> <p>In this regard, the publication Guide for the Well-being and Protection Coordinator in the School Community (2022) stands out (<a href="https://www.libreria.educacion.gob.es/libro/coordinador-o-coordinadora-de-bienestar-y-proteccion-en-la-comunidad-escolar_182250/">https://www.libreria.educacion.gob.es/libro/coordinador-o-coordinadora-de-bienestar-y-proteccion-en-la-comunidad-escolar_182250/</a>), produced by the State Observatory of School Coexistence, which will be discussed below.</p> <p>Also noteworthy is the publication Keys to Working on Interculturality and Inclusion with Adolescents and Young People: Guide to Intercultural Education for Secondary Education (2023) (<a href="https://www.libreria.educacion.gob.es/libro/claves-para-trabajar-la-interculturalidad-y-la-inclusion-con-adolescentes-y-jovenes-guia-de-educacion-intercultural-para-educacion-secundaria_180709/">https://www.libreria.educacion.gob.es/libro/claves-para-trabajar-la-interculturalidad-y-la-inclusion-con-adolescentes-y-jovenes-guia-de-educacion-intercultural-para-educacion-secundaria_180709/</a>).</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>YES.</p> <p>The reform of the Organic Law on Education implemented in 2020 has determined that the curriculum for the different stages of basic education must include the learning of democratic values and human rights, equal treatment, as well as the prevention of bullying or any other form of violence. Similarly, the curriculum considers the study and respect for other cultures, including those of minorities present in Spain, with the aim of promoting their understanding and reducing stereotypes.</p>
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			<p>Consistent with this, various actions related to the prevention of discrimination and segregation have been developed.</p> <p>On the one hand, the Ministry of Education, VET and Sports has included a commitment to combat school segregation in all actions carried out in beneficiary schools in the territorial cooperation programs launched in 2024.</p> <p>Also worth highlighting is the reactivation of the State Observatory on School Coexistence, chaired by the Minister of Education, VET and Sports, in which various ministries, autonomous communities, and various entities and organizations participate. This collegial body is responsible, among other things, for gathering information, advising, and proposing measures to help develop educational policies that promote improved school coexistence. The recently completed 2024 Work Plan featured a comprehensive vision of coexistence that advocated respect for any situation of vulnerability. Similarly, the 2024-2027 Work Plan, which is currently under development, includes various thematic approaches to eradicating bullying, including bullying motivated by racism, and promoting accessible, welcoming, healthy, and safe school environments that respond to student diversity, where differences are not viewed as an impediment but as an opportunity for personal and social growth for the entire educational community. Various actions are planned, including the development of materials to raise awareness about the importance of recognizing and addressing prejudices and biases toward students in situations of personal, cultural, economic, and/or social inequality.</p> <p>Among the Observatory's work, the following publication stands out: Study of Indicators to Evaluate and Improve School Coexistence (<a href="https://www.libreria.educacion.gob.es/libro/indicadores-para-evaluar-y-mejorar-la-convivencia-escolar_184428/#:~:text=Este%20estudio%20es%20una%20herramienta%20que%20permite%20medir,resultado%20de%20m%C3%A1s%20de%20cuatro%20d%C3%A9cadas%20de%20estudio.">https://www.libreria.educacion.gob.es/libro/indicadores-para-evaluar-y-mejorar-la-convivencia-escolar_184428/#:~:text=Este%20estudio%20es%20una%20herramienta%20que%20permite%20medir,resultado%20de%20m%C3%A1s%20de%20cuatro%20d%C3%A9cadas%20de%20estudio.</a>)</p> <p>Moreover, the Ministry's collaborates with the Education and Social Awareness Commission of the Forum for the Social Integration of Immigrants, in relevant topics such as:</p> <ul style="list-style-type: none"><li>• An intercultural approach within the framework of inclusive education.</li><li>• Educational needs expressed by immigrant families and associations based on meetings with organizations.</li><li>• Cross-cutting proposals for inclusive education for immigrant students in the new curricular model.</li></ul>
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4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?

The Spanish Constitution establishes a decentralized state model that distributes the exercise of educational powers among all administrative levels. It is a symmetrical model in which the educational powers exercised by the Autonomous Communities are basically the same, but unfortunately there are no national level specific statistics available on this issue.

5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.

Among the challenges faced by migrant children are the following:

Early school leaving

The participation of girls and boys in early childhood education is one of the most important predictors of improved outcomes and future educational performance, as well as a facilitator of integration into the host society. It also allows for early detection and intervention. Therefore, the Ministry of Education, VET and Sports has developed the Program to Boost School Enrollment in the First Cycle of Early Childhood Education (primarily for girls and boys between 1 and 2 years old) through the creation of new places. The places to be created are publicly owned, accessible, affordable, and of high quality. Priority will be given to students in areas with a higher risk of poverty or social exclusion and in rural areas.

Furthermore, the Ministry of Education, VET and Sports has promoted two territorial cooperation programs to strengthen skills acquisition in order to prevent school dropouts and contribute to academic success. One of these programs focuses on strengthening reading skills, and the other on strengthening mathematical


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			<p>skills. The programs include various initiatives, including the provision of more resources to provide more personalized attention to students and the provision of training and pedagogical advice to teachers. These programs include a commitment by the beneficiary schools to combat school segregation.</p> <p>Also worth mentioning is the Program for Educational Guidance, Advancement and Enrichment (PROA+), mentioned above.</p> <p><b>Integration into the Educational Community</b></p> <p>As explained, the curricula developed following the amendment to educational regulations adopt a competency-based approach. Among the basic competencies that students are expected to develop is the plurilingual competence, which includes the recognition and respect of individual linguistic profiles and the maintenance and acquisition of skills in their home language(s) and official languages. This competence also includes an intercultural aspect aimed at understanding, appreciating, and respecting the linguistic and cultural diversity of society, with the aim of fostering democratic coexistence. This same objective is reinforced by the development of competence in cultural awareness and expression.</p> <p>Furthermore, the Organic Law on Education grants an important role to the autonomy of schools so that they can be adapted to their sociocultural circumstances. Among other aspects, this is embodied in the development of a School Educational Plan, tailored to the characteristics of the students and the environment. This plan will include a cross-cutting approach to values education, equality between women and men, equal treatment and non-discrimination, and the prevention of violence against girls and women, bullying and cyberbullying, as well as a culture of peace and human rights. The School Educational Plan must also include a Coexistence Plan with all the activities planned to foster a positive climate of coexistence within the school and the peaceful resolution of conflicts, with special attention to actions to prevent gender-based violence, equality, and non-discrimination. Furthermore, all schools must designate a well-being and protection coordinator.</p> <p><b>Barriers to the Recognition of Non-University Foreign Studies</b></p> <p>The recognition of non-university foreign studies helps migrants continue their studies in our education system or enter the labor market on equal terms with nationals. To this end, and within the current regulatory framework, migrant students under 16 years of age are enrolled in Primary and Compulsory Secondary Education in the Spanish education system without undergoing recognition procedures. Furthermore, migrants can apply for the recognition of their Secondary Education Graduate degree, their Baccalaureate degree, and the recognition of their first year of Baccalaureate, thus allowing them to</p>
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			<p>continue their higher education or vocational education and training, or to take official exams and enter the labor market where this qualification is required.</p> <p>In order to eliminate obstacles in the processing of these applications, while maintaining in-person service, progress has been made in digitalizing the system, significantly reducing processing time and facilitating access.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The Ministry of Education, VET and Sports annually awards the Emotional Well-being in Education Awards to publicly funded schools that offer Early Childhood Education, Primary, Compulsory Secondary Education, Baccalaureate, Basic and Intermediate Vocational Education and Training, and Adult Education. These awards seek to recognize the efforts made by schools and their contribution to improving the quality of education. In this sense, the awards seek to promote the incorporation into school structures of a comprehensive approach to promoting emotional well-being, including student participation and community coordination projects for the development of socio-emotional skills, positive coexistence, the formation and consolidation of the fabric of society, and the prevention of segregation, especially among students in vulnerable situations.</p> <p>Furthermore, the Ministry of Education, VET and Sports annually convenes the Educational Center Clusters initiative, which promotes the creation of cooperation networks between educational centers in different autonomous communities to develop projects that boost educational quality in areas such as coexistence, social inclusion, commitment to sustainable development, and global citizenship, in addition to fostering research among the educational establishments.</p>
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	<p>EMN NCP Sweden</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>Yes. The teaching shall be adapted to the needs of each pupil so that they will have the possibility of learning as much as possible in school. Pupils who have a different mother tongue than Swedish have the right by law to mother tongue instruction and study guidance in their mother tongue or their strongest academic language, as well as to mother tongue education. Having access to his or her mother tongue facilitates language development and learning in various subjects. Usually, the parents in cooperation with each school applies for mother tongue education.</p> <p>Through teaching in the subject of Swedish as second language, the pupils are to be given possibilities to develop the Swedish language in speech and writing so that they can express themselves in various contexts and for different purposes. Through the teaching, the pupil is given the possibility of developing the language to think, communicate and learn. The teaching shall give the pupils opportunities to communicate in Swedish at the language level, without the language having to be correct in detail. It is the headmaster who decides if a pupil will receive instruction in Swedish as second language. The rights to access Swedish as a second language is also regulated by law.</p> <p>The rules for participating in Swedish as second language differ in compulsory school and in upper-secondary school. In order for a pupil to access and participate in Swedish as second language programs, in compulsory school, preferably an evaluation of the language level in writing and speaking must be conducted. Although this is not regulated by law.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are</p>
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			<p>legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>Yes. For pupils who are new in Sweden, the school does a survey of the child's earlier schooling, knowledge, experiences and interests. An interpreter can be on hand in the survey but is entirely impartial and does not influence the assessment. If the child is older than seven years old, an assessment shall be done as quickly as possible. If the child is 7 and has begun school no later than the autumn semester of the year that the child turns 7, the headmaster shall determine what year and class the child will attend. Recently arrived pupils in years 7-9 and all pupils in upper-secondary school and special-needs upper-secondary school shall have an individual study plan. The plan must follow the pupil throughout the entire education and be revised when necessary. It is most often a teacher who prepares the plan together with the pupil, but it is the headmaster who is responsible for the school preparing a plan and that the pupil is involved.</p> <p>In order to learn Swedish as quickly as possible, recently arrived pupils may attend a preparation class at the same time that they receive instruction in their ordinary class. In the preparation class, the pupils get to take the subjects included in the year that the pupil is in. Pupils attend a preparation class for a maximum of two years. The idea is that the pupils will take all subjects in their ordinary class as soon as possible. The headmaster decides when teaching in the preparation class is no longer necessary.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>Yes. At the Swedish National Agency for Education there is a special department for targeting newly arrived children and students in Sweden. The work at the department covers children and students from preschool 1 – 19 years old. The government has given the agency an assignment to give support and assistance national wide specially to newly arrived children and students. This also includes children and students from third countries that speak Swedish as a second language. Highly educated professionals at the agency</p>
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			<p>working with different municipalities national wide work to support senior staff and professionals at municipality level. The support and assistance are targeted and based on carefully statistics where a selection of migrant background, parental economic level and education background of parents and school results are focused. The agency conducts the selection once a year and offers help to the municipalities by sending two advisors and supporting further work for cooperation with the senior staff and other personnel in place. The support consists of legal and pedagogical advice, financial support, advice for competence development in cooperation with the universities. Every and each targeted municipality receives och offers assistance from the agency for three years. On top of this the Swedish governmental assignment also includes general support to every municipality focusing of the target group. Examples of this can be teaching materials on the national website, course materials, clarifying and advising regulations by law, films with lecturers. The agency has also a telephone advisory department in which questions and answers from the public will be carried out.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and secondary schools at the national level as compared to other children?</p> <p>No</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>Lack of competence among qualified school staff. Sweden has not a tradition of being a mixed cultural country since before. The society is still learning about different cultural entities. As the Swedish society still is very democratic in values and attitudes to foreign cultures the are good prerequisites to develop human rights and the rights of migrant children and students. Possibilities to moderating curriculum, for example moderating the content of Swedish as a second language according to needs of newly arrived, lack of possibilities to moderate number of lessons in Swedish per week when more lessons are needed, to adapt</p>
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			<p>curriculum to reach the final exams at the age of 19 by studying fewer subjects, and to get an additional year at school (the 10 tenth year). The grade and rating system in Sweden. It takes a long time to obtain marks which are approved when students above 15 years old arrive in Sweden.</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>The targeted actions taken from the national agency (described above). Mapping and evaluation system, mother tongue education and study guide teachers, all which is regulated by law, are all examples of good practices.</p>
	<p>EMN NCP Ukraine</p>	<p><b>Yes</b></p>	<p>1. Does your EMN Member or Observer Country systematically provide tailored support measures at the national level for migrant children who are legally staying third-country nationals to aid them in adapting to different cultural environment in primary and secondary schools (i.e. language lessons, mentorship or psychologist consultations, etc.)? YES/NO. If yes, please briefly describe these measures, including how they are organized and implemented.</p> <p>The organization of the educational process in vocational (vocational-technical) and professional higher education institutions is carried out in accordance with the Laws of Ukraine “On Education”, “On Vocational (Vocational-Technical) Education” “On Professional Higher Education. According to Article 5 of the Law of Ukraine “On Vocational (Vocational and Technical) Education”, foreigners and stateless persons who legally reside in Ukraine enjoy the right to receive professional (vocational) education on an equal basis with citizens of Ukraine. Ukraine creates conditions for obtaining vocational (vocational-technical) education for persons with special educational needs, taking into account their individual needs, capabilities, abilities and interests/ It also identifies and removes barriers that hinder these individuals' rights and needs in education. These individuals can acquire full or partial professional qualifications without completing general secondary education simultaneously, which they may obtain for free at any time in any form of education. The list of professional qualifications that can be acquired without simultaneously obtaining a complete general secondary education is formed by the National Qualifications Agency. According to Articles 3-4 of the Law of</p>

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			<p>Ukraine “On Professional Higher Education”, foreigners and stateless persons permanently residing in Ukraine, persons recognized as refugees in Ukraine, persons in need of subsidiary or temporary protection, persons granted the status of a foreign Ukrainian, as well as other categories of foreigners and stateless persons legally residing in Ukraine in cases provided for by the laws and/or international treaties of Ukraine, have the right to obtain professional higher education on an equal basis with citizens of Ukraine. The Ministry of Education and Science of Ukraine has launched the Vocational Education Online platform for distance learning, which provides free short-term online courses for professional qualifications, developed with international support. The courses cover popular professions among youth, such as chef, pastry chef, woodworker-builder, and electrician. They are open to all, including Ukrainians, foreigners, and stateless persons legally residing in Ukraine.</p> <p>2. Does your EMN Member or Observer Country offer education materials, tools or trainings for teachers aimed at enhancing their intercultural or psychosocial competencies to support migrant children who are legally staying third-country nationals to adapt to different cultural environment in primary and secondary schools? YES/NO. If yes, please briefly describe these resources, highlighting their main components.</p> <p>No.</p> <p>3. Does your EMN Member or Observer Country introduced targeted initiatives, such as specific programmes or projects, at the national level designed to prevent discrimination and segregation of migrant children who are legally staying third-country nationals in primary and secondary schools? YES/NO. If yes, please briefly describe these initiatives highlighting their main components.</p> <p>No.</p> <p>4. In addition to data collected by ESTAT (cf. Education and training statistics - European Education Area) and under the PISA process, does your EMN Member or Observer Country specifically monitor the level of academic performance of migrant children who are legally staying third-country nationals in primary and</p>
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**Ad-Hoc Query on 2025.6 Access to Education for Migrant Children**

			<p>secondary schools at the national level as compared to other children?</p> <p>No. Assessment of student's academic achievements, as well as migrant children, is carried out on the basis of assessment criteria approved by orders of the Ministry of Education and Science. Monitoring of students' progress is carried out in accordance with the work plan of the general secondary education institution.</p> <p>5. What main challenges have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three challenges.</p> <p>---</p> <p>6. What good practices have national authorities in your EMN Member or Observer Country identified regarding the adaptation of migrant children who are legally staying third-country nationals to different cultural environments in primary and secondary schools? Please identify up to three good practices.</p> <p>---</p>
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